New Haven Board of Education Finance and Operations Committee Meeting

Monday, August 6, 2018
4:00 p.m.
Gateway Center – 2nd Floor Board Room

The Finance & Operations Committee shall focus on the review of contracts, agreements and capital projects as well as the comprehensive financial picture of the Board and its various departments. The Committee shall review areas of operations and policy in an effort to ensure fiscally prudent, sustainable, and efficient high-quality support to student learning and district responsibilities.

AGENDA

I. ACTION ITEMS

A. For Information Only (Pages #9-66)

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B. Abstracts (Pages #67-101)

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C. Agreements (Pages #102-269)

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Totals: $452,234.45 $3,436,830.69 $2,252,009.72

II. BUDGET REMEDIATION UPDATES

- Contract Reconsideration
- School Closings/Consolidation
- Layoffs/Furloughs
- Other remediation
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NEW HAVEN BOARD OF EDUCATION FINANCE AND OPERATIONS COMMITTEE MEETING

Monday, August 6, 2018
4:00 p.m.
Gateway Center – 2nd Floor Board Room

Chair: Mr. Frank Redente

Action Items

A. INFORMATION ONLY

1. The Superintendent approved an Agreement by and between the New Haven Board of Education and Gateway Community College, to provide a Principles of Sociology college course to students at High School in the Community, from August 28, 2018 to December 15, 2018, in an amount not to exceed $15,695.
   Funding Source: Federal Magnet School Assistance Carryover Program
   Acct. # 2517-6265-56694-0066
   Presenter: Mr. Matthew Brown
   (Pages #9-18)

2. To approve an Agreement by and between the New Haven Board of Education and TCRWP Reading Writing Project Network, LLC, to provide professional training to approximately 40-45 teachers and staff at Brennan Rogers Magnet School from August 14, 2018 to September 30, 2018, in an amount not to exceed $7,000.
   Funding Source: School Improvement Grant
   Acct. #2531-6160-56694
   Presenter: Dr. Maria Clark
   (Pages #19-24)

3. To approve an Agreement by and between the New Haven Board of Education and Imagine Learning, to provide training and assistance to Fair Haven School from August 14, 2018 to September 30, 2018, in an amount not to exceed $5,000.00.
   Funding Source: School Improvement Grant
   Acct. #2531-6277-56694
   Presenter: Mr. Heriberto Cordero
   (Pages #25-29)

4. To approve an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt to provide professional development to Strong 21st Century Communications Magnet and SCSU Lab School from August 14, 2018 to September 30, 2018, in an amount not to exceed $14,750.00.
   Funding Source: School Improvement Grant
   Acct. #2531-6279-56694
   Presenter: Ms. Susan DeNicola
   (Pages #30-37)
5. The Superintendent approved an Agreement by and between the New Haven Board of Education and Yale China Association, to provide a Chinese teaching intern for John C. Daniels School, from September 15, 2018 to June 15, 2019, in an amount not to exceed $4,999.95.

**Funding Source:** Interdistrict Magnet Program  
Acct. # 270-433-13-56697

**Presenter:** Ms. Jessica Haxhi  
(Pages #38-43)

6. The Superintendent approved an Agreement by and between the New Haven Board of Education and Yale China Association, to a Chinese teaching intern for Worthington Hooker School, from September 15, 2018 to June 15, 2019, in an amount not to exceed $4,999.95.

**Funding Source:** 2018-19 Operating Budget  
Acct. #190-433-38-56694

**Presenter:** Ms. Jessica Haxhi  
(Pages #44-48)

7. The Superintendent approved an Agreement by and between the New Haven Board of Education and Miriam Reyes, 171 Ivy Street, 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 July 1, 2018 to June 30, 2019, in an amount not to exceed $10,000.

**Funding Source:** 2018-2019 Operating Budget – World Language  
Acct. #190-41700-56694

**Presenter:** Ms. Jessica Haxhi  
(Pages #49-51)

8. The Superintendent approved an Agreement by and between the New Haven Board of Education and Adnelys Sotomayor-Quiles, 34 West St., 2nd fl., East Haven, CT 06513 to provide Translation from English to Spanish or Spanish to English of documents such as letters, forms, manuals, etc., including proofreading, as well as serving as translator for meetings as needed for the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $2,500.

**Funding Source:** 2018-2019 Operating Budget – World Language  
Acct. #190-41700-56694

**Presenter:** Ms. Jessica Haxhi  
(Pages #52-54)

9. The Superintendent approved an Agreement by and between the New Haven Board of Education and Maria Rosa, 92 Harbor St., Branford, 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 July 1, 2018 to June 30, 2019, in an amount not to exceed $2,500.

**Funding Source:** 2018-2019 Operating Budget – World Language  
Acct. #190-41700-56694

**Presenter:** Ms. Jessica Haxhi  
(Pages #55-57)

10. The Superintendent approved an Agreement by and between the New Haven Board of Education and Tomas Z. Miranda, 140 Captain Thomas Blvd., Unit 606, West Haven, CT to provide Translation from English to Spanish or Spanish to English of documents such as letters, forms, manuals, etc., including
proofreading, as well as serving as translator for meetings as needed to the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $1,500.

**Funding Source:** 2018-2019 Operating Budget – World Language
Acct. #190-41700-56694

**Presenter:** Ms. Jessica Haxhi

(Pages #58-60)

11. The Superintendent approved an Agreement by and between the New Haven Board of Education and Hajer Ahmed, 69 Pope St., New Haven, CT to provide English to Arabic or Arabic to English Translation of materials such as letters, forms, manuals, etc., as well as serving as Translator for meetings as needed for the New Haven Public Schools for the period of July 15, 2018 to June 30, 2019, in an amount not to exceed $1,000.

**Funding Source:** 2018-2019 Operating Budget – World Language
Acct. #190-41700-56694

**Presenter:** Ms. Jessica Haxhi

(Pages #61-63)

12. The Superintendent approved an agreement by and between the New Haven Board of Education and Fazila Mansoori, 139 Elm Street, New Haven, CT to provide Translation Services from English to Dari/Pashto or Dari/Pashto to English of materials such as letters, forms, manuals, etc., as well as serving as translator for meetings as needed, for the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $1,000.

**Funding Source:** 2018-2019 Operating Budget – World Language
Acct. #190-41700-56694

**Presenter:** Ms. Jessica Haxhi

(Pages #64-66)

**B. ABSTRACTS**

1. To approve the Abstract, *New Haven Child Day Care*, in the amount of $1,238,060.72, for 2018-2019.

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

**Presenter:** Ms. Denise Duclos

(Pages #67-71)

2. To approve the Abstract, *School Improvement Grant (SIG 1003 - West Rock)*, in the amount of $200,000, for 2018-2019.

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

**Presenter:** Dr. Iline Tracey

(Pages #72-76)

3. To approve the Abstract, *School Improvement Grant, (SIG 1003 - Brennan-Rogers)*, in the amount of $100,000, for 2018-2019.

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

**Presenter:** Dr. Iline Tracey

(Pages #77-81)

4. To approve the Abstract, *School Improvement Grant, (SIG 1003 - Fair Haven)*, in the amount of $200,000, for 2018-2019.
5. To approve the Abstract, School Improvement Grant, (SIG 1003 - Wexler-Grant), in the amount of $113,949, for 2018-2019.

   Funding Source: CT State Department of Education
   Presenter: Dr. Iline Tracey
   (Pages #87-91)

6. To approve the Abstract, School Improvement Grant, (SIG 1003, Lincoln Bassett), in the amount of $200,000, for 2018-2019.

   Funding Source: CT State Department of Education
   Presenter: Dr. Iline Tracey
   (Pages #92-96)

7. To approve the Abstract, School Improvement Grant, (SIG 1003, Strong), in the amount of $200,000, for 2018-2019.

   Funding Source: CT State Department of Education
   Presenter: Dr. Iline Tracey
   (Pages #97-101)

C. AGREEMENTS

1. To approve an Agreement by and between the New Haven Board of Education and Southern Regional Education Board, d/b/a SREB, to design career pathway program in STEM, and provide professional development at Hillhouse High School, from July 23, 2018 to June 15, 2019, in an amount not to exceed $134,090.

   Funding Source: School Improvement Grant – Hillhouse - Carryover Program
   Acct. #2546-6267-56694-0062
   Presenter: Mr. Glen Worthy
   (Pages #102-118)

2. To approve an Agreement by and between the New Haven Board of Education and Cora Dever-Maynard, to provide sign language interpretation services to a hearing impaired student, from August 27, 2018 to June 30, 2019, in an amount not to exceed $79,261.

   Funding Source: 2018-19 Operating Budget
   Acct. #190-49000-56694
   Presenter: Ms. Typhanie Jackson
   (Pages #119-122)

3. To approve an Agreement by and between the New Haven Board of Education and Julie Bossenberry, to provide audiological support to hearing impaired students, from August 27, 2018 to June 30, 2019, in an amount not to exceed $42,250.

   Funding Source: 2018-19 Operating Budget
   Acct. #190-49000-56694
   Presenter: Ms. Typhanie Jackson
   (Pages #123-127)
4. To approve an Agreement by and between the New Haven Board of Education and Sheilah McCray, to provide vision support services to visually impaired student, from August 27, 2018 to June 30, 2019, in an amount not to exceed $27,846.

Funding Source: 2018-19 Operating Budget
Acct. #190-49000-56694

Presenter: Ms. Typhanie Jackson
(Pages #128-132)

5. To approve an Agreement by and between the New Haven Board of Education and Stephanie Gardner, to provide speech and language services to communicatively impaired students, from August 27, 2018 to June 30, 2019, in an amount not to exceed $94,640.

Funding Source: 2018-19 Operating Budget
Acct. #190-49000-56694

Presenter: Ms. Typhanie Jackson
(Pages #133-137)

6. To approve an Agreement by and between the New Haven Board of Education and Joy Donaldson, to provide speech and language services to communicatively impaired students, from August 27, 2018 to June 30, 2019, in an amount not to exceed $57,037.50.

Funding Source: 2018-19 Operating Budget
Acct. #190-49000-56694

Presenter: Ms. Typhanie Jackson
(Pages #138-142)

7. To approve an Agreement by and between the New Haven Board of Education and Institute of Professional Practice, to provide Behavioral Consultation Services and programming for students with disabilities and in-service training for staff at Dr. Mayo Center, Brennan Rogers and Strong School, from August 27, 2018 to June 30, 2019, in an amount not to exceed $490,900.

Funding Source: IDEA Handicapped 611 Program (Pending Receipt of Funds)
Acct. #2504-5034-56903 – Brennan Rogers/Strong ($226,600)
Acct. #2504-5034-56903 – Dr. Mayo – Autism ($226,600)
2018-19 Operating Budget
Acct. #190-494-56694 ($37,700)

Presenter: Ms. Typhanie Jackson
(Pages #143-150)

8. To approve an Agreement by and between the New Haven Board of Education and ASD Fitness, to provide adaptive physical education classes to small groups of students with special needs, from August 29, 2018 to June 30, 2019, in an amount not to exceed $69,000.

Funding Source: IDEA Handicapped 611 Program (Pending Receipt of Funds)
Acct. #2504-5034-56903

Presenter: Ms. Typhanie Jackson
(Pages #151-154)

9. To approve an Agreement by and between the New Haven Board of Education and CompuClaim to provide billing services consisting in processing all NHPS claims for Medicaid reimbursement for direct medical services to eligible students based upon data provided to CompuClaim by NHPS. The District will pay CompuClaim, Inc. at a rate of 6% of revenues collected for the District from the Direct Claiming Services up to $75,000.
10. To approve an Agreement by and between the New Haven Board of Education and Leila Day Nurseries, to provide 18 school day/school year, School Readiness and Child Day Care spaces, from September 1, 2018 to June 30, 2019, in an amount not to exceed $108,000.

Funding Source: School Readiness & Child Day Care Program
Funding Source: Acct. #2523-5384-56697 (Pending Receipt of Funds)
Presenter: Ms. Denise Duclos
(Pages #169-173)

11. To approve an Agreement by and between the New Haven Board of Education and Westville Community Nursery School, to provide 6 school day/school year and 6 part day/school year, School Readiness and Child Day Care spaces, from September 1, 2018 to June 30, 2019, in an amount not to exceed $63,000.

Funding Source: School Readiness & Child Day Care Program
Funding Source: Acct. #2523-5384-56697 (Pending Receipt of Funds)
Presenter: Ms. Denise Duclos
(Pages #174-177)

12. To approve an Agreement by and between the New Haven Board of Education and LULAC Head Start, to provide 53 full time infant-toddler spaces, and 22 infant-toddler wrap-around spaces, from July 1, 2018 to June 30, 2019, in an amount not to exceed $621,588.24.

Funding Source: Infant Toddler Program
Funding Source: Acct. #2090-6275-56697 (Pending Receipt of Funds)
Presenter: Ms. Denise Duclos
(Pages #176-177)

13. To approve an Agreement by and between the New Haven Board of Education and Montessori on Edgewood, to provide 20 full time infant toddler spaces, and 22 infant-toddler wrap-around spaces, from July 1, 2018 to June 30, 2019, in an amount not to exceed $204,817.60.

Funding Source: Infant Toddler Program
Funding Source: Acct. #2090-6275-56697 (Pending Receipt of Funds)
Presenter: Ms. Denise Duclos
(Pages #178-181)

14. To approve an Agreement by and between the New Haven Board of Education and Friends Center for Children to provide 20 full time infant toddler spaces from July 1, 2018 to June 30, 2019, in an amount not to exceed $247,800.80.

Funding Source: Infant Toddler Program
Funding Source: Acct. #2090-6275-56697 (Pending Receipt of Funds)
Presenter: Ms. Denise Duclos
(Pages #178-181)

15. To approve an Agreement by and between the New Haven Board of Education and New Haven Public School District, to provide 5 School Readiness Pre-K slots, for 142 school day/school year spaces for a total of $852,000 and 68 part day spaces for a total of $306,000, from August 28, 2018 to June 30, 2019, in an amount not to exceed $1,158,000.
16. To approve an Agreement by and between the New Haven Board of Education and Center for Applied Linguistics to provide professional development to Strong 21\textsuperscript{st} Century Communications Magnet and SCSU from August 14, 2018 to September 30, 2018, in an amount not to exceed $26,720.00.

**Funding Source:** School Improvement Grant  
**Acct. #** 2531-6279-56694

**Presenter:** Ms. Susan DeNicola  
(Pages #189-192)

17. To approve an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt Publishing Company, to provide a partnership model to Wexler-Grant and New Haven leadership from August 14, 2018 to September 30, 2018, in an amount not to exceed $68,346.00.

**Funding Source:** School Improvement Grant  
**Acct. #** 2531-6167-56694

**Presenter:** Ms. David Diah  
(Pages #193-215)

18. To approve an Agreement by and between the New Haven Board of Education and Literacy How, Inc., to provide coaching to Wexler-Grant teachers from August 14, 2018 to September 30, 2018, in an amount not to exceed $34,742.00.

**Funding Source:** School Improvement Grant  
**Acct. #** 2531-6167-56694

**Presenter:** Dr. Iline Tracey  
(Pages #216-223)

19. To approve an Agreement by and between the New Haven Board of Education and Center for Applied Linguistics, to provide training, observations, feedback and coaching to Fair Haven School from August 14, 2018 to September 30, 2018, in an amount not to exceed $25,570.

**Funding Source:** School Improvement Grant  
**Acct. #** 2531-6277-56694

**Presenter:** Mr. Heriberto Cordero  
(Pages #224-234)

20. To approve an Agreement by and between the New Haven Board of Education and Clifford W. Beers Guidance Clinic, Inc., to provide implementation and planning services, training and consultation to West Rock Authors Academy from August 14, 2018 to September 30, 2018, in an amount not to exceed $99,511.10.

**Funding Source:** School Improvement Grant  
**Acct. #** 2531-6165-56694

**Presenter:** Dr. Iline Tracey  
(Pages #235-261)

21. To approve an Agreement by and between the New Haven Board of Education and The Management Solution (TMS) to provide School Business Management Services to the NHPS from August 1, 2018 to January 31, 2019, in an amount not to exceed $90,000.

-7-
Funding Source: 2018-2019 Operating Budget
Acct. #190-40000-56694
Presenter: Dr. Carol D. Birks
(Pages #262-269)
Memorandum

To: NHPS Finance and Operations Committee
From: Matt Brown, Building Leader, High School in the Community
Re: Magnet School Grant Contract with Gateway Community College
Meeting Date: August 6, 2018

Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Gateway Community College (GCC) to provide early college course opportunities to students at High School in the Community (HSC) in alignment with the submitted and approved federal Magnet School Assistance Program Grant. These courses will be in line with HSC’s broadened magnet theme of leadership, public policy and social justice and enable HSC to attract students from surrounding communities to stay in compliance with state magnet school enrollment requirements.

Amount of Agreement and the Daily, Hourly or per Session Cost: $15,695

Funding Source: Magnet School Assistance Carryover Program 2517-6262-56694-0066

Key Questions:

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

   High School in the Community is one of 5 NHPS schools that receives federal funds from the latest round of the Magnet School Assistance Program (MSAP) and the only school amongst those that is a high school. One of the key components of the MSAP is the strengthening of the Early College Model, increasing the number of college credits HSC students can earn before graduating high school. High school students who graduate with significant college credits are much more likely to persist in college and make it through to earning their degree, a strategic goal for HSC and all NHPS high schools.

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

   GCC will provide accredited college courses, taught by GCC instructors, that lead to college credit in courses related to HSC’s expanded magnet theme.

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

   GCC was listed in the federal grant submission by New Haven Public Schools as the Early College provider for HSC to support the terms and outcome of the grant.

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

   GCC brings the academic expertise, the administrative staffing support, the accreditation, the teaching faculty, and the college campus environment that are essential to HSC providing an Early College model.
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?

A new service.

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

The MSAP demands a 3rd party evaluation yearly and the partnership of GCC and HSC will be included in this year’s evaluation. The success of HSC’s students in GCC courses will be a significant outcome in these evaluations. Additionally, HSC’s success in attracting a larger and wider range of students to our school is an additional metric that is measured and reported on and that these GCC courses will influence.

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

This is not a professional development program.

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

Yes. These are the rates that GCC offers to other NHPS high schools for the same or similar services.
CLIENT SERVICES AGREEMENT

State Contracting Agency: Gateway Community College

Street: 20 Church Street
City: New Haven
State: Connecticut
Zip: 06510
Tel#: 203-285-2523

Hereby enters into a Contract with:

Client Business: New Haven Board of Education: High School in the Community
Street: 54 Meadow Street
City: New Haven
State: Connecticut
Zip: 06519
E-Mail: Patricia.demaio@new-haven.k12.ct.us

The term of this Contract is from 8/28/2018 through 12/15/2018.

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

Client Business agrees to make payment to the State Contracting Agency.
Total cost for services performed under this Contract shall not exceed: $15,695

Total number of courses: 4

This Contract shall remain in full force and effect for the entire term of the Contract period, stated above, unless cancelled by either party, by giving the number of day's written notice

REQUIRED NO. OF DAYS WRITTEN NOTICE

Client Business should address all contract questions to:
Kelly Levinson, Fiscal Administrative Officer, 203-285-2523. klevinson@gatewayct.edu

Client Business should address all questions regarding the scope or performance of services to:
Donnell T. Hilton, Dual Enrollment Specialist, Gateway Community College 203-285-2374. dhilton@gatewayct.edu

State Contracting Agency should address all contract questions to:
Patricia DeMaio, Grants Manager, 475-220-1372, patricia.demaio@new-haven.k12.ct.us

FOR INTERNAL USE ONLY

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MSAP Carryover 2517-6262-56694-0066:
1. DESCRIPTION OF CONTRACT SERVICES

1.1 Services.

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

(b) As indicated in the table(s) below, [Gateway Community College] shall provide those recruited or identified by the Client Business (hereinafter referred to as “Students”) the following training course(s) for the Client Business:

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<td>Course Curriculum:</td>
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<td>Course Materials:</td>
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(c) During the term of this Contract, Students shall be entitled to the use of the Institution’s educational resources and related facilities.
1.2 Professional Standards. In rendering services under this Contract, the Institution shall conform to high professional standards of work and business ethic. The Institution warrants that the services shall be performed: 1) in a professional and workmanlike manner; and 2) in accordance with generally and currently accepted principles and practices. During the term of this Contract, the Institution agrees to provide to the Contractor in a good and faithful manner, using its best efforts and in a manner that shall promote the interests of said Contractor, such services as the Contractor requests, provided in this Contract.

2. COST AND SCHEDULE OF PAYMENTS

2.1 State Liability. The State of Connecticut and the State Contracting Agency shall assume no liability for delivery of educational services to be performed under the terms of this Contract until the Contract is fully executed by the State Contracting Agency, the Client Business, and if applicable, by the Connecticut Attorney General.

2.2 Total Contract Not to Exceed. The Client Business shall pay the Institution a total sum not to exceed $15,695 for services performed under this contract.

2.3 Invoicing and Payment. The parties mutually agree that:

(a) The Institution shall submit invoices to the Client Business in accordance with the schedule below for the following course(s):

(i) Principles of Sociology Course: The Client Business shall pay the Institution $15,695 for the course instruction and textbooks for up to 20 students

(b) Invoices shall, at a minimum, include the Client Business name, the Contract Description and/or Identification Number, the billing period, and an itemization of services delivered and amounts invoiced.

(c) Payment shall be made to the Institution at the address indicated on Page 1, to the attention of the Business Office / Accounts Receivable Department within 30 days after receipt of invoices.

3. GENERAL PROVISIONS – STATE OF CONNECTICUT. References in this section to "contract" shall mean this Agreement and references to "contractor" shall mean the Client Business.

3.1 Client Business, its employees and representatives shall at all times comply with all applicable laws, ordinances, statutes, rules, regulations, and orders of governmental authorities, including those having jurisdiction over its registration and licensing to perform services under this contract.

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

3.3 Insurance. The Client Business agrees that while receiving services specified in this Contract that it shall carry sufficient insurance (liability and/or other) as applicable according to the nature of the Client Business work site and the service(s) to be received so as to "save harmless" the State of Connecticut from any insurable cause whatsoever. If requested, certificates of such insurance shall be provided to the State Contracting Agency.

3.4 Forum and Choice of Law. The parties deem the Contract to have been made in the City of Hartford, State of Connecticut. Both parties agree that it is fair and reasonable for the validity and construction of the contract to be, and it shall be, governed by the laws and court decisions of the State of Connecticut, without giving effect to its principles of conflicts of laws. To the extent that any immunities provided by Federal law or the laws of the State of Connecticut do not bar an action against the State, and to the extent that these courts are courts of competent jurisdiction, for the purpose of venue, the complaint shall be made returnable to the Judicial District of Hartford only or shall be brought in the United States District Court for the District of Connecticut only, and shall not be transferred to any other court, provided, however, that nothing here constitutes a waiver or compromise of the sovereign immunity of the State of Connecticut. The Client Business waives any objection which it may now have or will have to the laying of venue of any claims in any forum and further irrevocably submits to such jurisdiction in any suit, action or proceeding.
3.5 Campaign Contribution Restrictions. For all state contracts as defined in Connecticut General Statutes § 9-612(g)(2), as amended by Public Act 10-1 having a value in a calendar year of $50,000 or more or a combination or series of such agreements or contracts having a value of $100,000 or more, the authorized signatory to this Agreement expressly acknowledges receipt of the State Election Enforcement Commission's notice advising state contractors of state campaign contribution and solicitation prohibitions, and will inform its principals of the contents of the Notice, referenced herein as Exhibit A.

3.6 Non Discrimination.

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

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

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under...
this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Conn. Gen. Stat. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Conn. Gen. Stat. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as it relates to the provisions of this Section and Conn. Gen. Stat. § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Conn. Gen. Stat. § 46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers’ representative of the Contractor’s commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Conn. Gen. Stat. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Conn. Gen. Stat. § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Conn. Gen. Stat. § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

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

3.9 **Entire Agreement.** This written Contract shall constitute the entire agreement between the parties and no other terms and conditions in any document, acceptance or acknowledgement shall be effective or binding unless expressly agreed to in writing by the State Contracting Agency. This Contract may not be changed other than by a formal written amendment signed by the parties hereto and approved by the Connecticut Attorney General.

3.10 **IN WITNESS WHEREOF,** the parties have executed this Contract by their duly authorized representatives with full knowledge of and agreement with its terms and conditions.

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**CLIENT BUSINESS**

New Haven Board of Education: [ ]

By: [ ]

Print Name: [ ]

Title: [ ]

Date: [ ]

**STATE CONTRACTING AGENCY**

Gateway Community College [ ]

By: [ ]

Print Name: [ ]

Title: [ ]

Date: [ ]

By the Connecticut Attorney General

This Contract template, having been reviewed and approved as to form by the Connecticut Attorney General, is exempt from review pursuant to a Memorandum of Agreement between the Connecticut State Colleges and Universities, Board of Regents for Higher Education and the Connecticut Attorney General dated December 30, 2015. Therefore, no signature is required below.
NOTICE TO EXECUTIVE BRANCH STATE CONTRACTORS AND PROSPECTIVE STATE CONTRACTORS OF CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS

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

CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS

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

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

On and after January 1, 2011, no state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor, with regard to a state contract or state contract solicitation with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall knowingly solicit contributions from the state contractor's or prospective state contractor's employees or from a subcontractor or principals of the subcontractor on behalf of (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General, State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee.

DUTY TO INFORM

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

PENALTIES FOR VIOLATIONS

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

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

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

CONTRACT CONSEQUENCES

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

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

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

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

"Prospective state contractor" means a person, business entity or nonprofit organization that (i) submits a response to a state contract solicitation by the state, a state agency or a quasi-public agency, or a proposal in response to a request for proposals by the state, a state agency or a quasi-public agency, until the contract has been entered into, or (ii) holds a valid prequalification certificate issued by the Commissioner of Administrative Services under section 4a-100. "Prospective state contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

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

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

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

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

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

"Principal of a subcontractor" means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a subcontractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a subcontractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a subcontractor, which is not a business entity, or if a subcontractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or employee of any subcontractor who has managerial or discretionary responsibilities with respect to a subcontract with a state contractor, (v) the spouse or a dependent child who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph, or (vii) a political committee established or controlled by an individual described in this subparagraph, or (viii) a political committee or party committee, including, but not limited to, forwarding tickets to potential contributors, receiving contributions for public office or a political committee for the sole purpose of soliciting or receiving contributions for any committee, Solicit does not include: (i) making a contribution that is otherwise permitted by Chapter 155 of the Connecticut General Statutes; (ii) informing any person of a position taken by a candidate for public office or a public official, (iii) notifying the person of any activities of, or contact information for, any candidate for public office, or (iv) serving as a member in any party committee or as an officer of such committee that is not otherwise prohibited in this section.
Memorandum

To: NHPS Finance and Operations Committee  
From: Dr. Maria Clark, Assistant Principal – Brennan-Rogers Magnet School  
Re: TCRWP – Reading and Writing Project Quick Start Conference to Launch Reading Units of Study  
Meeting Date: 8/6/2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and The Teacher’s College Reading and Writing Project (TCRWP) to provide a 1- day professional development training on-site - “Quick Start One Day Conference” to launch the Reading Units of Study for teachers and staff at Brennan-Rogers on the implementation of the Reading Workshop Model/Units of Study on Wednesday, August 29, 2018.

Amount of Agreement and the Daily, Hourly or per Session Cost:  
One on-site day with Primary Presenter for Grades K-3 @ $35000.00  
One on-site Day with Upper Grade Presenter for Grades 4-8 @ $3500.00  
Total: $7000.00

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694):  
School Improvement Grant

Key Questions:

1. Please describe how this service is strategically aligned with school or District goals:
   This service is strategically aligned with Brennan-Rogers and NHPS district goals that will address the goals of improving student achievement in literacy for all grades. Through the TCRWP Quick Start Conference Day, the Staff Presenters will provide on-site services to teachers/support staff on the following topics: planning a year-long curriculum, teaching engaging mini-lessons, leading small group work, assessment based instruction, practical tips for scheduling a sequence of units of study, overview of aligned resources such as digital resources and managing workshop instruction.

2. What specific need will this contractor address?

   There is a need to improve student performance in Literacy as indicated by the state assessments. Brennan-Rogers will contract with the Teachers College Reading and Writing Project (TCRWP) to provide teachers with professional development on the Units of Study for Teaching Reading which guides the "state-of-the-art" K-5 reading instruction. This professional learning will enable our teachers to have the conceptual understanding of the Reading Workshop Model. Teachers will be able to plan teaching strategies, lessons and units collaboratively to effectively implement
the Workshop model with fidelity across grade levels; therefore improving student performance in literacy.

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

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

   The Staff Presenters are the experts on the implementation of the Reading Workshop Model. These Staff Presenters are employed by Columbia University/TCRWP. Therefore, the skill set that they bring to the professional development include: expertise and knowledge on how to implement the Reading Workshop Model and Units of Study in Reading, best practices in reading instruction, and how to support teachers in curriculum planning, instruction and assessments.

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 to Brennan-Rogers Magnet School.

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

   The teachers and staff will fill out a performance evaluation survey at the end of the Quick Start Conference. In addition, in the School Improvement Grant application, we established SMART Goals to increase student achievement by 5 percentage points on the Smarter Balanced Assessments.

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

   This professional development is not currently being implemented or provided by the school district. NHPS does not utilize this program or the materials that are specific to the implementation of the Units of Study in Reading. Highly trained staff developers are needed to implement this training on the Units of Study in Reading/Reading Workshop Model with fidelity.

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

   This agreement is fiscally sound because the Reading and Writing Project Network will provide services to our teachers and staff that will be individualized to Brennan-Rogers. The staff presenters will work with teams of teachers to refine and review the effective practices on the Reading Workshop Model. As a sole source, TCRWP is the only provider of this level of training and expertise in the implementation of the Units of Study in Reading and the Reading Workshop Model.
AGREEMENT

By And Between
The New Haven Board of Education
AND

TCRWP Reading Writing Project Network, LLC

FOR DEPARTMENT/PROGRAM:

Brennan-Rogers Magnet School

This Agreement entered into on the 13th day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 14th day of August, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Reading and Writing Project Network located at 18 Pelham Lane, Ridgefield, CT (herein referred to as the “Contractor”).

SCOPE OF SERVICE: Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:
The contractor will provide 1 day of 6 hours per day of professional development training with two presenters (Grades K-3 Presenter and Grades 4-8 Presenter) on the Reading Workshop Model and the implementation of the Units of Study to approximately 40-45 teachers and staff at Brennan-Rogers Magnet School through the “Quick Start Conference Day – Introducing Units of Study of Reading” for Grades K-8. This one day workshop will be tailored to the specific grade levels and provide an overview of the key methods and the important structures that teachers will need to be acquainted with in order to teach the Units of Study. Topics include: planning a year-long curriculum, teaching engaging mini-lessons, leading small group work, assessment based instruction, practical tips for scheduling a sequence of units of study, overview of aligned resources such as digital resources and managing workshop instruction.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $7000 per 6 hours per 1 day(s), for up to a maximum of 1/day(s). The maximum amount the contractor shall be paid under this agreement: seven thousand dollars ($7000.00). 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 Program of the New Haven Board of Education, Account Number: 2531 - 6160 - 56694

This agreement shall remain in effect from August 14, 2018 to September 30, 2018.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

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

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

__________________________  ________________________________
Contractor Signature              President
New Haven Board of Education

__________________________  ________________________________
Date                          Date

__________________________
Contractor Printed Name & Title

Revised: 7/17
July 2, 2018

Maria Clark
Brennan-Rogers Magnet School
199 & 200 Wilmot Road
New Haven, CT 06515

Dear Maria,

This letter describes the 2018 contractual relationship between the Reading Writing Project Network, LLC and Brennan-Rogers Magnet School for professional development services to be rendered by the Network to the district. The specific arrangements outlined here were developed over the past weeks through conversations between Reading Writing Project Network, LLC staff and district personnel.

Your district has agreed to purchase services totaling $7,000. These services include:

<table>
<thead>
<tr>
<th>Units of Study in Reading Conferences</th>
<th>#</th>
<th>Cost</th>
<th>Subtotal</th>
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<tbody>
<tr>
<td>August 29th, 2018</td>
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<tr>
<td>1. Professional Development and Site based coaching as detailed:</td>
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<tr>
<td>• 1 On site day with a K-3 Presenter</td>
<td>1</td>
<td>$3,500</td>
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<tr>
<td>• 1 On site day with a 4-8 Presenter</td>
<td>1</td>
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</table>

**TOTAL** $7,000

**Additional Charges will be incurred if the number of participants exceeds the number agreed upon.**(Up to 40 Participants per session)

**All participants must have the books on hand for the presentation**

Payment
We send our billing statements on a monthly basis, and will expect payment within 6 weeks of being invoiced. After 8 weeks, a 10% late fee will be added to your invoice.

There is a $250 fee for any pre-invoicing

Audio and Video Recording
Making recordings of any portion of this conference is unlawful and violates the rights of RWPN and the presenters. RWPN reserves all rights to bring legal action against any individuals believed to have engaged in unlawful recording, copying, sharing, or posting and/or any other violation of law, including without limitations copyright and privacy laws.
**Cancellations**

Once you sign this contract, we will reserve time to work with you. If, at a later date, budgetary or other constraints make it necessary for you to rescind on this agreement then:

- You will be charged for any non-refundable expenses.
- We will work together to reschedule the visit if it is at all possible.
- If a rescheduled visit is not possible, there will be a 10% charge on any dates for which we have more than one month’s notice and a 30% charge for any cancellations with less than one month’s notice.
- If the cancellation occurs after the staff development consultant has departed for the scheduled visit due to a “force majeure” (such as, but not limited to a public emergency or calamity ie: snowstorm, blizzard, war, strike, fire), there will be a 50% fee for the scheduled visit to compensate the staff development consultant for the loss of work.

We assume that you share our commitment to making this work productive so that it makes a difference in your schools. If we determine the constraints are such that we are unable to provide a high level of teacher education, we reserve the right to cancel further work in your schools. In such case, we will be available for discussion; however, the situation will have to be remedied to our mutual satisfaction in order for us to continue the work.

*If the information in this letter is correct, please sign this letter and return it to Kathy Neville.* If there is a discrepancy between the specific details in this letter and your understanding of our agreement please email Kathleen Neville at kathy@readingandwritingproject.com or call 917-484-1482.

To help you prepare accurate purchase orders, please note that payment should be made to:

**Reading Writing Project Network, LLC**
18 Pelham Lane
Ridgefield, Connecticut 06877
(EIN 30-0017231)

**1099 form is not necessary for an “S” corporation**

We look forward to working together this year.

Sincerely,

Lucy McCormick Calkins
Founding Director

Copy to Kathy Neville

**Reading Writing Project Network, LLC Contract**

This Agreement dated on this ___ day of __________ by and between Brennan-Rogers Magnet School and the Reading Writing Project Network, LLC.

The parties hereby agree to the terms, provisions and conditions of this agreement as stated:

 Signed by ___________________________ Date __________
Memorandum

To: NHPS Finance and Operations Committee
From: Heriberto Cordero, Principal, Fair Haven School
Re: Imagine Learning
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Imagine Learning to provide two full-day on site reading/language and math workshops tailored to the needs of each grade level.

Amount of Agreement and the Daily, Hourly or per Session Cost: $2,500/day for 2 days, $5,000 Total Cost

Funding Source: School Improvement Grant (SIG 1003) Acct. # 2531-6277-56694

Key Questions:

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

   This training addresses the district and school focus on improving student performance in both literacy and math. These are areas specifically addressed in our school improvement plan and the SIG grant as well.

2. What specific need will this contractor address?

   The needs assessment for the SIG grant revealed that there is an inconsistent use of interventions and resources to strategically maximize teaching and learning for our special populations across all classrooms. In addition, there is limited use of differentiation and formative assessments (formal and informal) and data-driven decision making to increase student achievement. This training will allow teachers to implement Imagine Learning for intervention and use real-time data to track student learning and differentiate instruction.

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

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

   Imagine Learning builds core reading and academic language skills with a research-based curriculum. The program is adaptive instruction and sets students on personalized learning paths. It also provides support in 15 languages and their benchmarks are powered by the lexile framework.
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? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness:
   Staff will be surveyed about the quality of the training
   Administrators will observe teachers implementing Imagine Learning, data-driven decision making and interventions with fidelity.

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

   Imagine Learning has specific strategies and user-requirements that can only be described by the company in the initial trainings.

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

   This agreement is fiscally sound because it meets the ESSA requirement of the CSDE SIG Grant and meets the needs of the Fair Haven School to improve student achievement in math and literacy.
AGREEMENT

By And Between
The New Haven Board of Education
AND
Imagine Learning

FOR DEPARTMENT/PROGRAM:

Fair Haven School

This Agreement entered into on the 13th day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 14th day of August, 2018 by and between the New Haven Board of Education (herein referred to as the “Board”) and, Imagine Learning located at 382 W. Park Circle Suite 100 Provo UT 84604 (herein referred to as the “Contractor”).

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

- To provide training in building Data Team Leaders for each grade.
- To provide assistance in creating a robust K-2 Dual Language Curriculum.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $2500/day(s) for up to a maximum of 2 day(s). The maximum amount the contractor shall be paid under this agreement: five thousand dollars and 00 cents ($5,000). 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 1003) of the New Haven Board of Education, Account Number: 2531-6277-56694

This agreement shall remain in effect from August 14, 2018 to September 30, 2018.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

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

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

Contractor Signature

President
New Haven Board of Education

Date

Date

Contractor Printed Name & Title

Revised: 7/17
Any questions about this proposal may be directed to your Area Partnership Manager, Karin McNamara, at (203) 444-3948 or karin.mcnamara@imaginelearning.com.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Price</th>
<th>Ext. Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>District Success Pack: Provides the district with up to 2 full day on-site</td>
<td>7,000.00</td>
<td>7,000.00</td>
</tr>
<tr>
<td></td>
<td>Reading/Language and math workshops. Expires 1 year from date of purchase.</td>
<td></td>
<td>-2,000.00</td>
</tr>
</tbody>
</table>

Professional support with Imagine Learning is an essential part of making the most of your time and investment.

Day 1 - PD session will focus on proficient navigation of the Imagine Learning curriculum resources including on and off-line resources. Knowledge of the research background, menu options, scope and sequence, access and customization are covered in detail.

Day 2 - PD session will be an in-depth review of student data, benchmark results, tracking usage as well as complete review of data portal tools. Special emphasis will be placed on use of the Action Areas Tool which allows teachers to target instruction and group students by skills need in real-time.

Include the Quote Number (top right) on all Purchase Orders. Please fax, email, or mail to:

Fax: 866-507-9270
Email: PO@imaginelearning.com
Mail: Imagine Learning, Inc.
382 W. Park Circle Suite 100
Provo UT 84604

This proposal is provided as a courtesy to you, our customer. Any taxes, duties, and fees are estimates only and are provided for planning purposes. Actual amounts will be invoiced.

For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email privacy@imaginelearning.com.
Memorandum

To: NHPS Finance and Operations Committee
From: Susan DeNicola, Principal of Strong Communications Magnet School
Re: Houghton Mifflin Harcourt
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt to provide professional development in Math in Focus to support teachers in the foundational fidelity of program implementation, lesson planning, effective instruction and math content.

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

There will be 5 total full day sessions occurring on 3 different days. Each session will cost $2,950.00, for a total of $14,750.00

Funding Source:
Pending approval of School Improvement Grant (SIG) account # will be provided 2531-6279-56694

Key Questions:

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

   The District Accountability Smart Goal states, “In alignment with ESSA goal targets, the District Performance Index (DPI) for Mathematics will increase from 49.9 in 2016-17 to 51.8 in 2017-2018. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage Target Achieved (PTA) for Mathematics from 52.9% in 2016-17 to 56.5% in 2017-18.” The professional development provided by Houghton Mifflin Harcourt (HMH) is customized to focus on the strategies, resources, tools and knowledge needed to effectively implement the Math in Focus curriculum.

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 professional development in mathematics was needed to address low math scores amongst students. Houghton Mifflin Harcourt (HMH) and the leadership team identified that this contractor will support teachers in the foundational fidelity of program implementation as well as lesson planning, effective instruction and math content.

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

   Contractor selection was outlined in the School Improvement Grant. Houghton Mifflin Harcourt 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 Houghton Mifflin and Harcourt bring to the project is mastery in training that improves the effective teaching and student learning in mathematics as well as the Math in Focus curriculum. HMH, with over 50 years of expertise in trainings, is also committed to ensuring the success of students, teachers, leaders and schools.

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

This is a new service.

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

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

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

District staff cannot provide the training internally as the selected vendor is approved by the Connecticut Department of Education to give the professional development needed to improve math achievement 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 staff and HMH experts.

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

This agreement is fiscally sound because it was identified that professional development in mathematics instruction was needed in order to improve student achievement. The professional development 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
Houghton Mifflin Harcourt (HMH) Professional Services

FOR DEPARTMENT/PROGRAM:

Strong 21st Century Communications Magnet and SCSU Lab School

This Agreement entered into on the 13th day of August 2018 effective the 14th day of August, 2018, by and between the New Haven Board of Education (herein referred to as the "Board") and, Houghton Mifflin Harcourt (HMH) Professional Services located at 9205 South Park Center Loop, Orlando, FL 32819 (herein referred to as the "Contractor").

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

HMH Professional Services will be providing professional development in the foundational fidelity of program implementation, lesson planning, effective instruction and math content. The service will be delivered in 5 full day sessions that will take place over 3 days (2 of the days will be have two sessions lead by 2 different consultants and 1 day will have one session lead by 1 consultant. The service will be provided at Strong 21st Century Communications Magnet and SCSU Lab School. K-4 teachers at Strong and coaches will receive the professional development. The service will be provided between August 14th, 2018 and September 30, 2018.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $2,950.00 per full day session for up to a maximum of 5 sessions. The maximum amount the contractor shall be paid under this agreement: Fourteen thousand, seven hundred fifty dollars ($14,750.00). 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

This agreement shall remain in effect from August 14, 2018 to September 30, 2018.
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.

Lisa A. Jacobson
Director, Business Desk HMH
Contractor Printed Name & Title

President
New Haven Board of Education

June 19, 2018
Date

Revised: 7/17
HMH Professional Services
Scope of Work

Math in Focus
Singapore Math®
by Marshall Cavendish®

Strong Magnet School
July 1-September 30, 2018

Transforming school performance by developing great leaders and fostering effective teaching.

Submitted May 30, 2018 to:
Susan DeNicola, Principal
Strong Magnet School

Contacts:
Cathy Landers
Account Executive
Cathy.Landers@hmhco.com
860.326.9285

Nicole Jackson
Manager of Professional Services
Nicole.Jackson@hmhco.com
860.709.8255

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OVERVIEW

HMH Professional Services is committed to ensuring the success of students, teachers, leaders, and schools. This Scope of Work supports ongoing planning, communication, and collaboration between HMH Professional Services and Strong Magnet School.

The purpose of this proposal is to create a plan for improving the effective teaching and student learning of mathematics at Strong Magnet School in New Haven, CT. We believe that a partnership with you that focuses on your school's goals, student data, and a thorough understanding of your instructional needs to meet Connecticut Core Standards for Mathematics, will lead to building the capacity required for student achievement in mathematics.

WHAT WE HEARD

In our latest conversation, Susan DeNicola and her team shared that they are interested in offering a professional learning opportunity to teachers focusing on increasing instructional effectiveness in mathematics. HMH proposes to collaborate with school leadership to design this engagement to address the needs of teachers and their students.

- Year Six of implementing Math in Focus®
- Low proficiency levels in math a concern
- Decrease in district funded math coaching support for past five years
- No on-site math instructional coach since Fall 2016

Based on collaborative conversations with you, we will create a customized Professional Learning Plan that includes professional development focused on your unique needs and goals.

WHY HMH PROFESSIONAL SERVICES?

Our team has over 50 years of expertise making meaningful connections with teachers and leaders in our partner schools.

As the nation's largest professional development provider, we know that the more we understand our partners, the more effective our support and services become.

Our world-class instructional and technical experts develop strong partnerships within schools—collaborating with leaders and teachers to translate district visions into implementation plans that include curriculum support, instructional strategies, leadership development, and technical services.

Using a personalized approach to professional learning, we make it our goal to help all educators and their students experience excellence.
SCOPE OF WORK

Description of Proposed Professional Learning Services for Strong Magnet School

Research shows that teachers who receive professional learning increase their students’ achievement significantly. At Houghton Mifflin Harcourt, we offer a full spectrum of professional learning to help teachers do just that—improve their effectiveness in the classroom and boost their students’ performance.

To support effective teaching and leading, HMH Professional Services experts will provide a robust set of professional learning sessions at Strong Magnet School. Brief learning outcomes for each training type are provided below.

Supporting Foundational Fidelity of Program Implementation

Instructional Strategies Workshop (July 25-26, 2018)

This first step in learning Math in Focus is an introduction to Singaporean pedagogy and philosophy, lesson structure, problem solving strategies, and the trajectory of Math in Focus. It includes a component and technology walk through as well as lesson planning. This session is the required first day of professional development (up to 35 participants per session).

Teachers will walk away with strategies, resources, tools, and the knowledge of how to unfold their first chapter

Learning Outcomes:
- Describing attributes of a successful math classroom
- Key instructional Strategies in a Singaporean Classroom
- Introduction to Gradual Release Lesson Structure
- Math in Focus Technology Resources for Instruction
- Introduction to the tools most commonly used
- Guided Lesson Planning

Audience: Teachers, Coaches, Administrators
Delivery: In-person
Time: Full Day
Follow-Up Professional Learning

Beyond getting started, Houghton Mifflin Harcourt professional learning services help teachers deepen their understanding of how to effectively implement the rich classroom and digital tools in *Math in Focus* with a focus on planning, monitoring progress, digital instruction, and differentiation.

**Grade-Level Workshop (September 2018)**

For these sessions, participants are split into grade levels (or grade level combos) and focus on lesson planning, effective instruction and math content at a particular grade level. Sessions are customized for the time of year and focus on structure of the lesson and anticipating the obstacles that might occur when teaching the Singapore pedagogy (up to 35 participants per session).

Teachers will walk away with a deeper understanding of how to develop an anchor task and apply the gradual release lesson structure to their next lesson.

**Learning Outcomes:**

- Review the Application of the 4 Non-Negotiables of Singaporean Pedagogy
- Chapter /Lesson Planning of upcoming lessons, with Anchor Tasks
- Transition/Pacing
- Common Vocabulary and Phrases
- Grade Level Content
- Visualization: Bar Modeling (or grade level specific visualization)

**Audience:** Teachers, Coaches

**Delivery:** In-person

**Time:** Full-day
Memorandum

To: NHPS Finance and Operations Committee  
From: John C. Daniels Interdistrict Magnet School of International Communication  
Re: Yale China Association  
Meeting Date: July 2, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Yale China Association to support Mandarin Chinese language and culture instruction at John C. Daniels. Yale China will locate and provide a Chinese teaching intern who will work to support instruction and a sister school relationship.

Amount of Agreement and the Daily, Hourly or per Session Cost: $4,999.95 - $555.55/per month for 9 months from September 15, 2018-June 15, 2019.

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694): Interdistrict Magnet Funds - Account #270-433-13-56697

Key Questions:

1. Please describe how this service is strategically aligned with school or District goals: This service is aligned with the district/school goal of providing World Language instruction to students and integrating the magnet theme of International Communication.

2. What specific need will this contractor address? Instruction of World Language Mandarin Chinese.

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

4. What specific skill set does this contractor bring to the project? (Attach a copy of the contractor’s resume). Contractor brings a specific skill set in the area of International Communication relations.

5. Is this a new or continuation service? Continuation If a continuation service: a) has cost increased? NO. If yes, by how much? b) What would an alternative contractor cost? No. There is no alternative contractor in New Haven county.

6. Evidence of Effectiveness: How will the contractor’s performance be evaluated? If a continuation service, attach a copy of previous evaluations or archival data demonstrating effectiveness: Performance will be evaluated by teaching observation. Oral and written evaluation feedback will be provided.

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? It is very reasonably priced for the services that will be provided.
AGREEMENT

By And Between
The New Haven Board of Education
AND
Yale-China Association

FOR DEPARTMENT/PROGRAM:

John C. Daniels School

This Agreement entered into on the 15th day of June, 2018 effective (no sooner than the day after Board of Education Approval), the 15th day of September, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Yale-China Association located at 442 Temple St, Box 208223, New Haven, CT 06511 (herein referred to as the “Contractor”).

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

Yale-China Association will locate and support a Chinese teaching intern who will provide Chinese language and culture instruction and coordinate cultural events and a sister-school relationship.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $555.55 per month for up to a maximum of nine months. The maximum amount the contractor shall be paid under this agreement: four thousand, nine hundred, ninety nine and ninety five cents($4999.95). 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 Daniels Interdistrict Magnet Funds Program of the New Haven Board of Education, Account Number: 270-433-13-56697. This agreement shall remain in effect from September 15, 2018 to June 15, 2019.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

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

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

[Signatures and dates]

Revised: 7/17
SCOPE of SERVICE

Yale-China Association will provide John C. Daniels with a Chinese teaching intern ("Fellow") for the 2018-2019 school year.

In order to locate the highest quality intern, Yale-China Association will:
- Hold extensive interviews in China to provide an intern with proven excellence in teaching experience and English language ability

In order to facilitate the arrival of the intern
- Make arrangements for all travel expenses insurance
- Work with the Chinese and United States government to secure a working visa
- Work with NHPS to assist and support the intern as he/she moves into a homestay in New Haven

In order to ensure the success of the intern throughout the school year, Yale-China Association will:
- Provide initiation training to the United States
- Provide weekly meetings with the intern in order to support their cultural acclimation and academic development
- Organize access to weekly classes at Yale in order to develop the intern's academic skills and development of cultural understanding and experiences

At John C. Daniels, the Chinese teaching intern will:
- Work 32 hours per week
- Provide Chinese language instruction to students in the 5th and 6th grade (at various times of year, according to an established schedule)
- coordinate a sister-school relationship with a school in China
- organize Chinese cultural events and Chinese cultural performances by students at school assemblies
- attend meetings with the Supervisor of World Languages to discuss curriculum, methodology, and initiatives/events.

DETAILED PRICING

The fee for all of the above services, inclusive, is $555.55 per month, for the 9 months of the school year from September 15, 2018-June 15, 2019, not to exceed $5,000. Invoices will be submitted monthly.
Resume

Personal Data

Name: Ho Ka Man
Gender: Female
Address: Flat 3216, Ping Sin Hse, Ping Tin Est, Lam Tin
Phone Number: 67509970
Date of Birth: 15/01/1992
Email Address: amykamansps@gmail.com

Education

09/2011 - 07/2015 The Chinese University of Hong Kong
- BA (Chinese Language Studies) and Bed (Chinese Language Education)
- GPA: 3.127
- Shaw College Certificate of Academic Merit

09/2004 - 07/2011 St Paul's School (Lam Tin)
- HKAL: Chinese Language(A), Use of English(D, with C in Oral Part)
- HKCEE: Chinese(5), English(5), Mathematic(B), Chemistry(B), Biology(B), Physics(C)

Working Experience

09/2015 - Now Full time Chinese Teacher • Shung Tak Catholic English College
- Teaching Chinese to junior and senior form
- Organizing Chinese Day
- Organizing Student Development Program

11/2013 - 11/2014 Tutor of School Magazine • Ning Po College
- Teaching editor skill

Award

- 2012 HK & Macau Debate Competition (Champion)
- 2012 University Debate Competition (2nd runner up)
- 2013 Shaw College Outstanding Student Society Award

Extra curriculum Activities

10/2011 - 09/2012 CUHK Chinese Debate Team
03/2013 - 03/2014 Shaw College School Magazine Editor

Language and Skill

Language: Mandarin (Putonghua Proficiency Test • Level 2B)
Skill: Chinese Calligraphy (3 years' experience)
LEUNG MAN WAI
Room 1809, Yung Sui House, Yung Shing Court, Fanling, N.T., Hong Kong
(852)53983188 - angela.leungmw@gmail.com

EDUCATION
2013 - present
The Chinese University of Hong Kong
B.A. (English Studies) and B.Ed. (English Language Education) Co-terminal Double Degree Programme
Jun 2016 - University of York
July 2016 Overseas Immersion Programme for English Teachers

WORKING EXPERIENCE
Oct 2017 - Po Leung Kuk Ma Kam Ming College English Teacher (Teaching Practice)
Dec 2017
• Designed English teaching materials and lesson plans
• Conducted English lessons to junior secondary school students
• Administered and graded assignments to evaluate student progress

July 2017 - Guangzhou Qizhi Social Service Centre Tutor (Volunteer Internship)
Aug 2017
• Designed English drama teaching materials and lesson plans
• Conducted lessons in English and Mandarin to primary and junior secondary school students from different cities of China
• Organized summer camp and local community services for primary school students in the promotion of citizenship and cultural competence

Apr 2017 - HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School English Tutor
Jun 2017
• Designed English teaching materials and lesson plans emphasizing basic grammar
• Conducted English remedial lessons to newly-arrived secondary school students mainly in English supplemented with Mandarin

Jul 2013 - Po Leung Kuk Ma Kam Ming College English and Chinese Tutor
May 2016
• Conducted Chinese and English lesson to secondary school students
• Designed in-class activities and assessment for both small and large class teaching

Nov 2015
• Conducted Chinese lesson to ethnic minority children (senior primary)
• Designed interactive small-class teaching activities and materials emphasizing Chinese culture
• Provided language and cultural support

Sept 2015 - Yale-China Chinese Language Centre, The Chinese University of Hong Kong PRINCH Teaching Assistant
Nov 2015
• Led small group discussion and field trips
• Provided language and cultural support to foreign learners of Cantonese
• Coordinated communication between students and the administrator to create a culturally-sensitive learning environment

Jun 2015 - Beijing Volunteer Service Federation (Xicheng) Project Assistant (Volunteer Internship)
Jul 2015
• Organized local community service
• Organized language and cultural field trips in Beijing
• Coordinated communication between local volunteers and the local service centre
• Responsible for script writing and Chinese-English translation

EXTRA-CURRICULAR ACTIVITIES
Oct 2015 - The i-Ambassador Scheme, Office of Student Affairs, The Chinese University of Hong Kong
May 2016
• Campus Ambassador

Jan 2014 - The Society of Language Education 2014, The Chinese University of Hong Kong
Dec 2014
• Academic Officer

LANGUAGES
• Cantonese—Native
• English—Advanced
• Mandarin—Advanced
• German—Beginner
Memorandum

To: NHPS Finance and Operations Committee
From: Worthington Hooker School
Re: Yale China Association
Meeting Date: July 2, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Yale China Association to support Mandarin Chinese language and culture instruction at Worthington Hooker. Yale China will locate and provide a Chinese teaching intern who will work to support instruction and a sister school relationship.

Amount of Agreement and the Daily, Hourly or per Session Cost: $4,999.95 - $555.55/per month for 9 months from September 15, 2018-June 15, 2019.

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694):
General Funds - Account #190-433-38-56694

Key Questions:

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

   This service is aligned with the district/school goal of providing World Language instruction to students and expanding opportunities to promote global thinking/knowledge for our students.

2. What specific need will this contractor address?

   Instruction of World Language Mandarin Chinese and Chinese culture.

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

   Sole Source

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

   Contractor brings a specific skill set in the area of International Communication relations.

5. Is this a new or continuation service? Continuation If a continuation service: a) has cost increased? NO. If yes, by how much? b) What would an alternative contractor cost?

   No. There is no alternative contractor in New Haven County.

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

   Performance will be evaluated by teaching observation. Oral and written evaluation feedback will be provided.
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**?

It is reasonably priced for the services that will be provided.
AGREEMENT

By And Between
The New Haven Board of Education
AND

Yale-China Association

FOR DEPARTMENT/PROGRAM:

Worthington Hooker School

This Agreement entered into on the _15_ day of June, 2018 effective (no sooner than the day after Board of Education Approval), the 15th day of September, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Yale-China Association located at 442 Temple St, Box 208223, New Haven, CT 06511 (herein referred to as the “Contractor”).

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

Yale-China Association will locate and support a Chinese teaching intern who will provide Chinese language and culture instruction and coordinate cultural events and a sister-school relationship.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $555.55 per month for up to a maximum of nine months. The maximum amount the contractor shall be paid under this agreement: four thousand, nine hundred, ninety nine and ninety five cents ($4999.95). 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 Worthington Hooker Regular Funds of the New Haven Board of Education, Account Number: 190-433-38-56694. This agreement shall remain in effect from September 15, 2018 to June 15, 2019.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

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

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

[Signature]
Contractor Signature

[Signature]
President
New Haven Board of Education

[Date]
Date

[Signature]
Contractor Printed Name & Title

Revised: 7/17
SCOPE OF SERVICE

Yale-China Association will provide Worthington Hooker School with a Chinese teaching intern ("Fellow") for the 2018-2019 school year.

In order to locate the highest quality intern, Yale-China Association will:

• Hold extensive interviews in China to provide an intern with proven excellence in teaching experience and English language ability.

In order to facilitate the arrival of the intern:

• Make arrangements for all travel expenses insurance.
• Work with the Chinese and United States government to secure a working visa.
• Work with NHPS to assist and support the intern as he/she moves into a homestay in New Haven.

In order to ensure the success of the intern throughout the school year, Yale-China Association will:

• Provide initiation training to the United States.
• Provide weekly meetings with the intern in order to support their cultural acclimation and academic development.
• Organize access to weekly classes at Yale in order to develop the intern's academic skills and development of cultural understanding and experiences.

At Worthington Hooker School, the Chinese teaching intern will:

• Work 20 hours per week.
• Provide enrichment opportunities for Chinese language development grades K-8 (according to an established schedule).
• Organize Chinese cultural events and Chinese cultural performances by students at school assemblies.
• Attend meetings with the Supervisor of World Languages to discuss curriculum, methodology, and initiatives/events.

DETAILED PRICING

The fee for all of the above services, inclusive, is $555.55 per month, for the 9 months of the school year from September 15, 2016-June 15, 2017, not to exceed $5,000. Invoices will be submitted monthly.
Memorandum

To: Finance and Operation Committee
From: Jessica Haxhi, Supervisor – World Languages
Re: F&O Agenda Item Request/For Information
Translations Services Agreement with Miriam Reyes

Meeting Date: August 6, 2018

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 Miriam Reyes, 171 Ivy St., 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 July 1, 2018 to June 30, 2019, in an amount not to exceed $10,000.

Funding Source: 2018-2019 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
Miriam Reyes
FOR
Translation Services

This agreement entered into the ____ day of____________, 2018 effective the 1st day of July, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and Miriam Reyes, located at 171 Ivy Street, 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 July 1, 2018 to June 30, 2019.

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 400(s)/hour(s). The maximum amount the contractor may be paid under this agreement is Ten Thousand Dollars ($10,000).

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 Executive Administration program of the New Haven Board of Education, Account Number 190-41700-56694.

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

Miriam Reyes

Duly Authorized Official
New Haven Board of Education

Name: Typed or printed

Date 7/18/18
Memorandum

To: Finance and Operation Committee

From: Jessica Haxhi, Supervisor – World Languages

Re: F&O Agenda Item Request/For Information
Translations Services Agreement with Adnelys Sotomayor

Meeting Date: August 6, 2018

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 Adnelys Sotomayor Quiles, 34 West Street, 2nd floor, East Haven, CT to provide Translation Services from English to Spanish or Spanish to English of documents such as letters, forms, manuals, etc., including proofreading, as well as serving as translator for meetings as needed to the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $2,500.

Funding Source: 2018-2019 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

Adelys Sotomayor Quiles

FOR

Translation Services

This agreement entered into the _____ day of __________, 2018 effective the 1st day of July, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and Adelys Sotomayor Quiles located at 34 West Street 2nd Fl. East Haven, CT 06513 (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. as well as serving as translator for meetings as needed for the New Haven Public School system. Services may also include the proofreading of materials already translated.

This agreement shall remain in effect from July 1, 2018 to June 30, 2019.

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 100 hour(s). The maximum amount the contractor may be paid under this agreement is Two Thousand Five Hundred Dollars ($2,500.00).

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 2018-19 Operating Budget – World Language program of the New Haven Board of Education, Account Number 190-41700-56694.

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

CONTRACTOR

[Signature]

Adnelys Sotomayor Quiles

Name: Typed or printed

Date

NEW HAVEN BOARD OF EDUCATION

[Signature]

Duly Authorized Official
New Haven Board of Education

Date

July 18, 2018
Memorandum

To: Finance and Operation Committee

From: Jessica Haxhi, Supervisor – World Languages

Re: F&O Agenda Item Request/For Information Translations Services Agreement with Maria Rosa

Meeting Date: August 6, 2018

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 Maria Rosa, 92 Harbor St., Branford, 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 July 1, 2018 to June 30, 2019, in an amount not to exceed $2,000.

Funding Source: 2018-2019 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  
Maria Rosa  
FOR  
Translation Services  

This agreement entered into the _____ day of _____________, 2018 effective the 1st day of July, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and Maria Rosa, located at 92 Harbor St. Branford, CT 06405 (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 July 1, 2018 to June 30, 2019.

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 2018-19 Operating Budget - World Language program of the New Haven Board of Education, Account Number 190-41700-56694.

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

CONTRACTOR

[Signature]

Maria Rosa

Name: Typed or printed

[Date]

NEW HAVEN BOARD OF EDUCATION

[Signature]

Duly Authorized Official
New Haven Board of Education

[Date]
AGREEMENT
BY AND BETWEEN
THE NEW HAVEN BOARD OF EDUCATION

AND

Tomas Miranda

FOR

Translation Services

This agreement entered into the ___ day of _____________, 2018 effective the 1st day of July, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and Tomas Miranda, located at 140 Captain Thomas Blvd., Unit 606, West Haven, CT 06516 (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. as well as serving as translator for meetings as needed for the New Haven Public School system. Services may also include the proofreading of materials already translated.

This agreement shall remain in effect from July 1, 2018 to June 30, 2019.

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.
Memorandum

To: Finance and Operation Committee

From: Jessica Haxhi, Supervisor – World Languages

Re: F&O Agenda Item Request/For Information
Translations Services Agreement with Tomas Miranda

Meeting Date: August 6, 2018

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 Tomas Miranda, 140 Captain Thomas Blvd., Unite 606, West Haven, CT to provide Translation Services from English to Spanish or Spanish to English of documents such as letters, forms, manuals, etc., including proofreading, as well as serving as translator for meetings as needed for the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $1,500.

Funding Source: 2018-2019 Operating Budget – World Language
Acct. #190-41700-56694

Copy of Agreement is attached.

Thank you.
COMPENSATION

The Board shall pay the contractor for satisfactory performance of the services required the amount of $25.00 per for up to a maximum of 60 hour(s). The maximum amount the contractor may be paid under this agreement is One Thousand Five Hundred Dollars ($1,500.00).

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 2018-2019 Operating Budget - World Language program of the New Haven Board of Education, Account Number 190-41700-56694.

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

CONTRACTOR

[Signature]

Tomas Miranda

Name: Typed or printed

Date 7/19/18

NEW HAVEN BOARD OF EDUCATION

Duly Authorized Official

New Haven Board of Education

Date

-60-
Memorandum

To: Finance and Operation Committee

From: Jessica Haxhi, Supervisor – World Languages

Re: F&O Agenda Item Request/For Information
Translations Services Agreement (Arabic) with Hajer Ahmed

Meeting Date: August 6, 2018

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 Hajer Ahmed, 69 Pope St., New Haven, CT to provide English to Arabic or Arabic to English Translation of materials such as letters, forms, manuals, etc, as well as serving as Translator for meetings as needed for the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $1,000.

Funding Source: 2018-2019 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

Hajer Ahmed

FOR

Translation Services

This agreement entered into the ___ day of ____________ , 2018, effective the 1st day of July, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and Hajer Ahmed, located at 69 Pope St., New Haven, CT 06512 (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 Arabic or Arabic to English of materials such as letters, forms, manuals, etc. as well as serving as translator for meetings as needed for the New Haven Public School system.

This agreement shall remain in effect from July 1, 2018 to June 30, 2019.

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 40 hour(s). The maximum amount the contractor may be paid under this agreement is One Thousand Dollars ($1,000.00).

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 2018-19 Operating Budget – World Language program of the New Haven Board of Education, Account Number 190-41700-56694.

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

CONTRACTOR

Jazir Ahmed

Hajer Ahmed

Duly Authorized Official
New Haven Board of Education

Name: Typed or printed

Date

7/19/18
Memorandum

To: Finance and Operation Committee
From: Jessica Haxhi, Supervisor – World Languages
Re: F&O Agenda Item Request/For Information
Translations Services Agreement (Dari/Pashto) with Fazila Mansoori.

Meeting Date: August 6, 2018

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 Fazila Mansoori, 139 Elm Street, New Haven, CT to provide Translation Services from English to Dari/Pashto or Dari/Pashto to English of materials such as letters, forms, manuals, etc., as well as serving as translator for meetings as needed, for the New Haven Public Schools for the period of July 1, 2018 to June 30, 2019, in an amount not to exceed $1,000.

Funding Source: 2018-2019 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
Fazila Mansoori
FOR
Translation Services

This agreement entered into the ___ day of _____________, 2018, effective the 1st day of July, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and Fazila Mansoori, located at 139 Elm Street West Haven, CT 06516 (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 Dari/Pashto or Dari/Pashto to English of materials such as letters, forms, manuals, etc. as well as serving as translator for meetings as needed for the New Haven Public School system.

This agreement shall remain in effect from July 1, 2018 to June 30, 2019.

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 Contractor’s 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 40 hour(s). The maximum amount the contractor may be paid under this agreement is One Thousand Dollars ($1,000.00).

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 2018-19 Operating Budget – World Language program of the New Haven Board of Education, Account Number 190-41700-56694.

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

CONTRACTOR

Fazila Mansoori

NEW HAVEN BOARD OF EDUCATION

Duly Authorized Official
New Haven Board of Education

Name: Typed or printed

Date:

7/18/18
ABSTRACT
SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: New Haven Child Day Care

Grant Source and Agency: CT Office of Early Childhood

Total Amount Requested: $1,238,060.72 Due Date of Application: NA

System Contact: Denise Duclos
Telephone #: 203-946-7875

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 contract with the CT Office of Early Childhood is to provide full day, full year early care and education to 131 infants, toddlers and 5 preschoolers.

TARGET: Schools/Unit: ______________
No. of Students: 136 Grade Level(s): __6 weeks to 5 years__
Eligibility Criteria: ______________

ABSTRACT TIMETABLE

Return to: _______________________
Received: _______________________
Board of Education FINANCE OPERATIONS Meeting Date 8/16/1P
Board of Education Meeting Date: 8/13/1P
Due Date to Grantor: _______________________

Review

Grants Manager _______________________
Finance Manager _______________________
Human Resource Manager _______________________

PROPOSAL DEVELOPERS:
Denise Duclos, School Readiness Project Director

CENTRAL OFFICE USE ONLY - MUST REMAIN ON PAGE 1

GRANT PERIOD:
From: 07/01/2018
To: 06/30/2019

☐ New
☒ Continuation

Previous Bd. of Ed. Approval:
☐ Planning
☒ Operational

Bd. of Ed. Information
☒ Action
☐ Information
☐ Support
☑ Competitive
☐ Entitlement
☐ Grant

REVISED: November 2016, May 2017
Proposed Project Title: New Haven Child Day Care
Total Amount Requested: $1,238,060.72
Proposed Grant Receiving Agency: CT Office of Early Childhood

SECTION II: FISCAL INFORMATION

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<th>NON PERSONNEL</th>
<th>COST</th>
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<td>Indirect Costs, if allowed</td>
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<tr>
<td>SUBTOTAL</td>
<td>$</td>
<td>NON-PERSONNEL</td>
<td>$</td>
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FIXED COSTS:
- Health Benefits | $
- Pension (Paras & Mgmt.) | $
- FICA/Medicare | $
- Workmen’s Compensation | $
| SUBTOTAL | $
| TOTAL PERSONNEL & FIXED COSTS | $

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.
Proposed Project Title: New Haven Child Day Care

Total Amount Requested: $1,238,060.72

Proposed Grant Receiving Agency: CT Office of Early Childhood

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

☐ 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: [Signature] 7-23-18

[Signature] Date
Proposed Project Title: New Haven Child Day Care

Total Amount Requested: $1,238,060.72

Proposed Grant Receiving Agency: CT Office of Early Childhood

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

<table>
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<tr>
<th>F/T</th>
<th>P/T</th>
<th>Classification</th>
<th>Position Description</th>
<th>Duration of Proposed Service</th>
<th>Proposed Employee</th>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Proposed Independent Contractor</th>
<th>Brief Description of Service</th>
<th>Proposed Pay Rate</th>
<th>Proposed Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lulac Head Start</td>
<td>53 full day full-year and 22 wrap around infant toddler spaces</td>
<td>$196.94/child/wk, 52 wks $68.90/child/wk, 52 wks</td>
<td>$621,588.24</td>
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<tr>
<td>Friends Center for Children</td>
<td>20 full day full-year and 5 full year preschool spaces</td>
<td>$196.94/child/wk, 52 weeks, $165.32/child/wk, 52 wks</td>
<td>$247,800.80</td>
</tr>
<tr>
<td>Montessori on Edgewood</td>
<td>20 full day full-year infant toddler spaces</td>
<td>$196.94/child/wk, 52 weeks</td>
<td>$204,817.60</td>
</tr>
<tr>
<td>Morning Glory</td>
<td>16 full day full-year infant toddler spaces</td>
<td>$196.94/child/wk, 52 weeks</td>
<td>$163,854.08</td>
</tr>
</tbody>
</table>
VI. ADDITIONAL INFORMATION:
Please Answer All Questions -- Use Additional Pages if Necessary

1. Please state specific goals for this grant or the grant period.
The goal of the grant is to provide a high quality early care and education environment for infants, toddlers and preschool age children.

   a. If this is a **continuation grant**, please detail past year goal performance and accomplishments. Use additional space if needed:
   All 4 infant/toddler programs funded by this grant have maintained the quality standards set by the CT Office of Early Childhood, including using the Office’s Early Learning Development Standards and maintaining the required accreditation by the National Association for the Education of Young Children.

2. How does this grant address School Reform goals?
Brain research shows that the growth of important neuro connections is most robust in children under the age of 5 years. Supporting this development by offering high quality infant and toddler care is crucial to children’s growth and the trajectory for school success.

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)*

   As described above, high quality infant toddler care provides children with the experiences needed to enhance their growth and learning in all developmental areas: physical, language, cognitive, social and emotional. Children with well-developed skills in each of these areas are better prepared to meet the challenges and opportunities of preschool and kindergarten.

   This proposal is also significant because it is the only state-funded contract that supports infants and toddlers. This makes the care more affordable for families as the fees are based on a sliding fee scale. There are not enough infant/toddler spaces in New Haven to meet the need, and there is very little infant/toddler care that is affordable for families.

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)

Grant Source and Agency: CT State Dept. of Ed

Total Amount Requested: $200,000

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

System Contact: Dr. Iline Tracey

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 ESSA evidence-based strategies meeting the criteria of strong or moderate research.
3) To purchase materials/programs grounded in research that meet ESSA guidelines.

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

No. of Students: 203 Grade Level(s): K-4

Eligibility Criteria: Evidence-based research strategies/interventions

ABSTRACT TIMETABLE

Return to: ____________________________
Received: ____________________________

Board of Education FINANCE & OPERATIONS Meeting Date: 8/14/18

Board of Education Meeting Date: 8/13/18

Due Date to Grantor: 

REVISED: November 2016; May 2017
**SECTION II: FISCAL INFORMATION**

### PERSONNEL

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<thead>
<tr>
<th># FT</th>
<th># PT</th>
<th>COST</th>
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</tr>
<tr>
<td>Administrators</td>
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<td>Teachers</td>
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<td>Clerks</td>
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<td>Stipends</td>
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<td>Others</td>
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<td>Longevity</td>
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<td><strong>SUBTOTAL</strong></td>
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<td><strong>$15,386</strong></td>
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</table>

**FIXED COSTS:**

| Health Benefits | $ |   |
| Pension (Paras & Mgmt.) | $ |   |
| FICA/Medicare | $381.20 |   |
| Workmen's Compensation | $107.70 |   |
| **TOTAL PERSONNEL** | **$15,875.90** |   |

**NON PERSONNEL**

| Supplies & Materials | $ |   |
| Student Transportation | $ |   |
| Staff Travel | $ |   |
| Internal Evaluation | $ |   |
| External Evaluation | $ |   |
| Independent Contractors | $184,125.10 |   |
| Equipment | $ |   |
| Other | $ |   |
| **TOTAL NON-PERSONNEL** | **$184,125.10** |   |

**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.**
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] 7/23/18
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.

<table>
<thead>
<tr>
<th>Proposed Independent Contractor</th>
<th>Brief Description of Service</th>
<th>Proposed Pay Rate</th>
<th>Proposed Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houghton Mifflin Harcourt</td>
<td>Provide onsite training and coaching in Math Workshop and Do the Math intervention program</td>
<td>HMH Training $49,83223 Do the Math Intervention 23,951.50</td>
<td>$84,614</td>
</tr>
<tr>
<td>Clifford Beers Clinic</td>
<td>Provide on-site therapy to students and classroom management strategies to teachers</td>
<td>$99,511.10 total cost</td>
<td>$99,511.10</td>
</tr>
</tbody>
</table>

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

a. Please state specific goals for this grant or the grant period.
This is a four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. 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 West Rock, we will focus on three identified growth areas as goals: differentiation and checks for understanding, student attendance, community partners and wraparound strategies, and common planning time.
- Our student achievement goals are:
  - By June 2018, the percentage of students achieving Level 3 or 4 in Math on Smarter Balanced Assessments will increase by 10 percentage points, from 31.9% in June 2017 to 41.9% in June 2018.
• By June 2018, the percentage of students identified as chronically absent will decrease by 7 percentage points from 22% in June 2017 to 15% in June 2018.

• By June 2018, at least 50% of the students requiring Tier 3 SEL interventions will be identified for therapeutic support on site.

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

2. How does this grant address School Reform goals?

This grant addresses the goal 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 checks for understanding. In addition, it addresses attendance issues and the need to address student social emotional needs (community partner and wraparound). 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)

Grant Source and Agency: CT State Dept. of Ed

Total Amount Requested: $100,000

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

System Contact: Dr. Iline Tracey

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 ESSA evidence-based strategies meeting the criteria of strong or moderate research.

3) To purchase materials/programs grounded in research that meet ESSA guidelines.

TARGET: Schools/Unit: Brennan-Rogers (Focus-Math)
No. of Students: 517 Grade Level(s): K-8
Eligibility Criteria: Evidence-based research strategies/interventions

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

<table>
<thead>
<tr>
<th>ABSTRACT TIMETABLE</th>
<th>REVIEW</th>
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<td>Return to:</td>
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<td>Board of Education FINANCE &amp; OPERATIONS Meeting Date: 8/6/17</td>
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<td>Board of Education Meeting Date: 8/12/17</td>
<td>Finance Manager [Signature]</td>
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<td>Due Date to Grantor:</td>
<td>Human Resource Manager [Signature]</td>
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Proposed Project Title: SIG 1003

Total Amount Requested: $100,000

Proposed Grant Receiving Agency: NHPS

SECTION II: FISCAL INFORMATION

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<td>40</td>
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<td>Clerks</td>
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<td>Stipends</td>
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<td>Others</td>
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<td>Pre Planning and seasonal</td>
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SUBTOTAL $5,120

NON PERSONNEL

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<td>Student Transportation</td>
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<td>Staff Travel</td>
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<tr>
<td>Internal Evaluation</td>
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<td>External Evaluation</td>
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<td>Independent Contractors</td>
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<td>Equipment</td>
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<td>Other</td>
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<td>Indirect Costs, if allowed</td>
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TOTAL NON-PERSONNEL $94,770

FIXED COSTS:

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<tr>
<td>FICA/Medicare</td>
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<tr>
<td>Workmen’s Compensation</td>
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<td>TOTAL PERSONNEL</td>
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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.
Proposed Project Title: SIG 1003

Total Amount Requested: $100,000

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 1 Turnaround or Focus.

SUBMITTING ADMINISTRATOR: ___________________________ Signature ___________________________ Date 7/22/18
VI. ADDITIONAL INFORMATION:
Please Answer All Questions -- Use Additional Pages if Necessary

a. Please state specific goals for this grant or the grant period.
This is a four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. 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 Brennan-Rogers, we will focus on three identified growth areas as goals: academic rigor in literacy, academic rigor in math, and student engagement.
- Our student achievement goals are:
  - By June 2018, the percentage of students achieving Level 3 or 4 in ELA on Smarter Balanced Assessments will increase by 5 percentage points, from 27 percent in June 2017 to 32 percent in June 2018.
  - By June 2018, the percentage of students achieving their growth target in ELA on Smarter Balanced Assessments will increase by 5 percentage points from 26.9 in June 2017 to 31.9 percent in June 2018.
  - By June 2018, the percentage of students achieving their growth target in Math on Smarter Balanced Assessments will increase by 5 percentage points from 38.5% in June 2017 to 41.5% percent in June 2018.

b. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:
2. How does this grant address School Reform goals?

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

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)

Grant Source and Agency: CT State Dept. of Ed

Total Amount Requested: $200,000

System Contact: Dr. Iline Tracey

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 ESSA evidence-based strategies meeting the criteria of strong or moderate research.
3) To purchase materials/programs grounded in research that meet ESSA guidelines.

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

GRANT PERIOD:
From: (July 1, 2018:
To: September 30, 2018)

New
 Continuation

Previous Bd. of Ed. Approval:

Planning
 Operational

Bd. of Ed. Information

Action
 Information
 Support
 Competitive
 Entitlement
 Grant

PROPOSAL DEVELOPERS:
Dr. Iline Tracey

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to:

Received:

Board of Education FINANCE & OPERATIONS Meeting Date 8/4/18
Board of Education Meeting Date: 8/13/18
Due Date to Grantor:

REVIEW

Grants Manager

Finance Manager

Human Resource Manager

REVISED: November 2016; May 2017

-82-
Proposed Project Title: SIG 1003

Total Amount Requested: $200,000

Proposed Grant Receiving Agency: NHPS

SECTION II: FISCAL INFORMATION

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<th>COST</th>
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<tr>
<td>Administrators</td>
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<tr>
<td>18 Teachers</td>
<td>$12,020</td>
<td></td>
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<tr>
<td>Paraprofessionals</td>
<td>$</td>
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<td>Clerks</td>
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<tr>
<td>Stipends</td>
<td>$</td>
<td></td>
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<tr>
<td>Others Pre Planning and seasonal</td>
<td>$</td>
<td></td>
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<td>Longevity</td>
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<td><strong>SUBTOTAL</strong></td>
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NON PERSONNEL

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<thead>
<tr>
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<tr>
<td>Other</td>
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<tr>
<td>Indirect Costs, if allowed</td>
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<td><strong>TOTAL NON-PERSONNEL</strong></td>
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</tbody>
</table>

FIXED COSTS:

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<td>Pension (Paras &amp; Mgmt.)</td>
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</tr>
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<td>Workmen’s Compensation</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
</tr>
</tbody>
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**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.**
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 Date 7/23/18
<table>
<thead>
<tr>
<th>Proposed Independent Contractor</th>
<th>Brief Description of Service</th>
<th>Proposed Pay Rate</th>
<th>Proposed Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>Data Team Training and Curriculum Writing</td>
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<tr>
<td>Center for Applied Linguistics</td>
<td>Sheltered Instruction Training for working with English Learners</td>
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<td>$25,570</td>
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<tr>
<td>Imagine Learning Reading and Math PD</td>
<td>Teachers learn how to utilizing Imagine Learning, reporting and data to plan and differentiate instruction.</td>
<td>$2,500/day</td>
<td>$5,000</td>
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VI. **ADDITIONAL INFORMATION:**

Please Answer All Questions -- Use Additional Pages if Necessary

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

This is a four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. 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 10.8% in June 2017 to 15.8% in June 2018.
  - 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 5.6% in June 2017 to 10.6% by June 2018.
  - The percentage of students who achieve their growth target on the literacy performance indicator as measured by the LAS Links will increase from 44.7 in May of 2017 to 49.7 in May 2018.
b. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:

2. How does this grant address School Reform goals?

This grant addresses the goal 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)

Grant Source and Agency: CT State Dept. of Ed

Total Amount Requested: $113,949

System Contact: Dr. Iline Tracey

Telephone #: 475-220-1572

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

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

TARGET: Schools/Unit: Wexler Grant
No. of Students: _ Grade Level(s): K-8
Eligibility Criteria: Title I/Focus school, and Evidence-based research strategies/interventions

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: __________________________ Receiued: __________________________
Board of Education FINANCE & OPERATIONS Meeting Date: 8/6/18
Board of Education Meeting Date: 8/13/18

Due Date to Grantor: __________________________

REVIEW

Grants Manager __________________________
Finance Manager __________________________
Human Resource Manager __________________________

REVISED: November 2016; May 2017
Proposed Project Title: SIG 1003
Total Amount Requested: $113,949
Proposed Grant Receiving Agency: NHPS

SECTION II: FISCAL INFORMATION

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<thead>
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<th>PERSONNEL</th>
<th>COST</th>
<th>NON PERSONNEL</th>
<th>COST</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td># PT</td>
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<td>Teachers</td>
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<td>Internal Evaluation</td>
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<td>Paraprofessionals</td>
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<td>Pre Planning and seasonal</td>
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<td>Subtotal</td>
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<td>Longevity</td>
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FIXED COSTS:

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<th>Equipment</th>
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<td>Pension (Paras &amp; Mgmt.)</td>
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<td>FICA/Medicare</td>
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<td>TOTAL PERSONNEL</td>
<td>$10,113</td>
<td>Indirect Costs, if allowed</td>
<td>$</td>
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</tbody>
</table>

| TOTAL NON-PERSONEL   | $103,088| 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, stipends, materials and supplies that meet the state and ESSA criteria of Title I and Focus, and evidence-based interventions. The stipends are designated to pay teachers to attend the training sessions, while the contractual services are for experts to provide professional development to support the implementation of the interventions.**
Proposed Project Title: SIG 1003

Total Amount Requested: $113,949

Proposed Grant Receiving Agency: NHPS

SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: □ None ☑ Yes Explain:

Linkage with other programs: from Title I □ 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

□ 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] 7/22/18
VI. ADDITIONAL INFORMATION:
Please Answer All Questions -- Use Additional Pages if Necessary

a. Please state specific goals for this grant or the grant period.
This is a four year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. Overarching goal is--Closing the achievement gap: learning is promoted for all students, but is particularly targeted to schools that are categorized by the state as turnaround and focused schools.
• At Wexler Grant, we will focus on three identified growth areas: Instructional practice, academic rigor and use of instructional time.
• Our student achievement goals are:
  #1. By June 2018, the percentage of students achieving level 3 or 4 in ELA on the Smarter Balanced Assessment will increase by 5 percentage points from 21% in June 2017 to 26% in June 2018. The ELA average percentage of targets achieved in 2017 of 30.6% will increase to 60% in 2018.
  #2. By June 2018, the percentage of students achieving Level 3 or 4 in math on the Smarter Balanced Assessments will increase by 5 percentage points, from 6% in June 2017 to 11% in June 2018. The math average percentage of targets achieved in 2017 of 12.2% will increase to 35% in 2018.
  #3. By June 30, 2018, the percentage of students identified as chronically absent will decrease by 11% from 30% in June 2017 to 19% in 2018.

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

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

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

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

**REQUIRED:**

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

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: School Improvement Grant (SIG 1003)

Grant Source and Agency: CT State Dept. of Ed

Total Amount Requested: $200,000

System Contact: Dr. Iline Tracey

Telephone #: 475-220-1572

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

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 guidelines.

TARGET: Schools/Unit: Lincoln Bassett (Turnaround)

No. of Students: 376 Grade Level(s): K-6

Eligibility Criteria: Evidence-based research strategies/interventions

GRANT PERIOD:
From: (July 1, 2018:
To: September 30, 2018)

New

Continuation

Previous Bd. of Ed. Approval:

Planning

Operational

Bd. of Ed. Information

Action

Information

Support

Competitive

Entitlement

Grant

PROPOSAL DEVELOPERS:
Dr. Iline Tracey

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to:

Received:

Board of Education FINANCE & OPERATIONS Meeting Date

Board of Education Meeting Date:

Due Date to Grantor:

Grants Manager

Finance Manager

Human Resource Manager

REVISED: November 2016; May 2017
Proposed Project Title: SIG 1003
Total Amount Requested: $200,000
Proposed Grant Receiving Agency: NHPS

SECTION II: FISCAL INFORMATION

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<td>Pension (Paras &amp; Mgmt.)</td>
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<td>FICA/Medicare</td>
<td>$724.00</td>
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<td><strong>TOTAL PERSONNEL</strong></td>
<td>$31,765</td>
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**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.**
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] 7/22/18
<table>
<thead>
<tr>
<th>Proposed Independent Contractor</th>
<th>Brief Description of Service</th>
<th>Proposed Pay Rate</th>
<th>Proposed Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug Reeves</td>
<td>2-days in-house PD for leadership team on professional learning practices and data team process support</td>
<td>$14,300/day</td>
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<tr>
<td>Buck Institute</td>
<td>3 days of Buck Institute training on project-based learning in which teachers will collaborate and develop a project-based unit</td>
<td>$9,500/day</td>
<td>$28,500</td>
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<tr>
<td>EdTech</td>
<td>EdTech Teacher will provide a 1-day workshop on technology differentiation to scaffold for struggling students and those who work at an accelerated pace.</td>
<td>$3,000/day</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**VI. ADDITIONAL INFORMATION:**

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

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

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

--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 Lincoln Bassett, we will focus on three identified growth areas: academic rigor, differentiation and checking for understanding, and professional learning for teachers. Student achievement goals:

- By June 2018 the percentage of students achieving growth targets on Smarter Balanced Assessment in ELA will increase from 27.5% in June 2017 to 30.25% by June 2018. By June 2018 the percentage of students achieving growth targets on Smarter Balanced Assessments in Math will increase from 35.8% in June 2017 to 39.38% in June 2018.

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

2. How does this grant address School Reform goals?
This grant addresses the goal by providing students with research-based strategies and interventions to help them to be able to access learning via a focus on rigor in literacy and math, differentiation and checks for understanding. This grant also trains the leadership team on how to utilize feedback and create sustainability so that professional development initiatives in the school have greater impact. Certified and trained staff will be provided with research-based instructional strategies and interventions based on ESSA guidelines and definitions 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 are trained by consultants to implement identified literacy and math strategies to support students learning and acquisition of skills. The materials that are used for literacy and math must meet the criteria of research-based and require training prior to implementation. As a result teachers are involved in training prior to the implementation of selected intervention programs. Students are falling behind based on the high numbers identified substantially deficient via assessments. The use of new materials and programs is to help to motivate and enhance 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)

Grant Source and Agency: CT State Dept. of Ed

Total Amount Requested: $200,000

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

System Contact: Dr. Iline Tracey

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 ESSA evidence-based strategies meeting the criteria of strong or moderate research.
3) To purchase materials/programs grounded in research that meet ESSA guidelines.

TARGET: Schools/Unit: Strong (Turnaround)
No. of Students: 289  Grade Level(s): K-4
Eligibility Criteria: Evidence-based research strategies/interventions

GRANT PERIOD:
From: (July 1, 2018:
To: September 30, 2018)

☐ New
☐ Continuation

Previous Bd. of Ed. Approval:

☐ Planning
☐ Operational

Bd. of Ed. Information

☐ Action
☐ Information
☐ Support
☐ Competitive
☐ Entitlement
☐ Grant

PROPOSAL DEVELOPERS: Dr. Iline Tracey

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to:
Received:

Board of Education FINANCE & OPERATIONS Meeting Date: 8/1/18

Board of Education Meeting Date: 8/13/18

Due Date to Grantor:

REVIEW

Grants Manager

Finance Manager

Human Resource Manager

REVISED: November 2016; May 2017
Proposed Project Title: SIG 1003

Total Amount Requested: $200,000

Proposed Grant Receiving Agency: NHPS

SECTION II: FISCAL INFORMATION

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<td>Administrators</td>
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</tr>
<tr>
<td>25* Teachers</td>
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<tr>
<td>Paraprofessionals</td>
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<td>Clerks</td>
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<td>Stipends</td>
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<td>SUBTOTAL</td>
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**FIXED COSTS:**

| Health Benefits | $      | Notes: 1) Total Personnel and Non Personnel columns must equal grant total. |
| Pension (Paras & Mgmt.) | $      | 2) The Abstract budget must be aligned with the Grant Application budget/ED114. |
| FICA/Medicare | $1585 | 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate. |
| Workmen’s Compensation | $750   | |
| TOTAL PERSONNEL | $30,335 | |

*20 for HMH and 25 for SIOP training

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.
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 Date
<table>
<thead>
<tr>
<th>Proposed Independent Contractor</th>
<th>Brief Description of Service</th>
<th>Proposed Pay Rate</th>
<th>Proposed Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houghton Mifflin Harcourt</td>
<td>Houghton Mifflin Harcourt training PD on rigorous math instruction with a focus on planning, monitoring progress, &amp; digital instruction.</td>
<td>$2,950/day</td>
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<tr>
<td>Center for Applied Linguistics</td>
<td>Training in Sheltered Instruction Observation Protocol (SIOP) - 1 PD day and 4 days of afterschool visits on SIOP model (2.5)</td>
<td>$27,000 combined for 1 PD day and 4 afterschool visits</td>
<td>$27,000</td>
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<tr>
<td>ALIVE Program</td>
<td>ALIVE: stress reduction sessions for selected students, child safety education programs, the Miss Kendra program, parent engagement sessions, and professional development and support for teachers and administrators.</td>
<td>$50,000 for the year</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

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

a. Please state specific goals for this grant or the grant period.
This is a four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy.
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 23% in June 2017 to 28% in June 2018. The percentage of students achieving Level 3 or 4 in Math on the
Smarter Balanced Assessment will increase by 5 percentage points, from 13% in June 2017 to 18% in June 2018.

- The percentage of students achieving their growth target in ELA on Smarter Balanced Assessments will increase by 5 percentage points, from 23% in June 2017 to 28% in June 2018. The percentage of students achieving their growth target in Math on Smarter Balanced Assessments will increase by 5 percentage points, from 21% in June 2017 to 26% in June 2018.
- By June 2018, the percentage of EL students achieving Level 3 or 4 in ELA on SBA will increase by 5 percentage points from 9% in June 2017 to 14% in June 2018.

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

2. How does this grant address School Reform goals?

This grant addresses the goal 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.
To: NHPS Finance and Operations Committee
From: Glen Worthy
Re: Southern Regional Education Board
Meeting Date: July 12, 2018

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

Focused on helping the ninth grade teams collaborate effectively as they redesign the ninth grade experience and to work with school leaders to plan two grades 10-12 Career Academies

Design career pathway programs of study in STEM in which four Advanced Career courses will be offered at James Hillhouse aligned with postsecondary programs leading to an associate degree or higher.

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

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 12531-6200-56694):

Hillhouse High School-School Improvement Grant account number 2546-6267-56694-0062 Carryover

$134,090 per 69 day(s)

Key Questions:

1. Please describe how this service is strategically aligned with school or District goals:
   One of the District goals is to ensure that every students going on to post-secondary education, succeeding in the next stage of education, career, and life. What specific need will this contractor address?
   Provide training for the school in career pathways.

2. Contractor selection: quotes, RFP, or Sole Source? SREB is the sole source.
3. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor’s resume).

SREB will provide:
- ready-to-implement Advanced Career (AC) course work for students comprehensive training for teachers
- provide access to tools and technology for project-based learning
- end-of-course assessments
- opportunity for industry certification and/or dual credit

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

This is a new service that is being offered to New Haven Public Schools.

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

Each project unit includes formative and summative assessments. Each course has an end-of-course assessment that measures both academic and technical achievement with the performance level needed for jobs, advanced training and postsecondary credit-bearing courses. In addition, students and teachers complete surveys about what works or does not work in the AC course. This serves to inform continuous improvement of the AC program.

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

**Ownership of Intellectual Property.** SREB is the exclusive owner of all rights in and to the instructional materials, student practice materials, and professional learning materials.

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

Each AC program of study (POS) is a progression of non-duplicative courses joined with a college-ready academic core and aligned from high school to postsecondary studies. The integration of academic and technical content in each POS prepares students for more options after high school graduation, offers opportunity for dual credit and leads to an industry recognized credential, advanced training, or an associate’s or bachelor’s degree. The high-skill, high-wage career fields represented among the AC programs of study are important to the economy.
AGREEMENT
By And Between
The New Haven Board of Education
AND
Southern Regional Education Board (D/B/A SREB)

FOR DEPARTMENT/PROGRAM:

James Hillhouse High School

This agreement entered into on the 23 day of July, 2018 effective the (must begin no sooner than the day after Board of Education Approval, (23rd day of July, 2018_) by and between the New Haven Board of Education (herein referred to as the “Board”) and, Southern Regional Education Board, High School That Work Inc.located at 592 10th Street, N.W. Atlanta, GA 30318-5776 (herein referred to as the “Contractor”).

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

Focused on helping the ninth grade teams collaborate effectively as they redesign the ninth grade experience and to work with school leaders to plan two grades 10-12 Career Academies

Design career pathway programs of study in STEM in which four Advanced Career courses will be offered at James Hillhouse aligned with postsecondary programs leading to an associate degree or higher.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $134,090 per 69 day(s). The maximum amount the contractor shall be paid under this agreement: _ one hundred and thirty four thousand and ninety dollars _($134,090_). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by SIG Program of the New Haven Board of Education, Account Number: 2546-6267-56694-0062 Carryover

This agreement shall remain in effect from, July 23, 2018 to June 15, 2019.
APPROVAL: This Agreement must be approved by the New Haven Board of Education. Contactors may not begin service prior to Board 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.

Dale Winkler
Contractor Signature

6/4/2018
Date

Darnell Goldson, President
New Haven Board of Education

Date

Dale Winkler
Contractor Name Printed or Typed

Revised: 5/13
SREB CONTRACTED SERVICES FOR
JAMES HILLHOUSE HIGH SCHOOL

Contract Effective Dates from __July 9, 21018__ – __June 15, 2019__

Support Services to be Provided by SREB

The Southern Regional Education Board (SREB) has found through experience that for changes in school and classroom practice to take hold it must be supported by ongoing professional development with effective job-embedded coaching. The goal of the support is to change behaviors that will in turn change student achievement results. SREB will provide the following support services to assist James Hillhouse High School:

1. Forty-eight days of onsite, job-embedded leadership coaching support (schedule to be developed in collaboration with school leadership). Support will include leading a Curriculum and Instructional Review of practices at the school and include ongoing electronic/telephone support. Leadership coaching will have as its primary goals:
   a. Work with ninth grade academy teams and leaders to effectively support students and provide quality instruction that results in more students successfully matriculating to grade ten.
   b. Work with leadership and teachers to plan two career themed academies for grades 10-12 to be implemented with the 2019-2020 school year. The consultant will use SREB’s Rubric for College and Career Academy Implementation to guide the support.
   c. Work with leaders and teachers to successfully plan and implement new Advanced Career pathway programs of study that link intellectually demanding career technical studies with rigorous academics.

2. One-time curriculum access fee for one Advanced Career curriculum of four fully-developed courses.

3. Fourteen days (8 Days of Ongoing Professional Development and 6 days of follow-up job-embedded coaching for targeted teachers to address a priority area of need as determined by school/district leadership and SREB Leadership Coach to address a problem of practice found during the Curriculum and Instructional Review.

4. Six days on-site support from SREB Director to support leaders at the school to successfully implement all aspects of the project – including assistance with connecting with other schools within the network addressing similar challenges.
## 2018-2019 Plan for Hillhouse High School

<table>
<thead>
<tr>
<th>Line Item Description</th>
<th>Cost</th>
<th>Quantity</th>
<th>Item Total</th>
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</thead>
<tbody>
<tr>
<td>On-site Leadership Coaching Support - Focused on helping the ninth-grade teams</td>
<td>$1,700.00</td>
<td>48</td>
<td>$81,600.00</td>
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<td>collaborate effectively as they redesign the ninth-grade experience and to work with</td>
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<td></td>
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<tr>
<td>school leaders to plan two grades 10-12 Career Academies. Includes leadership of the</td>
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<td></td>
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<tr>
<td>Curriculum and Instructional Review. <em>(Average of Four days per month)</em></td>
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<tr>
<td>One-time Curriculum Access Costs for Advanced Career Curricula for implementation in</td>
<td>$5,000.00</td>
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<td>$5,000.00</td>
</tr>
<tr>
<td>2019-2020 school year</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development to address a priority area of need as determined by the</td>
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<td>14</td>
<td>$24,500.00</td>
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<td>school leadership and SREB leadership consultant.</td>
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<tr>
<td>Project leadership coordination - Four quarterly visits and participation in the</td>
<td>$1,800.00</td>
<td>6</td>
<td>$10,800.00</td>
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<tr>
<td>Curriculum and Instructional Review.</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>SREB Administrative Costs (10%) – Administrative costs include all aspects of the</td>
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<td>work not directly identified – e.g. facilities, accounting, administrative support...</td>
<td>$12,190.00</td>
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<td>Cost is within federal and state guidelines.</td>
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<tr>
<td>TOTAL</td>
<td>$134,090.00</td>
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</table>

**NOTE:** Daily rate includes all travel, planning, follow-up and materials.

*Schools will be responsible for travel costs incurred if they cancel a workshop within 14 days of the planned event.*

**TOTAL AMOUNT - $134,090.00**
Appendix I

Key Elements of the Improvement Design

Design Principle 1: All Students College and/or Career Ready
All students need assignments and high-quality instruction aligned to grade-level college- and career-readiness standards in academic and career and technical education (CTE) courses. The Literacy Design Collaborative (LDC), Mathematics Design Collaborative (MDC), and project-based assignments are keys to improving the quality of assignments in academic and CTE courses. This is best accomplished when college-ready academic courses and career pathway courses are coherently aligned in a career pathway program of study. It is important that students are provided counseling for careers to develop a program of study that aligns with one’s career aspirations beginning no later than eighth grade.

Design Principle 2: Redefining How Time Is Used to Connect Academic, Career Pathways and Workplace Learning
Finding time for academic and career and technical teachers to plan connected learning experiences for cohorts of students is essential. Students learn best when academic and applied learning opportunities in school and in the workplace are connected. Project-based learning is key to making seamless connections between academic and CTE courses in career pathway programs of study and LDC and MDC are key to creating strong project-based assignments.

Design Principle 3: Time and Support for Students to Achieve College and/or Career-Readiness Standards
All students need opportunities for accelerated learning experiences in the middle grades and high school to master college- and career-readiness standards to eventually earn a credible credential or degree. To achieve these goals, students need extended time and often multiple tiers of instruction and support to acquire the foundational literacy, math, technical and behavioral skills and understandings needed to achieve employability and postsecondary success.

Design Principle 4: Use Career Pathways to Remove the Lines Between Secondary, Postsecondary and Workplace Learning, Business and Industry Partners
Students need to meet readiness indicators of literacy and math to access advanced-level sequences of career pathway courses and work-site experiences leading to early college and early advanced credentials in high-demand, high-wage fields. Students need opportunity to make serious progress towards earning a credible credential while in high school that advances college and career readiness. This can be achieved through providing students accessibility to dual credit, embedded credits, early college, apprenticeships and other work-based learning...
experiences. Business and industry should be lead partners in the development of rigorous career pathways programs of study. Pathways should be designed to align with regional or state economic data and forecasts.

Design Principle 5: Students Have School- and Community-Based Experiences to Help Set Future Career and Educational Goals
Through counseling for careers, students are provided with a progressive set of school-based and community-based experiences in the middle and early high school grades to explore career and educational options that reflect their interests and aptitudes. Students, with parental involvement, need a chance to learn what a good fit is for them and to act on it. Students need opportunities to have experiences in broad career fields to learn first-hand what future possibilities align with their interests, aptitudes and abilities.

Design Principle 6: Make School and Instruction Work for Students
To serve students well, schools must rethink ways middle grades and high school teachers can work together in content areas and in interdisciplinary groups to plan grade-level assignments that engage and motivate students. This involves high schools finding ways to: a) organize around students’ interests with varying ability levels and to create assignments that engage and motivate them to succeed in meeting college- and career-readiness standards; b) make greater use of technology and other strategies to engage students in personalized assignments; and c) provide support to teachers using professional development to help them become facilitators of student learning.

High Schools That Work (HSTW) Key Practices
Graduates from HSTW sites are prepared for postsecondary studies and careers. They have acquired a credible industry-recognized credential, and/or they are ready for a range of postsecondary education and/or training options. The students are prepared to make informed decisions regarding postsecondary opportunities and careers. To graduate with the literacy, math and technical skills necessary to succeed in postsecondary studies and careers, students from HSTW sites will:

1. Complete an intellectually demanding career pathway program of study that includes:
   a. four or more CTE courses aligned to labor market opportunities, college-ready academic standards and to postsecondary education training opportunities;
   b. college-ready academic core (English/language arts, mathematics, science, social studies);
   c. four years of math with Algebra I and geometry and two additional rigorous mathematics courses such as statistics and other mathematics courses related to their career pathway;
d. students pursuing advanced career pathway programs of study leading to advanced credentials and postsecondary degrees in STEM fields should take Algebra II and higher math courses;

e. students experiencing assignments and high-quality instruction aligned to grade-level, college- and career-readiness standards in all courses within the career pathway program of study;

f. in lieu of four CTE courses, a pathway may include a focus on Advanced Career (AC) courses, Advanced Placement (AP), International Baccalaureate (IB) courses as College Level Examination Program (CLEP) exams that result in college credit toward a certification or degree; and

g. a weighted grade-point average for selecting CTE courses.

2. Develop strong literacy (reading, verbal and written communication), numeracy and math skills that are necessary to succeed in postsecondary education and training settings and in the workforce.

3. Experience the extended learning time and support services needed to graduate with the foundational literacy, mathematic, technical and work-place knowledge and skills needed to achieve postsecondary and workplace success.

4. Have access to high school literacy and math courses at either grade eight or grade nine when deemed not ready for high school studies, and senior ready literacy and math courses in grade 12 when not meeting math and literacy standards of readiness for postsecondary and advanced training.

5. Participate in authentic work-related project-based learning experiences in their career pathway courses that require: a) the application of grade-level college-readiness standards in literacy, mathematics, and science knowledge and skills; b) the utilization of technologies (coding and learning new software); and c) students to work both independently and as part of a team to use technical, academic and technology knowledge and skills to solve real-world projects/problems.

6. Participate in a progressive sequence of work-based experiences related to students' career pathway — tours, shadowing, internships (paid and unpaid) — and as a capstone experience, participate in structured work-based learning that includes application of academic and technical knowledge and skills in real-world employment settings. Work based learning is linked to students' career pathway coursework and is governed by an explicit learning plan developed with the employer.

7. Make informed choices based on deeper understanding of their interests, aptitudes, academic strength, career opportunities and the education required for different career and educational options. Students participate in career pathways programs of study that are aligned with post-secondary education and career opportunity options. Students have
access to high quality academic and career counseling with the full participation of teachers and parent(s) or individuals with parental responsibilities. Counselors support teachers' efforts to assist students to choose a pathway program of study that prepares students for a double purpose — postsecondary studies and a career.

8. Have a senior year that allows students who have the foundational literacy and math skills needed for college and careers to pursue an early advanced credential program, an early college program or both.

9. Support school and teacher leaders to champion a culture of continuous improvement by tracking progress on a number of indicators toward the goal of having 80 percent of students leaving high school college- and career-ready with 25 percent earning an advanced certificate or degree by age 25.

Appendix II

Description of Key SREB Supports for Schools and Districts

High Schools That Work/Making Middle Grades Work (HSTW/MMGW) Job-embedded Leadership Coaching: The objective of this job-embedded support is to assist school leaders in effectively implementing key aspects of the HSTW/MMGW framework in schools including the development of College and Career Ready Pathways/Academies.

HSTW/MMGW Leadership Consultants will work with leadership to develop a plan for coaching with clear objectives. Initial coaching visits may include conducting an informal needs assessment to determine potential actions for support. Each HSTW/MMGW Coaching day is planned by the coach working in collaboration with school leadership and includes a follow-up report that is written to the principal and copied to SREB and district leadership. Coaching visits may include adapting SREB's Learning Centered Leadership Program modules for use in a job-embedded format and will include working with leaders to implement the continuous improvement framework of teacher focus teams.

An integral part of HSTW/MMGW Coaching is to SREB help a school/district develop a master plan for career pathways in the district. The HSTW/MMGW Coach will use the results of the needs assessment process to (1) develop a number of exemplary career academies and career pathway programs of study that blend high school and postsecondary education and (2) make related recommendations that help the school/district offer high-quality instruction and educational experiences in those pathways.
Ongoing Content Specific Professional Development: SREB provides content specialists (Instructional Coaches) to deliver ongoing professional development in specific areas. Professional development may be provided to a specific group of teachers or to entire faculty. SREB asks that a school leader participate fully in any professional development. Content Areas of Support Include, but are not limited to:

- Powerful Literacy Practices
- Powerful Math Practices
- Authentic Project-based Learning
- Counseling for Careers
- Developing a STEM Initiative in Middle Grades
- Aligning Assignments and Assessments to Standards
- Redesigning the Senior Year
- Redesigning the Use of Time for Student Support and Teacher Collaboration
- Effective Teacher Collaboration to Integrate Instruction

Job-embedded Content Coaching: SREB provides job-embedded follow-up content coaching in conjunction with ongoing content specific professional development. Conducted between professional development sessions, the SREB trainer works with teachers in their classrooms to ensure implementation of new lessons learned. Coaching may include modelling of lessons, co-teaching, peer observations or working with teachers during planning times.

Technical Assistance Needs Assessment (Curriculum and Instructional Review): SREB uses multiple tools, based upon the school situation, to conduct a needs assessment. Each tool includes a follow-up report of findings that include recommendations for continued improvement. A Desktop Audit is an electronic review of school data, including an analysis of graduate success and review of local and regional workforce needs. A Site Review may include the Desktop Audit and includes conducting a series of classroom observations, analyzing assignments and assessments and conducting interviews with students, teachers, leaders and community members. A Curriculum and Instruction Review is a two-day site review conducted by an external team of SREB coaches and possible state partners. The visits strive to identify the degree to which school and classroom practices prepare graduates for college and/or career success. A Career Pathways Review is a two-day site review by SREB Career Pathway Specialists to analyze the alignment of the school/districts pathways to workplace needs and to assess the success of each pathway in preparing students for postsecondary success.

Surveys of Students and Teachers: Annually, SREB conducts surveys of eighth grade, ninth grade and senior students. The surveys are to determine what school and classroom practices they experienced while in middle school and or high school. The surveys are given to a
scientific random sample or all students in the appropriate grade level. In addition, faculty at the school participate in a faculty survey that also looks at school and classroom practices and includes a section on leadership practices. All surveys result in a report that is provided to the school to be used in improvement planning and to document changes in practice.

**Curriculum Products:** Contracted sites will have access to all SREB curriculum products and the training for implementation. Products include:

- **Ready for High School Literacy** uses the LDC approach for assignments and offers fully-developed modules and teacher and student materials. The course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas and write about them at a high school level in several disciplines (e.g., English, science, social studies, and technical studies).

- **Ready for High School Math** is a special math course developed using the MDC approach to target the FALS that are most necessary for success in high school math. The course emphasizes understanding math concepts rather than memorizing procedures. Students learn the "whys" of math, including how to use certain formulas or methods to solve real problems. Students also learn how to apply critical thinking skills to complete assignments and a capstone project.

- **Literacy Ready** and **Math Ready** teach skills that can close readiness gaps in reading, writing and math, including how to learn and think independently, read for information and solve problems — skills young adults need to succeed, whether they go on to postsecondary studies or the workplace. If taught as designed, evidence suggests that these courses reduce the percentage of students who need developmental or remedial classes in college. The courses have also been designed around the LDC and MDC framework to address fundamental literacy and math skills students most need to succeed in high school and in advanced education and training.

- **Advanced Career (AC) Curricula** — Advanced Career is an initiative of SREB and a consortium of states to create career pathway programs of study curricula that prepare high school students for college and careers. The AC pathways curricula consist of four intellectually demanding career courses organized around authentic, hands-on projects that require application of the college- and career-readiness standards, technical standards and 21st-century skills. Each curricula joins with a college-ready academic core and are designed to bridge high school and postsecondary studies in ways that can lead to a recognized industry certificate, a community/technical college certificate, or an associate’s or bachelor’s degree. AC pathway curricula are available in the following areas (partner states are in parenthesis):
  - **Aerospace Engineering (Alabama)**
- Clean Energy Technology (South Carolina)
- Energy and Power (West Virginia)
- Global Logistics & Supply Chain Management (New Jersey)
- Health Informatics (Ohio)
- Informatics (Kentucky)
- Innovations in Science and Technology (Arkansas)
- Integrated Production Technologies (Kentucky)
- Automated Materials Joining (Ohio)
Automated Materials Joining Technology Curriculum

College or Career?...Why Not Both?
Advanced Career Automated Materials Joining Technology Curriculum

Course 1: Introduction to Automated Materials Joining

This project-based learning course introduces students to the fundamentals of automated materials joining. Students learn how to design, build and virtually test their designs using Solid Edge software. Using the engineering design process, students learn how to manage projects; research topics; plan for the building and testing of a prototype; analyze their results; make recommendations for improvement and communicate solutions to an authentic audience. Student teams create jigs, fixtures and an automated clamping system to fasten material. They program a robotic arm to control the spreading of adhesive, and design, build and test an automation system for joining the materials. Automated materials joining technology/industry standards and academic literacy, mathematics and science standards are applied to develop prototypes.

Course 2: Applications in Automated Materials Joining

Building on the concepts learned in Course 1, students engage in more complex materials science applications beginning with a reverse engineering project. Students disassemble and analyze a product to determine how they might improve its performance. Heat is applied to materials to change their molecular structure and LabVIEW is used to measure the changes. Different joints are explored and tested using filler metals. Students collaborate to create an automated quality control vision system to govern placement in an automated assembly system. They learn how to write quality engineering reports that communicate the process used and detail their findings. Students sharpen their skills by presenting to authentic audiences.

Course 3: Advanced Concepts in Materials Joining

In Course 3, students apply their knowledge and skills to produce new prototypes. They begin with programming a robot to create acceptable welds. They work with industry partners in a quality control lab where they examine the molecular changes in a tank that failed and test their recommendations to determine if they solved the problem. Students experiment with welding dissimilar metals utilized in battery applications. Working with a business partner, students automate a process to decrease assembly time and solve real-world problems through the application of Total Quality Management principles. Students focus on proposal writing as well as math and science standards integrated in the projects.

Course 4: Projects in Automated Materials Joining

Course 4 is a culminating course where students apply what they have learned in Courses 1-3 to real-world scenarios. Teams work collaboratively to analyze problems, create solutions and focus on methods of automation analysis to solve the seven issues of waste. They create a conceptual model of an amusement park ride that uses welds that can withstand high impact loads. Students design, build and test a product for automated assembly and create and test an automated process to assemble the prototype. Two projects require students to write a white paper. Depending on state policy, students who successfully complete the course may be eligible for articulated or dual college credit.
Aerospace Engineering Curriculum

College or Career?...Why Not Both?
## Advanced Career

### Aerospace Engineering Curriculum

#### Course 1:
**Fundamentals of Aerospace Technology**

This project-based learning course engages students who are curious about aviation and aerospace careers. This course will introduce students to an engineering design process, tools to collect and analyze data, the science of aviation, materials and structures, and safety. Students will participate in real-world experiences such as designing, building and testing a pilot seat, kite, straw rocket, powered rocket and unpowered glider. They will apply aerospace technical standards and the academic literacy, math and science standards to develop these prototypes.

#### Course 2:
**Advanced Aerospace Technology**

This course builds on the foundation of Course 1 and engages students in applying the engineering design process, using tools to collect and analyze data, exploring a deeper level of the science of aviation and discovering how quality control systems work in the aviation field. Students will work collaboratively in teams to design, build and test a wing; plot a course for a plane to take off and land; design, build and test a wing attachment system; test materials under stress; and design, build and test an electric-powered plane. Students will demonstrate their newly acquired knowledge and skills by presenting their innovative ideas, techniques and solutions to business and industry partners.

#### Course 3:
**Aeronautics Engineering Applications**

This project-based learning course is for students who have successfully completed Courses 1 and 2. Students will learn about systems such as flight control, remote-control vehicles and the virtual world. Students will learn to fly using flight simulators. They will work collaboratively to propose a shift from a VOR navigation system to a GPS system and determine the cost savings. In addition, students will develop rotor blades for helicopters and design and program an unmanned flying vehicle.

#### Course 4:
**Astronautics Engineering Applications**

Students in this capstone course will focus on outer space and underwater applications. During the six projects, they will work collaboratively to design, build and test a laser communication system; develop a plan for space survivability in hostile environments; and utilize software to create a three-dimensional model of a satellite orbit and a team remote vehicle for underwater exploration. Depending on articulation agreements or state policy, students who successfully complete the course may be able to earn dual credit.

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Memorandum

To: NHPS Finance and Operations Committee
From: Glynis King Harrell
Re: Cora Dever-Maynard
Meeting Date: 8/6/2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and (enter contractor name and describe in 1 or 2 sentences, specifically, the service to be provided). Cora Dever-Maynard will provide sign language interpreting services to deaf/hearing impaired students throughout the district.

Amount of Agreement and the Daily, Hourly or per Session Cost:
$79,261.00, Agreement Amount;
$435.50, Daily Rate;
$67.00, Hourly Rate.

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694):
General Funds, Other Contractual Services, 190-490-56694

Key Questions:
1 Please describe how this service is strategically aligned with school or District goals:
Sign language interpreters are needed for deaf/hearing impaired students in the district to allow academic access and meet the communicative needs of the disabled students from Pre-k thru 12th grade. Success in academic, college and career all require effective communication and comprehension of course content which is compromised for deaf students without this support.

2 What specific need will this contractor address?
The contractor will address communicative barrier for deaf/hearing impaired students in the district.

3 Contractor selection: quotes, RFP, or Sole Source?
Professional networking, competitive pricing, and positive history with district performance.

4 What specific skill set does this contractor bring to the project? (Attach a copy of the contractor’s resume).
A specialized skill of sign language interpretation. Resume is attached.

5 Is this a new or continuation service? If a continuation service: a) has cost increased?
If yes, by how much? b) What would an alternative contractor cost?
Continuation 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. Evidence of effectiveness will be monitored through observation, timely submission of paperwork and compliance with IEP mandates.

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?**

Sign language interpreters provide a unique service. Rates start at $55.00 per hour and increase depending on experience, travel and demand. Department of Rehab services charges $55.00 per hour, plus travel fees from home. Community Services (FSW) Interpreting charges $60.00 per hour plus travel fees from home. Both of these are agencies. Previous experience has demonstrated a misalignment between district and agency expectations. Our students require not just literal interpreting but also elaboration, explanation, tutorial. Agency staff are often literal interpreters, nothing more.

Failure to comply with IEP mandates can lead to state and federal complications.
AGREEMENT
BY AND BETWEEN
THE NEW HAVEN BOARD OF EDUCATION
AND
Cora Dever-Maynard
FOR DEPARTMENT/PROGRAM
Department of Student Services

This agreement entered into the 11th day of July, 2018, effective (no sooner than the day after Board of Education Approval), the 27th day of August, 2018, by and between the New Haven Board of Education (hereinafter referred to as the "Board") and, Cora Dever-Maynard located at 10 Haig Avenue, Bristol, CT 06010 (hereinafter referred to as the "Contractor").

SCOPE OF SERVICES
The general services to be performed by the Contractor shall consist of: Sign language interpreting, educational tutorial, trouble shoot audiological equipment, confer with teachers, team and parents.

The Contractor agrees to:

1. Reassign Medicaid payment for School Based Child Health Services to the State Department of Education;

2. Not bill Medicaid directly for services provided under the agreement; the Contractor understands that to do so would constitute double billing.

3. Provide documentation in a form and manner acceptable to the Board and which is in Compliance with the Department of Social Services regulations; and

4. Comply with the pertinent requirements of the Department of Social Services Performing Provider Agreement signed by the Board.

COMPENSATION
The Board shall pay the contractor for satisfactory performance of the services required the amount of $67.00 per hour(s)/day(s) for up to a maximum of 1183 hour(s)/day(s). The maximum amount the contractor may be paid under this agreement:
Seventy Nine Thousand Two Hundred One Dollars $(79,261.00).

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

Fiscal support for this Agreement shall be by General Funds, Other Contractual Services Program of the New Haven Board of Education, Account Number 190-490-56694.

This agreement shall remain in effect from August 27, 2018 to June 30, 2019.
APPROVAL:
This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

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

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

Contractor Signature

7.16.18

Date

Cora Dever-Maynard
Contractor Name Printed & Title

President
New Haven Board of Education

Date

Revised: 7/17
Memorandum

To: NHPS Finance and Operations Committee
From: Glynis King Harrell
Re: Julie Bossenberry
Meeting Date: 8/6/2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and (enter contractor name and describe in 1 or 2 sentences, specifically, the service to be provided). Julie Bossenberry will provide audiological support for deaf students throughout the district.

Amount of Agreement and the Daily, Hourly or per Session Cost:
$42,250.00, Agreement Amount; $845.00, Daily Rate; $130.00, Hourly Rate.

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694):
General Funds, Other Contractual Services, 190-490-56694

Key Questions:
1 Please describe how this service is strategically aligned with school or District goals:
   Development of appropriate support, equipment and plans to address the needs of deaf and hearing impaired students throughout the district. Success in academic, college or career requires effective listening and speaking skills.

2 What specific need will this contractor address?
   Interpretation of outside assessments, select, purchase and maintain equipment. Training staff in the use of equipment and best practices to instruct hearing impaired students. Collaboration with families and citywide providers.

3 Contractor selection: quotes, RFP, or Sole Source?
   Professional networking, competitive pricing and a positive history with the district. This rate is $20 to $25 dollars per hour below market value.

4 What specific skill set does this contractor bring to the project? (Attach a copy of the contractor’s resume).
   American Speech & Hearing Association (ASHA) certified audiologist.

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?
   Cost remains the same. Continuation of service at same rate.

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:
Reports and paperwork are always timely. Professional demeanor in PPT’s and support of parents and teams is exemplary. Above and beyond when it comes to service to our students.. She has helped to build our program and the students are coming. Request and inquires of families from other districts trying to access NHPS because of our level of support have increased.

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

8 Why do you believe this agreement is fiscally sound?
Interpretation of outside assessments, select, purchase and maintain equipment. Training staff in the use of equipment and best practices to instruct hearing impaired students. Collaboration with families and citywide providers. This rate is $20 to $25 dollars per hour below market value.
AGREEMENT
BY AND BETWEEN
THE NEW HAVEN BOARD OF EDUCATION
AND
Julie Bossenberry
FOR DEPARTMENT/PROGRAM
Department of Student Services

This agreement entered into the 11th day of July, 2018, effective (no sooner than the day after Board of Education Approval), the 27th day of August, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and, Julie Bossenberry located at 80 Tokeneke Drive, North Haven, CT 06473 (hereinafter referred to as the “Contractor”).

SCOPE OF SERVICES
The Audiological services to be performed by the Contractor shall consist of: (Must include specific services relating to classroom studies & district curriculum).

PPT attendance, medical reimbursement billing, interpretation of audiological assessments, recommendations for assistive hearing devices; development of programs for monitoring and maintenance of FM equipment and hearing aids; make necessary medical, educational and community referrals, provide in-service training, report writing, goal writing, team collaboration, and other related services as requested by the Board.

The Contractor agrees to:

1. Reassign Medicaid payment for School Based Child Health Services to the State Department of Education;
2. Not bill Medicaid directly for services provided under the agreement; the Contractor understands that to do so would constitute double billing.
3. Provide documentation in a form and manner acceptable to the Board and which is in Compliance with the Department of Social Services regulations; and
4. Comply with the pertinent requirements of the Department of Social Services Performing Provider Agreement signed by the Board.

COMPENSATION
The Board shall pay the contractor for satisfactory performance of the services required the amount of $130.00 per hour(s)/day(s) for up to a maximum of 325 hour(s)/day(s). The maximum amount the contractor may be paid under this agreement: Forty Two Thousand Two Hundred and Fifty Dollars $(42,250.00).

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

Fiscal support for this Agreement shall be by General Funds, Other Contractual Service Program of the New Haven Board of Education, Account Number 190-490-56694.

This agreement shall remain in effect from August 27, 2018 to June 30, 2019.
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

_________________________
Date

Julie Bossenberry
Contractor Name Printed & Title

_________________________
President
New Haven Board of Education

_________________________
Date

Revised: 7/17
# CONTRACTOR ASSESSMENT

**Vendor Name:** Julie Bosonenbery  
**Project Description:** Audiologist  
**Evaluator:** Dr. Glynis King Harrell  
**Date:** 5/23/2018

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<th>Quality of contractor's Work</th>
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<td>4. Monitor and maintain audiological equipment</td>
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<td>5. Recommend appropriate audiological devices</td>
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<td>10. Team work with teacher and other professionals</td>
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Memorandum

To: NHPS Finance and Operations Committee  
From: Dr. Glynis King Harrell  
Re: Sheilah McCray  
Meeting Date: 8/6/2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Sheilah McCray. Ms. McCray will provide vision support for visual impaired students throughout the district.

Amount of Agreement and the Daily, Hourly or per Session Cost:  
$27,846.00, Agreement Amount; $1530.00, Daily Rate; $22.50, Hourly Rate.

Funding Source:  
Name: General Funds, Other Contractual Services  
Account #: 190-490-56694

Key Questions:

1. Please describe how this service is strategically aligned with school or District goals: Visually Impaired / Blind students often have conditions which are progressive. Over time, the need for support changes. Our blind students require additional support to access the curriculum, and acquire skills that lead toward college or career success.

2. What specific need will this contractor address?  
Support to a blind student. Braille, adaptive technology, tactile graphics and orientation and mobility.

3. Contractor selection: quotes, RFP, or Sole Source?  
Ms. McCray was already assigned to the specific student with training in the visual needs. Continuity and safety have become paramount. Increase coverage in necessary.

4. What specific skill set does this contractor bring to the project? (Attach a copy of the contractor’s resume).  
Support to a blind student. Braille, adaptive technology, tactile graphics and orientation and mobility.

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?  
A new contract.

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:  
Ms. McCray has worked collaboratively, with all team members. Worked beyond the required hours and supported the student above and beyond the call.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?
   No.

8. Why do you believe this agreement is fiscally sound?
   It is a reasonable rate given the scope of service, and is in alignment with our current pay structure.
AGREEMENT
BY AND BETWEEN
THE NEW HAVEN BOARD OF EDUCATION
AND
Sheilah McCray
FOR DEPARTMENT/PROGRAM
Student Services

This agreement entered into the 12th day of July, 2018, effective (no sooner than the day after Board of Education Approval), the 27th day of August, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and, Sheilah McCray located at 589 Central Avenue, New Haven, CT 06515 (hereinafter referred to as the “Contractor”).

SCOPE OF SERVICES

The general services to be performed by the Contractor shall consist of: supported the Braille code, adaptive technology, large print, and modification of curriculum and associated materials. The ability to work collaboratively with a variety of team members. Preparation of tactile graphics, use of magnifiers and other low vision aids. Fostering independence and self-esteem. Promoting safety and reinforcing mobility training.

COMPENSATION

The Board shall pay the contractor for satisfactory performance of services required the amount of $153.00 per day (s) for up to a maximum of 182 day(s). The maximum amount the contractor may be paid under this agreement: Twenty Seven Thousand Eight Hundred Forty Six Dollars $(27,846.00).

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 General Funds, Other Contractual Services Program of the New Haven Board of Education, Account Number 190-490-56694.

This agreement shall remain in effect from August 27, 2018 to June, 30, 2019.
APPROVAL:
This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

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

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

Sheilah McCray
Contractor Printed Name & Title

Revised: 7/17
# CONTRACTOR ASSESSMENT

Vendor Name ___________ Sheliah McCray

Project Description ___________ Vision Tutor

Evaluator ___________ Dr. Glynis King Harrell ___________ Date ___________ 6/7/2018

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<tr>
<th>Quality of contractor's Work</th>
<th>Unacceptable</th>
<th>Excellent</th>
<th>No applicable</th>
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<tr>
<td>1. Attendance</td>
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<td>2. Effectiveness of instruction</td>
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<td>3. To act as a liaison between parent, vision department, and classroom teacher</td>
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<td>4. Educational/tutorial support</td>
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<td>5. Provide student with individual instruction to supplement the classroom goals</td>
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<td>6. Transcribe classroom materials into an adaptive form, as necessary</td>
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<td>7. Act as a sighted guide</td>
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</table>
Memorandum

To: NHPS Finance and Operations Committee
From: Glynis King Harrell
Re: Stephanie Gardner
Meeting Date: 8/6/2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and (enter contractor name and describe in 1 or 2 sentences, specifically, the service to be provided). Stephanie Gardner will provide speech & language services to communicatively impaired students throughout the district.

Amount of Agreement and the Daily, Hourly or per Session Cost:
- $94,640.00, Agreement Amount;
- $520.00, Daily Rate;
- $80.00, Hourly Rate.

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694):
General Funds, Other Contractual Services, 190-490-56694

Key Questions:
1 Please describe how this service is strategically aligned with school or District goals: Speech-language pathologists (SLP) are needed in the district to meet the communicative needs of our "at risk" and disabled students from Pre-K thru 12th grade. Success in academic, college and career all require effective communication.

2 What specific need will this contractor address? The contractor will address speech/language and therapeutic services for qualified sped students.

3 Contractor selection: quotes, RFP, or Sole Source? Professional networking, competitive pricing, and positive history with district performance.

4 What specific skill set does this contractor bring to the project? (Attach a copy of the contractor's resume). A specialized skill of speech and language therapy. Resume is attached.

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

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:
Evidence of effectiveness will be monitored through observation, timely submission of paperwork and compliance with IEP mandates.

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?

Contractual services are required due to inadequate speech and language pathology positions within the district. Speech/language pathologists are a national critical shortage area. Because the expertise is in demand the fees can range from $65.00 per half hour ($130.00 hourly) to $70.00 per hour. Fees can vary based on logistics and experience. Providers can also charge for assessments separately, $200.00 - $250.00 (Costhelperhealth.com, Invo Health, EBS). To simplify the provision of service for our district I have asked providers to charge hourly regardless of the activity (therapy, assessment, IEP meetings, etc.) Companies often solicit with attractive rates, but often want a "finder's fee" and frequently don't have candidates readily available. They ask for a district commitment while they search for a candidate.

This independent SLP contractor has been reliable over time. This independent contractor is local.

Failure to comply with IEP mandates can lead to state and federal complications.
AGREEMENT
BY AND BETWEEN
THE NEW HAVEN BOARD OF EDUCATION
AND
Stephanie Gardner

FOR DEPARTMENT/PROGRAM

Department of Student Services

This agreement entered into the 12th day of July, 2018, effective (no sooner than the day after Board of Education Approval), the 27th day of August, 2018, by and between the New Haven Board of Education (hereinafter referred to as the “Board”) and, Stephanie Gardner located at 16 Pleasant Point Road, Branford, CT 06405 (hereinafter referred to as the “Contractor”).

SCOPE OF SERVICES

The general services to be performed by the Contractor shall consist of: speech-language remediation, evaluation, consultation, statistics, PPT attendance, medical reimbursement billing, IEP planning, report writing, goal writing, team collaboration, staff meetings, supervision of graduate students, and/or speech-language assistants and other related services as requested by the Board. Provision of diagnostic and therapeutic tools necessary for services.

The Contractor agrees to:

1. Reassign Medicaid payment for School Based Child Health Services to the State Department of Education;

2. Not bill Medicaid directly for services provided under the agreement; the Contractor understands that to do so would constitute double billing.

3. Provide documentation in a form and manner acceptable to the Board and which is in Compliance with the Department of Social Services regulations; and

4. Comply with the pertinent requirements of the Department of Social Services Performing Provider Agreement signed by the Board.

COMPENSATION

The Board shall pay the contractor for satisfactory performance of the services required the amount of $80.00 per hour(s)/day(s) for up to a maximum of 1183 hour(s)/day(s). The maximum amount the contractor may be paid under this agreement:

Ninety Four Thousand Six Hundred Forty Dollars $(94,640.00).

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

Fiscal support for this Agreement shall be by General Funds, Other Contractual Services Program of the New Haven Board of Education, Account Number 190-490-56694.

This agreement shall remain in effect from August 27, 2018 to June 30, 2019.
APPROVAL:
This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

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.

Stephanie Gardner
Contractor Name Printed & Title

Revised: 7/17
**CONTRACTOR ASSESSMENT**

**Vendor Name:** Stephanie Gardner

**Project Description:** Speech and Language Pathologist

**Evaluator:** Dr. Glynis King Harrell  
**Date:** 6/1/2018

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<td>3. Ability to relate to parents and professionals during PPT’s</td>
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Memorandum

To: NHPS Finance and Operations Committee
From: Glynis King Harrell
Re: Joy Donaldson
Meeting Date: 8/6/2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and (enter contractor name and describe in 1 or 2 sentences, specifically, the service to be provided). Joy Donaldson will provide speech & language services to communicatively impaired students throughout the district.

Amount of Agreement and the Daily, Hourly or per Session Cost:
$57,037.50 Agreement Amount; $487.00, Daily Rate; $75.00, Hourly Rate.

Funding Source: (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694): General Funds, Other Contractual Services, 190-490-56694

Key Questions:
1. Please describe how this service is strategically aligned with school or District goals: Speech-language pathologists (SLP) are needed in the district to meet the communicative needs of our "at risk" and disabled students from Pre-K thru 12th grade. Success in academic, college and career all require effective communication.

2. What specific need will this contractor address? The contractor will address speech/language and therapeutic services for qualified sped students.


4. What specific skill set does this contractor bring to the project? (Attach a copy of the contractor's resume). A specialized skill of speech and language therapy. Resume is attached.

5. Is this a new or continuation service? If a continuation service: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? Continuation of service with no increase.

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:
Evidence of effectiveness will be monitored through observation, timely submission of paperwork and compliance with IEP mandates.

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?

   Contractual services are required due to inadequate speech and language pathology positions within the district. Speech/language pathologists are a national critical shortage area. Because the expertise is in demand the fees can range from $65.00 per half hour ($130.00 hourly) to $70.00 per hour. Fees can vary based on logistics and experience. Providers can also charge for assessments separately, $200.00 - $250.00 (Costhelperhealth.com, Invo Health, EBS). To simplify the provision of service for our district I have asked providers to charge hourly regardless of the activity (therapy, assessment, IEP meetings, etc.) Companies often solicit with attractive rates, but often want a "finder’s fee" and frequently don't have candidates readily available. They ask for a district commitment while they search for a candidate.

   This independent SLP contractor has been reliable over time. This independent contractor is local.

   Failure to comply with IEP mandates can lead to state and federal complications.
AGREEMENT
BY AND BETWEEN
THE NEW HAVEN BOARD OF EDUCATION
And
Joy Donaldson
For Department/Program:
Department of Student Services

This agreement entered into on the 12th day of July, 2018, effective (no sooner than the day after Board of Education Approval), the 27th day of of August, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and Joy Donaldson located at 46 Vantage Road, Hamden, CT 06514 (herein referred to as the “Contractor”).

SCOPE OF SERVICES

The general services to be performed by the Contractor shall consist of: speech-language remediation, evaluation, consultation, statistics, PPT attendance, medical reimbursement billing, IEP planning, report writing, goal writing, team collaboration, staff meetings, supervision of graduate students, and/or speech-language assistants and other related services as requested by the Board. Provision of diagnostic and therapeutic tools necessary for services.

The Contractor agrees to:

1. Reassign Medicaid payment for School Based Child Health Services to the State Department of Education;
2. Not bill Medicaid directly for services provided under the agreement; the Contractor understands that to do so would constitute double billing.
3. Provide documentation in a form and manner acceptable to the Board and which is in Compliance with the Department of Social Services regulations; and
4. Comply with the pertinent requirements of the Department of Social Services Performing Provider Agreement signed by the Board.

COMPENSATION

The Board shall pay the contractor for satisfactory performance of the services required the amount of $75.00 per hour(s)/day(s) for up to a maximum of 760.5 hour(s)/day(s). The maximum amount the contractor may be paid under this agreement:
Fifty Seven Thousand Thirty Seven Dollars & Fifty Cents $57,037.50.

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

Fiscal support for this Agreement shall be by General Funds, Other Contractual Services Program of the New Haven Board of Education, Account Number 190-490-56694.

This agreement shall remain in effect from August 27, 2018 to June 30, 2019.
APPROVAL:
This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

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

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

Joy Donaldson
Contractor Signature
7-16-18
Date

President
New Haven Board of Education

Date

Joy Donaldson
Contractor Name Printed & Title

Revised: 7/17
**CONTRACTOR ASSESSMENT**

Vendor Name: Joy Donaldson

Project Description: Speech and Language Pathologist

Evaluator: Dr. Glynis King Harrell
Date: 6/1/2018

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| Compliance with contract report writing & Document Submission                              |              |           |               |
| 4. Timely and accurate billing                                                            | X            |           |               |
| 5. Medicaid completion                                                                     | X            |           |               |
| 6. Development and presentation of evaluations and IEP's                                   | X            |           |               |

| Working relationship of contractors with district                                          |              |           |               |
| 7. Timely submission of department data                                                    | X            |           |               |
| 8. Accuracy of invoices                                                                    | X            |           |               |
| 9. Collegial, collaborative relations                                                       | X            |           |               |

| Implementation of practice across the district                                             |              |           |               |
| 10. Flexibility in scheduling                                                              | X            |           |               |
| 11. Coverage when needed (substitution)                                                    | X            |           |               |
| 12. Team work with teacher and other professionals                                        | X            |           |               |
Memorandum

To: NHPS Finance and Operations Committee
From: Typhanie Jackson
Re: Institute of Professional Practice Contract (Brennan Rogers, Strong School and Behavioral Consultation)
Meeting Date: August 06, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and the Institute of Professional Practice to provide Board Certified Behavioral Analyst support for programming of students with disabilities at Brennan Rogers and Strong School and for Behavioral Consultations. This agreement also provides for in-services training for teachers and paraprofessional and ongoing consultation.

Amount of Agreement and the Daily, Hourly or per Session Cost:
The agreement amount for this contractor is $453,200 for 182 days for the school year 2018-2019 to service 65 students with Autism Pre-School Spectrum Disorders and other disabilities within Brennan/Rogers & Strong and Dr. Mayo School, plus Behavioral Consultation services in the amount of $37,700 at an hourly rate of $145 per/hour for a total of 260 hours. Contract totaling in the amount of $490,900 for the 2018-2019 school year.

Funding Source:
The funding source for this agreement is the IDEA Handicapped (611) Carryover Account, Account # 2504-5034-56903 (pending and General Funds Contractual Account 190-494-56694.

Key Questions:
1. Please describe how this service is strategically aligned with school or District goals.
   This agreement aligns to the department goal of providing high quality services for students with disabilities.

2. What specific need will this contractor address?

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

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

5. Is this a new or continuation service? If a continuation service: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost?
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 effectiveness of the contractor will be conducted on a regular basis via parent/staff feedback, written reports, and implementation of Individualized Education Plans.

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

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

   This agreement is fiscally sound as the rate of this contractor is comparable to that of others providing such service. Other agencies provide similar services at an increased cost for a lower number of professionals to provide direct services to teachers and students. Additionally, by providing this service, the district is able to maintain students in district who may otherwise be placed in an out of district setting at a higher cost to the district.

   Scope of services is attached.
AGREEMENT
By And Between
The New Haven Board of Education
AND
The Institute of Professional Practice (IPP)
FOR DEPARTMENT/PROGRAM:
Student Services/Special Education Department

This agreement entered into on the 17th day of July, 2018, effective the 27th day of August, 2018 by and between the New Haven Board of Education (herein referred to as the “Board”) and, The Institute of Professional Practice located at 538 Preston Avenue, Meriden, CT 06450 (herein referred to as the “Contractor”).

SCOPE OF SERVICE: The Behavioral Consultation Services to be performed by the Contractor shall, in general, consist of:

- Direct behavioral therapists services for transitioning students from Brennan Rogers & Strong School Autism Preschool Program to ABA/Autism Support Program at Brennan/Rogers and Strong School, and/or other programs for students with autism, consultation services on classroom management strategies for children with Autism for classrooms at Brennan Rogers, Strong School and other locations, specific behavioral strategies for individual students, and consultation to teachers. Consultation will be provided for cases, remaining open from previous years. These cases will not be billed.

- Direct behavioral therapists services and intense interventions for preschool students at Dr. Mayo School ABA/Autism Preschool Program, including students transitioning to Brennan/Rogers and Strong School and other district programs, consultation to other students as requested, training and support for 2-3 teachers for readiness and pre-readiness classroom, training and support for 2-3 paraprofessionals.

- Doctoral/BCBA or BCaBA, behavioral consultation to include Behavioral and Functional Assessments, implementing individual behavior plans, providing district staff training and support, developing instructional and behavior reduction plans, designing and implementing program revisions, and participating in program planning as designed by the school team, participation in team meetings and PPTs.
Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $490,900 per school year for up to a maximum of 182 day(s). The maximum amount the contractor shall be paid under this agreement: Four Hundred Ninety Thousand Nine Hundred Dollars ($490,900).

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 (611) Special Funds Account 2504-5034-56903 and General Funds Contractual Account 190-494-56694 Program of the New Haven Board of Education.

Account Number: 2504-5034-56903 (IDEA Handicapped (611) Special Funds Account) in the amount of $226,600 (Brennan Rogers & Strong School) (pending receipt of funds).

Account Number: 2504-5034-56903 (IDEA Handicapped (611) Special Funds Account) in the amount of $226,600 (Dr. Mayo School – Autism) (pending receipt of funds).

Account Number: 190–494–56694 (General Funds Contractual Account) in the amount of $37,700 (Behavioral Services)

This agreement shall remain in effect from August 27th, 2018 to June 30th, 2019.
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.

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.

Melodie Peet
Contractor Signature

President
New Haven Board of Education

6/25/18
Date

Melodie J. Peet
Contractor Name Printed or Typed

03-07841103
Federal I.D. or Social Security Number

Date
**CONTRACTOR ASSESSMENT**

Vendor Name __________________________ Institute for Professional Practice

Project Description ______________________ Behavioral support for Autism Classrooms Dr. Mayo School

Evaluator Typhanie Jackson (Special education team) Date 07/16/2018

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# CONTRACTOR ASSESSMENT

Vendor Name: Institute for Professional Practice

Project Description: Behavioral support for Autism Classrooms Brennan/Rogers

Evaluator: Typhanie Jackson (Special education team)  Date: 07/16/2018

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CONTRACTOR ASSESSMENT

Vendor Name: Institute for Professional Practice

Project Description: Behavioral Consultation

Evaluator: Typhanie Jackson (Special education team) Date: 07/16/2018

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Memorandum

To: NHPS Finance and Operations Committee
From: Typhanie Jackson, Director of Student Services
Re: ASD Fitness Center - School Year 2018-2019
Meeting Date: August 06, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and ASD Fitness, which will provide Adaptive Physical Education programming to special education students with high incident disabilities at the following schools: Bishop Woods, Brennan Rogers, Celentano, East Rock, Fair haven, Nathan Hale, West Rock, Wexler Grant, and Wilbur Cross during the 2018-2019 School Year, in order to maintain social, functional, and academic skills taught during the school year. The program will support and strengthen the connection between cognitive and emotional functioning through the use of adaptive physical exercise.

Amount of Agreement and the Daily, Hourly or per Session Cost: $69,000.00 for 37 weeks during the 2018-2019 school year for 10 classes per week up to a maximum of 148 students ($12.50/per student (148 students) 10 classes per week for 37 weeks)

Funding Source: (IDEA Handicapped Special Funds Account Program of the New Haven Board of Education, Account Number: 2504-5034-56903

Key Questions:

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

   The services ASD Fitness will provide to NHPS students with high incident disabilities directly align with the District’s Strategic Priority: Social, Emotional and Physical Growth. One of the goals identifies the need to foster positive learning environments to improve the health and wellness of students. Having ASD Fitness provide adaptive physical education classes to our students with high incident disabilities will allow those participating to have equal access to exercise that is individualized to meet their social, emotional, and physical needs.

2. What specific need will this contractor address?

   The contractor will provide NHPS students with high incident disabilities access to adaptive physical fitness in a safe, comfortable, and a structured environment which can improve their self-esteem, communication, social interaction, team-building skills, as well as their overall quality of life.

3. Contractor selection: quotes, RFP, or Sole Source? Sole Source
4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume).

ASD Fitness has successfully developed a program that provides students with opportunities to engage in physical exercise in a positive, structured, and safe environment which meets a wide range of students' needs and their ability levels.

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

Continuation of Services:
Yes a continuation, no increase.

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:

Evaluations will include feedback from participants, school staff, and parents.

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**?

Yes, this agreement is fiscally sound. ASD Fitness Center was chosen based on a combination of a review of their prospectus, recommendation letters from medical doctors, and specialists, testimonials from parents, other LEAs and RESCs, as well as observations of ASD Fitness Center classes. Furthermore, the passion, dedication, and drive ASD Fitness staff brings to their mission of promoting the benefits of physical fitness to students with special needs benefits those New Haven Public School children with the highest needs, the opportunity to improve their overall quality of life.
AGREEMENT
By And Between
The New Haven Board of Education
AND
ASD Fitness Center
FOR DEPARTMENT/PROGRAM:
Student Services/Special Education Department

This agreement entered into on the 17th day of July, 2018 effective the 29th day of August, 2018 by and between the New Haven Board of Education (herein referred to as the “Board”) and, ASD Fitness Center located at 307 Racebrook Road, Orange CT, 06477 (herein referred to as the “Contractor”).

SCOPE OF SERVICE:
The contractor will provided adaptive physical education classes to small groups of students with special needs from the following New Haven schools: Brennan-Rogers, Celentano, Nathan Hale, Fair Haven, Bishop Woods, East Rock, Wexler Grant, and West Rock. Students range from grades K-12 and all are identified special education students.

Compensation: The Board shall pay the contractor for satisfactory performance of services required at a rate of $69,000.00 for 37 weeks during the 2018-20189 school year for 10 classes per week up to a maximum of 148 students. The maximum amount the contractor shall be paid under this agreement: Sixty-Nine Thousand Dollars ($69,000.00).

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 IDEA Handicapped Special Funds Account Program of the New Haven Board of Education, Account Number: 2504-5034-56903.

This agreement shall remain in effect from August 29th, 2018 to June 30th, 2019.
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 and 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.

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.

[Signature]
Contractor Signature

7/12/18
Date

[Signature]
Contractor Name Printed or Typed

[Signature]
President
New Haven Board of Education

[Signature]
Date

[Signature]
Federal I.D. or Social Security Number
Memorandum

To: NHPS Finance and Operations Committee
From: Typhanie Jackson, Director of Student Services
Re: CompuClaim
Meeting Date: August 06, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and CompuClaim to provide billing services for several school programs.

Amount of Agreement and the Daily, Hourly or per Session Cost:
The amount of the agreement is 6% of all reimbursement received from services billed via CompuClaim up to $75,000.

Funding Source: IDEA (Individuals with Disabilities Act) Account number 2504-5034-56903 (pending receipt of funds)

Key Questions:

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

   This agreement is strategically aligned to the district goal of supporting the social, emotional and behavioral health of students as these billing services allows for the district to increase revenue to the district for services to include counseling, speech and language support and a variety of other medical services.

2. What specific need will this contractor address?

   Providing billing services for children who by way of their IEP have identified billable services.

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

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

   N/A

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

   Continuation, no increase
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 evidence of effectiveness will be evaluated by staff feedback, ongoing consultation, customer service review, as well as evaluation of reports generated for the purpose of billing.

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 as it allows the district to eliminate the administrative burden of paper and pencil billing which yields more time to explore additional billing options. Additionally, the cost for this vendor is comparable to that of other vendors providing similar services.
AGREEMENT
By And Between
The New Haven Board of Education
AND
CompuClaim

FOR DEPARTMENT/PROGRAM:
Student Services/Special Education Department

This agreement entered into on the 7th day of August, 2018 effective the 29th day of August, 2018 by and between the New Haven Board of Education (herein referred to as the “Board”) and, CompuClaim located at 221 3rd Street, Newport, RI 02840 (herein referred to as the “Contractor”).

SCOPE OF SERVICE:
The NHPS provides medical necessary services to Medicaid-eligible students and is desirous of maximizing its potential to receive Medicaid reimbursement to which it may be entitled for providing said health care services. CompuClaim possesses the expertise and resources to appropriately prepare the claims necessary for reimbursement and therefore maximize the NHPS potential Medicaid reimbursements. NHPS is desirous of retaining CompuClaim’s services, and CompuClaim is desirous of providing them.

DIRECT CLAIMING SERVICES:
CompuClaim will provide Direct Claiming Services (hereinafter “DCS”). This service consists of processing the NHPS’S claims for Medicaid reimbursement for direct medical services provided to Medicaid-eligible students, based upon data provided to CompuClaim by the NHPS. CompuClaim will perform the following services for the DCS package:

DCS.1 CompuClaim will provide the NHPS with a claims information management and custom designed data collection system for the use of the NHPS in providing data necessary for CompuClaim to formulate the NHPS’s claims. CompuClaim will provide provider reports, and claims processing.

DCS.2 CompuClaim will return to the NHPS any and all logs and/or claims that it deems to have supplied insufficient information to formulate a claim and/or are otherwise noncompliant with applicable law regarding appropriate Medicaid billing. CompuClaim will provide the NHPS with direction on how to bring such logs and/or claims into compliance.

DCS.3 CompuClaim will provide timely electronic claims processing for the NHPS’s claims. All payments on said claims will be remitted directly to the NHPS.

DCS.4 CompuClaim will provide monthly Management Reports to the NHPS, which outlines the gross amount of claims paid, along with CompuClaim’s invoice.

DCS.5 CompuClaim will provide training for all NHPS providers of Medicaid-eligible services at least once a year regarding federal and state law regarding appropriate Medicaid billing. Training will be for no more than 50 people at once.
ADMINISTRATIVE BILLING SERVICES:
When and if Administrative Billing becomes available in Connecticut, CompuClaim will provide the NHPS with Administrative Billing Services (hereinafter “ABS”). This service consists of assisting the NHPS with preparing claims for Medicaid reimbursement for the expenses incurred by the NHPS for administrative activities associated with the provision of direct medical services. CompuClaim will perform the following services for the ABS package:

ABS.1 CompuClaim will offer support and guidance to NHPS to ensure all time studies are completed on time.
ABS.2 CompuClaim will offer support and guidance to NHPS to gather the cost and financial data necessary for the quarterly claims.

When and if Administrative Billing becomes available in Connecticut, the NHPS agrees to pay CompuClaim, Inc. for the above Administrative Billing Services at a rate of 6.0% of revenues collected by the NHPS for Administrative Billing. CompuClaim will invoice the NHPS once a quarter for the prior quarter’s services.

CONFIDENTIALITY AND RIGHTS OF REVIEW OF STUDENT RECORDS:
CompuClaim will comply with state and federal laws governing the confidentiality and rights of review of educational and medical records to the extent applicable, including but not limited to the Connecticut Confidentiality of Health Care Data under section 19a-7b of the Connecticut General Statutes and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99.

HIPPA COMPLIANCE:
CompuClaim will comply with any and all applicable regulations regarding transaction and code data standards, including but not limited to 45 CFR Part 162 (HIPAA Administrative Simplification Regulations), as amended.

ERRORS AND OMISSIONS:
It is recognized by the NHPS those errors in processing Medicaid claims may occur, resulting in the disallowance of claims and/or demands that the NHPS return funds paid to it by Medicaid and/or the Department of Social Services. The disallowance of claims and/or demands for return of funds paid may be the result of human error, whether by the NHPS or CompuClaim, but may also be the product of existing ambiguities in the laws and regulations regarding the appropriate manner of processing claims and/or eligibility for reimbursement for various types of services.

Accordingly, while CompuClaim will use its best efforts to process the NHPS’s claims and to remedy any defects, the NHPS will indemnify, defend, and hold CompuClaim harmless for any and all disallowance of claims; and any and all demands, claims, suits, actions or judgments for return of Medicaid and/or Department of Social Services funds arising out of CompuClaim’s good faith performance of its duties under this contract. It is further agreed by and between the parties that in the event that the NHPS is required to return Medicaid and/or Department of Social Services funds due to inaccurate information provided by the district to CompuClaim, any portion of those amounts that were paid to CompuClaim as compensation for CompuClaim’s provision
of services under this contract will be non-refundable.

In the event the NHPS is required to return funds to Medicaid and/or the Department of Social Services due to an error directly attributable to CompuClaim, the NHPS agrees that its remedy shall be limited to a return of fees paid to CompuClaim for the claim that contained such error. During the course of this contract CompuClaim will maintain an active Errors and Omissions Policy.

INTELLECTUAL PROPERTY:
If, in the performance of this contract, the NHPS its employees, agents and servants are given access to information that CompuClaim considers confidential, the rights and obligations of the parties with respect to such information shall be governed by the terms and conditions set forth below.

A. For the purposes of this contract, “Confidential Information” is information of any kind, disclosed by CompuClaim to the NHPS, its employees, agents, and servants and is identified by appropriate marking as confidential at the time of disclosure. In the event that Confidential Information must be disclosed visually or orally, these obligations shall apply only to that information which is confirmed as being confidential in writing by CompuClaim within ten (10) working days of the disclosure.

B. It is agreed by CompuClaim and the NHPS that the obligations of confidentiality shall not attach to information which:

1. is publicly available prior to the date of the Agreement or becomes publicly available thereafter through no wrongful act of the NHPS;
2. was known to the NHPS prior to the date of the Agreement or becomes known to the NHPS thereafter from a third party having an apparent bona fide right to disclose the information;
3. is disclosed by the NHPS in accordance with the terms of CompuClaim’s prior written approval;
4. is disclosed by CompuClaim without restriction on further disclosure;
5. is independently developed by NHPS;

6. The NHPS is obligated to produce pursuant to an order of a court of competent jurisdiction or a valid administrative or congressional subpoena, or state or federal law, provided that the NHPS promptly notifies CompuClaim.

C. The NHPS shall use CompuClaim’s Confidential Information solely for the purpose of performing its obligations under this contract. The NHPS agrees to make Confidential Information available only to the NHPS employees, agents, or servants who require access to it in the performance of this contract, and to inform them of the confidential nature of such information. The NHPS shall exert reasonable efforts to maintain such information in confidence. The NHPS shall immediately, upon discovery of any disclosure not authorized hereunder, notify CompuClaim and take
reasonable steps to prevent any further disclosure or unauthorized use. These obligations shall survive the termination of this contract. At the termination of this contract, the NHPS agrees to promptly return any and all materials marked as confidential in accordance with subsection as above.

**ENTIRE AGREEMENT:**

This contract embodies the entire agreement between the NHPS and CompuClaim. There are no promises, terms, conditions, or obligations made or entered into by either party other than contained herein. This contract may not be changed except by a writing signed by the party against whom enforcement thereof is sought.

**INVALIDITY**

If any paragraph or part of this contract is invalid, it shall not affect the remainder of said contract, but said remainder shall be binding and effective against both parties.

**COMPENSATION:**

NHPS agrees to pay CompuClaim, Inc. for Medicaid claiming services at a rate of 6% for all reimbursements that NHPS receives for their Medicaid reimbursement revenue during the contract term. The rate of 6% for claiming services will begin with the first bill that is paid from the CompuClaim processing, not the first day of this contract.

This contractual agreement is based in the good faith between NHPS and CompuClaim, whereas NHPS will follow CompuClaim’s billing program and protocols. CompuClaim will provide monthly update reports to the Superintendent of Schools to track progress during the contract term and ensure that all recommendations from CompuClaim are being followed.
Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $____ per hours(s) for up to a maximum of ____day(s). The maximum amount the contractor shall be paid under this agreement: Dollars ($).

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. (pending receipt of funds)

This agreement shall remain in effect from August 29th, 2018 to June 30th, 2019.
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.

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.

[Signature]
Contractor Signature

[Date]

[Signature]
Contractor Name Printed or Typed

Federal I.D. or Social Security Number

[Date]

President
New Haven Board of Education

[Date]
Memorandum

To: NHPS Finance and Operations Committee
From: Denise Duclos
Re: School Readiness Agreements
Meeting Date: August 6, 2018

Executive Summary:

Approval is requested for the 2 Agreements by and between the New Haven Board of Education and the School Readiness programs. Funding is for 75 preschool spaces funded through the State Office of Early Childhood School Readiness Grant.

Amount of Agreement and Daily, Hourly, or Per Session Cost:

Agreements are for 69 school day/school year spaces (rate: $6,000/space) a total of $414,000 and 6 part day spaces (rate: $4,500/space) for a total of $27,000. The combined total is $441,000.

Funding Source:
2523-900-5384-56697 School Readiness and Child Day Care Grant

Key Questions:

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

School Readiness expands pre-k opportunities to children ages 3-4 years offering developmentally appropriate instruction to support children's learning, increase their skills and ready them for school success.

2. Please describe the evidence of effectiveness for this contractor. In addition, how is or will the contractor be evaluated? If a continuation service, what are the results of last year's evaluation?

The contractors continue to meet the required State and National standards as outlined in the State grant. The contractors meet the School Readiness Quality Components as outlined in the Agreement.

3. Why do you believe this agreement is fiscally sound? Include how the contractor was selected (various quotes vs. RFP vs. Sole Source), whether and why the cost has increased over last year (if continuation), and what an alternative might cost.

School Readiness contractors are selected through a RFP process that is overseen by the New Haven Early Childhood Council--as required by the State. The cost is fixed by the State.

The Agreement and complete scope of services are attached
NEW HAVEN SCHOOL READINESS AGREEMENT  
BETWEEN  
NEW HAVEN BOARD OF EDUCATION  
AND  
LEILA DAY NURSERIES  

The New Haven Board of Education ("Board") and Leila Day Nurseries of 100 Cold Spring Street, New Haven, CT 06511 (hereinafter "Provider") desire to enter into an Agreement ("Agreement") to provide school readiness and child day care services for three and four year-old children residing in New Haven, under the provisions of Connecticut General Statutes §§10-160 through and including 10-16r, as amended.  

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

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

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

The Board will provide funding to Provider in an amount not to exceed $108,000.00 for provision of the following:  

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>“Spaces” for school day/school year services to be paid at the rate not to exceed $6,000 per child, per year, or $600.00 per month for prorated slots, for a total not to exceed $108,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td></td>
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</table>

The Provider will be reimbursed on the basis of the number of spaces, which are reported to be filled on the Priority School Readiness Monthly Report.  

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

The Provider agrees to adhere to the New Haven Early Childhood Council’s Policies and Procedures as well as the State School Readiness General Policies and Program Operations.
Description of Services
The Provider agrees to abide by the description of services articulated in the local application for funding submitted to the New Haven Early Childhood Council. Consistent with criteria outlined in Connecticut General Statutes §§10-16o through and including 10-16r, as amended, and additional criteria outlined by the Council, the Provider agrees to:

1) Fulfill the following:
   - Develop a plan for collaboration
   - Encourage parent involvement, education and outreach
   - Provide information about and referrals to health services
   - Provide information about nutrition services
   - Encourage family literacy
   - Provide open access to all New Haven children and families
   - Plan for transition to kindergarten
   - Provide professional development for staff
   - Follow the School Readiness sliding fee scale
   - Conduct an annual evaluation of program effectiveness

2) Include children with disabilities to the greatest extent possible by providing adaptations and accommodations, as required by Federal and State law, to ensure their participation with peers without disabilities.

3) Serve a minimum of 75% of School Readiness funded families who meet the income criteria of being at or below 75% of the State median income.

4) Meet required quality standards for participation. The Provider will develop and implement a plan and timeline to become accredited by the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC) within 3 years of initial receipt of School Readiness funds or meet Head Start Performance Standards; and, to maintain NAEYC accreditation or Head Start compliance.

5) Meet the State OEC required staffing standard by June 30, 2020 (CGS Sec 10-16p) which requires a minimum of 50% of classrooms lead by teachers with a Bachelor's Degree in Early Childhood or related field or, certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education and, 50% of classrooms lead by teachers with an Associates Degree in Early Childhood Education or related field. By July 1, 2023, all lead teachers must meet the Bachelor’s Degree requirements stated above.

6) Provide a non sectarian program.

7) Assist all families who may be eligible for Care4Kids in applying for the program.

8) Comply with all applicable federal and state laws, regulations regarding student and family records, reports, confidentiality and referral requirements.

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

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

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

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

**Reporting Requirements**

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

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

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

**Complaints**

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

**Termination of Participation in Program**

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

**Compensation**

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

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

No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor hereunder. The Contractor's relationship to the Board is that of independent contractor.
Termination and Default
If the Provider fails to fulfill its obligations under this contract, the Board may:

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

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

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

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

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

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

Non-Renewal
In the event that this Agreement is canceled or if the Board does not offer the Provider a new Agreement for the same or similar service upon its expiration, the Provider will assist in the orderly transfer of clients served under this Agreement to a new program and will assist in the orderly cessation of operations under this agreement and return of all property purchased with School Readiness funds.
Modification of Terms
This Agreement may not be modified or amended except by written agreement signed by the parties.

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

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

PROVIDER

Signature

Type Name

Date 6/21/18

NEW HAVEN BOARD OF EDUCATION

_______________________________
Darnell Goldson, President

Date _____________________________
NEW HAVEN SCHOOL READINESS AGREEMENT
BETWEEN
NEW HAVEN BOARD OF EDUCATION
AND

Westville Community Nursery School

The New Haven Board of Education ("Board") and Westville Community Nursery School (hereinafter "Provider") of 3 Tour Avenue, New Haven, CT 06515 desire to enter into an Agreement ("Agreement") to provide school readiness and child day care services for three and four year-old children residing in New Haven, under the provisions of Connecticut General Statutes §§10-16o through and including 10-16r, as amended.

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

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

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

The Board will provide funding to Provider in an amount not to exceed $63,000.00 for provision of the following:

<table>
<thead>
<tr>
<th>Spaces</th>
<th>for school day/school year services to be paid at the rate not to exceed $6,000 per child, per year, or $600.00 per month for prorated slots, for a total not to exceed $36,000.00</th>
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<tr>
<td>TOTAL</td>
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<tr>
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<td>“Spaces” for part day/school year services to be paid at the rate not to exceed $4,500 per child, per year, or $450.00 per month for prorated slots, for a total not to exceed $27,000.00</td>
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<td>TOTAL</td>
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The Provider will be reimbursed on the basis of the number of spaces, which are reported to be filled on the Priority School Readiness Monthly Report.

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

The Provider agrees to adhere to the New Haven Early Childhood Council’s Policies and Procedures as well as the State School Readiness General Policies and Program Operations.
Description of Services
The Provider agrees to abide by the description of services articulated in the local application for funding submitted to the New Haven Early Childhood Council. Consistent with criteria outlined in Connecticut General Statutes §§10-16o through and including 10-16r, as amended, and additional criteria outlined by the Council, the Provider agrees to:

1) Fulfill the following:
   • Develop a plan for collaboration
   • Encourage parent involvement, education and outreach
   • Provide information about and referrals to health services
   • Provide information about nutrition services
   • Encourage family literacy
   • Provide open access to all New Haven children and families
   • Plan for transition to kindergarten
   • Provide professional development for staff
   • Follow the School Readiness sliding fee scale
   • Conduct an annual evaluation of program effectiveness

2) Include children with disabilities to the greatest extent possible by providing adaptations and accommodations, as required by Federal and State law, to ensure their participation with peers without disabilities.

3) Serve a minimum of 75% of School Readiness funded families who meet the income criteria of being at or below 75% of the State median income.

4) Meet required quality standards for participation. The Provider will develop and implement a plan and timeline to become accredited by the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC) within 3 years of initial receipt of School Readiness funds or meet Head Start Performance Standards; and, to maintain NAEYC accreditation or Head Start compliance.

5) Meet the State OEC required staffing standard by June 30, 2020 (CGS Sec 10-16p) which requires a minimum of 50% of classrooms lead by teachers with a Bachelor’s Degree in Early Childhood or related field or, certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education and, 50% of classrooms lead by teachers with an Associates Degree in Early Childhood Education or related field. By July 1, 2023, all lead teachers must meet the Bachelor’s Degree requirements stated above.

6) Provide a non sectarian program.

7) Assist all families who may be eligible for Care4Kids in applying for the program.

8) Comply with all applicable federal and state laws, regulations regarding student and family records, reports, confidentiality and referral requirements.

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

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

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

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

**Reporting Requirements**

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

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

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

**Complaints**

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

**Termination of Participation in Program**

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

**Compensation**

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

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

No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor hereunder. The Contractor's relationship to the Board is that of independent contractor.
**Termination and Default**
If the Provider fails to fulfill its obligations under this contract, the Board may:

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

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

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

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

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

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

**Non-Renewal**
In the event that this Agreement is canceled or if the Board does not offer the Provider a new Agreement for the same or similar service upon its expiration, the Provider will assist in the orderly transfer of clients served under this Agreement to a new program and will assist in the orderly cessation of operations under this agreement and return of all property purchased with School Readiness funds.
Modification of Terms
This Agreement may not be modified or amended except by written agreement signed by the parties.

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

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

PROVIDER

Patricia O'Hanlon

Signature

NEW HAVEN BOARD OF EDUCATION

Darnell Goldson, President

Type Name

Date June 6, 2018

-173-
AGREEMENT
By And Between
The New Haven Board of Education
AND
Lulac Head Start

FOR DEPARTMENT/PROGRAM:
Infant Toddler Care

This agreement entered into on the __1st__ day of __June__, 2018, effective the __1st__ day of __July__, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, __Lulac Head Start__, located at __250 Cedar Street, New Haven, CT 06519__ (herein referred to as the “Contractor”).

SCOPE OF SERVICE: All billable services/expenses must be included in the scope of service. Service must be related to classroom studies and District Curriculum. Use additional page if more space is needed.

Early care and education services for 53 full time infant toddler spaces at the rate of $196.94/week and 22 infant toddler wrap-around spaces at the rate of $68.90/week. Early care and education services will meet all state licensing, staffing and education standards, including developmentally appropriate activities, recreation, meal and snacks for all children. The types and number of spaces will be served at the following sites: Fay Miller Center, 250 Cedar Avenue and Mill River Center, 375 James Street.

Compensation: The Board shall pay the contractor for satisfactory performance of services required: $196.94 (per child) per week for 52 weeks(s) for 53 full time infant toddlers ($542,766.64) and, $68.90 (per child) per week for 52 weeks for 22 infant toddler wrap-around spaces ($78,821.60). The maximum amount the contractor shall be paid under this agreement: __Six hundred twenty one thousand five hundred eighty-eight dollars and twenty-four cents__ ($621,588.24).

Compensation will be made upon submission of a request for payment and all applicable state reports.

Fiscal support for this Agreement shall be by __the Infant Toddler__ Program of the New Haven Board of Education, Account Number: 2090-6275-56697 (pending receipt of funds)

This agreement shall remain in effect from __July 1, 2018__ to __June 30, 2019__. 

-174-
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.

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.

[Signature]
Contractor Signature

6/1/18
Date

[Signature]
Contractor Name Printed or Typed

Darnell Goldson, President
New Haven Board of Education

Date

Revised: 5/13
AGREEMENT
By And Between
The New Haven Board of Education
AND

Montessori on Edgewood

FOR DEPARTMENT/PROGRAM:

Infant Toddler Care

This agreement entered into on the _1st_ day of _June_, 2018, effective the
_1st_ day of _July_, 2018, by and between the New Haven Board of Education
(herein referred to as the "Board") and, Montessori School on Edgewood located at
230 Edgewood Avenue, New Haven, CT 06511 (herein referred to as the
"Contractor").

SCOPE OF SERVICE: All billable services/ expenses must be included in the scope of
service. Service must be related to classroom studies and District Curriculum. Use
additional page if more space is needed.

Early care and education services for 20 full time infant toddler spaces at the rate of
$196.94/week. Early care and education services will meet all state licensing, staffing
and education standards, including developmentally appropriate curriculum, meals and
snacks for all children.

Compensation: The Board shall pay the contractor for satisfactory performance of
services required: $ _196.94 (per child) per week for _52_ weeks(s) for 20 full time
infant toddlers. The maximum amount the contractor shall be paid under this agreement:
Two hundred four thousand eight hundred seventeen dollars and sixty cents.
($ 204,817.60 ).

Compensation will be made upon submission of a request for payment and all applicable
state reports.

Fiscal support for this Agreement shall be by __the Infant Toddler__ Program of the
New Haven Board of Education, **Account Number: 2090–6275–56697 (pending receipt of funds)**

This agreement shall remain in effect from _July 1, 2018_ to _June 30, 2019_.

-176-
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.

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.

Darnell Goldson, President
New Haven Board of Education

Linda Townsend Maier
Contractor Name Printed or Typed

Date: 5/12/18
Memorandum

To: NHPS Finance and Operations Committee
From: Denise Duclos
Re: FY19 Child Day Care
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for Agreements by and between the New Haven Board of Education and 5 Child Day Care funded programs to provide 109 full day/full year spaces, 22 wrap-around spaces and 5 prek spaces for a total of 136 spaces for infant, toddler and prek age children.

The total for all agreements presented is $1,238,060.

Amount of Agreement and the Daily, Hourly or per Session Cost:
The weekly cost, set by the CT Office of Early Childhood is: $194.94/child for full day/full year spaces, $68.90/child for wrap-around spaces and $165.32/child for prek spaces.

Funding Source: Special Funds School Readiness ACCT # 2090-6275-56697

Key Questions:

1. Please describe how this service is strategically aligned with school or District goals:
   Providing a quality programing for infants, toddlers and preschool age children offers children a chance to practice and learn the skills and information needed to be successful lifelong learners. Quality programs offer children experiences that support gains in all developmental domains-social, emotional, cognitive, physical and language areas.

2. What specific need will this contractor address?
   The State Office of Early Childhood (OEC) goals for the Child Day Care is to provide funding for the development and operation of child day care centers for children disadvantaged by reasons of economic, social or environmental conditions.

3. Contractor selection: quotes, RFP, or Sole Source?
   The contractors were selected by the New Haven Public Schools Early Childhood Department to provide much needed affordable infant and toddler care in New Haven and have met the OEC standard of accreditation by the National Association for Young Children (NAEYC).
4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume).
   
   All contractors must meet the requirements established by the Office of Early Childhood, including accreditation by the NAEYC.

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?
   
   All child day care contractors have provided services in the past. The cost is set by CT OEC.

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:
   
   Contractors must meet the requirements as set by the OEC. This includes accreditation of the National Association for the Education of Young Children, use of OEC curriculum standards and child assessments. Teachers must meet state education requirements.

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

8. Why do you believe this agreement is **fiscally sound**?
   
   All providers submit monthly fiscal and program reports to ensure funds are utilized as required. Compliance is monitored by the NHPS early childhood fiscal and program personnel.
AGREEMENT
By And Between
The New Haven Board of Education
AND
Friends Center for Children

FOR DEPARTMENT/PROGRAM:
Infant Toddler Care

This agreement entered into on the _1st_ day of _June_, 2018, effective the _1st_ day of _July_, 2018, 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”).

SCOPE OF SERVICE: All billable services/expenses must be included in the scope of service. Service must be related to classroom studies and District Curriculum. Use additional page if more space is needed.

Early care and education services for 20 full time infant toddler spaces at the rate of $196.94/week and 5 full time pre k spaces at the rate of $165.32/week. Early care and education services will meet all state licensing, staffing and education standards, including developmentally appropriate activities, recreation, meal and snacks for all children.

Compensation: The Board shall pay the contractor for satisfactory performance of services required: $ _196.94 (per child) per week for _52_ weeks(s) for 20 full time infant toddlers ($204,817.60); and, $165.32 (per child) per week for 52 weeks for 5 preschoolers ($42,983.20). The maximum amount the contractor shall be paid under this agreement: Two hundred forty-seven thousand eight hundred dollars and eighty cents. ($ 247,800.80).

Compensation will be made upon submission of a request for payment and all applicable state reports.

Fiscal support for this Agreement shall be by _the Infant Toddler Program_ of the New Haven Board of Education, Account Number: 2090–6275–56697 (pending receipt of funds).

This agreement shall remain in effect from _July 1, 2018_ to _June 30, 2019._
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.

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.

Contractor Signature

________________________

Darnell Goldson, President
New Haven Board of Education

________________________

Date

________________________

Date

________________________

Alivy Schiavone
Contractor Name Printed or Typed

Revised: 5/13
Memorandum

To: NHPS Finance and Operations Committee
From: Denise Duclos
Re: FY19 SR Agreements
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for 1 Agreement by and between the New Haven Board of Education and 5 School Readiness PreKs in 5 New Haven Public Schools. The PreKs will provide 142 School Day/School Year spaces (6 hrs/day, 180 days) and 68 Part Day (minimum of 2.5 hrs/day, 180 days) in early childhood PreKs from August 28, 2018 to June 30, 2019.

The total for all agreements presented: 142 school day spaces for a total of $852,000 and 68 part day spaces for a total of $306,000. The total for all 210 spaces is $1,158,000.

Amount of Agreement and the Daily, Hourly or per Session Cost:
The annual cost, set by the CT Office of Early Childhood is: $6,000 for School Day and $4,500 for Part Day.

Funding Source: Special Funds School Readiness ACCT # 2523 5384 56697

Key Questions:

1. Please describe how this service is strategically aligned with school or District goals: Providing a quality preschool experience offers children a chance to practice and learn the skills and information needed to be successful lifelong learners. Preschool programs offer children experiences that support gains in all developmental domains-social, emotional, cognitive, physical and language areas.

2. What specific need will this contractor address?
The State Office of Early Childhood (OEC) goals for the School Readiness Grant are:
- Provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- Provide opportunities for parents to choose among affordable high-quality programs;
- Encourage coordination and cooperation among programs and prevent the duplication of services;
- Strengthen the family through encouragement of parental involvement in a child’s development and education and enhancement of a family’s abilities to meet the special needs of the children, including children with disabilities; and
- Improve the coordination of services of child care providers.

3. Contractor selection: quotes, RFP, or Sole Source?
The contractors are selected through an RFP process as required by the CT Office of Early Childhood: the RFP’s are reviewed and approved by the New Haven Early Childhood Council.
4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor’s resume).
   All School Readiness preschool programs must meet the requirements established by the Office of Early Childhood.

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?
   All School Readiness contractors have provided services in the past. The cost is set by CT OEC.

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.
   Contractors must meet the School Readiness requirements as set by the OEC. This includes accreditation of the National Association for the Education of Young Children, use of OEC curriculum standards and child assessments. Teachers must meet state education requirements.

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

8. Why do you believe this agreement is **fiscally sound**?
   All School Readiness providers submit monthly fiscal and program reports to ensure funds are utilized as required. Compliance is monitored by the NHPS School Readiness fiscal and program personnel.
NEW HAVEN SCHOOL READINESS AGREEMENT
BETWEEN
NEW HAVEN BOARD OF EDUCATION
AND
NEW HAVEN PUBLIC SCHOOLS PREK

The New Haven Board of Education ("Board") and New Haven Public Schools School Readiness PreK Programs (hereinafter "Provider") desire to enter into an Agreement ("Agreement") to provide school readiness and child day care services for three and four year-old children residing in New Haven, under the provisions of Connecticut General Statutes §§10-160 through and including 10-16r, as amended.

Effective Dates
This agreement shall be in effect from August 28, 2018 to June 30, 2019. The Board has the right to terminate this agreement at any time upon providing fifteen (15) days written notice.

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

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

The Board will provide funding to Provider for the following services and amounts, the total of which will not exceed $1,158,000:

**Columbus Family Academy PreK** 40 school day/school year spaces @ $6,000/space for a total of $240,000

**East Rock Magnet School PreK** 20 school day/school year spaces @ $6,000/space and 40 part day spaces @ for a total of $300,000

**Hill Central Music Academy PreK** 40 school day/school year spaces @ $6,000/space for a total of $240,000

**Nathan Hale School PreK** 22 school day/school year spaces @ $6,000/space and 28 part day spaces @ $4,500 for a total of $258,000

**Troup School PreK** 20 school day/school year spaces @ $6,000/space for a total of $120,000

The Provider will be reimbursed on the basis of the number of spaces, which are reported to be filled on the Priority School Readiness Monthly Report.

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

The Provider agrees to adhere to the New Haven Early Childhood Council’s Policies and Procedures as well as the State School Readiness General Policies and Program Operations.
Description of Services
The Provider agrees to abide by the description of services articulated in the local application for funding submitted to the New Haven Early Childhood Council. Consistent with criteria outlined in Connecticut General Statutes §§10-16o through and including 10-16r, as amended and additional criteria outlined by the Council, the Provider agrees to:

1) Fulfill the following:
   - Develop a plan for collaboration
   - Encourage parent involvement, education and outreach
   - Provide information about and referrals to health services
   - Provide information about nutrition services
   - Encourage family literacy
   - Provide open access to all New Haven children and families
   - Plan for transition to kindergarten
   - Provide professional development for staff
   - Follow the School Readiness sliding fee scale
   - Conduct an annual evaluation of program effectiveness

2) Include children with disabilities to the greatest extent possible by providing adaptations and accommodations, as required by Federal and State law, to ensure their participation with peers without disabilities.

3) Serve a minimum of 75% of School Readiness funded families who meet the income criteria of being at or below 75% of the State median income.

4) Meet required quality standards for participation. The Provider will develop and implement a plan and timeline to become accredited by the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC) within 3 years of initial receipt of School Readiness funds or meet Head Start Performance Standards; and, to maintain NAEYC accreditation or Head Start compliance.

5) Meet the State OEC required staffing standard by June 30, 2020 (CGS Sec 10-16p) which requires a minimum of 50% of classrooms lead by teachers with a Bachelor's Degree in Early Childhood or related field or, certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education and, 50% of classrooms lead by teachers with an Associates Degree in Early Childhood Education or related field. By July 1, 2023, all lead teachers must meet the Bachelor's Degree requirements stated above.

6) Provide a non-sectarian program.

7) Assist all families who may be eligible for Care4Kids in applying for the program.

8) Comply with all applicable federal and state laws, regulations regarding student and family records, reports, confidentiality and referral requirements.

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

Record Keeping and Access
The Provider shall maintain books, records, documents, program and individual service records and other evidence of its accounting and billing procedures and practices that sufficiently and properly document all direct and indirect costs incurred.
The records shall be available during the hours of the Provider’s program operation and at all other reasonable times for monitoring, inspection, review or audit by employees or agents of the Board and/or the supervising state agencies. The Provider shall retain all records concerning this contract for a period of seven (7) years after completion and submission of the Provider’s annual financial audit to the Board. A copy of the annual audit will be submitted to the New Haven Public School Finance Department by December 15th of the effective year of this Agreement for the previous fiscal year.

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

**Reporting Requirements**

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

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

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

**Complaints**

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

**Termination of Participation in Program**

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

**Compensation**

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

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

No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor hereunder. The Contractor's relationship to the Board is that of independent contractor.
Termination and Default
If the Provider fails to fulfill its obligations under this contract, the Board may:

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

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

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

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

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

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

Non-Renewal
In the event that this Agreement is canceled or if the Board does not offer the Provider a new Agreement for the same or similar service upon its expiration, the Provider will assist in the orderly transfer of clients served under this Agreement to a new program and will assist in the orderly cessation of operations under this agreement and return of all property purchased with School Readiness funds.
Modification of Terms
This Agreement may not be modified or amended except by written agreement signed by the parties.

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

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

PROVIDER

NHPS
Dr. Carol Birks, Superintendent

Date 7/23/18

NEW HAVEN BOARD OF EDUCATION

Darnell Goldson, Board President

Date July 27, 2018
Memorandum

To: NHPS Finance and Operations Committee
From: Susan DeNicola, Principal of Strong Communications Magnet School
Re: Center for Applied Linguistics
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and the Center for Applied Linguistics (CAL) to provide professional development to teachers in the Sheltered Instruction Observation Protocol (SIOP) Model in order to effectively integrate language and content instruction.

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

There will be 5 total sessions consisting of 2 workshops, and 3 full day observation and coaching sessions. Each session will cost $5,344 for a total of $26,720.

Funding Source:
Pending approval of School Improvement Grant (SIG) account # will be provided 2531-6279-56694

Key Questions:

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

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

2. What specific need will this contractor address?

   In June 2017, 9% of EL students at Strong Magnet School achieved a Level 3 or 4 in ELA as measured by the Smarter Balanced Assessment. Strong Magnet School staff needs professional development in order to best support our EL population. Professional development by CAL will provide teachers with a model (SIOP) to effectively integrate language and content instruction. CAL will also provide support in planning lessons, observe teachers implementing the model, and provide coaching sessions based on their observations.

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

   Contractor selection was outlined in the School Improvement Grant. The Center for Applied Linguistics (CAL) is a sole source contractor.
4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume).

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

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

This is a new service.

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

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

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

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

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

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

By And Between
The New Haven Board of Education
AND
Center for Applied Linguistics (CAL)

FOR DEPARTMENT/PROGRAM:

Strong 21st Century Communications Magnet and SCSU Lab School

This Agreement entered into on the 13th day of August 2018 effective the 14th day of August, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, the Center for Applied Linguistics located at 4646 40th Street NW, Washington, DC 20016-1859 (herein referred to as the “Contractor”).

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

The Center for Applied Linguistics (CAL) will provide five days of professional development on the Sheltered Instruction Observation Protocol (SIOP). The professional development includes workshops, classroom observations, and coaching/mini-workshops by two CAL facilitators. During the workshops teachers will learn about and practice the three components of the SIOP Model in order to effectively integrate language and content instruction. During observation and coaching sessions, a CAL coach will conduct classroom observations and draft a summary of findings to inform follow-up sessions and conduct coaching sessions to the teachers who were observed. In addition, please see attached detailed scope of service. The service will be provided at Strong 21st Century Communications Magnet and SCSU Lab School. K-4 teachers at Strong and coaches will receive the professional development. The service will be provided between August 14th, 2018 and September 30, 2018.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $5,344.00 per session for up to a maximum of 5 sessions. The maximum amount the contractor shall be paid under this agreement: Twenty-six thousand, seven hundred twenty dollars ($26,720.00). 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.

This agreement shall remain in effect from August 14, 2018 to September 30, 2018.
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.

[Signatures and dates]

President
New Haven Board of Education

Contractor Printed Name & Title

Revised: 7/17
Memorandum

To: NHPS Finance and Operations Committee
From: Wexler-Grant Community School
Re: Houghton Mifflin Harcourt Publishing Company
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt Publishing Company, onsite workshop for all staff members. Based on the conversations with Wexler-Grant and New Haven leadership; HMH will provide a partnership model that will enable their highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term sustainable success. In alignment, HMH will provide the following components: Component 1: Math Solutions: Foundational Learning Component 2: Performance Tasks/Assessments Component 3: Data Teams Component 4: Leadership Coaching Component 5: Math Instructional Needs Assessment Component 6: Job-Embedded Coaching- Including Data Teams (1 day) and Teachers of Math (K-8) – 8 days Component 7: HMH Intervention Solutions

Amount of Agreement and the Daily, Hourly or per Session Cost: 3 days for teachers to attend professional development in math (1.1) - Total Practice-based Services (ICLE and Math Solutions) - Job embedded coaching through September 2018 (1.1) 1-day Coaching for Data Teams- September, 8 days for Teachers of Math- 4 - HMH Intervention Solutions Supplies for math intervention (1.1) including Professional Learning Guides, Bookcase, Student Packs, Classroom Games box. Totaling $68,346.

Funding Source: School Improvement Grant Account Number: 2531-6167-56694

Key Questions:

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

   This service is strategically aligned to our school-wide goals based on student growth over time. The Connecticut State Department of Education requires that we base our progress on individual growth targets and trajectories on ESSA-required goals of academic achievement and progress towards English Language and Math proficiency. Service-Based Learning (SBL) will address this directly by engaging students actively in learning and requiring them to investigate an interesting and complex question, problem, or challenge while at the same time combine classroom work with real-life experience in serving the community. The International Center for Leadership in Education (ICLE) and Math Solutions, the practice-based division of Houghton Mifflin Harcourt, are uniquely qualified to assist Wexler-Grant with the development and implementation of a school-wide initiative to foster rigorous and relevant learning environments. Since 1991, ICLE has been at the forefront of promoting rigorous and relevant instruction and developing effective instructional leaders. ICLE has produced proven strategies, techniques, and research-based programs that have helped states, districts, and schools drive student achievement through data driven instruction.
2. What **specific need** will this contractor address? During the 2017-2018 School year, classroom observations from a variety of stakeholders revealed that most lessons are taught in isolation and are not part of coherent sequence. With a commitment to strive towards instructional excellence through a foundation focusing on literacy and math, Wexler-Grant will utilize resources from the SIG grant to improve student learning and ultimately achievement.

- A shift in mindset and culture is necessary in order to close the gap between what the students need and what this school is providing
- Students should perceive that teachers know their academic interests and goals
- Teachers need to know what their students know and do not know and plan instruction to meet their needs.
- Students should perceive their learning as relevant in their lives and that they can use their learning to serve the community in which they live.

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

4. What **specific skill set** does this contractor bring to the project? See Attached Contract outline

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

6. **Evidence of Effectiveness**: How will the contractor’s performance be evaluated? If a **continuation service**, attach a copy of previous evaluations or archival data demonstrating effectiveness: Teaches will be surveyed to gather their understanding of the PD and the contractor will schedule onsite check ins to ensure the continual sustainability of the PD. Based on the best practices of a model math classroom, HMH Math Solutions will provide comprehensive instructional needs assessment through a series of online surveys and classroom walk-throughs. Math Solutions will help your team pinpoint critical challenges needing immediate attention.

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

8. Why do you believe this agreement is **fiscally sound**?
   Facilitated by more than one of HMH’s expert facilitators, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, job-embedded coaching, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and HMH Team.
AGREEMENT

By And Between
The New Haven Board of Education
AND

Houghton Mifflin Harcourt Publishing Company

FOR DEPARTMENT/PROGRAM:

Wexler-Grant School

This Agreement entered into on the 13th day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 14th day of August, 2018, 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 Street, Boston, MA 02110 (herein referred to as the “Contractor”).

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

The International Center for Leadership in Education (ICLE) and Math Solutions, the practiced-based division of Houghton Mifflin Harcourt, are uniquely qualified to assist Wexler-Grant with the development and implementation of a school-wide initiative to foster rigorous and relevant learning environments. Based on the conversations with Wexler-Grant and New Haven leadership; HMH will provide a partnership model that will enable their highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term sustainable success. In alignment, HMH will provide the following components: Component 1: Math Solutions: Foundational Learning Component 2: Performance Tasks/Assessments Component 3: Data Teams Component 4: Leadership Coaching Component 5: Math Instructional Needs Assessment Component 6: Job-Embedded Coaching- Including Data Teams (1 day) and Teachers of Math (K-8) – 8 days Component 7: HMH Intervention Solutions (See PDF Attached Cost Proposal).

Component 1: Math Solutions Foundational Learning - This full-day course is designed to introduce participants to the Standards for Mathematical Practice, with particular emphasis on the role of reasoning and discourse in mathematics. During this course, teachers will engage in reasoning and discourse, and discuss the implications for their students. In addition, they analyze the complexity of mathematical tasks and consider strategies for transforming grade-level tasks to increase the level of rigor.
Component 2: Authentic Performance Tasks/Assessments- August 27 - Teachers Across all Areas
The authentic tasks will be directly connected to the grade level learning standards and will intentionally provide rigorous learning experiences for all students. The tasks will support student success in applying their learning to take action to support their community.

Component 3: Data Teams- August 28 - All Instructional Staff
The International Center for Leadership in Education (ICLE) has developed an intensive approach to professional development to assist Wexler-Grant Community School in increasing student achievement through the specific process of Data Teams. This professional development will be designed to strengthen staff understanding of the work that New Haven Public Schools has been working on during the past couple of years.

Component 4: Onsite Job-embedded Coaching for School Leaders - School Leaders: The Foundations in Leadership for Rigorous Learning courses are day-long interactive professional learning sessions for leadership teams that can be tailored to meet the needs of your school. Courses build the capacity of leaders, focusing on a deep understanding of rigorous learning, growing awareness of the need for system-wide change, and using data to generate solutions for areas of concern. These courses are intended for leadership teams and teacher leaders. Some of the many benefits of developing Instructional Leadership include: • School-wide support for Data Teams application • Expertise in Common Formative Assessment and its role in instruction • Knowledge of effective instructional strategies, with tools to support teachers in the classroom • Building sustainable leadership capacity.

Component 5: Math Instructional Needs Assessment, Progress Monitoring and Reporting - Based on the best practices of a model math classroom outlined in the Instructional Practices Inventory (Appendix I), Math Solutions will provide comprehensive instructional needs assessment through a series of online surveys and classroom walk-throughs. Math Solutions will help your team pinpoint critical challenges needing immediate attention.

Component 6: Job-Embedded Leadership and Instructional Coaching - Job-Embedded Instructional Coaching HMH instructional coaches will use their relevant experience and a selection of high-quality resources to best meet the instructional needs of each teacher aligned to their individual goals. During the process, best practices will be introduced and modeled with personalized consultation to ensure teachers can design and implement these strategies in their own instruction.
Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $21,300 for 3 days for teachers to attend professional development in math (1.1) - Total Practice-based Services (ICLE and Math Solutions); $31,950 for Job embedded coaching through September 2018 (1.1) 1 day Coaching for Data Teams- September, 8 days for Teachers of Math- 4; $15,096 for HMH Intervention Solutions Supplies for math intervention (1.1) including Professional Learning Guides, Bookcase, Student Packs, Classroom Games box, for up to a maximum of 14 day(s) inclusive of 11 PD days, job-embedding coaching sessions for teachers and 3 PD days, job-embedding coaching sessions for the leadership team. The maximum amount the contractor shall be paid under this agreement: Sixty-eight thousand, three hundred forty six dollars ($68,346).

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

Fiscal support for this Agreement shall be by SIG Grant of the New Haven Board of Education, Account Number: Pending 2531-6167-56694

This agreement shall remain in effect from August 14th, 2018 to September 30th, 2018.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

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

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

_________________________                    ___________________________
Contractor Signature                  President
New Haven Board of Education

_________________________                    ___________________________
Date                                  Date

_________________________
Contractor Printed Name & Title

Revised: 7/17
Houghton Mifflin Harcourt

Mr. David Diah, Principal
Wexler-Grant Community School
Proposed Comprehensive Scope of Work for Wexler-Grant Community School

What We Heard:

As discussed in our meeting with principal Diah and district leadership, Wexler-Grant Community School is committed to striving towards instructional excellence. Through a foundation focusing on literacy and math, Wexler-Grant will utilize resources from the SIG grant to improve student learning and ultimately achievement.

- A shift in mindset and culture is necessary in order to close the gap between what the students need and what this school is providing
- Students should perceive that teachers know their academic interests and goals
- Teachers need to know what their students know and do not know and plan instruction to meet their needs.
- Students should perceive their learning as relevant in their lives and that they can use their learning to serve the community in which they live.

How We Can Help:

The International Center for Leadership in Education (ICLE) and Math Solutions, the practiced-based division of Houghton Mifflin Harcourt, are uniquely qualified to assist Wexler-Grant with the development and implementation of a school-wide initiative to foster rigorous and relevant learning environments. Since 1991, ICLE has been at the forefront of promoting rigorous and relevant instruction and developing effective instructional leaders. ICLE has produced proven strategies, techniques, and research-based programs that have helped states, districts, and schools drive student achievement through data driven instruction.

Our Recommended Strategy:

Based on the conversations with New Haven leadership; HMH recommends a partnership model that will enable our highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term success.

In alignment, HMH recommends the following components:

- Component 1: Math Solutions: Foundational Learning
- Component 2: Performance Tasks/Assessments
- Component 3: Data Teams
- Component 4: Leadership Coaching
Component 5: Math Instructional Needs Assessment
Component 6: Job-Embedded Coaching- Including Data Teams (1 day) and Teachers of Math (K-8) – 8 days
Component 7: HMH Intervention Solutions (See PDF Attached Cost Proposal)

Component 1: Math Solutions Foundational Learning

1 day- August 24, 2018
All Teachers of Mathematics (K-8)
This course will be delivered as two full day sessions.
K-4 and 5-8
Connections will be made to the district core math program, *Math in Focus*

Math Solutions
Making Sense of Math: A Focus on Reasoning & Discourse

Outcomes
- Discern how mathematical tasks and questions differ with respect to the level of thinking required to solve them
- Deepen understanding that learning mathematics involves students’ constructing ideas and systems
- Recognize the role of productive discourse in students’ mathematical reasoning and sensemaking
- Understand the role of reasoning and discourse in Next Generation Assessments

Overview

Among the highest priorities of the Connecticut Core Standards for Mathematics is for students to build a deep understanding of mathematics and use that understanding to reason about problems, make sense of new learning, and communicate their thinking to others.

This full-day course is designed to introduce participants to the Standards for Mathematical Practice, with particular emphasis on the role of reasoning and discourse in mathematics. During this course, teachers will engage in reasoning and discourse, and discuss the implications for their students. In addition, they analyze the complexity of mathematical tasks and consider strategies for transforming grade-level tasks to increase the level of rigor.

DEVELOPING TASKS THAT PROMOTE REASONING
For students to develop habits of mind that rely on reasoning and making sense of mathematics, teachers must provide multiple practice opportunities with mathematical tasks and questions that require students to do more than memorize a procedure or answer.

The National Council of Teachers of Mathematics (NCTM) recommends that teachers use tasks that:
- Invite exploration of important mathematical concepts
- Allow students the opportunity to solidify and extend knowledge
• Encourage students to make connections and develop a coherent framework for mathematical ideas
• Call for problem formulation, problem solving, and mathematical reasoning
• Provide more than one solution path
• Promote the development of all students’ dispositions to do math

Why Math Solutions?

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

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

Math Solutions has identified the four Guiding Principles to be essential to improving instruction and student outcomes. These Guiding Principles are the foundation of all the professional learning we provide and ensure that educators:
• Know the math they need to teach— know it well and flexibly enough to understand various solution paths to increase students’ reasoning of mathematics. Math Solutions increases teachers’ math content knowledge necessary to deliver effective classroom instruction.
• Understand the conditions necessary for learning, so they may understand deeply the unique conditions necessary for student learning in mathematics— what they need to provide and what students must make sense of for themselves.
• Recognize each student’s strengths and weaknesses, content knowledge, reasoning strategies, and misconceptions.
• Have the expertise to make math accessible for all students, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Based on these Guiding Principles, Math Solutions has identified key areas of instructional focus to reach math achievement goals: learning environment, reasoning and sense making, focus and coherence, and formative assessment. Math Solutions will help you recognize what a classroom that encompasses these key areas actually looks like with observable examples for both teachers and students. The Instructional Practices Inventory (Appendix 1) guides leaders and teachers to know what works best to create a model math classroom. It outlines best teaching practices and student learning practices and is utilized in the assessment of the instructional needs of your teachers, monitoring progress, and end of the year or project summary.
30 years of experience has also resulted in a wealth of knowledge of individual state (or common) standards. Math Solutions has worked throughout the country with many curricula as well. Deep understanding of standards and the current curricula in your school or district, aligned with your professional learning goals is key to success.

Component 2: Authentic Performance Tasks/Assessments- August 27

1 day- August 27
Teachers Across all Areas

The authentic tasks will be directly connected to the grade level learning standards and will intentionally provide rigorous learning experiences for all students. The tasks will support student success in applying their learning to take action to support their community.

- Authentic Performance Tasks / Assessments are a collection of several related performance tasks, distributed throughout a unit of study, that progressively develop and reveal student understanding of the prioritized standards. These tasks are thematically aligned and increase in rigor and complexity as the unit progresses. As part of a larger focus and goal, it is the intention for the focus of the Performance Tasks / Assessments developed specifically with Wexler-Grant Community School to be aligned to a community support focus. Therefore, students will see and experience learning within their standards based curriculum while making connections to the real-world community which surrounds and supports them.

- “Authentic performance is critical to the development of competence. Thus, meaningful performances in Real-world contexts need to become both the stuff of the curriculum and the focus of assessment events.” —Linda Darling-Hammond The Right to Learn, 1997, p. 115

Component 3: Data Teams- August 28

All Instructional Staff

The International Center for Leadership in Education (ICLE) has developed an intensive approach to professional development to assist Wexler-Grant Community School in increasing student achievement through the specific process of Data Teams. This professional development will be designed to strengthen staff understanding of the work that New Haven Public Schools has been working on during the past couple of years.

The Data Teams framework offers a host of useful tools for leaders and teachers as well as a proven process for providing data-driven instruction across all content areas. This process is critical to successful implementation of a standards-based curriculum and demonstrating gains in teaching and learning. By implementing a system of intentionally aligned components including prioritized standards, common formative assessments, key instructional strategies, and a proven process for collaboration and decisionmaking, increased achievement through instructional leadership is clearly attainable.
Moving toward deep implementation of Data Teams will prepare Wexler-Grant Community School for an impressive increase in effective instruction and student achievement. In order to achieve maximum gains, the school must build upon the solid foundation of the Data Teams process in all grade level and content areas.

Component 4: Onsite Job-embedded Coaching for School Leaders

September- TBD

Effective school leadership is the second highest correlate to student achievement. The need for dynamic, effective school leaders is critical to school turnaround situation. The principal must understand and know the theory of school improvement and work diligently to ensure that barriers to change are permanently removed. To ensure full implementation of the performance task, data teams and math initiative, and provide school leadership with the guidance and support needed to navigate school transformation and labor management, leadership will be provided with job-embedded coaching.

School Leaders:
The Foundations in Leadership for Rigorous Learning courses are day-long interactive professional learning sessions for leadership teams that can be tailored to meet the needs of your school. Courses build the capacity of leaders, focusing on a deep understanding of rigorous learning, growing awareness of the need for system-wide change, and using data to generate solutions for areas of concern. These courses are intended for leadership teams and teacher leaders.

Some of the many benefits of developing Instructional Leadership include:

- School-wide support for Data Teams application
- Expertise in Common Formative Assessment and its role in instruction
- Knowledge of effective instructional strategies, with tools to support teachers in the classroom
- Building sustainable leadership capacity

30 years of experience has also resulted in a wealth of knowledge of individual state (or common) standards. Math Solutions has worked throughout the country with many curricula as well. Deep understanding of standards and the current curricula in your school or district, aligned with your professional learning goals is key to success.
Component 5: Math Instructional Needs Assessment, Progress Monitoring and Reporting

1 day- September- Date TBD
Classroom Observations

Based on the best practices of a model math classroom outlined in the *Instructional Practices Inventory* (Appendix I), Math Solutions will provide comprehensive instructional needs assessment through a series of online surveys and classroom walk-throughs. Math Solutions will help your team pinpoint critical challenges needing immediate attention.

Elements of the Math Instructional Needs Assessment

1. **Teacher and Administrator Survey** – Online questionnaire for teachers and administrators to self-evaluate current status and areas to improve instruction. Questions are categorized into one of the following areas of focus:
   - Learning Environment
   - Reasoning and Sense Making
   - Focus and Coherence
   - Formative Assessment
   - Pedagogical Content Knowledge
   - Planning and Preparation
   - Strategies

2. **Teacher and Administrator Survey Report** – Summary compilation of answers from Teacher and Administrator Surveys.

3. **Classroom Walk-throughs** – Math Solutions observation of individual classrooms based on the *Instructional Practices Inventory*.

4. **Math Instructional Needs Assessment Report** – Summary compilation of surveys, and walk-throughs, that have been analyzed by Math Solutions.

Outcomes:

- Identification of specific, prioritized, "best-practice" recommendations to address critical challenges.
- Guided discussion on report outcomes and actionable next-steps to promote instructional strategies that promote student achievement.
- Baseline data points to measure future project growth.

Note: Data report can be presented both at a district level and by individual school sites.

Progress Monitoring and Reporting

Mid-way and at year-end, Math Solutions facilitates walkthroughs with principals, assistant principals, and other building level instructional leaders with a dual purpose—to provide a context for on-going support for building level leadership and to collect data that communicates the level of implementation.
and next steps. Data from the walkthroughs is analyzed and reported at a district level as well as individual school buildings. Math Solutions will prepare an “End of Year Report” or “Gains Analysis” which contains a compilation of observations and interviews with district and campus leaders, rated by Math Solutions consultant. This report provides data for proof of effectiveness and a measurement of growth.

Component 6: Job-Embedded Leadership and Instructional Coaching

September- Dates TBD
1 day- Data Teams
8 Days - Teachers of Mathematics- Grades K-8

At HMH Coaching is a partnership process. Working shoulder-to-shoulder with individuals or small groups, our Math Solutions coaches personalize the professional learning experience to build the individual capacity of teachers, it is vital that the knowledge and skills developed through the professional learning courses be sharpened through job-embedded coaching.

Job-Embedded Instructional Coaching
HMH instructional coaches will use their relevant experience and a selection of high-quality resources to best meet the instructional needs of each teacher aligned to their individual goals. During the process, best practices will be introduced and modeled with personalized consultation to ensure teachers can design and implement these strategies in their own instruction.
# Investment Summary

<table>
<thead>
<tr>
<th>Components</th>
<th>Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 1: Math Solutions - Foundational Learning</strong></td>
<td></td>
</tr>
<tr>
<td>(All Teachers of Math K-8)</td>
<td></td>
</tr>
<tr>
<td>2 sessions (K-4 and 5-8)</td>
<td></td>
</tr>
<tr>
<td>August 24, 2018</td>
<td></td>
</tr>
<tr>
<td>Includes 1 day of professional learning – Making Sense of Math - A Focus on Reasoning and Sense-making</td>
<td>$7100</td>
</tr>
<tr>
<td><strong>Component 2: Performance Tasks/Assessments Connected to Service Learning</strong></td>
<td>$3550</td>
</tr>
<tr>
<td>August 27, 2018</td>
<td></td>
</tr>
<tr>
<td><strong>Component 3: Data Teams</strong></td>
<td>$3300.16</td>
</tr>
<tr>
<td>August 28, 2018</td>
<td></td>
</tr>
<tr>
<td><strong>Component 4: Leadership Coaching</strong></td>
<td>$3300.16</td>
</tr>
<tr>
<td>September - TBD</td>
<td></td>
</tr>
<tr>
<td><strong>Component 5: Math Needs Assessment, Progress Monitoring, and Reporting</strong></td>
<td>$3,550</td>
</tr>
<tr>
<td>1 day - Classroom Walk-throughs</td>
<td></td>
</tr>
<tr>
<td>Online Survey and Comprehensive Report at no charge Savings ($2600)</td>
<td></td>
</tr>
<tr>
<td><strong>Component 6: Job-Embedded Coaching</strong></td>
<td>$31,950</td>
</tr>
<tr>
<td>Includes 9 days of job-embedded coaching</td>
<td></td>
</tr>
<tr>
<td>1 day Coaching for Data Teams - September</td>
<td></td>
</tr>
<tr>
<td>8 days for Teachers of Math - 4 days (early September), 4 days (later September)</td>
<td></td>
</tr>
<tr>
<td>Total Practice-based Services (ICLE and Math Solutions)</td>
<td>$52,750.32</td>
</tr>
<tr>
<td><strong>Component 7: HMH Intervention Solutions (See PDF Attachment)</strong></td>
<td>$15,595.68</td>
</tr>
<tr>
<td>Do The Math, - including professional learning for this program.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Investment</strong></td>
<td>$68,346.00</td>
</tr>
</tbody>
</table>

*Presented by:*
June Clark, Senior Account Executive
Email: June.Clark@hmhco.com | Phone: 410.937.7609
Appendix I
Math Solutions Instructional Practices Inventory

Professional development opportunities provided for teachers can only target the learning needs of students if information is collected from classrooms. This tool will be used to compile information gathered from multiple schools and classrooms in an effort to design professional development that targets identified needs. Information from one classroom or school will not be used in any way.

### LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a respectful, safe learning environment in which mistakes are seen as an opportunity to learn.</td>
<td>Take an academic risk and rely on their own thinking and the thinking of other students.</td>
</tr>
<tr>
<td>Structures the class for independent work, pairs, groups, and whole class in a thoughtful and deliberate way.</td>
<td>Listen and ask questions to each other to clarify information; respectfully challenge ideas; make conjectures.</td>
</tr>
<tr>
<td>Asks questions that both build and reveal new understanding of content and practice. Avoids yes/no questions unless they also ask for justification.</td>
<td>Explain their reasoning; construct viable arguments and critique the reasoning of others.</td>
</tr>
<tr>
<td>Makes appropriate tools available and encourages their use.</td>
<td>Communicate using appropriate mathematical language both orally and in writing.</td>
</tr>
</tbody>
</table>

### REASONING AND SENSE-MAKING

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects rigorous learning experiences.</td>
<td>Persevere in making sense of rigorous problems.</td>
</tr>
<tr>
<td>Makes learning experiences accessible to all students without compromising the rigor in the problem.</td>
<td>Seek out multiple approaches to solving a problem.</td>
</tr>
<tr>
<td>Requires students to justify their reasoning for all answers, whether correct or incorrect.</td>
<td>Use multiple representations when solving problems such as symbols, diagrams, graphs, words, etc.</td>
</tr>
<tr>
<td>Selects learning experiences that represent a balance of conceptual understanding and procedural fluency.</td>
<td>Understand math concepts and use procedures appropriately.</td>
</tr>
<tr>
<td></td>
<td>Use appropriate tools strategically, including mental calculations, that fit the situation.</td>
</tr>
<tr>
<td></td>
<td>Look closely to discern a pattern or structure.</td>
</tr>
</tbody>
</table>

### FOCUS AND COHERENCE

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Connect their current learning to previously learned standards.</td>
</tr>
<tr>
<td>Differentiates instruction based on student needs.</td>
<td>Use math to contextualize and/or decontextualize problems.</td>
</tr>
<tr>
<td>Selects problems that provide opportunities for students to contextualize and/or decontextualize.</td>
<td>Apply the math they know to solve real-world problems.</td>
</tr>
<tr>
<td>Selects problems that provide opportunities for students to apply math to real-world situations.</td>
<td></td>
</tr>
</tbody>
</table>

### FORMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
</table>

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| Uses data to make instructional decisions based on student need. | Take responsibility for their learning by monitoring their progress toward a learning target. |
| Provides feedback to students or structures opportunities for students to provide feedback to each other. | Evaluate the reasonableness of their results using feedback from the teacher or a peer. |
| Identifies and communicates the learning target(s) of the lesson. | Articulate what they are learning and why. |
| Implements a variety of strategies to monitor student learning. | |
Lisa Ann Singer  
28 Indian Valley Road, Weston, CT 06883  
lisaleipoldsinger@gmail.com / 203-482-8720

OBJECTIVE
To apply my knowledge and experience as an Educational Leader within a global learning company that provides rigorous and engaging content and professional learning to help meet student needs and challenges in the 21st Century.

EMPLOYMENT HISTORY

VETERANS PARK ELEMENTARY SCHOOL, RIDGEFIELD, CT  
August 2011-June 2017
Principal
- Lead effective teaching, learning and assessment practices for a school of 300+ students Kindergarten through Grade 5
- Recruitment, Hiring, Supervision and Evaluation of a school staff; Assistant Principals, Certified Teaching Staff, Paraprofessionals and Custodians
- Coordinate and lead professional development for school and district based initiatives on Teachers College Reading and Writing Project Curriculum, Math in Focus math curriculum, Data Analysis and Differentiation, Responsive Classroom school climate and social-emotional learning
- Create and manage a school -based budget
- Work collaboratively on district priorities as a member of the District Leadership Council, Elementary Principals, District Safe School Climate Committee and District 504 Committee
- Lead and work with school based team on Response to Intervention (RTI) for academic and social-emotional student needs

EAST ELEMENTARY SCHOOL, NEW CANAAN, CT  
July 2007-July 2011
Assistant Principal
- Collaborate with Principal to promote effective teaching, learning and assessment practices
- Work collaboratively with administrative team and special educators to implement RTI model for individualized instruction
- Supervise and evaluate elementary teachers, teaching assistants and interns
- Coordinate state testing
- Create master schedule

WESTPORT PUBLIC SCHOOLS, WESTPORT, CT  
August 2004- June 2007
Elementary Math Curriculum Coordinator and Mathematics Teacher of the Gifted
- Provided professional development for K-5 classroom teachers for deeper conceptual understanding
- Co-chair District Math Committee for Elementary Math Support Teachers
- Wrote and revised math units of study in an Understanding by Design (UbD) format
- Worked at several elementary schools across the district teaching individual grade 5 students the sixth grade math curriculum

HONG KONG INTERNATIONAL SCHOOL, HONG KONG, CHINA S.A.R.  
August 2003-June 2004
Family Center Coordinator
- Coordinated a variety of programs that provide parent education and family activities for over 500 HKIS parents and students
- Supervised HKIS faculty, staff, clerical assistants and outside vendors who serve as program instructors each term
COLEYTOWN ELEMENTARY SCHOOL, WESTPORT, CT
- Third Grade Classroom Teacher August 1992- June 1995

CERTIFICATIONS
CT DEPARTMENT OF EDUCATION, 092 INTERMEDIATE ADMINISTRATION AND SUPERVISION
Professional Educator expires June 2019

CT DEPARTMENT OF EDUCATION, 003 PRE-K – GRADE 3 and 006 GRADE 4 – 8
Professional Educator expires June 2019

EDUCATION
SOUTHERN CONNECTICUT STATE UNIVERSITY, NEW HAVEN, CT May 2000
Sixth Year Diploma, Educational Leadership

UNIVERSITY OF MARYLAND, COLLEGE PARK, MD July 1992
Masters of Education

THE PENNSYLVANIA STATE UNIVERSITY, STATE COLLEGE, PA December 1988
Bachelor of Art, Political Science and Minor in Business Administration
Study abroad, University of Exeter, Exeter, England Spring 1988

PROFESSIONAL MEMBERSHIPS, LEARNING AND EXTRACURRICULAR INVOLVEMENT
TEACHERS COLLEGE READING AND WRITING PROJECT, COLUMBIA UNIVERSITY 2014-2017
Participant in on-site professional development with TC staff developer with teachers and administrators Ridgefield

NORTHWEST EVALUATION ASSOCIATION (NWEA) MAP ASSESSMENT 2015-2017
Participant in on-site professional development with teachers and administrators Ridgefield
Google for Education Summit, 2 day training June 2014

HARVARD GRADUATE SCHOOL OF EDUCATION, LEADERSHIP: AN EVOLVING VISION July 2013
One week training for school leaders worldwide in various aspects of Educational Leadership

COOPERATIVE EDUCATION SERVICES, Guest panel speaker, Administrator Aspirant Program December 2009

TRI STATE CONSORTIUM - Visiting Team Member and Elementary Principals Study Group 2005-2017

TEMPLE B’NAI CHAIM, Georgetown, CT 2014-2016
Education Committee Member, 2009 – 2011 and Security Committee member

HONG KONG INTERNATIONAL SCHOOL, HONG KONG, CHINA S.A.R. 2002-2004
Lower Primary Parent Advisory Group Member 2002-2003
Parent Faculty Organization (PTO) Publicity Chairperson 2001-2002
Vice President

-211-
Hollie Hartford
208 Park Street, First Floor • Westfield, New Jersey • 07090
(973) 886-5210 • hollie_hartford@yahoo.com
linkedin.com/in/hollie-hartford-32727b4b/

PROFESSIONAL PROFILE

Strategic and responsible educational leader driving effective instructional practices while keeping up to date with educational technology trends. Innovative and results-oriented entrepreneur applying business management techniques to the field of education to prepare learners for 21st century careers. Dedicated and resourceful educator with commitment to the academic, social, and emotional growth of all children. Collaborative professional with outstanding interpersonal skills building strong teams of educators and colleagues. Core competencies:

Education Consulting • Professional Development • Education Marketing • Learning Environment Design
Data Compilation/Analysis • Strategy Research and Implementation • Communication/Collaboration
Standards-based Lesson Planning • Adult Education Strategies • Curriculum/Assessment Writing
Management/Design of Educational Events • Technology Integration • Commitment to Parental Education

EDUCATION

Master of Science in Education Entrepreneurship
University of Pennsylvania, Philadelphia, Pennsylvania
2015

Master of Science in Elementary Education
University of Pennsylvania, Philadelphia, Pennsylvania
1995

Bachelor of Arts in Psychology, Minor in Mathematics
Syracuse University, Syracuse, New York
1994

PROFESSIONAL EXPERIENCE

Co-Founder, Director of Instruction, Curriculum and Innovation
Academy for Innovation in Education, NJ STEAM Division, New Jersey
2017-present

• Identified opportunity to develop program as a pathway to careers in science, technology, engineering, and mathematics particularly to underserved New Jersey communities.
• Architect of standards aligned curriculum units and assessments designed to provide young people entrepreneurial opportunities to solve real world problems.
• Organized community outreach mentoring division in conjunction with preservice teacher program at local community centers and post-secondary schools

Education Consultant
Math Solutions, New York, New York
2017-present

• Partnered with educators and administrators to support the New York City Department of Education's Renewal Schools program.
• Improved student conceptual understanding with action plans targeting curriculum and instruction best practices in mathematics.
• Supported district initiatives to create classrooms to increase discourse within the math classroom to improve student achievement and engagement.
• Strengthened math content knowledge to make math accessible for students.
• Implemented instructional strategies to promote thinking, reasoning, and making sense of mathematics.
Education Consultant  
Generation Ready, New York, New York  
- Collaborated with teachers, support staff and administration to implement the New York City Department of Education's Algebra for All initiative.  
- Increased student engagement through inquiry based lesson models for major Common Core clusters and Standards for Mathematical Practice.  
- Instilled a culture of collaboration and mathematical discourse through cooperative learning and questioning techniques.

Digital Mathematics Curriculum Specialist  
Matific, New York, New York  
- Coordinated professional development team to present research-based opportunities for educators and administrators to engage in best practices in education.  
- Consulted with global divisions to align program with U.S. standards, lesson plans and practices.  
- Collaborated with company teams to lead district and site sales initiatives.  
- Contributed thought leadership blogs, webinars, curriculum resources and professional events.

Elementary Mathematics Specialist  
Middletown Township School District, Middletown, New Jersey  
- Coached teachers through implementation of new mathematics program by modeling effective teaching practices through ideal math lessons and provided professional development.  
- Identified individual student skill deficits through Targeted Mathematics program emphasizing conceptual understanding and fact fluency.  
- Improved family involvement with the planning and supervision of Family Mathematics, Math Olympics, and Family Engineering events.

Classroom Teacher  
Mathematics Teacher, Grades 7 and 8 Westfield Public Schools, Westfield, N.J  
- Engaged students in mathematics emphasizing real-world connections and differentiation.  
- Improved student engagement in literacy by implementing research-based literacy practices.  
- Increased student's technological literacy with the use of multi-media devices as part instruction.  
- Devised rubrics and guidelines for portfolio assessment for integrated communication arts units.  
- Received multiple grant awards for innovative projects in math, technology, and language arts.

CERTIFICATION  
New Jersey Department of Education  
Elementary K-5 • Mathematics 5-8 • Social Studies 5-8 • Psychology 9-12

TRAINING  
Target Mathematics (RTI) • Guided Mathematics • Three-Act Lessons • Family Math • Go Math! Digits • Everyday Mathematics • Connected Math Program • Math Their Way • Sitton Spelling Rutgers Mathematics Workshops • Marilyn Burns' Math Solutions • Cooperative Learning

RELEVANT EXPERIENCE  
Consultant  
Educational Testing Service, Princeton, N.J  
Curriculum Writer  
Springfield Board of Education, Springfield, NJ  
Item Writer  
Harcourt Assessment, Inc., San Antonio, TX  
2002-2005  
2003-2004  
2012
Megan Brewer
6021 Larboard Drive, Apex, NC 27539
#919-428-7834

Education
- Bachelors of Arts, Psychology, Elon University 1987-1991

Experience
- Professional Learning Consultant, Math Solutions 2011 – Present
  - Provide premier customer planning, service, in-person support, and coaching to teachers and administrators using Math Solutions research-based professional learning.
  - Align professional learning support with school/district resources, standards, assessments, and instructional improvement plans.
  - Support teachers and administrators to meet federal, state, and county professional learning initiatives.
  - Deliver mathematics professional learning focused on instructional best practices in the classroom, building content knowledge, raising student achievement, developing problem solving-based classrooms.
  - Serve as project manager overseeing large district mathematics educational implementation plan.

- ESOL Mathematics Instructional Support Teacher, Fairfax County Public Schools 2007 – 2011
  - Provided staff development to teachers and administrators in the field of math specializing in research based best practices for the English Language Learner. Staff development focused on best practices, content development, student achievement, use of technology, interventions, federal, state and county initiatives, etc.
  - Coordinated and oversaw SMART Board summer curriculum projects creating over 100 SMART Board mathematics lessons infused with research based best practices.
  - Planned and presented at workshops for elementary schools. Met with PLC school teams.
  - Created and assisted with county-wide documents including crosswalks, pacing guides, curriculum etc.
  - Presented at state wide conferences and Diversity Institutes.
  - Coordinated the school-wide administration of state and local testing.

- Title I Math Specialist, Fairfax County Public Schools 2004-2007
  - Provided staff development to teachers and administrators in mathematics. Staff development focused on best practices, content development, student achievement, use of technology, interventions, federal, state and county initiatives, etc.
  - Coordinated the district-wide administration of state and local testing
  - Co-teach and coached teacher colleagues.
07/18/2018

David Diah,
Wexler-Grant Community School
55 Foote Street
New Haven, CT 06511

Mr. Diah:

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

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

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

Sincerely,

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

To: NHPS Finance and Operations Committee
From: Wexler-Grant Community School
Re: Literacy How, Inc
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Literacy How, Inc, onsite workshop for all staff members. Based on the conversations with Wexler-Grant and New Haven leadership; Literacy How, Inc will provide a partnership model that will enable their highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term sustainable success. In alignment, Literacy How will begin to build the teachers' understanding of comprehensive literacy by using a common language of instruction for students. Additionally, they will highlight the following principles of Wexler's professional development: grounded in a theoretical framework for how reading skills are acquired:

- comprehensive, addressing and interweaving all five components of the reading process;
- language-based (i.e., explicitly instructing students in the structure of language and the meaningful parts of words) and code-based (i.e., teaching the foundational skills of phonemic awareness and phonics);
- personalized to each students' learning profile and asset-oriented, so that teachers focus on the student's strengths and the conditions under which learning is enabled.
- diagnostic (i.e., teachers use frequent formative assessments), prescriptive (i.e., teachers determine the best matched intervention/instruction to meet the student's individual needs) and scaffolded (i.e., teacher's prompts diminish as students gain proficiency).

Amount of Agreement and the Daily, Hourly or per Session Cost: 1 day for teachers to attend professional development in literacy (2.1) - Support summer training for literacy up to September 30th, 2018 (2.1) - Literacy How Supplies for literacy intervention including training materials for all teachers that will be used throughout the year (2.1). Totaling $34,742.

Funding Source: School Improvement Grant Account Number: 2531-6167-56694

Key Questions:

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

This service is strategically aligned to our school-wide goals based on student growth over time. The Connecticut State Department of Education requires that we base our progress on individual growth targets and trajectories on ESSA-required goals of academic achievement and progress towards English Language. The workshop is designed to introduce teachers to a research-based perspective for implementation of classroom literacy instruction with a focus on all components of comprehensive literacy instruction: phonemic awareness, phonics and spelling, vocabulary and morphology, syntax, and text comprehension and written expression. The foundation of all of these components is oral language.
2. What **specific need** will this contractor address? During the 2017-2018 School year, classroom observations from a variety of stakeholders revealed that most lessons are taught in isolation and are not part of a coherent sequence. With a commitment to strive towards instructional excellence through a foundation focusing on literacy, Wexler-Grant will utilize resources from the SIG grant to improve student learning and ultimately achievement. The goal of the Literacy How is to provide a schema conveying all domains of literacy required for a child to become literate.

The five components of comprehensive literacy instruction:

- **Phonemic awareness (PA)**—an awareness of and the ability to manipulate the individual sounds (phonemes) in spoken words;
- **Phonics (P)**—the study and use of sound/spelling correspondences and syllable patterns to help students read written words;
- **Fluency (F)**—reading text with sufficient speed, accuracy and expression to support comprehension;
- **Vocabulary (V)**—the body of words and their meanings that students must understand to comprehend text; (the Literacy How reading model includes **Morphology** with Vocabulary); and
- **Text comprehension (TC)**—the ability to make meaning requiring specific skills and strategies, vocabulary, background knowledge and verbal reasoning skills.

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

4. What **specific skill set** does this contractor bring to the project? See Attached Contract outline

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

6. **Evidence of Effectiveness**: How will the contractor’s performance be evaluated? If a **continuation service**, attach a copy of previous evaluations or archival data demonstrating effectiveness: Teaches will be surveyed to gather their understanding of the PD and the contractor will schedule onsite check in’s to ensure the continual sustainability of the PD.

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

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

   Facilitated by more than one of Literacy How, Inc’s expert facilitators, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, job-embedded coaching, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and Literacy How, Inc Team.
AGREEMENT

By And Between
The New Haven Board of Education
AND

Literacy How, Inc.

FOR DEPARTMENT/PROGRAM:

Wexler-Grant School

This Agreement entered into on the 13th day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 14th day of August, 2018, by and between the New Haven Board of Education (herein referred to as the "Board") and, Literacy How, Inc located at 100 Broadway, North Haven CT 06473 (herein referred to as the "Contractor").

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

The president of Literacy How and the three Literacy How Mentors who will be providing coaching to Wexler Grant teachers during the 2018-19 school year will provide an all-day workshop for K-8 teachers from the school. The workshop is designed to introduce teachers to a research-based perspective for implementation of classroom literacy instruction with a focus on all components of comprehensive literacy instruction: phonemic awareness, phonics and spelling, vocabulary and morphology, syntax, and text comprehension and written expression. The foundation of all of these components is oral language (see Literacy How Reading Wheel (http://www.literacyhow.com/our-model/components-of-comprehensive-literacy-instruction/).

During the workshop, we will begin to build the teachers' understanding of comprehensive literacy by using a common language of instruction for students. Additionally, we will highlight the following principles of our professional development: grounded in a theoretical framework for how reading skills are acquired;

- comprehensive, addressing and interweaving all five components of the reading process;
- language-based (i.e., explicitly instructing students in the structure of language and the meaningful parts of words) and code-based (i.e., teaching the foundational skills of phonemic awareness and phonics);
- personalized to each students' learning profile and asset-oriented, so that teachers focus on the student's strengths and the conditions under which learning is enabled.
• diagnostic (i.e., teachers use frequent formative assessments), prescriptive (i.e., teachers determine the best matched intervention/instruction to meet the student’s individual needs) and scaffolded (i.e., teacher’s prompts diminish as students gain proficiency).

Literacy How will present a workshop on August 23, 2018 to all K-8 teachers at Wexler Grant School.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $8,750 for 1 day for teachers to attend professional development in literacy (2.1) - $15,103 for Support summer training for literacy up to September 30th, 2018 (2.1) - $10,889 Literacy How Supplies for literacy intervention including training materials for all teachers that will be used throughout the year (2.1). for up to a maximum of 1 day(s) inclusive of full day PD days, job-embedding coaching sessions for teachers and the leadership team to support summer training for literacy up to September 30th, 2018. The maximum amount the contractor shall be paid under this agreement: Thirty four thousand, seven hundred forty two dollars ($34,742). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by SIG Grant of the New Haven Board of Education, Account Number: Pending 2531-6167-56694

This agreement shall remain in effect from August 14th, 2018 to September 30th, 2018.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

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

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

________________________________________  __________________________________________
Contractor Signature                                               President
New Haven Board of Education

________________________________________  __________________________________________
Date                                               Date

________________________________________
Contractor Printed Name & Title

Revised: 7/17
Agreement between Literacy How and Wexler Grant School

During the Summer and Fall of 2018, Literacy How will work with educators and administrators at Wexler Grant School and provide the following:

Professional Development for Teachers

The Literacy How Mentors will support Literacy Facilitators in assisting teachers with linking new concepts with their current instructional practices (i.e., Core State Standards and New Haven School District curricula). Embedded PD will be provided to K-8th grade classroom teachers as well as ancillary personnel serving students’ literacy acquisition (i.e., reading specialists, special educators, speech-language pathologists, ELL teachers). The embedded PD will give teachers opportunities to apply the information that they learned during the PD on August 23rd in their classrooms.
LETTER OF AGREEMENT

During the Summer and Fall of 2018, Wexler Grant School agrees to contract with Literacy How, Inc. for the Mentors to provide the above Package of Services.

For these services, we will be paid the sum of $15,103 for three Literacy How Mentors to provide support for the K-8 classroom teachers to cover the period from August 20, 2018 through September 30, 2018.

We applaud your commitment to teachers and students and look forward to working with you in the future.

_________________________  ______________________
Margie B. Gillis, Ed. D.  Date
President, Literacy How, Inc.

_________________________  ______________________
Accepted  Date

This letter supersedes all prior or contemporaneous agreements, understandings, negotiations or representations, whether oral or written, expressed or implied, on these same subjects and may only be modified by an agreement signed by you and by Literacy How. You agree that Literacy How may assign this letter to any affiliate organized to operate the Mentor's work. Literacy How does reserve the right to re-budget funds between categories.
INVOICE

BILL TO
Principal David Diah
Wexler Grant
55 Foote Street
New Haven, CT 06511

INVOICE # 1
DATE 07/19/2018
DUE DATE 07/19/2018
TERMS Upon Receipt

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>QTY</th>
<th>RATE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>1</td>
<td>15,103.00</td>
<td>15,103.00</td>
</tr>
<tr>
<td>Summer training and support for teachers through September 30, 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We applaud your commitment to teachers & students, and look forward to working with you in the future.

BALANCE DUE $15,103.00
Memorandum

To: NHPS Finance and Operations Committee
From: Heriberto Cordero, Principal, Fair Haven School
Re: Agreement with Center for Applied Linguistics
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and the Center for Applied Linguistics to provide a workshop on the research-based Sheltered Instruction Observation Protocol (SIOP) model for English Learners, followed by observations, feedback and coaching over four school days.

Amount of Agreement and the Daily, Hourly or per Session Cost: $25,570 Total Cost

Funding Source: School Improvement Grant (SIG 1003) Acct. # 2531-6277-56694

Key Questions:

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

   This contract supports our school goal of supporting the language development of our English learners. Only 44.7% of students achieved their growth target on LAS Links in May of 2017.

2. What specific need will this contractor address?

   The Center for Applied Linguistics will provide a workshop on the research-based Sheltered Instruction Observation Protocol (SIOP) model for English Learners, followed by observations and feedback and coaching over four school days. Embedded observations and coaching will ensure that teachers understand how to implement SIOP in the classroom.

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

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

The Center for Applied Linguistics (CAL) is a private, non-profit organization involved in the study of language and the application of linguistics to educational, cultural, and social concerns. CAL's mission is to improve education through better understanding of language and culture. Established in 1959, CAL has earned an international reputation for the quality of its work in language-related information collection, analysis, and dissemination; linguistic research that addresses the needs of the classroom; direct technical services to language programs; professional development; and needs assessments and program evaluations. (www.cal.org/solutions)
5. Is this a **new or continuation service**? **If a continuation service:** a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? New.

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:
   - Surveys of staff on the quality of the professional development
   - Observations by administrators will show that SIOP is being implemented in classrooms with fidelity.

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

   In order to dig into the most current research and strategies that have the highest impact on our instruction; an organization such as the center for applied linguistics are on the cutting edge of this research and application. Hence, internally we focus on implementing a sound curricular and instructional program which could always and should always be enhanced by new research findings.

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

   This agreement is fiscally sound because it meets the ESSA requirement of the CSDE SIG Grant and meets of the needs of Fair Haven to increase the English proficiency and academic achievement of our English language learners.
AGREEMENT

By And Between
The New Haven Board of Education
AND

Center for Applied Linguistics

FOR DEPARTMENT/PROGRAM:

Fair Haven School

This Agreement entered into on the 13th day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 14th day of August, 2018 by and between the New Haven Board of Education (herein referred to as the “Board”) and, The Center for Applied Linguistics located at 4646 40th Street NW Washington, DC 20016-1859 (herein referred to as the “Contractor”).

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

• To provide training in research-based instruction for English Learners using the SIOP Model.
• To provide observations, feedback and coaching to teachers in the SIOP model.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of $5144/day(s) for up to a maximum of 5 day(s). The maximum amount the contractor shall be paid under this agreement: twenty-five thousand, five-hundred and seventy dollars and 00 cents ($25,570). 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: 2531-6277-56694

This agreement shall remain in effect from August 14, 2018 to September 30, 2018.
APPROVAL: This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

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

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

_________________________  __________________________
Contractor Signature                  President
                                      New Haven Board of Education

_________________________  __________________________
Date                          Date

_________________________
Contractor Printed Name & Title

Revised: 7/17
July 17, 2018

Heriberto Cordero
Fair Haven School Principal
164 Grand Ave, New Haven, CT 06513

Dear Mr. Cordero,

The Center for Applied Linguistics (CAL) is pleased to submit this proposal to offer professional development to teachers at Fair Haven School as listed below:

<table>
<thead>
<tr>
<th>SIOP Professional Services</th>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workshop 1</strong></td>
<td>TBD, September, 2018</td>
<td>A maximum of 30 PreK–8 teachers from Fair Haven School</td>
</tr>
<tr>
<td>• Overview of SIOP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Second Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Building Background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehensible Input</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1 Observation and Coaching Sessions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom observations with SIOP protocol</td>
<td>TBD, September, 2018</td>
<td>Teachers from Fair Haven School</td>
</tr>
<tr>
<td>• Debrief with teachers</td>
<td>TBD, September, 2018</td>
<td>Two consecutive days</td>
</tr>
<tr>
<td>• Workshop/Coaching for grades teachers (afternoon). Topics determined by observation results</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 2 Observation and Coaching Sessions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom observations with SIOP protocol</td>
<td>TBD, September, 2018</td>
<td>Teachers from Fair Haven School</td>
</tr>
<tr>
<td>• Debrief with teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Workshop/Coaching for grades teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 3 Observation and Coaching Sessions

- Classroom observations with SIOP protocol
- Debrief with teachers
- Workshop/Coaching for teachers (afternoon)

Day 4 Observation and Coaching Sessions

- Classroom observations with SIOP protocol
- Debrief with teachers
- Workshop/Coaching for teachers (afternoon)

Note: Facilitators and Fair Haven School reserve the right to modify the scope and sequence of the sessions based on their assessment of participants' learning needs.

Project Title

Introduction to Sheltered Instruction Observation Protocol (SIOP) Model: Professional Development Workshop and Job-Embedded Coaching

Description of Services Provided

Five days of professional development, including a one-day face-to-face workshop, classroom observations, and coaching/mini-workshops will be provided by two CAL facilitators to teachers from Fair Haven School.

Professional Development Content

During the Introductory SIOP Workshop, teachers will learn about and practice the three components of the SIOP Model in order to effectively integrate language and content instruction. The workshops will include a variety of activities, such as demonstration and explanation, analysis of video teaching sequences, small group tasks, and the development of instructional activities and SIOP lesson plans. A focus of each session is to give teachers the opportunity to incorporate the instructional techniques into a unit of upcoming lessons.

During observation and coaching sessions, a CAL coach will conduct classroom observations and draft a summary of findings to inform the follow-up sessions. She/he will also conduct an afternoon presentation/coaching session to the teachers that were observed. During the observations, a CAL coach will use the SIOP protocol to observe classroom lessons throughout Fair Haven School. She/he will share general findings from the classroom visits ("glows and
and deliver mini-workshops/coaching to a select group of teachers in the afternoon of Days 1, 2, 3, and 4. The emphasis in the mini workshops/coaching sessions will be on providing SIOP strategies for teachers to implement directly in their instructional practice. Each day will include a debrief to plan for next steps to support SIOP implementation.

Dates/Schedule
Introductory SIOP workshop will take place on one full day in August, 2018. The job-embedded support and mini workshops/coaching sessions will take place on two consecutive days in September, 2018, and two consecutive days in October, 2018. The full-day session will last seven hours (6 contact hours with time for lunch and breaks). The half-day workshop will last between 2 and 3 hours. The school administrators will assign the appropriate schedule for observations and afternoon mini workshops/coaching sessions. The CAL presenter(s) will be informed of the daily schedule in a timely manner.

Location
The training will take place at Fair Haven PreK-8 School.

Materials

<table>
<thead>
<tr>
<th>Handouts</th>
<th>Emailed to Heriberto Cordero</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:HERIBERTO.CORDERO@new-haven.k12.ct.us">HERIBERTO.CORDERO@new-haven.k12.ct.us</a></td>
</tr>
</tbody>
</table>

A packet of handouts will also be emailed to Mr. Heriberto Cordero one week in advance of the sessions for printing and distribution on site.

Materials Return and Exchange Policy
In the case Fair Haven School decides to return or exchange any of the materials included in the contract, Fair Haven School will be responsible for any associated shipping costs and a fifteen percent restocking fee.

Training/Workshop Host
Fair Haven School agrees to ensure that the following is provided:
- Make all necessary arrangements for the schedule of the observations, debrief sessions, and workshops
- Have a projector and speakers available for the workshops
- Provide appropriate space and set up for cooperative learning in the workshop
- Have chart paper as well as sticky notes and markers for each table group.
- Print and deliver the workshop handouts to the workshop site.
- Recruit participants.
Enrollment
The workshop session will have up to 30 participants

CAL Project Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>Annie Duguay, Director, PreK-12 ELL Professional Development/SIOP</td>
</tr>
<tr>
<td>Facilitators</td>
<td>Annie Duguay, Tatyana Vdovina, TBD</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>Inge Siggelkow, Administrative Representative Adriana Jokisch-Sagrera, Business Coordinator</td>
</tr>
</tbody>
</table>

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

Fair Haven School Project Representative
Fair Haven School has designated ____________________________, to be the contact for matters related to services. Questions and correspondence should be directed to (address) ____________________________; (phone) ____________________________; (email) ____________________________.

Fair Haven School Administrative Representative
Fair Haven School has designated ____________________________ as the Administrative Representative who shall be responsible for the contractual and administrative aspects of the agreement. Questions and correspondence of an administrative nature should be directed to (address) ____________________________; (phone) ____________________________; (email) ____________________________.

CAL Project Representative
CAL has designated Tatyana Vdovina and Annie Duguay as its Project Representatives who shall be responsible for the programmatic aspects of the Agreement. Questions and correspondence of a programmatic nature should be directed to the Project Representatives at the Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016-1859, (202) 384-1256, tvdovina@cal.org and/or aduguay@cal.org.
CAL Administrative Representative
CAL has designated Inge Siggelkow as the Administrative Representative who shall be responsible for the contractual and administrative aspects of the agreement. Questions and correspondence of an administrative nature should be directed to the Administrative Representative at the Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016-1859, 202-355-1527, contracts@cal.org.

Fee
The firm, fixed price for the professional development is $25,570. This price covers all professional services needed for the delivery of this professional development, including consultation, preparation and presentation, all workshop materials mentioned above, and all travel expenses.

Payment
CAL will invoice on TBD

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

   Center for Applied Linguistics
   Accounts Receivable
   4646 40th Street NW
   Washington, DC 20016

This contract will be in effect from the date when the contract is signed.

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

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

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

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

Due to inclement weather or an emergency situation, if notice of cancellation is given at least 24 hours prior to the training workshop (and before the trainer has begun travel), there will be no charge for the on-site training costs and time. However, Fair Haven School will be responsible for any travel or training expenses incurred by the trainer that cannot be refunded and for their planning time to date.

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

Copyright

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

Recording

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

Entire Agreement

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

If you agree with the above terms and conditions, please sign two copies of this Agreement, keep one copy for your records, and return one to CAL with a Purchase Order number on or before August 1, 2018. The proposed fees are valid if we receive a signed contract at least two months in advance of the first day of services. CAL reserves the right not to honor this agreement if a signed copy is not received at least one week in advance of the first day of services.

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

Sincerely,

Annie Duguay
PreK-12 ELL Professional Development Director
SIOP Program Manager
Center for Applied Linguistics
Email: aduguay@cal.org
Tel. 202-384-1256; Fax: 202-362-3740
Web: www.cal.org/solutions
APPROVED

Center for Applied Linguistics

Signature ________________________________

Print Name _______________________________________

Title _____________________________________________

Date _____________________________________________

ACCEPTED

Fair Haven School

Fair Haven School warrants that the person who is signing this Agreement on behalf of Fair Haven School is authorized to do so and to execute all other documents necessary to carry out the terms of this Agreement.

Fair Haven School affirms the source of funds is:  □ Federal  □ Non-federal

Signature ________________________________

Print Name _______________________________________

Title _____________________________________________

Date _____________________________________________
Memorandum

To: NHPS Finance and Operations Committee
From: West Rock STREAM Academy
Re: West Rock STREAM Academy and Clifford W. Beers Guidance Clinic (CBC)
Meeting Date: August 6, 2018

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Clifford W. Beers Guidance Clinic (CBC) to provide evidence-based professional development and coaching on social emotional learning, trauma-informed decision making and de-escalation.

Amount of Agreement and the Daily, Hourly or per Session Cost: $99,511.10 total cost
Funding Source: School Improvement Grant (1003) Account Number: 2531-6165-56694

Key Questions:

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

   This contract supports the district and school goal of increasing teacher capacity to meet the social and emotional needs of students to ensure preparedness for academic learning by making trauma-informed decisions.

2. What specific need will this contractor address?

   West Rock STREAM Academy’s CSDE MidYear Audit and accompanying Teacher Survey revealed the need to provide professional development for teachers in social emotional learning in order to increase their capacity to address challenging behaviors and make trauma-informed decisions. CBC will provide training to staff members as well as provide an on-site clinician to help address social emotional learning needs.

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

   Sole Source

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

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

5. Is this a new or continuation service? 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:

   Performance will be evaluated by classroom walkthroughs and the review of school disciplinary data.

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

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

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

   This agreement is fiscally sound because it meets the ESSA requirement of the CSDE SIG Grant and meets of the needs of the West Rock STREAM Academy community to meet the social emotional learning needs of their students.
AGREEMENT

By And Between
The New Haven Board of Education
AND
Clifford W. Beers Guidance Clinic, Inc.

FOR DEPARTMENT/PROGRAM:

West Rock Authors Academy

This Agreement entered into on the 13th day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 14th day of August, 2018 by and between the New Haven Board of Education and, Clifford W. Beers Guidance Clinic, Inc. located at 5 Science Park, New Haven CT 06511 (herein referred to as the “Contractor”).

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

Contractor will provide implementation and planning services, training and consultation for administrators and staff, and student screening and intervention.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of Three Thousand Fifteen Dollars and Forty-Nine Cents ($3,015.49) per day for up to a maximum of Thirty-Three (33) days. The maximum amount the contractor shall be paid under this agreement: Ninety-Nine Thousand Five Hundred Eleven Dollars and Zero Cents ($99,511.10). 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: 2531-6165-56694

This agreement shall remain in effect from August 14, 2018 to September 30, 2018.
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.

Alice Forrester, PhD, CEO
Clifford W. Beers Guidance Clinic, Inc.

Revised: 7/17
The New Haven Board of Education
AND
Clifford W. Beers Guidance Clinic, Inc.

ATTACHMENT

DETAILED SCOPE OF SERVICE

Services provided by Clifford Beers Clinic for the period of August 14, 2018 through September 30, 2018 will include the following:

Implementation and Planning

1) Senior Leader On-site Consultation and Observations
2) Research and Data Support
3) Weekly 2-hour Implementation Planning Meetings

Training and Consultation

1) Administrator training (2 days), including preparation and all materials
2) Weekly consultation calls with Administrators
3) School Health Assessment and Performance Evaluation (SHAPE) System Support and Administration
4) Staff Development and Engagement Activities including:
   a. Introducing Program to the School (small groups with teachers)
   b. Film Screening: Resilience
   c. Initiate delivery of Trauma Training Series to Staff
      i. Trauma 101: Understanding trauma, symptoms and provides information on best approaches, practices and resource information related to Trauma
      ii. Trauma 102: Impact of trauma on the body, brain and behaviors. This training includes practicing trauma-informed responses.
      iii. Trauma Informed De-Escalation: Understanding triggers and learning strategies for intervening in trauma informed manner with activated youth and staff.
      iv. Self-Care and Vicarious Trauma: Understanding secondary trauma and vicarious trauma and techniques to mitigate its impact on you and your staff
      v. Building Trauma Informed Classrooms and Schools: A how-to on creating classrooms and schools that support students and staff impacted by trauma
      vi. Culture, Race and Trauma in Schools: Understanding and reflecting on how culture and race intersect with trauma and students in schools

-239-
d. Initiating Creating On-Staff Trauma Leader

**Student Screening and Intervention**

1) Student Screening and Program Enrollment including On-Site Support

The Implementation and Planning Activities and Training Activities will be delivered from the date of the execution of this Agreement through September 30, 2018. The Student Screening and Intervention will be delivered beginning upon return of the students and staff through September 30, 2018.

The services will be delivered by employees of the Contractor. The program will be overseen by Christine Montgomery, VP, Clinical and Community Services and Kim Jewers-Dailley, Director of Trauma Informed Schools, who will provide on-site consultation, observations and training, and lead implementation planning activities. A Program Manager will providing training and on-site support. A Clinician will conduct on-site assessments and provide on-site student screening and program enrollment. A Research Associate will provide research and data support.

Planning meetings will be conducted at the Contractor’s offices at 5 Science Park, New Haven, Ct. The remainder of the services will be provided on-site at West Rock Stream Academy, 311 Valley Street, New Haven CT 06515.

**COMPENSATION**

The Board shall pay the contractor for satisfactory performance of services required under this Agreement. The maximum amount the Contractor shall be paid under this agreement is $99,511.10.

Cost breakdown for each of the activities described in the Scope of Services are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation and Planning</td>
<td>176</td>
<td>$26,400.00</td>
</tr>
<tr>
<td>Training/Consultation Activities</td>
<td>159</td>
<td>$36,031.10</td>
</tr>
<tr>
<td>Student Screening and Program Enrollment</td>
<td>224</td>
<td>$31,400.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>559</strong></td>
<td><strong>$93,831.10</strong></td>
</tr>
</tbody>
</table>

Expenses $5,680.00

Total $99,511.10

In addition to the staffing, Contractor will incur expenses for travel in the amount of $680.00 and supplies in the amount of $5,000.

Compensation will be made upon submission of an itemized invoice that includes a detailed description of work performed and dates of service.
Education:
May 1993, Boston University, Boston, MA
MSW, Concentration: Children and Youth

May 1991, Southern Connecticut State University, New Haven, CT
BA, Psychology

Licensure:
Licensed Clinical Social Worker; # 003990
December 1996 to Present

Professional Experience:
Clifford Beers Child Guidance Clinic, New Haven, CT
CAMPES Crisis Service and Community Collaboratives
December 2002 to Present
Program Director of an in-home, community-based crisis intervention and
wrap-around services unit for children and youth offering hospital diversion,
immediate access to care and intensive short-term stabilization and care
management. Responsible for oversight of site location, supervision of 14
staff, community education and marketing, collaboration with area agencies,
hospitals and DCF, grant writing, quality assurance and data tracking.
Child and Adolescent Mobile Psychiatric Emergency Service, CAMPES
December 1996- December 2002
Project Coordinator of an in-home community-based mobile crisis
assessment and stabilization program for children and youth. Collaborate with
outside mental health agencies. Facilitate individualized case planning and
determine the need for further intervention.
Adolescent and Children's Crisis Unit for Treatment and Evaluation, ACCUTE
April 1995- December 1996
Psychiatric Social Worker providing crisis stabilization and emergency
assessment of children, adolescent, and families. Participating with a multi-
disciplinary team to determine appropriate treatment plan. Conducting time-
limited individual and family therapy on an in-patient and outpatient basis.
Preparing intake reports, case management records, utilization review
requirements, and discharge summaries.

Brawner North Psychiatric Institute, Smyrna, GA
May 1994- December 1994
Adolescent and Child Social Worker providing group, individual, and
family therapy. Leading education and support meetings. Completing
psychosocial assessments, attending treatment team meeting. Completing
psychosocial assessments, attending treatment team meetings, and
coordinating discharge and aftercare planning.
Psychiatric Assessment Team Social Worker performing on-call duties for
Atlanta area hospitals. Assessing the psychiatric health of children and adults
to determine a need for further intervention.
Department of Family and Children's Services, Douglasville, GA
November 1993- May 1994
Caseworker Senior interviewing applicants to determine continued eligibility for public assistance. Advising clients on community resources for basic needs.

Supervised Internships:
Boston Juvenile Court - Suffolk Superior Courthouse, Boston, MA
September 1992 - May 1993

Boston Children's Services, Boston, MA
September 1993- May 1994
Social Work Intern managing client cases and establishing goal attainment schedules for adults with mental retardation. Conducting sight evaluations of foster homes and day programs. Facilitating groups for training foster parents.

Presentations/ Community Education:
Collaboration between Police and Children's Emergency Services
November 2003; Hamden Police Department
Working with Vulnerable Children: A Community Provider's Perspective
November 2002; Southern Connecticut State University
Crisis Intervention with a Focus on Suicidal Youth
November 2001; Southern Connecticut State University
Crisis Intervention and Suicide Assessment
March 1998; Milford Rape Crisis Center
Crisis Intervention and Suicide Assessment with Children and Youth
March 1998; Hamden Police Department
Department of Children and Families
KidCare Trainer

-242-
Kim Jewers-Dailley, MA, RDT
Registered Drama Therapist
(203)361-2973
kimberly.jd@gmail.com

EDUCATION

Graduate, Post-graduate Training in Developmental Transformations
Institute for the Arts in Psychotherapy, New York, NY, 2009-2014

M.A. Creative Arts Therapies - Drama Therapy option
Concordia University, Montreal, QC Canada, 2006-2008

B.A. Combined Honours Psychology & Theatre and Film
McMaster University, Hamilton, ON Canada, 2004-2006

PROFESSIONAL EXPERIENCE

Director, Trauma Informed Schools and the New Haven Trauma Coalition
Clifford Beers Clinic, New Haven, CT, 2015 – Present
  • Director (2016-present)
  • Program Manager (2015-2016)

Director, School Based Programs: A.L.I.V.E. and Miss Kendra
Post Traumatic Stress Center, New Haven, CT, 2009-2015
  • Certified A.L.I.V.E. Counselor
  • Director (2012-2015)
  • Clinical Supervisor (2010-2015)
  • Clinician (2009-2015)

Interim Department Coordinator
Creative Arts Therapies Department, Concordia University, Montreal, QC Canada, 2008-2009

Research Assistant
Creative Arts Therapies Department, Concordia University, Montreal, QC Canada, 2006-2008

TEACHING EXPERIENCE

Instructor (part-time), Psychology Department
Gateway Community College New Haven, CT, 2014-2017
  • Courses taught: General Psychology I, General Psychology II, Creative Methods in Counseling

TRAINING

August 2016
Bounce Back! 1-day Training
Department of Children and Families CBITS Learning Collaborative
Bristol, Connecticut
Kim Jewers-Dailley, MA, RDT
Registered Drama Therapist
(203)361-2973
kimberly.jdifi@gmail.com

July 2016
Anchors of Emotional Intelligence Institute (AEII) 2-day Training
Yale Center for Emotional Intelligence
Yale University, New Haven, Connecticut

November 2015
Cognitive Behavioral Intervention for Trauma in Schools (CBITS) 2-day Training
Department of Children and Families CBITS Learning Collaborative
Bristol, Connecticut

July 2015
The Sanctuary Model 2-Day Information Session, City of New Haven and
Clifford Beers Clinic
New Haven, Connecticut

PRESENTATIONS/TRAININGS

July 2017
Co-Trainer with Robin Stern (Yale Center for Emotional Intelligence), Clifford
Beers Clinic (New Haven, CT)
“3-Day Emotional Intelligence and Trauma Training for School Professionals”

June 2017
Presenter, 1st National Trauma Informed Schools Conference (St. Louis, MO)
“Creating a System of Care to Address Trauma in Schools”

Trainer, Putnam School District Mental Health Staff (Putnam, CT)
“Full Day Trauma Training for School Mental Health Staff”

Presenter, Connecticut Summer Leadership Institute by Connecticut Association
of Schools (Southbury, CT)
“Trauma Informed Schools: Helping our most vulnerable students thrive”

May 2017
Co-Presenter, Trauma Informed School Mental Health Symposium (Storrs, CT)
“Interventions that Bridge Schools, Families, and Communities”
Presenter, Healing Connecticut’s Children: The Trauma Focused Evidence- Based
Practice Conference (Hartford, CT)
“Creating a Tiered System of Support for Schools Implementing CBITS and
Bounce Back!”

Presenter, Connecticut Association of School Based Health Centers Annual
Statewide Conference: Protecting a Vulnerable Population (Southbury, CT)
“Trauma and Adverse Childhood Experiences (ACEs)”

Page 2 of 7
March 2017
Webinar Presenter, School-Based Health Alliance (Washington, DC)
“Trauma and Youth”

October 2016
Presenter, Alliance District Symposium: Advancing Trauma-Informed Systems for Children (New Britain, Connecticut)
“Creating a Trauma-informed System of Care in a K-8 School” and “Making an Alternative High School Trauma-informed”

June 2016
Webinar and Panel Presenter, Center for Children’s Advocacy Inc. (New Haven, CT)
“Serving the Needs of New Arrivals: Undocumented and Refugee Children in New Haven”

April 2016
Co-presenter, Community Schools National Forum (Albuquerque, New Mexico)
“Trauma-informed Community Schools”

March 2016
Trainer and Presenter, CREC Health Services, John J. Allison Jr. CREC Polaris Center (East Hartford, Connecticut)
Full Day Training “Trauma Informed Care, the Impact of Trauma, and Vicarious Trauma”

Presenter, Concordia University, Creative Arts Therapies Department (Montreal, Quebec, Canada)
Presentation for students, department and community “Drama Therapy-informed Trauma Treatment”

Presenter, 2016 Connecticut School Counselor Association (CSCA) Conference, University of New Haven (West Haven, Connecticut)
“Addressing Trauma and Its Impact on Students”

August 2015
Invited Attendee, United States Senator Richard Blumenthal’s Round Table on Social Emotional Learning (SEL) (New Haven, Connecticut)

April 2015
Presenter, Institute for the Arts in Psychotherapy (New York, New York)
Annual Conference “The A.L.I.V.E. Program: Updates and Developments”

January 2015
Presenter, High School in the Community (New Haven, Connecticut)
Training for teachers and administrators
Kim Jewers-Dailley, MA, RDT
Registered Drama Therapist
(203)361-2973 kimberly.jd@gmail.com

“Dealing with Vicarious Trauma in Schools”

October 2014
Co-presenter, North American Drama Therapy Association (NADTA) Annual Conference (Yosemite National Park, California)
“Performance: 10,000 Letters into the Bottomless Pit: Paradox, Power and Hope in a School-Based Program”

August 2014
Trainer, Wilbur Cross International Academy (New Haven, Connecticut)
Training for teachers and administrators
“Handling difficult student behaviors with Trauma-informed techniques”

May 2014
Presenter, International Developmental Transformations Conference (Maastricht, Netherlands)
“Developmental Transformations with A.L.I.V.E. in New Haven Public Schools”

November 2013
Keynote Speaker, East Side Neighborhood Services (Minneapolis, Minnesota)
Presentation to agency staff, clinical, school and community members
“Implementing trauma-informed, prevention-oriented public health programs in the public schools and out-of-school time”

Presenter, American Public Health Association (APHA) Annual Meeting and Exposition (Boston, Massachusetts)
Panel presentation: Trauma-informed school-based mental health services to address violence and child maltreatment
“Implementing a comprehensive trauma-informed mental health program in an urban high school”

Presenter, Metropolitan Business Academy (New Haven, Connecticut)
Advocacy Day presentation for students
“Ask Every Child in the New Haven Public Schools: Addressing child maltreatment and advocating for students”

October 2013
Presenter, Clifford Beers Clinic’s Healing the Generations Child and Family Trauma Conference (Groton, Connecticut)
“A.L.I.V.E.: A trauma-informed social development model in New Haven”

September 2013
Co-presenter, North American Drama Therapy Association (NADTA) Annual Conference (Montreal, Quebec, Canada)
“A Discussion with the A.L.I.V.E. program”
August 2013
Presenter, Mental Health America (Alexandria, Virginia)
Presentation to key staff members
"Ask Every Child and the A.L.I.V.E. program"

April 2013
Presenter, Lesley University (Cambridge, Massachusetts)
Lecture and Training for Drama Therapy students
"Drama Therapy in Schools"

Presenter, Institute for the Arts in Psychotherapy (New York, New York)
Annual Conference
"The A.L.I.V.E. program in schools"

December 2012
Presenter, Metropolitan Business Academy (New Haven, Connecticut)
In-service for teachers, staff and administrators
"Reducing stress and celebrating success"

Presenter, Barnard Environmental Magnet School (New Haven, Connecticut)
Training for teachers and administrators
"The effects of trauma on student learning and success"

November 2012
Co-presenter, North American Drama Therapy Association (NADTA) Annual Conference (New Haven, Connecticut)
"A.L.I.V.E.: On location in the New Haven Public Schools"
"Who is Miss Kim? The application of Trauma-centered Drama Therapy in schools"

March 2012
Co-presenter, Healing the Generations: Family Violence and Child Trauma Conference (Mashantucket, Connecticut)
"A.L.I.V.E.: Addressing the effects of stress on learning through Trauma-informed play in New Haven Public Schools"

November 2011
Co-presenter, National Association for Drama Therapy (NADT) Annual Conference (San Francisco, California)
"Drama Therapy in the schools"

September 2011
Co-presenter, Family and Children’s Agency (Norwalk, Connecticut)
"Sexual Abuse and Trauma"
In-service presentation for foster parents and social workers.
June 2011
Co-facilitator, Child Advocacy Center (Fulton, New York)
Full day workshop for adolescent girls who were survivors of sexual abuse, using
Drama Therapy and trauma-centered psychotherapeutic processes
“Darkness to Light” Workshop

November 2010
Co-presenter, National Association for Drama Therapy (NADT) Annual
Conference (Chicago, Illinois)
“Daring to Play: Drama Therapy with at-risk youth in an after school drama
program”

PUBLICATIONS


FEATURED ARTICLES


PROFESSIONAL ADVANCEMENT

July 2016
Attendee, Community and School Violence Prevention Symposium at the University of Connecticut (UCONN) School of Social Work (West Hartford, Connecticut)

January 2013
Attendee, New Haven Public Schools presents Safe and Civil Schools by Dr. Randy Sprick (New Haven, Connecticut)

November 2012
Attendee, Promoting Student Success A Framework for the Improvement of Educational Services at the Department of Children & Families by Stephen Tracy at the Albert J. Solnit Psychiatric Center (Middletown, Connecticut)
**Kim Jewers-Dailley, MA, RDT**

Registered Drama Therapist

(203)361-2973

kimberly.jd@gmail.com

**IN VOLVEMENTS**

- Planning Team Member, Trauma-Informed School Mental Health Symposium (2017)
- Selection Committee Member, Fund for Teachers (2017)
- Publicity Chair, 2012 North American Drama Therapy Association (NADTA) Annual Conference: (2011-2012)

**MEMBERSHIPS**

- North American Drama Therapy Association (NADTA): Registered Professional Member (present)
- National Center for Child Traumatic Stress (NCTSN) Schools Committee: Member (present)
- American Public Health Association (APHA): Past Member
EMILY MICHELE PFANNENSTIEL
65 Cove Road, Lyme, CT 06371 · emilypfan@gmail.com · (860) 575-3338

EDUCATION

2015 – 2017
COLUMBIA UNIVERSITY
Psychological Counseling: Focus in Mental Health Counseling
GPA: 4.0
NEW YORK, NEW YORK
Ed.M. confirmed February 2017

2015 – 2016
COLUMBIA UNIVERSITY
Counseling Psychology
GPA: 4.0
NEW YORK, NEW YORK
MA confirmed February 2017

Summer 2012
LOYOLA MARYMOUNT / TEACH FOR AMERICA PARTNERSHIP
Teaching Certificate, Early Childhood Education
GPA: 4.0
LOS ANGELES, CALIFORNIA
Received August 2012

2009 – 2012
CONNECTICUT COLLEGE
Psychology & Art
GPA: 3.4
NEW LONDON, CONNECTICUT
BA received May 2012

Spring 2011
WELLS COLLEGE ARTS IN PARIS PROGRAM
PARIS, FRANCE

CLINICAL AND TEACHING EXPERIENCE

2017 – present
WHEELEM CLINIC
MIDDLETOWN, CONNECTICUT

2016 – 2016
COLUMBIA UNIVERSITY, DEAN HOPE CENTER FOR PSYCHOLOGICAL SERVICES
NEW YORK, NEW YORK
Clinical Intern: Provided weekly individual psychotherapy to adult clients and college students. Administered psychological assessment batteries, developed assessment reports, and engaged in extensive clinical supervision.

2016 – 2016
CHILD & FAMILY AGENCY OF SOUTHEASTERN CONNECTICUT
GROTON, CONNECTICUT
Clinical Intern: Provided outpatient therapy services for children (ages 3 to 18) and families. Completed intake assessments and conducted ongoing assessments of client progress throughout treatment. Facilitated referrals for additional client needs. Collaborated with psychiatric team and supervisory staff to establish and implement comprehensive treatment methods. Trained in Trauma-Focused CBT, family therapy, and play therapy modalities.

2014 – 2015
CRISIS SUPPORT SERVICES
OAKLAND, CALIFORNIA
Volunteer: Provided counseling services via the telephone to people in crisis (including clients presenting as suicidal, homicidal, and psychotic, and engaging in drug/alcohol abuse). Connected callers to local resources and therapy services. Engaged in extensive training about suicide awareness and prevention.

2014 – 2015
GOALS FOR AUTISM
BAY AREA, CALIFORNIA
Behavioral Therapist: Engaged in extensive behavioral therapy trainings. Conducted Applied Behavioral Analysis (ABA) sessions for children identified as having Autism Spectrum Disorders. Collaborated with therapists and supervisor to provide appropriate individualized services.

2012 – 2014
TEACH FOR AMERICA (TFA)
OAKLAND, CALIFORNIA
Corps Member: Joined national teacher corps and committed two years to teach in under-resourced public schools. Participated in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Partnered with Kidango as Lead Headstart Teacher (2012-2013) and as Center Director (2013-2014) to work toward educational excellence for all children.

2009 – 2011
SIBSHOPS
NEW LONDON, CONNECTICUT
Counselor: Provided group counseling for siblings of children with special needs; facilitated process and play-based groups.

2009 – 2010
BIG BROTHERS BIG SISTERS
EAST LYME, CONNECTICUT
Mentor: Worked with autistic child aged five, family and supports on school behaviors and social skills.
2008 – 2009  JUMPSTART  
Corps Member: Taught English language and literacy skills, as well as creative arts to under-resourced preschoolers whose second language is English.

RESEARCH EXPERIENCE

2016 – present  TEACHERS COLLEGE OF COLUMBIA UNIVERSITY  
Graduate Research Assistant: Positive Regard Lab: Collaborating with colleagues utilizing consensual qualitative research approach to investigate the relationship of Rogers’ facilitative conditions (empathy, positive regard, and congruence) and the working alliance in therapy. Of interest is the extent to which individual difference variables such as client and therapist attachment styles determine how therapists provide affirmation in session, as well as how these interventions are experienced by clients. Engaging in weekly meetings to discuss, code, and analyze related qualitative data.

2015 – 2015  UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF)  
Research Associate: Collaborated with colleagues to identify genetic mechanisms involved in neuropsychiatric and neurodevelopmental disorders. Duties included study design, analyzing neuropsychological measures, scoring data, coordinating between research sites, preparing relevant grant information, and preparing IRB applications, renewals, and amendments.

2012 – 2014  GOLDEN BEAR SLEEP AND MOOD RESEARCH CLINIC (UC BERKELEY)  
Research Assistant: Assisted primary investigator in teen mood and sleep study. Lead phone screening team, and interviewed adolescents and family members for eligibility for study. Assessed for relevant preliminary diagnoses. Conducted intake assessments for adolescents and families and developed clinical formulations. “Buddied” with teen participants to collect data, answered questions, and aided in overnight stays. Organized and maintained data and files.

2011 – 2012  YALE POSITIVE EMOTION AND PSYCHOPATHOLOGY LAB  
Research Assistant: Collaborated with colleagues to develop studies related to Bipolar Disorder, mania, and positive affect. Interviewed and screened potential participants. Prepared and monitored participants for MRI study, and ran participants in MRI and physiological analyses. Organized and analyzed relevant data. Assisted in the writing and editing of scholarly papers.

2011 – 2012  YALE SCHOOL OF MEDICINE  
Neurobiology Lab Assistant: Collaborated to design, pilot, and conduct research project related to obesity and neuropathy. Ran participants on related MRI studies.

ADVOCACY

2011 – 2012  STUDENTS FOR EDUCATION REFORM (SFER)  
Chapter Leader – Connecticut College: Organized and facilitated SFER club on campus. Acted as a liaison between SFER and college students. Rallied for education reform, and raised awareness about educational inequities.

2011 – 2012  TEACH FOR AMERICA (TFA)  
Campus Campaign Coordinator: Recruited students to join Teach For America corps and educated students about educational inequities nation-wide and the achievement gap. Facilitated phone and personal consultation meetings, and counseled potential Corps Members in the application process.

PERSONAL: Fluent in French. CPR and First Aid Certified. Avid runner. Artwork exhibited in multiple countries.
Erica J. Ricker
Erica.Ricker@quinnipiac.edu
http://www.linkedin.com/in/erica-ricker
(203) 623-4175

Current Address: 48 Edwards Street
Guilford, CT 06437

Permanent Address: 48 Edwards Street
Guilford, CT 06437

PROFILE
Recent graduate with a degree in mathematics, with previous research, computer science, and tutoring experience. A dedicated student who excels at mathematics using exemplar-reasoning skills. Diligent time management skills, using logical and abstract thinking.

EDUCATION
Quinnipiac University, Hamden, CT
Bachelor of Arts, Mathematics, Minor in Spanish
Cumulative GPA: 3.865

December 2016

RELATED ACTIVITIES
Independent Mathematical Research, Quinnipiac University, Hamden, Connecticut
September 2015-December 2015
- Assisted professor in looking for logical patterns in permutations of points

RELATED COURSEWORK

EXPERIENCE
Brierly Cadwell & Possidente LLC, Guilford, CT
Assistant
February 2017 – April 2017
- Clerical work including assembling and filing tax returns and creating invoices

Peer Tutor/Fellow, Quinnipiac University, Hamden, CT
Student Employee
August 2016 – December 2016
- Had scheduled individual appointments for Math and Spanish tutorials with Quinnipiac students
- Attended class along with students and then provided supplemental instruction in weekly study sessions

Pasta Avest and Pizzeria, Guilford, CT
Counter Staff
August 2012 – Present
- Served customers and operated register

Clifford Beers Clinic, New Haven, CT
Research Assistant
May 2017 – Present

SKILLS
Computer: Adequate Computer Science skills (Scala, Java); Advanced Microsoft Word; Proficient Excel and PowerPoint; Intermediate Adobe Photoshop;

Language: Advanced Spanish (Conversational and Literature)
Scott Luther James Jackson, Ph.D.

Address:
726 Orange St, Apt 2
New Haven, CT
06511

Phone: (203) 928-8063
Email: scott.jackson@yale.edu

Education:

University of St Andrews
(St. Andrews, Fife, UK) 2012 - 2016
Doctorate of Philosophy (Ph.D.) in Psychology
Supervisors: Dr. Barbara Dritschel, Dr. Juan-Carlos Gomez

University of St Andrews
(St. Andrews, Fife, UK) 2009 - 2010
Master of Research (M.Res.) in Psychology (with Distinction)
Thesis: Depressed Mood and Autism Traits: Examining the Mediating Role of Social Problem-Solving in University Students
Supervisor: Dr. Barbara Dritschel

University of California, Los Angeles
(Los Angeles, CA, USA) 2002 - 2006
Bachelor of Arts (B.A.) in Psychology, and Bachelor of Arts (B.A.) in Sociology

Research / Clinical Experience:

Child Study Center
Yale University, School of Medicine 12/2015 - present
Position: Postdoctoral Fellow (NIH T32 Grant – Translational Developmental Neuroscience) 04/2016 - present
Position: Research Associate II 12/2015 - 04/2016
Reference: Fred Volkmar, M.D - Primary Mentor
James McPartland, Ph.D - Secondary Mentor

Human Cognition Laboratory
University of St Andrews, School of Psychology & Neuroscience 09/2012 - 12/2015
Position: Postgraduate Researcher
Reference: Barbara Dritschel, Ph.D. - Primary Doctoral Supervisor
Juan-Carlos Gomez, Ph.D. - Secondary Doctoral Supervisor

New Alternatives, Inc.
San Diego, California, USA 02/2011 - 08/2012
Position: Research Analyst
Reference: Catherine M. Garay, Ph.D. - Program Director

Autism Comprehensive Educational Services, Inc.
San Diego, California, USA 07/2007 - 09/2009
Position: Behavioral and Educational Assistant / Behavioral Therapist
Reference: Heather O’Shea, Ph.D., BCBA-D - Executive Clinical Director
Professional Service and Activities:

**Journal of Autism and Developmental Disabilities**
Guest Editor - Special Issue on Experiences of College Students with ASD

**Journal of Depression and Anxiety Forecast**
Editorial Board

**Clifford Beers Marine Street Clinic - Autism and ID/DD Services**
Board of Advisors

**Yale Child Study Center, Postgraduate Advisor Program**
Faculty Advisor

**Ad Hoc Manuscript Reviewer**
Austism: International Journal of Research and Practice; Clinical Depression; Journal of Autism and Developmental Disorders; Journal of Depression and Anxiety Forecast; Research in Autism Spectrum Disorders

**File Action on Autism**
Adult Social Skill Group - Volunteer

Teaching Experience:

**Cold Spring Harbor Laboratory**
Teaching Fellow: Workshop on Autism Spectrum Disorders

**Yale University, Child Study Center, School of Medicine**
Teaching Fellow: Autism and Related Disorders (PSYC/CHLD S350)

**University of St. Andrews, School of Psychology & Neuroscience**
Teaching Asst.: Cognitive Psychology and the Emotional Disorders (PS4074)
Cognitive Psychology (PS2002)
Guest Lecturer: Theoretical Perspectives in Psychology (PS3902)

Computer Skills:

Advanced level of proficiency with MS Word, MS Excel, PowerPoint, MS Access, SPSS/PASW, AMOS, G*Power, Qualtrics, SurveyMonkey, and academic search engines on both Windows and Macintosh operating systems.

Previous experience with SAS, R, Net Station (EEG), MATLAB, Canvas, Workday and Adobe Photoshop.

Ability to quickly acquire comfort and develop familiarity / proficiency with most computer software.

Professional Trainings / Workshops:

**West Virginia University - Coursera**
Data Management and Visualization (SAS)
11/2017 - 12/2017

**Harvard Medical School - Berenson Allen Center**
Intensive Course in Transcranial Magnetic Stimulation
02/2017 - 03/2017

**Vanderbilt University - Coursera**
Programming with MATLAB
04/2015 - 06/2015

**University of Edinburgh**
Statistical Parametric Mapping (SPM) Course
04/2015

**University of St. Andrews**
Mindfulness Training Course
02/2013 - 03/2013

**New Alternatives, Inc.**
Motivational Interviewing
06/2012
Publications:


Selected Presentations:


Jackson, S. L. J., Dritschel, B. (2014, May). Examining the roles of mental state attribution and social problem-solving in the expression of depressive symptomology in adults with high-functioning autism and the broader autism phenotype. Poster presentation at the International Meeting for Autism Research, Atlanta, GA.


**Departmental Talks:**

Social Problem-Solving Deficits and Depressive Vulnerability in Adults with Autism: Impact, Underlying Mechanisms, and Treatment Recommendations. Talk presented at Science Meeting Series, McPartland Lab, Yale School of Medicine, April 11, 2016.


Depressed Mood and Autistic Traits: Examining the Mediating Role of Social Problem-Solving. Talk presented at Psycholoquia, University of St Andrews, School of Psychology & Neuroscience, April 11, 2013.

**Grants and Awards:**

<table>
<thead>
<tr>
<th>Grant Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan B. Slifka Foundation - Pilot Research Award</td>
<td>2017</td>
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<tr>
<td>Autism Science Foundation - IMFAR Stakeholders Award</td>
<td>2017</td>
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<tr>
<td>International Society for Autism Research - Student Travel Award</td>
<td>2016</td>
</tr>
<tr>
<td>University of St Andrews - Research Student Development Award</td>
<td>2015</td>
</tr>
<tr>
<td>Experimental Psychology Society - Grindley Grant</td>
<td>2014</td>
</tr>
<tr>
<td>University of St Andrews - PhD Studentship (Scholarship) Award</td>
<td>2012 - 2015</td>
</tr>
<tr>
<td>University of St Andrews - M.Res dissertation awarded with Distinction</td>
<td>2010</td>
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<tr>
<td>UCLA - Dean’s Honors List</td>
<td>2006</td>
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</tbody>
</table>

**Professional Affiliations:**

American Psychological Association - Member 01/2017 - present

International Society for Autism Research (INSAR) - Member 10/2012 - present

Scottish Autism Research Group (SARG) - Postgraduate Member 11/2014 - 03/2016

Fife Action on Autism (FAA) - Member / Volunteer 06/2013 - 08/2015
Brittanni Cogdell
252 Shelton Street, Bridgeport, CT 06608
203-650-8679
bkcogdell@gmail.com

PROFILE
Connecticut Licensed Professional Counselor, National Board Certified, with state of Connecticut domestic violence and sexual assault certification. Looking to utilize my educational and professional experience in my key strength areas in assessing client needs, group and individual counseling, diagnosis, and treatment planning, where I feel that I can make a significant difference in the lives of those who I will serve.

EDUCATION
M.A., Clinical Mental Health Counseling, Fairfield University, Fairfield, CT
May 2012
Member, Chi Sigma Iota, International Counseling Honor Society
Courses included.
Multicultural Counseling, Lifespan/Human Development, Professional Issues in Counseling, Psychopathology& Classification, Assessment in Counseling, Group Work: Theory and Practice, Trauma and Crisis Intervention, Supervision, Introduction to Marriage and Family Therapy G.P.A., 3.85/4.0

B.A., Human Development & Family Studies, University of Connecticut, Stamford, CT
May 2009
G.P.A., 3.6/4.0

PROFESSIONAL EXPERIENCE

Clinician
New Haven, CT
October 2016- Current
*Provide individual counseling to students at Wexler Grant School who have experienced trauma.
*Provide group counseling to students who have experienced trauma. Group therapy consists of Cognitive Behavioral Intervention in Schools (CBITS), Bounce Back, and Girl’s Circle Curriculum.
*Provide family counseling for families of students who have experienced trauma.
*Collaborate with school staff and community support in order to provide wrap around care for families.
*Provide trauma training for incoming teachers at New Haven Public Schools.

Senior Clinician
Waterbury, CT
October 2014-October 2015
*Provide case management supervision for intake coordinator as well as clinical and case management supervision for counselors and clinicians on staff.
*Provide individual and group counseling to clients with dual diagnosis for both mental health and substance abuse.
*Collaborate with the Department of Correction, Advanced Behavioral Health, Court Support Services Division, and the Department of Mental Health and Addiction Services to provide services for clients and maintain the conditions of their parole or probation.
*Handle day to day facility activities i.e., scheduling, compliance, site visits, and paperwork.

Clinician
November 2012-September 2014
New Haven, CT

Case load of 6-8 families weekly.
*Provide intake assessment and model adherent intensive in home clinical treatment to adolescents with substance abuse and delinquent behaviors and their families.
*Work collaboratively with internal and external providers to maintain effective and well-coordinated care.
*Complete documentation in an accurate, timely, and compliant manner consistent with regulatory guidelines to contribute to the financial viability of the program.
*Multi-dimensional family therapy model certification.
*Provide peer mentoring for new Clinicians.

Counselor/CASE Manager

The Center for Women and Families
Bridgeport, CT

October 2011-October 2013

*Case load of 8 clients weekly.
*Provided intake, assessment, and group counseling for women who are incarcerated or have been incarcerated to assist them with transition back into society.
*Co-facilitated substance abuse, trauma, and domestic violence groups for women offenders for the purpose of connecting the reasons of substance abuse and trauma in order to promote healing.
*Provided career counseling.
*Provided case management services to clients. Helping them create resumes to secure employment.
*Participated in Motivational Interviewing and immigration and Trafficking training.
*Input client data and case notes into Fox Pro database.
*Collaborated with DCF and Parole.
*Presented at Suite of Connecticut Domestic Violence/Sexual Assault Certification training.

Counseling Intern

FSW
Bridgeport, CT

August 2011-May 2012

*600 hour internship, case load of 10 clients weekly.
*Provided intake, assessments, and individual counseling for adults and children.
*Actively participated in weekly case conference meetings.
*Worked with clients to create treatment plans to assess client needs and client progress throughout the counseling relationship.
*Designed and facilitated psycho-educational group for children who had been affected by domestic violence.

Social Work Intern

The Department of Children and Families
Bridgeport, CT

January 2008-May 2008

*Investigated accusations of abuse to children by parents/guardians
*Assisted children and families in the reunification process
*Transported children and families to and from personal appointments
*Assisted the Multi Interdisciplinary Team (MIT) during interview processes of sexually abused children
*Referred women to Domestic Violence Crisis Centers
*Assisted in shelter placement

**PRIOR EXPERIENCE**

**Reading Assistant**
New Beginnings Family Academy
Bridgeport, CT

*Assisted in improving math and reading skills for kindergartners at a Charter School.
*Substitute teacher as needed.
*Acting Secretary as needed.

**Mentor**
Mentoring for Academic Achievement and College Success
Bridgeport, CT

*Assisted high school students in college planning and preparation.
*Mentored high school students about life after high school.
*Counseled high school students in any other areas outside of college preparation that they were concerned with.

**PROFESSIONAL ASSOCIATIONS**

Member, American Counseling Association, 2011- present

**COMMUNITY ACTIVITIES**

**Volunteer**
Impact
Bridgeport, CT

*Provide students in 9th-12th grade with college planning. Work with students to fill out college applications, create resumes, and presentation skills.
*Deliver teen summits to promote open dialogue on the issues and challenges facing teens today.
*Facilitate weekly meetings with teens to have topical discussions to aid in the teen's growth and development.
LAUREN SEBASTIANELLI ARTEAGA, MSW
1204 Whitney Ave #118
Hamden, CT 06517
(860) 212-5211
laurena1984@gmail.com

PROFESSIONAL EXPERIENCE

Clinical Work
• Clinical experience with toddlers, children, adolescents, parents, and families with various psychiatric diagnoses as well as developmental delays
• Worked in Outpatient, School based, Home based, Safe Homes, and Extended Day Programs
• Effective in Individual, Group, Family treatment and Technical Assistance to educators
• Treatment modalities include psychodynamic and behavioral (Applied, Cognitive, and Trauma-Focused)

Collaboration
• Successfully worked in multidisciplinary teams including educators, direct care and medical staff
• Effectively communicated across systems including schools, state agencies, and local businesses
• Participated in training opportunities with MSW and PhD students

Assessment and Documentation
• Knowledgeable in DSM-IV TR diagnosis and agency documentation and billing practices
• Computer programs used include Microsoft Word, PowerPoint, Seginus, various internet and email applications

EMPLOYMENT AND INTERNSHIP HISTORY

Rushford, Meriden, Connecticut
Clinician II, 40 hrs/week
October 2010- Present

Clifford Beers Child Guidance Clinic, New Haven, Connecticut
Contract Worker, 13 hrs/week
Clinical Social Work intern, Outpatient Clinic, 30 hrs/week
May 2010
September 2009- April 2010

The Village for Families and Children, Hartford, Connecticut
Clinical Social Work Intern, Extended Day Program, 30 hrs/week
September 2008- April 2009

Institute of Professional Practice, Woodbridge, CT
School-based Applied Behavioral Analysis Therapist, 40 hrs/week
August 2007- May 2008

Plainville Board of Education, Plainville CT
In home and school based special education paraprofessional, 40 hrs/wk
March 2007- June 2007

The Women’s Resource Center, Warren RI
Adopt-a-Family Intern, 15 hrs/week
October 2006- January 2007

EDUCATION

Smith College School for Social Work, Northampton, MA
Master of Social Work
August 2010

Salve Regina University, Newport RI
Bachelor of Arts in Psychology
December 2006
LAUREN SEBASTIANELLI-ARTEAGA, MSW
1204 Whitney Ave #118
Hamden, CT 06517
(860) 212-5211
laurena1984@gmail.com

MEMBERSHIPS AND HONORS RECEIVED

Psi Chi International Honor Society in Psychology
Delta Epsilon Sigma Student Honor Society

RESEARCH PRESENTED

Association for Psychological Science 18th Annual Convention
“What’s in a Purse? Maybe a woman’s reputation” Poster Session

References available upon request
AGREEMENT
BY AND BETWEEN
NEW HAVEN BOARD OF EDUCATION
AND
THE MANAGEMENT SOLUTION
FOR
PROFESSIONAL SERVICES
REGARDING
SCHOOL BUSINESS MANAGEMENT SERVICES

A

PART I

This Agreement, consisting of Parts I and II, entered into this day of August, 2018, effective the 1st day of August, 2018, by and between the New Haven Board of Education (hereinafter referred to as the "Board"), and The Management Solution, with offices in Auburn, MA (hereinafter referred to as the "Contractor").

WITNESSETH THAT:

WHEREAS, the Board has determined that it needs the services of a management company to provide School Business Management Services; and

WHEREAS, the Contractor submitted his/her qualifications; and

WHEREAS, the Board has selected the Contractor and the Contractor has agreed to perform the services for the terms and conditions set forth herein; and

WHEREAS, funds for this Agreement are available from account number 190-40000-56694, pursuant Purchase Order #913___ for FY 2019.

NOW, THEREFORE, the Board and the Contractor hereby agree as follows:

SECTION 1: ENGAGEMENT

101. The Board hereby engages the Contractor and the Contractor hereby agrees to perform the services set forth herein in accordance with the terms and conditions and for the consideration set forth herein.

102. The person in charge of administering the services described under this Agreement on behalf of the Board shall be Dr. Carol D. Birks or such other person as he/she shall designate in writing.
103. The person responsible for the services to be performed by the contractor shall be Andrew Paquette, President, or such other qualified person as is designated in writing by the Contractor and accepted by the Board.

104. The Contractor shall not subcontract any of the professional services to be performed by it under this Agreement, absent written approval by The Board.

SECTION 2: SCOPE OF SERVICES

201. The Contractor shall perform the services set forth under this Agreement in a satisfactory manner, as reasonably determined by the Board. The Contractor shall make such revisions or modifications to its work, at its own cost and expense, as may be required by the Board; Provided, However, the Contractor shall not be required to make revisions at its sole cost and expense where the revisions are based upon considerations outside the scope of services initially given to the Contractor.

202. All drawings, reports, and documents prepared by the Contractor under this Agreement shall be submitted to the Board for review and approval. The Board shall review and respond to materials submitted by the Contractor within thirty (30) calendar days. In the event the Board disapproves of any of the submitted materials, or any portion thereof, or requires additional material in order to properly review the submission, the Contractor shall revise such disapproved work at its own cost and expense and submit the revised work or the additional required material for review and approval.

203. In performing the services required under this Agreement, the Contractor shall consult with the Superintendent and shall meet, as appropriate, with other Board employees or officials and with other persons or entities, as necessary, including State and Federal officials and/or neighborhood groups or organizations.

204. The services to be performed by the Contractor shall consist of the following tasks as more detailed in Exhibit A attached hereto and incorporated herein by reference.

A. Budget development and preparation

B. All aspects of financial management and reporting

C. Support for grants and other supplemental funding sources management

D. Supervision and assistance in the completion of any required financial reports.

E. Assist the Superintendent, administration, and board of education in managing the school resources and providing accurate reporting.
SECTION 3: INFORMATION TO BE FURNISHED TO THE CONTRACTOR

301. The Board will provide the Contractor with all documents, data, and other materials in its possession appropriate to the services to be performed hereunder, and will endeavor to secure materials or information from other sources requested by the Contractor for the purpose of carrying out services under this Agreement.

SECTION 4: TIME OF PERFORMANCE

401. The Contractor shall perform the services set forth in Section 2 of this Agreement at such times and in such sequence as may be directed by the Board.

402. This Agreement shall remain in effect until the services required hereunder are completed to the satisfaction of the Board, unless otherwise terminated by the parties hereto, but in any event shall terminate on January 31, 2019.

403. Notwithstanding any other provision in this Agreement, the Board reserves the right to terminate this Agreement for any reason upon twenty-one (21) days written notice to the Contractor. The Contractor shall be paid for satisfactory services rendered up to the termination date upon submission to the Board of all written memorandums, reports or other partially complete or incomplete documents, and such other materials as will reasonably facilitate transfer to a new Contractor.

SECTION 5: COMPENSATION

501. The Board shall compensate the Contractor for satisfactory performance of the services required under Section 2 of this Agreement at the rate of $125 per hour, in an amount not to exceed Ninety Thousand Dollars ($90,000).

502. Compensation provided under this Section 5 constitutes full and complete payment for all costs assumed by the Contractor in performing this Agreement including but not limited to salaries; consultant fees; costs of materials and supplies; printing and reproduction; meetings, consultations, and presentations; travel expenses; postage; telephone; clerical expenses; and all similar expenses. No direct costs shall be reimbursed by the Board other than as provided in Section 501.

503. Payments to the Contractor under this Agreement shall be made by the Board on approval of payment requisitions certified by a principal of the Contractor submitted not more often than once a month. Each requisition shall be in a form acceptable to the Board and shall set forth the services performed, the percentage of completion of the work, and the compensation due the Contractor based upon the fee amount set forth in Section 501. The Board may, prior to making any payment under this Agreement, require the Contractor to submit to it such additional information with respect to the Contractor's costs as the Board deems necessary.
504. No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor hereunder. The Contractor's relationship to the Board is that of an independent contractor.

SECTION 6:  INSURANCE

601. The Contractor shall indemnify, defend and hold harmless the Board and its officers, agents, servants and employees, from and against all actions against any and all actions, lawsuits, claims, damages, losses, judgments, liens, expenses and reasonable counsel and consultant fees sustained by any person or entity ("Claims"), to the extent such Claims are caused by the acts, errors or omissions of the Contractor, including its employees, agents or subcontractors, directly or indirectly arising out of, or in any way in connection with, obligations of the Contractor pursuant to this Agreement.

602. See attached Rider which provisions, by this reference, are part of this Agreement as if fully incorporated herein.

SECTION 7:  TERMS AND CONDITIONS

701. This Agreement is subject to and incorporates the provisions attached hereto as City of New Haven Contract for Professional or Technical Services Part II, Terms and Conditions. In the event any provision of said Part II conflicts with any provision of this Part I of this Agreement, Part I shall be controlling.

702. This Agreement, its terms and conditions and any claims arising therefrom, shall be governed by Connecticut law. The Contractor shall comply with all applicable laws, ordinances, and codes of the State of Connecticut and the City of New Haven.

703. The parties agree that they waive a trial by jury as to any and all claims, causes of action or disputes arising out of this Agreement or services to be provided pursuant to this Agreement. Notwithstanding any such claim, dispute, or legal action, the Contractor shall continue to perform services under this Agreement in a timely manner, unless otherwise directed by the Board.

704. The Board and the Contractor each binds itself, its partners, successors, assigns and legal representatives to the other party to this Agreement and to the partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement.

705. This Agreement incorporates all the understandings of the parties hereto as to the matters contained herein and supersedes any and all agreements reached by the parties prior to the execution of this Agreement, whether oral or written, as to such matters.
706. If any provision of this Agreement is held invalid, the balance of the provisions of this Agreement shall not be affected thereby if the balance of the provisions of this Agreement would then continue to conform to the requirements of applicable laws.

707. Any waiver of the terms and conditions of this Agreement by either of the parties hereto shall not be construed to be a waiver of any other term or condition of this Agreement.

708. The Board may, from time to time, request changes in the scope of services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Board and the Contractor, shall be incorporated in written amendments executed by both parties to this Agreement.

709. References herein in the masculine gender shall also be construed to apply to the feminine gender.

710. Except as otherwise specifically provided in this Agreement, whenever under this Agreement approvals, authorizations, determinations, satisfactions or waivers are required or permitted, such items shall be effective and valid only when given in writing signed by a duly authorized officer of the Board or the Contractor, and delivered in hand or sent by mail, postage prepaid, to the party to whom it is directed, which until changed by written notice, are as follows:

**Contractor:** Andrew Paquette, SFO, CGFM  
President  
The Management Solution  
P.O. Box 217  
Auburn, MA 01501-0217

**Board:** Dr. Carol Birks  
Superintendent of Schools  
New Haven Board of Education  
54 Meadow Street  
New Haven, CT 06519
IN WITNESS WHEREOF, the parties have executed two (2) counterparts of this Agreement as of the day and year first above written.

WITNESS: NEW HAVEN BOARD OF EDUCATION

______________________________  By: ____________________________

______________________________  Darnell Goldson, President

Duly Authorized

WITNESS: THE MANAGEMENT SOLUTION

______________________________  By: ____________________________

______________________________  Andrew Paquette, President

Duly Authorized
NEW HAVEN PUBLIC SCHOOLS

PROPOSAL

JULY 22, 2018

for

School Business Management Services

I. SCOPE OF SERVICES

1. NEW HAVEN Public Schools is contracting with The Management Solution (TMS) for school business management services. This includes: (1) budget development and preparation; (2) all aspects of financial management and reporting; (3) support for grants and other supplemental funding sources management; (4) the supervision and assistance in the completion of any required financial reports; and (5) assist the superintendent, administration, and board of education in managing the school resources and providing accurate reporting.

2. TMS must be able to provide monthly financial reports to those with budget authority and the Board of Education, including information on grants and supplemental funding sources as requested.

3. TMS must have working knowledge of the financial accounting software used by the district.

4. TMS will be expected to have a representative attend the board of education meetings and finance and operations committee meeting.

5. TMS will be expected to have a representative on-site at least three days per week, on a mutually agreed upon day between the Superintendent and TMS. TMS may be on-site more than the three days for at minimum the first month. These days also mutually agreed upon between the Superintendent and TMS.

6. TMS must be able to provide appropriate guidance to the Board of Education and the Superintendent with regard to any unanticipated changes in the FY19 Budget and overall financial operations. This guidance will also include recommendations for reorganization.
7. TMS will act as a liaison with the city finance department.

II. CONTRACT TERMS

1. The contract will run from **August 1, 2018** to **January 31, 2019**.

2. Extension beyond this period will be at the discretion of the District.

III. CONTRACT PRICE

A. TOTAL MONTHLY CONTRACT PRICE: $15,000

(NOTE: IF ENACTED OR TERMINATED DURING A MONTH THIS RATE WILL BE PRO-RATED.)

B. TOTAL HOURLY RATE ADDITIONAL PROJECTS: $125/HR