



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

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Please Type

Contractor full name: ACES – Professional Development & School Improvement Agreement

Doing Business As, if applicable:

Business Address: 205 Skiff Street • Hamden, CT 06517

Business Phone: (203) 407-4408

Business email: slocke@aces.org

SS# OR Tax ID #: On File

Funding Source & Acct # including location code: 2547-6293-56694-0032

Principal or Supervisor: David Diah

Agreement Effective Dates: From April/19/2021 To June/29/2021.

Hourly rate or per session rate or per day rate.

Total amount: Hourly rate per hour or per session rate or per day rate. Priority 1 - \$72 hourly (on-site or remote) x 90 hrs on Monday, Tuesday, Thursday through June 29, 2021 (No school May 13 and 31) - totaled \$6,480. Priority 3 - 3 days/week @ \$1125/day x 9 weeks – totaled \$10,125

Total Cost: \$6,480 + \$10,125 = \$16,605

Pricing structure

Proposed rates:

Strategy 1A. Technology Support Services

Description : ACES Technology Services will support the maintenance and repair of school-based devices and infrastructure, as requested. A plan for communication of needs and expected response times will be established between ACES and the LMS and/or the principal (or his designee).

Intended Outcomes:

- Reliable technology support to supplement that which is currently provided by the building LMS

Suggested Schedule/Frequency:

- Requesting M, T, TH through June 29, 2021 (no school May 13 and 31)
- Total 90 Hour Total

Strategy 3B. Educational Technology Integration Coaching

Description: Instructional coaching would begin with each grade level PLC. The integration coach would attend weekly grade-level PLC meetings and design additional coaching and/or professional development based on needs identified by the team. Virtual coaching options will be provided utilizing the Sibme platform, as requested or desired.

Intended Outcomes:

- Increased capacity of teachers to effectively integrate technology into lesson design that supports learning for all students
- Teachers develop shared understanding of digital citizenship
- Experience a myriad of technological platforms for instruction and assessment
- Increased capacity to design instruction that leverages educational technology for engagement, learning and assessments
- Increased reflection on instructional practice and its impact on student outcomes

Suggested Schedule/Frequency:

1 days per week x 9 weeks

- 1 days/week individual coaching Tuesday or Thursday
- Same person preferred

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

From April 19, 2021 to June 29, 2021, ACES – Professional Development & School Improvement will partner with Wexler- Grant to support with providing services such as follows:

- Reliable technology maintenance, repair, and accessibility
- Family Empowerment and Partnership
- School-wide Multi-Tiered System of Supports (MTSS) processes to clarify roles, responsibilities and protocols for monitoring and providing tiered interventions and supports for student attendance.

This is allotment purpose of this grant is to provide support with reliable maintenance and repair of school-based devices and infrastructure to supplement that which is currently provided by the part time building LMS. ACES will do targeted professional development to increased capacity of teachers to effectively integrate technology into lesson design that supports learning for all students as well as providing additional coaching and professional learning for teachers in developing shared understanding of digital citizenship to increased reflection on instructional practice and its impact on student outcomes.

Submitted by: David Diah Phone: 475-220-5600



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Wexler-Grant Community School
Date: March 25, 2021
Re: ACES – Professional Development & School Improvement Agreement

Please **answer all questions and attach any required documentation as indicated below**. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** ACES – Professional Development & School Improvement Agreement

2. **Description of Service:** Professional Development & School Improvement Support

3. **Amount** of Agreement and hourly or session cost:

Total amount: Hourly rate per hour or per session rate or per day rate. Priority 1 - \$72 hourly (on-site or remote) x 90 hrs on Monday, Tuesday, Thursday through June 29, 2021 (No school May 13 and 31) - totaled \$6,480. Priority 3 - 3 days/week @ \$1125/day x 9 weeks – totaled \$10,125

Total Cost: \$6,480 + \$10,125 = \$16,605

4. **Funding Source** and account number: Commissioner’s Network Grant 2547-6293-56694-0032

5. **Continuation/renewal or new Agreement?**

Answer all questions:

- a. If continuation/renewal, has the cost increased? This is a new contractor. If yes, by how much? N/A
- b. What would an alternative contractor cost: N/A
- c. If this is a continuation, when was the last time alternative quotes were requested? N/A
- d. For new or continuation: is this a service existing staff could provide. If no, why not?

ACES brings expertise in the areas of technology maintenance/repairs of school based devices and infrastructure. They will provide specific individualized support, training and services to Wexler Grant School Community. As the pandemic continues and the model for schooling responsively adapts, having reliable technology and a Multi-Tiered System of Supports (MTSS) approach is critical to the success of each child. This service will support the maintenance and repair of school-based devices and infrastructure,

within the school. ACES will also engage teachers and staff with professional learning opportunities and discussion around integrating technology lessons design to support student learning, supporting students and staff with reliable technology.

6. Type of Service:

Answer all questions:

- a. Professional Development? Elements of the service are for professional development. If this is a professional development program, can the service be provided by existing staff? If no, why not? ACES brings expertise in the areas of technology maintenance/repair of school based devices and infrastructure. ACES will also engage teachers and staff with professional learning opportunities and discussion around integrating technology lessons design to support student learning, supporting students and staff with reliable technology.
- b. After School or Extended Hours Program? N/A
- c. School Readiness or Head Start Programs? N/A
- d. Other: (Please describe)

7. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? N/A.
- b. Is the Contractor Local? Yes.
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? N/A.
- d. Is the Contractor a public corporation? No.
- e. Is this a renewal/continuation Agreement or a new service? New.
- f. If it is a renewal/continuation has cost increased? N/A. If yes, by how much? N/A Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: ACES will work with staff to build capacity and provide support and service maintenance of school based devices. They will engage teachers/staff with professional learning opportunities and discussion around integrating technology lessons design to support student learning, supporting students and staff with reliable technology.

8. Contractor Selection:

Answer all questions

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source? Quote.
- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor: N/A.

9. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?

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This is allotment purpose of this grant is to provide support with reliable maintenance and repair of school-based devices and infrastructure to supplement that which is currently provided by the part time building LMS. ACES will do targeted professional development to increased capacity of teachers to effectively integrate technology into lesson design that supports learning for all students as well as providing additional coaching and professional learning for teachers in developing shared understanding of digital citizenship to increased reflection on instructional practice and its impact on student outcomes.

- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness. N/A
- c. How is this service aligned to the District Continuous Improvement Plan?

This is strategically aligned to the District Continuous Improvement Plan with school reforms goals around focusing on the providing supports for student attendance and technology. Having reliable technology and MTSS approach is critical to the success of each child. This service will engage teachers and staff with professional learning opportunities and discussion around integrating technology lessons design to support student learning, supporting students and staff with reliable technology

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

This agreement is fiscally sound because of the necessary investment in the future of the teachers/staff and the school based technological devices/infrastructure which will improve students' overall outcome. ACES will provide support with reliable maintenance and repair of school-based devices and infrastructure to supplement that which is currently provided by the part time building LMS. ACES will do targeted professional development to increased capacity of teachers to effectively integrate technology into lesson design that supports learning for all students as well as providing additional coaching and professional learning for teachers in developing shared understanding of digital citizenship to increased reflection on instructional practice and its impact on student outcomes.

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

Unreliable technology maintenance, repair and accessibility will impact students attendance and engagement with their learning in a hybrid model. The lack of professional learning support as teachers instruct students remotely and in-person will result in student flatlining, possible regression and lack of effectiveness to drive this instruction forward



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(ACES – Professional Development & School Improvement Agreement)

FOR DEPARTMENT/PROGRAM:

(Wexler Grant Community School)

This Agreement entered into on the 19 day of April, 2021, effective (start date no sooner than the day after Board of Education Approval), on the 19 day of April, 2021, by and between the New Haven Board of Education (herein referred to as the “Board” and, **ACES – Professional Development & School Improvement Agreement** 205 Skiff Street • Hamden, CT 06517 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of : Hourly rate per hour or per session rate or per day rate. Priority 1 - \$72 hourly (on-site or remote) x 90 hrs on Monday, Tuesday, Thursday through June 29, 2021 (No school May 13 and 31) - totaled \$6,480. Priority 3 - 3 days/week @ \$1125/day x 9 weeks – totaled \$10,125: Total Cost: \$6,480 + \$10,125 = \$16,605, from April 19, 2021 through June 29, 2021. The maximum amount the contractor shall be paid under this agreement: sixteen thousand, six hundred five dollars (\$16,605). 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 **Commissioner’s Network Program** of the New Haven Board of Education, **Account Number:** 2547-6293-56694 **Location Code:** 0032

This agreement shall remain in effect from April 19th, 2021 to June 29th, 2021.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

Please do not leave this section blank

Due to the current Pandemic as well as school opening/closings throughout the state, all meetings will be held via Zoom and will be virtual in nature until otherwise indicated by the CSDE.

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Total amount: Hourly rate per hour or per session rate or per day rate. Priority 1 - \$72 hourly (on-site or remote) x 90 hrs on Monday, Tuesday, Thursday through June 29, 2021 (No school May 13 and 31) - totaled \$6,480. Priority 3 - 3 days/week @ \$1125/day x 9 weeks – totaled \$10,125

Total Cost: \$6,480 + \$10,125 = \$16,605

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

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education **prior to service start date**. Contractors may begin service no sooner than the day after Board of Education approval.

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

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



Contractor Signature

President
New Haven Board of Education

3/26/2021

Date

Date

Emily Freel, Director ACES Professional Development & School Improvement
Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

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

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

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

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

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

RESC Alliance - Winter/Spring 2021 Professional Learning Events and Topics for Customized Support

The mission of the RESC Alliance is to provide quality, cost-effective education resources, programs and services to Connecticut's public schools. We are prepared to support your work in the areas of talent, academics and culture/climate in winter/spring 2021 and beyond. A sampling of regional professional learning events and topics for in-district support are listed below. We are prepared to customize professional learning to meet your local needs and context. To learn more about any of the events or topics listed, please use the contact information included below.

<p>(ACES) <u>In-District Supports:</u></p> <ul style="list-style-type: none"> ● Curriculum Revision and/ Development ● Executive Coaching ● Instructional Rounds ● Job-Embedded Coaching (certified Cognitive Coaches) ● Leadership Coaching for Equity ● Professional Learning Communities ● Restorative Practice (IIRP certified trainer) ● Teacher-Centered Instructional Data Teams ● Technical Assistance (ELA, math, science, social studies, EL/TESOL, etc.) <p>Consortium Membership:</p> <ul style="list-style-type: none"> ● ACES WIN Wednesdays <p>Ready-Designed, Customizable Professional Learning Titles:</p> <ul style="list-style-type: none"> ● Accessible Problem-Solving (Number Talks) ● Accessible Texts for All Students (EL) ● ACES Lesson Study Model ● Assessment Cookies: Formative Use of Small Bits of Data ● Assessment Through Composing ● Assessment Through Universal Response ● Creating Virtual Escape Rooms ● CT DOTS/ELDS 	<p>(CES) <u>Leadership areas of focus:</u></p> <ul style="list-style-type: none"> ● New Administrator Induction Support ● Administrator Aspirant support ● Academy for Teacher Leadership ● Retaining Your Diverse Teaching Staff ● Building a high quality diverse educator recruitment plan ● Time management and efficient use of your Administrative Assistant <p><u>CES customized professional learning on high leverage practices for reimagining classrooms:</u></p> <ul style="list-style-type: none"> ● Learner led practices and self directed learning ● Student agency ● Empowering student voice in the classroom ● Student centered instruction ● Powerful strategies for offering high leverage feedback using a feed forward approach ● Design thinking for future ready curriculum and instruction ● Problem based learning ● Math and SAT support ● Math and SEL ● Trauma Informed Practices for the classroom ● Exploring the SEL need sof LGBTQ students ● Formative assessment in distance learning <p>For more information, contact:</p>	<p>(CREC) <u>Spring 2021 Professional Learning Events</u> include:</p> <ul style="list-style-type: none"> ● CREC Anti-Racist Educator Framework ● Aligning SEL to MTSS ● NGSS and UDL ● NGSS for All ● When ELs Struggle (Basic and More) ● Guiding Partnerships for Schools (family engagement tool) ● MTSS and Restorative Practices ● Math Language Routines to Plan for Purposeful Math Instruction I ● Teach and Learn with Illustrative Mathematics 6-8 and High School ● PBIS Booster Session ● COMPASS 2.0 for Paraeducators and Assistant Instructors ● Knowledge and Skills for Teachers Supervising the work of Paraeducators ● Digital Citizenship: Shaping Responsible Learners <p>Customized in-District Professional Learning Topics include:</p> <ul style="list-style-type: none"> ● Technical assistance in elementary literacy/numeracy/science ● Technical assistance in secondary math/science/STEM
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<ul style="list-style-type: none"> • Designing Cohesive Learning Experiences in Virtual/Hybrid Learning • Differentiated Instruction Strategies • Digging Into SEL • Ed Tech Tools for Educators • Effective Questioning Strategies • Formative Assessment Strategies • Interactive Presentation Platforms • Is It Inquiry? Planning for Inquiry in Math, Science and Soc Stud • Making the Complex Understandable with Comprehensible Input (EL/WL) • Math Discourse Strategies • Practical Strategies to Make Science Accessible • Professional Learning Communities • Restorative Practice (certified trainer) • Small Group Literacy Instruction • Social-Emotional Supports for PK-3 (Pyramid Model) • Supporting Dually Identified Students on the LAS Links Assessment: Practical Considerations • Supporting Language Development in the Moment (Paraprofessionals) • Teach-Back Assessments • Teacher-Centered Instructional Data Teams • Teaching In The Block • Trauma-Informed, Resilience-Focused Pedagogy • Virtual Inquiry Stations • Virtual Small Group Math Instruction 	<p>Esther Bobowick, CES bobowice@cestrumbull.org</p>	<ul style="list-style-type: none"> • Co-Teaching • Job-embedded coaching (in-person and virtual) of instructional leaders, interventionists and teachers • Virtual coaching cycles • Special education • Social emotional learning • Trauma-informed instruction • Structured literacy • Early Childhood education • Certified training on Illustrative Mathematics • Tech tools for teachers <p>For more information, contact: Sue Renehan, CREC Resource Group srenehan@crec.org</p>
<p>(Eastconn) <u>In-District Supports:</u></p> <ul style="list-style-type: none"> • Leadership Coaching • Leveraging High Quality Feedback 	<p>(EdAdvance) <u>Spring 2021 Professional Learning Events</u> include:</p> <ul style="list-style-type: none"> • Adverse Childhood Experiences (ACEs)/Toxic Stress/Trauma 	<p>(Learn) <u>In-District Supports:</u></p> <ul style="list-style-type: none"> • Curriculum Revision and/ Development

- Strategic Advancement Planning
- Personalized, Competency Based Instruction and Assessment
- Integrating Social, Emotional and Academic Development
- High Yield intervention Strategies
- Curriculum Revision and Development
- Job embedded Coaching
- Professional Learning Communities
- Restorative Practice (IIRP certified trainer)
- Technical Assistance (ELA (TC trained coach, math, science, social studies, EL/TESOL, etc.)
- Early Childhood
- TEAM support

Customized In-District Professional Learning Topics include:

- Leadership for Personalized, Competency Based Learning
- District and School Improvement Planning
- PDEC Consultation, Support and Coaching
- School Climate and Culture
- Personalized, Competency Based Model
- Essential Standards and Mastery Based Practices
- Curriculum, Instruction and Assessment audits, development and implementation
- Job Embedded Coaching (ELA -Writer's Workshops, Math Workshop, NGSS, Blended Learning, Early Childhood)
- Blended Learning Models
- Technology Integration
- Engaging the Disengaged
- Effective Feedback to Feed Forward
- Technical Assistance for EL/TESOL
- Integrating SEL and Academics including Restorative Practices (IIRP Trained

- Assessment and Feedback for High Leverage Learning for Spring 2021 and Beyond
- Cultural Competence and Educational Equity
- Engaging Online Instruction
- Foundations of Effective Instruction for Spring 2021 and Beyond
- Instructional Coach Learning Network
- Leadership/Instructional Coaching
- Prioritized Standards for High Leverage Learning for Spring 2021 and Beyond
- Restorative Practices

Customized In-District Professional Learning Topics include:

- Curriculum audits, development and implementation
- Effective feedback for improved performance
- Formative assessment
- Instructional support in literacy/mathematics
- Strategic coherence planning
- Student-centered learning

For more information, contact:

Carly Quiros, EdAdvance - quiros@edadvance.org

- Using Technology to Engage Students Across Settings
- Implementing Successful Practices for English Learners
- Coaching for Equitable Classroom Practices
- Supporting New Teachers in Lesson Planning and Delivery
- Math and SAT support
- Math and SEL
- Instructional Coaching for Improved Practice
- Job-Embedded Coaching in-person or virtual (EL, Math, ELA, Technology Integration)
- Technical Assistance (ELA, math, science, EL/TESOL, early childhood, etc.)
- Yoga and Mindfulness- Practices in schools
- Yoga and Mindfulness for Educator Self-care
- Grading Reform- Implementation and Practices
- Leadership community of practice on race, racism and equity

Customized In-District Professional Learning Topic possibilities:

- Curriculum audits, development and implementation
- Co-Teaching
- Effective Mathematical Practices that Reach all Learners, Grades 6-12
- Tools to Ensure Achievement of EL Learners
- Engaging Parents and Families of EL Learners
- Using Technology in Secondary Schools to Support Engagement During Covid
- Special education programming, coteaching, and supports
- Early Childhood Education

For more information, contact:

Jenny Pinto, LEARN-

<p>Facilitator)</p> <ul style="list-style-type: none">• Trauma Informed Practices for the Classroom• Early Childhood Program Monitoring and Evaluation <p>For more information, contact: Diane Dugas, EASTCONN ddugas@eastconn.org</p>		<p>jpinto@learn.k12.ct.us</p>
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