



NEW HAVEN PUBLIC SCHOOLS

## AGREEMENT COVER SHEET

### Please Type

Contractor full name: State Education Resource Center (SERC)

Doing Business As, if applicable: SERC

Business Address: 100 Roscommon Drive, Suite 110, Middletown, CT 06457

Business Phone: 860-632-1485

Business email: [fiscal@ctserc.org](mailto:fiscal@ctserc.org)

SS# OR Tax ID #: 47-2462116

Funding Source & Acct # including location code: Pending - location Code: 0006

Principal or Supervisor: Kristina DeNegre

Agreement Effective Dates: From 05/27/2020 To 06/30/2020

Hourly rate or per session rate or per day rate.

Total amount: \$33,250.00 for professional development

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

Submitted by: Kristina DeNegre Phone: 203-494-7004



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Kristina DeNegre  
**Date:** 5/12/2020  
**Re:** SERC Funds \$33,250.00

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**Executive Summary/ Statement:** (Please provide 1-2 sentences describing the Service – do not leave blank): Agreement with SERC to provide professional development

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$33,250.00 – professional development.

**Funding Source & Account #: Pending - Location Code: 0006**

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

1. Please describe how this service is strategically aligned to the District Continuous Improvement Plan? The grant is aligned with school reforms goals around focusing on the whole child. Social Emotional health is critical to the success of each child. It provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. SEL improves achievement, it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students.
2. What specific need will this contractor address? One of the most prevalent SEL approaches involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day. Teachers can also naturally foster skills in students through their interpersonal and student-centered instructional interactions throughout the school day. Adult-student interactions support SEL when they result in positive student-teacher relationships, enable teachers to model social-emotional competencies for students, and promote student engagement. Teacher practices that provide students with emotional support and create opportunities for students' voice, autonomy, and mastery experiences promote student engagement in the educational process. Professional development is critical in order to train teachers to do this effectively and with impact.
3. How was the contractor selected? Quotes? RFP? Sealed Bid or Sole Source? Please describe the selection process including other sources considered and the rationale for selecting this method of selection: The Connecticut States Department of Education (CSDE) selected the contractor since the award was initially awarded to the CSDE who in turn, selected Clinton Avenue School as one of the recipients of an allotment.

4. If this is a continuation service, when was the last time the alternatives were sought? N/A
5. What specific skill set does this contractor bring to the project? SERC works collaboratively with school districts, state agencies, and other partners to help build systems of support for individuals with a range of needs and abilities, birth to adult. SERC uses a variety of professional learning models to enhance the capacity of educators and use strategies and techniques that meet the unique learning goals of every individual. They have developed a comprehensive series of programmatic offerings to ensure advancing family and student engagement in the educational process. These efforts fulfill SERC's statutory obligation to support educational equity and excellence. SERC works closely with schools and districts implementing an evidence-based, multi-tiered professional development framework that builds capacity in participants.
6. How does this contractor fit into the project as a whole? (If the contractor is an individual, please attach a copy of their resume): SERC hosts a variety of annual conferences and professional development covering a wide range of topics of interest to Connecticut's educators and the students and families they serve. SERC fashions a tailored professional development and coaching opportunities to the needs of the schools and districts they are servicing. They employ experts in each field of study with targeted professional development and coaching opportunities for all participants.
7. Is this a new or continuation service? New
8. If this is a continuation service has cost increased? N/A
  - a) If yes, by how much?
  - b) What would an alternative contractor cost?
  - c) Is this a service existing staff could provide? Why or why not?
9. Evidence of Effectiveness: How will the contractor's performance be monitored and evaluated?  
The impact will be measured in teacher implementation and effectiveness and student outcomes. We will follow the impact of student behavior and
10. If a continuation service, attach a copy of the previous evaluations or archival data demonstrating effectiveness. (If archival data includes lengthy reports, syllabi, training materials, etc., please have a copy available for review)  
N/A
11. If the service is a professional development program, can the training be provided internally, by district staff?
  - a) If not, why not? The depth and breadth of the programming is the critical component of the professional development being provided by SERC. During the COVID -19 shutdown I do not believe that there is an individual or individuals in NHPS that can devote the amount of time to the training and professional development that would be provided by SERC.
  - b) How will the output of this Agreement contribute to building internal capabilities? The staff at Clinton Avenue School will have continued and in-depth professional development around Social and Emotional learning, family engagement, and initiatives that impact our Special Education Students from renowned specialist in the aforementioned areas of study. This in-depth programming will allow teachers to focus and receive one on one coaching around sought after areas of professional development and growth. In

these unprecedented times these professional development opportunities will build capacity in staff around the SEL development of our children and the impact that the school shut down and other traumatic experiences impact their ability to learn and cope.

12. Why do you believe this Agreement is fiscally sound? Staff is receiving 19 professional development sessions, some of the sessions have multiple sessions built in. On average the sessions are half day or full day trainings with coaching built into each session.
13. What are the implications of not approving this Agreement? The staff at Clinton Avenue School will not have continued and in-depth professional development around Social and Emotional learning, family engagement, and initiatives that impact our Special Education Students from renowned specialist in the aforementioned areas of study. This in-depth programming will allow teachers to focus and receive one on one coaching around sought after areas of professional development and growth. In these unprecedented times these professional development opportunities will build capacity in staff around the SEL development of our children and the impact that the school shut down and other traumatic experiences impact their ability to learn and cope.



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

**(Insert Contractor Name Here)**

FOR DEPARTMENT/PROGRAM:

**(Insert School or Department Name Here)**

This Agreement entered into on the 27 day of May 2020, effective (*start date no sooner than the day after Board of Education Approval*), on the 27 day of May, 2020, by and between the New Haven Board of Education (herein referred to as the "Board" and, SERC located at, 100 Roscommon Dr. Suite 110, Middletown, CT06457 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 33,250.00 for a total of 19 sessions.

The maximum amount the contractor shall be paid under this agreement: Thirty-three thousand two hundred fifty dollars (\$33,250.00). 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 Clinton Avenue School TBD Program of the New Haven Board of Education, **Account Number:** TBD -    -    **Location Code:** 0006

This agreement shall remain in effect from 5/27/2020 to 6/30/2020.

**SCOPE OF SERVICE:** *Please describe service deliverables, including, locations and costs for applicable service, detailing scope of service, pricing must be attached as Exhibit A).*

**To provide professional development sessions on Social Emotional Learning.**

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

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

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

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

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

Ingrid M. Canady

Ingrid M. Canady (May 12, 2020)

Contractor Signature

\_\_\_\_\_  
President

New Haven Board of Education

May 12, 2020

Date

\_\_\_\_\_  
Date

Ingrid M. Canady, Executive Director  
Contractor Printed Name & Title

Revised: 12/3/19



NEW HAVEN PUBLIC SCHOOLS

**EXHIBIT B**

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

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

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

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

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

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

Revised: 10/2/18



# III SERC

STATE EDUCATION RESOURCE CENTER  
EQUITY | EXCELLENCE | EDUCATION

## SERC PROPOSAL 2019-2020

### Clinton Avenue School –New Haven Public Schools

**Goal:** Engage Commissioner’s Network Schools with professional learning sessions offering support and resources to improve student achievement.

**Objectives:** To offer professional learning opportunities in:

- Racial Equity
- Teaching & Learning
- Special Education
- Behavior Supports & SEL
- Student & Family Engagement

**SERC will:**

- Provide customized virtual trainings for school based teams
- Provide Virtual Technical Assistance to selected staff
- Will inform school of any pre-work required for full participation

**District/School(s) will:**

- Provide time for staff.
- Provide virtual links and materials to staff
- Complete any pre-work required before session

<b>SERVICES for 2019-2020</b>	<b>Budget</b>
<b>Racial Equity Sessions</b>	
Supporting Children Learning English: How Parents of English Learners Can Support their Children ( 90 Minute session)	\$950
Engaging Families across Race, Culture and Language: Evidence based practice to increase student achievement ( 90 minute session)	\$950
The Impact of childhood trauma for students of color (2 sessions- 90 minutes each)	\$1,900
Wired from Birth-Executive functioning: what does race and culture have to do with it? (90 minute session)	\$950
<b>Teaching &amp; Learning</b>	
High Leverage Classroom Instructional Practices	\$6,650
Key Practices for Effective Progress Monitoring to Strengthen Teaching and Learning	\$1,900
Supporting the Use of Differentiated Instruction in the Classroom to Meet Core Standards	\$2,850

Let's talk Equitable, Inclusive Learning Environments	\$2,850
<b>Behavior Supports &amp; SEL</b>	
Critical Features of Tier 2 Interventions and Planning Interventions	\$950
Tier 1 Behavioral Introduction	\$950
Technical Assistance: Reviewing and Planning for Improving your Multi-tiered Behavioral Framework	\$2,850
<b>Special Education</b>	
Resources to support students with significant needs	\$950
Assessing and Supporting Students for Reading Disabilities K-5 and 6-12	\$950
IEP goals and objectives	\$950
Improving Outcomes for Students with Disabilities: Strengthening Family Engagement and PPT Facilitation	\$950
Student Focus Groups	\$950
Effective collaboration and communication with immigrant families and students	\$950
Creating Inclusive Schools for English Learners and their Families	\$1,900
Effective collaboration with English Learner families	\$1,900
<b>TOTAL</b>	<b>\$33,250</b>

This proposal is respectfully submitted by: Eben McKnight