



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: The Leadership Academy

Doing Business As, if applicable:

Business Address: 10-27 46th Avenue, Suite 101, Long Island City, NY 11101

Business Phone: 908-803-0173

Business email: pbenowitz@leadershipacademy.org

Funding Source & Acct # including location code: 2553-6399-56694-0010

Principal or Supervisor: Edith Johnson, Director of Professional Learning Leadership Development

Agreement Effective Dates: From 1/10/2023 to 6/30/2023

Hourly rate or per session rate or per day rate.

Part 1: \$220/hour Total amount: \$60,300

Part 2: \$220/hour Total amount: \$86,500

Grand Total of: \$146,800

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

This is a two part agreement with the same company. Part 1 is referring to the Executive Team Coaching. Part 2 is the Teacher Leadership Training

Part1: One-on-one executive coaching for the members of the Executive Team and the facilitation of Executive Team meetings to identify the Team's collective strengths and areas in need of improvement. This work will support the continued growth and development of the NHPS Executive Team as individual leaders and as a cohesive leadership team.

Part 2: Design and facilitate a professional learning program for NHPS teacher leaders that will focus on specific school leadership skills such as culturally responsive instructional leadership, data analysis, coaching, providing actionable feedback, etc. The program will help participants build and deepen their leadership skills and provide opportunities to practice those skills and capabilities and receive real-time feedback from Leadership Academy facilitators and peers.

Submitted by: Edith Johnson Phone: (475) 220-1574



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Edith Johnson, Director of Professional Learning Leadership Development
Date: 12/5/2022
Re: **Leadership Academy:** One-on-one executive coaching for the members of the Executive Team & Teacher Leadership Professional Development Training

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:** The Leadership Academy

2. **Description of Service:**

Part 1: One-on-one executive coaching for the members of the NHPS Executive Team and the facilitation of Executive Team meetings to identify the Team's collective strengths and areas in need of improvement. This work will support the continued growth and development of the NHPS Executive Team as individual leaders and as a cohesive leadership team.

Part 2: Teacher Leadership Training

In-Person Professional Learning Sessions Conduct two half-day in-person learning sessions – an Opening session in late January/early February and a Closing session in June.

Culturally Responsive Classroom Observation To help calibrate the practice of school leaders as culturally responsive instructional leaders, we will guide participants through two culturally responsive classroom walkthroughs, one in the winter and one in the spring.

Virtual Professional Learning Sessions: Conduct 4 virtual 3-hour learning sessions in the months between the Opening and Closing sessions. The virtual sessions will connect with and support the learning that occurs in the in-person and classroom observation sessions. Provide 30 to 60 minutes of pre-work (readings, articles, etc.) in advance of each session.

Action Projects: Each participating Teacher Leader will conduct an instructionally focused project in their school in cooperation with their school leaders.

3. Amount of Agreement and hourly or session cost: Part 1: \$60,300 \$220/hour
Part 2: \$86,500 \$220/hour
Grand Total of: \$146,800

4. **Funding Source** and account number: ARP ESSER 111 C/O 2556-6399-56694-0010
5. Approximate number of staff served through this program or service: approximately 40
6. Approximate number of students served through this program or service: 0

7. **Continuation/renewal or new Agreement?** Part 1: New Part 2: Continuation

Answer all questions:

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

Part I: No. NHPS staff do not have experience serving as coaches to senior school district leaders nor do they have experience working with senior leadership teams to assess a team's strengths and areas in need of improvement and build its capacity as a cohesive leadership team.

Part 2: No. NHPS partnered with Leadership Academy to provide professional development for new principal cohort, new assistant principal cohort and a teacher leader cohort last year. Leadership Academy is a nationally recognized non-profit organization that focuses on building the capacity of educational leaders at all levels of a school district. During the 2021-2022 school year, Leadership academy provided professional learning for 3 cohorts of educators: new principals, new assistant principals and teacher leaders. Based on the survey feedback from those groups, the information and resources were valuable. Of the 23 teachers who applied to the program, 19 finished the training. Of the 19 teacher leaders, 11 were selected to be assistant principals for the 2022-2023 school year.

8. **Type of Service:**

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not?

Part I: NHPS staff do not have experience serving as coaches to senior school district leaders nor do they have experience working with senior leadership teams to assess a team's strengths and areas in need of improvement and build its capacity as a cohesive leadership team.

Part 2: No. NHPS partnered with Leadership Academy to provide professional development for new principal cohort, new assistant principal cohort and a teacher leader cohort last year. Leadership Academy is a nationally recognized non-profit organization that focuses on building the capacity of educational leaders at all levels of a school district. Based on the survey feedback form those

groups, the information and resources were valuable. Of the 23 teachers who applied to the program, 19 finished the program. Of the 19 teacher leaders, 11 were selected to be assistant principals for the 2022-2023 school year.

- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? No
- b. Is the Contractor Local? No
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?

Yes, the contractor is a national not-for-profit organization with experience serving schools districts throughout the United States.

- d. Is the Contractor a public corporation? No
- e. Is this a renewal/continuation Agreement or a new service? Part 1: New Part 2 continuation
- f. If it is a renewal/continuation has cost increased? If yes, by how much? Part 2: No
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:

Yes. This contract is to support the continued growth and development of the NHPS Executive Team and teacher leaders. The Executive Team Coaching Model will coach members as individual leaders and as a cohesive leadership team. The teacher leadership model will focus on a school leadership development that holds students learning as the central purpose and include the following core elements:
Develop Competency Framework, Develop Program Design and Structure, Train and support mentors, design curriculum to facilitate learning, & conduct program assessment and evaluation. This is in direct alignment with the NHPS Strategic Plan Goals and Priority area 4.

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company:

The Leadership Academy is a nationally recognized nonprofit organization with a clear mission: to build the capacity of educational leaders, at every level of the system, to confront inequities and create the conditions necessary for all students to thrive. They are committed to eliminating the inequities that students experience based on race and other

factors, through the development of site-, district-, and state-based leaders with the will and skill to build culturally responsive, equitable learning environments that serve all students. They have worked with a wide range of state departments of education, districts, universities, and others across 37 states to build local school and district leadership capacity, always with students – and especially students from groups that are persistently experiencing disparities in academic outcomes – as the focal point of what they do.

They have provided coaching services to hundreds of leaders in dozens of school districts across the country. They have coached a wide range of education leaders including superintendents, chief academic officers, chief equity officers, chief operations officers, directors of leadership development, principals, assistant principals and teacher leaders.

The Leadership Academy's approach to executive coaching is unique. Coaches:

- Are experienced practitioners who have led districts, departments, schools, and organizations and understand the complexity and challenges inherent in those jobs.
- Possess a deep understanding of high impact coaching practices and system leadership.
- Receive robust training and development to ensure they continually develop their skills and remain up to date on school district expectations and initiatives.

Leadership Academy was selected during the 2021-2022 school to provide professional development to 3 cohorts of leader in NHPS. They provided professional development for new principals, new assistant principals and a cohort of teachers leaders through their program described in Exhibit A. The work they did provided frameworks and professional discussions and resources for new principals and new assistant principals that supported them throughout their first year, providing resources and coaching support. The teacher cohort began with 23 teacher. 19 teachers completed the training and 11 were selected to be assistant principals for the 2022-2023 school year. The feedback from the three cohorts was positive and provided building administrators with resources to better equip them with leading schools.

Website can be found here: <https://www.leadershipacademy.org/>

- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? **Quotes**
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? Depth of content offerings.
- d. Who were the members of the selection committee that scored bid applications? Dr. Tracey, Mrs. Redd-Hannans and Edith Johnson
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. This is not a Sole Source provider.

11. 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?

Part 1:

This work will help identify the NHPS Executive Team's collective strengths and areas in need of improvement to support their continued growth and development as individual leaders and as a cohesive leadership team. Approximately four months after the completion of the coaching and group work, The Leadership Academy will meet with the Executive Team to assess progress, identify and discuss remaining barriers to change, etc. The follow-up will include a 1-hour virtual check-in by The Leadership Academy coaches with the leader(s) they coached and a 2-hour virtual group check-in with the Executive Team.

Part 2:

The program will include four major components:

In-Person Professional Learning Sessions

Facilitators will conduct two half-day in-person learning sessions – an Opening session in late January/early February and a Closing session in June. The goal of the Opening session is to develop comradery and collective buy-in for the overall program from all participants, fostering a connection that will improve communication in the future. Their shared understanding of the goals of the program and each other's skill development is critical in ensuring cohesive working relationships. The goal of the Closing session is to review and celebrate the success and progress achieved during the year, explore what the next level of change could look like next year, and plan for the next school year.

Culturally Responsive Classroom Observation

To help calibrate the practice of school leaders as culturally responsive instructional leaders, Facilitators will guide participants through two culturally responsive classroom walkthroughs, one in the winter and one in the spring. Classroom walkthroughs help leaders and teachers assess how equitable classroom practices and conditions are and whether each student's needs are being met. Leadership Academy offers a structure for leaders to conduct equity-focused classroom observations, gather low-inference data, generate questions, and plan next steps to improve student learning.

The classroom walkthroughs will be conducted in small groups of participants. Each group will visit two schools and use an equity-focused protocol based on our Culturally Responsive Classroom Walkthrough Guide. Each group will observe instruction in classrooms and gather at the end of the visit to share observations and feedback. This normed and focused approach to classroom observation will enable leaders to support classroom teachers with actionable feedback and surface issues of equity throughout the process to improve instructional practice.

Facilitators will encourage leaders to conduct classroom observations not as a means for evaluating teachers and principals, but as part of a process for making continuous improvements across classrooms and schools and for elevating conversations about

classroom equity. Leadership Academy research-based guide includes reflection questions and examples of classroom evidence to look for during a walkthrough, including observable teacher/student behaviors and classroom content and environments.

4 Virtual Professional Learning Sessions

Facilitators will conduct 4 virtual 3-hour learning sessions in the months between the Opening and Closing sessions. The virtual sessions will connect with and support the learning that occurs in the in-person and classroom observation sessions. We will provide 30 to 60 minutes of pre-work (readings, articles, etc.) in advance of each session.

Action Projects

Each participating Teacher Leader will conduct an instructionally focused project in their school in cooperation with their school leaders. The action projects will enable the participants to practice and develop their leadership skills in their schools and will be integrated with the professional learning sessions. We recommend that NHPS leaders conduct status reviews of the action projects as part of their regular visits to schools. Such reviews will help convey and reinforce the importance of the action projects. Leadership Academy will conduct the following tasks to plan, design, deliver, and support this professional learning program:

- Create a high-level design arc of the planned program.
- Conduct a 2-hour project launch meeting in mid-January 2023 with appropriate NHPS leaders to review the workplan and timeline and key roles and responsibilities and finalize the high-level design arc.
- Design professional learning program:
 - The Leadership Academy will leverage the agreed upon design arc to develop draft session designs.
 - NHPS leaders will review the draft design of each session and provide timely feedback to The Leadership Academy.
 - o The Leadership Academy will finalize each session design.
 - • Facilitate each professional learning session.

Communications

Regular communications with clients is a critical factor in the success of our professional learning engagements. We have planned several channels of formal communication, along with ad hoc communications that will naturally occur as part of planning, designing, and delivering the professional learning:

- • Formal launch with appropriate NHPS leaders (previously described).
- • Midpoint check-in appropriate NHPS leaders in March 2023 to assess progress and discuss the remaining learning.
- • End of program review with appropriate NHPS leaders to review the work completed over the year including participant survey results and identify remaining needs and support.

Ultimately, this program will continue to building a strong pipeline of educational leaders within NHPS with overall goal to build capacity and retain our talented educators with in NHPS and attract highly effective teachers and leaders to our district.

This company was selected to continue the work they have done to assist with building a strong pipeline for educational leaders within our district. During the 2021-2022 school year, they worked with a cohort of teachers (23) who 19 completed the program and 12 were selected to be assistant principals for the 2022-2023 school year.

b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness.

c. How is this service aligned to the District Continuous Improvement Plan?

The service Leadership Academy will provide is in direct alignment with the NHPS Strategic Plan Goals and Priority Areas. These two programs focus on our Priority Area 4: Talented Educators: Professional Learning, that offers individualized professional growth opportunities to support all staff. Professional development at every level of an organization is imperative to the overall growth and success of a school district.

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

This agreement is fiscally sound as there is research that proves professional development is an integral part in the success of individual educators and a school district as a whole. Both parts of this agreement speak to the need of having educational leaders who are being trained in the latest educational leadership research. If our leaders are better able to assess our strengths and weaknesses within a school district and school building and create sustainable improvement plans, there will be a positive impact on teaching and learning at every level of an organization. It is also the responsibility of the district to grow our teachers and leaders in order to sustain a strong workforce for New Haven Public Schools

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

If this agreement is not approved there will be a number of lost opportunities to building a sustainable pipeline of educators who can significantly impact the instruction, culture, climate and building capacity of leaders at all levels with the NHPS Organization.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

The Leadership Academy

For Department/Program: Professional Learning Leadership Development

New Haven Board of Education (Executive Team)

This Agreement entered into on the 5th day of December, 2022, effective (no sooner than the day after Board of Education Approval), the 30 day of June 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and The Leadership Academy located at 10-27 46th Avenue, Suite 101, Long Island City, NY 11101 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of Part 1: \$60,300 for a total of 275 hours. Part 2: \$86,500 for a total of 393 hours. Grand total of: \$ 146,800

The maximum amount the contractor shall be paid under this agreement: Sixty thousand three hundred dollars (\$60,300). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by ARP ESSER III Carryover **Program** of the New Haven Board of Education, **Account Number:** 2553-6399-56694 **Location Code:** 0010

This agreement shall remain in effect from January 10, 2023 to June 30, 2023.

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

Part 1: One-on-one executive coaching for the members of the NHPS Executive Team and the facilitation of Executive Team meetings to identify the Team’s collective strengths and areas in need of improvement. This work will support the continued growth and development of the NHPS Executive Team as individual leaders and as a cohesive leadership team.

Part 2: Teacher Leader Cohort
See attached proposal.

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'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.



Contractor Signature

President
New Haven Board of Education

Dec 7, 2022

Date

Date

Mary Jo Dunnington, Executive Director

Contractor Printed Name & Title



Empowering leaders. Transforming schools for every student.

December 6, 2022

Ms. Edith Johnson
Director of Professional Development
New Haven Public Schools
54 Meadow Street
New Haven, CT 06519

Dear Ms. Johnson:

The Leadership Academy is pleased to submit this proposal to New Haven Public Schools (NHPS) to design and facilitate a professional learning program for teacher leaders in FY 2023. We appreciated the opportunity to provide professional learning and coaching services in FY 2022 and look forward to continuing our partnership.

As a distinguished provider of leadership development services and resources for K-12 schools, The Leadership Academy is well positioned to provide these services for NHPS. We are a nationally-recognized nonprofit organization with a clear vision: to support greater academic success for students across the country – especially the most vulnerable – through high-quality school leadership. Since our founding in 2003, over 300 school systems across 39 states have collaborated with The Leadership Academy to prepare and support leaders who can transform schools and ensure all students have access to effective instruction and are nurtured socially, emotionally, and academically. Our experienced practitioners and consultants provide direct training and coaching support for aspiring and sitting school and district leaders, and work with clients to implement and strengthen their own school leadership development programs.

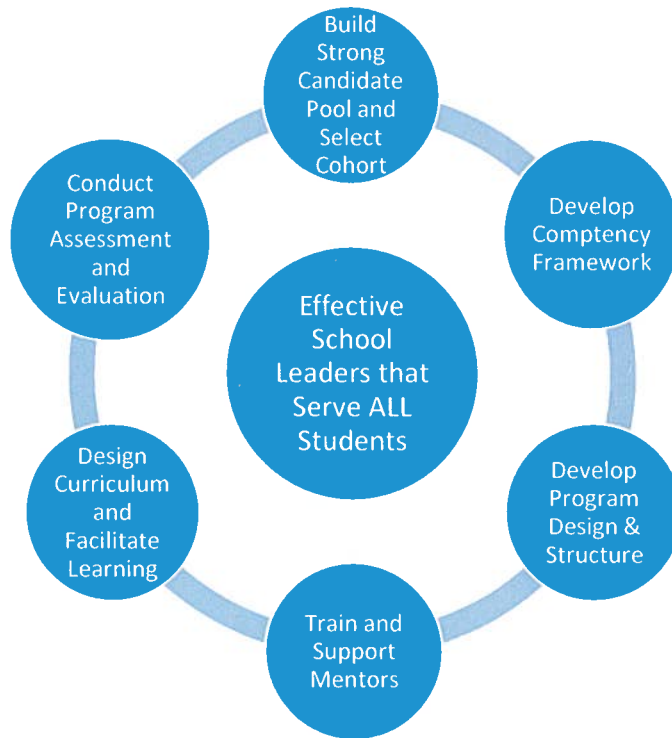
We seek partnerships with educational organizations to advance equity and student success through the design and implementation of high-quality school leadership development programs that prepare aspiring and support sitting leaders to:

- Inspire and mobilize the adults in schools to do the work that is essential for student learning to thrive.
- Advance visions that establish high expectations for all and create cultures in which all students can flourish.
- Lead the continuous improvement of instruction, developing and supporting strong classroom teachers.
- Manage the use of facilities, human capital, and resources to ensure that every student has access to the learning opportunities and academic supports necessary for success.

The work of our organization is supported by a number of foundations including the Wallace Foundation.

Our Approach to School Leadership Development

Our approach to school leadership development holds student learning as the central purpose and includes these core elements:



- **Experiential Learning:** Drawing on adult learning theories and research, our programs engage participants in authentic school/district simulations and job-embedded learning.
- **Standards-Based Alignment:** Clear behavior-based leadership performance standards guide program and curriculum design and participant selection and assessment.
- **Culturally Responsive Leadership:** Our deep commitment to equity drives our focus on preparing and supporting culturally responsive leaders committed and equipped to confront and address racial inequities in their schools and in the systems in which they serve.
- **Context-Specific Development:** Our programs are aligned to the goals, policies, and initiatives of the school systems in which leaders serve.
- **Teaming:** Because teamwork is an essential element of school improvement, our programs use teaming to further participant learning and growth.
- **Accountable Practice:** The Leadership Academy holds both program participants and our own staff accountable for achieving standards and expectations of leadership performance.
- **Ongoing Improvement through Evaluation/Feedback:** With a commitment to organizational learning, we continually assess and improve our programs through summative and formative evaluations and external research studies.

Our Proposed Scope of Services

We will design and facilitate a professional learning program for NHPS teacher leaders that will focus on specific school leadership skills such as culturally responsive instructional leadership, data analysis, coaching, providing actionable feedback, etc. The program will help participants build and deepen their leadership skills and provide opportunities to practice those skills and capabilities and receive real-time feedback from Leadership Academy facilitators and peers.

The program will include four major components:

In-Person Professional Learning Sessions

We will conduct two half-day in-person learning sessions – an Opening session in late January/early February and a Closing session in June. The goal of the Opening session is to develop comradery and collective buy-in for the overall program from all participants, fostering a connection that will improve communication in the future. Their shared understanding of the goals of the program and each other’s skill development is critical in ensuring cohesive working relationships. The goal of the Closing session is to review and celebrate the success and progress achieved during the year, explore what the next level of change could look like next year, and plan for the next school year.

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The classroom walkthroughs will be conducted in small groups of participants. Each group will visit two schools and use an equity-focused protocol based on our Culturally Responsive Classroom Walkthrough Guide. Each group will observe instruction in classrooms and gather at the end of the visit to share observations and feedback. This normed and focused approach to classroom observation will enable leaders to support classroom teachers with actionable feedback and surface issues of equity throughout the process to improve instructional practice.

We encourage leaders to conduct classroom observations not as a means for evaluating teachers and principals, but as part of a process for making continuous improvements across classrooms and schools and for elevating conversations about classroom equity. Our research-based guide includes reflection questions and examples of classroom evidence to look for during a walkthrough, including observable teacher/student behaviors and classroom content and environments.

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- Create a high-level design arc of the planned program.
- Conduct a 2-hour project launch meeting in mid-January 2023 with appropriate NHPS leaders to review the workplan and timeline and key roles and responsibilities and finalize the high-level design arc.
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Communications

We believe that regular communications with our clients is a critical factor in the success of our professional learning engagements. We have planned several channels of formal communication, along with ad hoc communications that will naturally occur as part of planning, designing, and delivering the professional learning:

- Formal launch with appropriate NHPS leaders (previously described).
- Midpoint check-in appropriate NHPS leaders in March 2023 to assess progress and discuss the remaining learning.
- End of program review with appropriate NHPS leaders to review the work completed over the year including participant survey results and identify remaining needs and support.

We will also have formal debriefs after each professional learning session to review the session, address any issues or concerns, and plan for the next session.

Price

The price for the professional learning services described in this proposal is \$86,500. This price includes Leadership Academy professional time and related out-of-pocket expenses and reflects a credit of \$9,100 for 5 3-hour virtual learning sessions from FY 2022 that were planned, designed, and paid for but never delivered.

This price assumes that NHPS will provide The Leadership Academy with official notice to begin work no later than January 10, 2023. Other key assumptions include:

- A maximum of 25 teacher leaders will participate in the professional development program.
- NHPS will dedicate appropriate staff to plan, coordinate, and oversee this initiative with The Leadership Academy.
- Unless otherwise stated in this proposal, all activities will be conducted virtually.
- NHPS will print copies of all required materials for all participants, as necessary.
- NHPS will purchase any books determined to support the professional learning, as necessary.
- Agreed upon dates for the professional development sessions will be established by January 27, 2023.

If any of these assumptions fail to materialize, our ability to deliver the proposed services on budget and on a timely basis may be jeopardized.

Payment

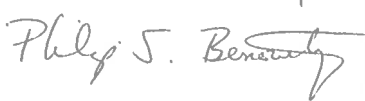
We will submit invoices for \$43,250 on March 31, 2023 and on June 30, 2023.

Intellectual Property

Copyright and Intellectual Property Rights in materials created or fixed in any tangible medium of expression by The Leadership Academy in the performance of this Agreement shall rest with The Leadership Academy. However, The Leadership Academy grants NHPS a royalty-free, nonexclusive, perpetual, and irrevocable license to reproduce, copy, adapt, distribute, publicly display, perform, make derivative works of or otherwise use the materials created pursuant to this Agreement. NHPS agrees not to license, assign, or otherwise transfer any of the materials created by The Leadership Academy to this Agreement to, or permit the use of such materials by, any third person or entity.

We appreciate the opportunity to submit this proposal and continue our partnership. We look forward to working with you and your colleagues at NHPS.

Sincerely,



Philip S. Benowitz
Associate Vice President
Strategic Partnerships and Communications



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