



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT COVER SHEET

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Please Type

Contractor full name: **William Alan Brown**

Doing Business As, if applicable: **Learning to Thrive, LLC**

Business Address: **1717 11th Street NW Washington, DC 20001**

Business Phone: **732.331.8998**

Business email: **alan@learningtothrive.nyc**

Funding Source & Acct # including location code: **2511-901-5678-56905-NP11**

Principal or Supervisor: **Jeannie Rumsey, CFO**

Agreement Effective Dates: **From February 13, 2024. To June 1, 2024.**

Hourly rate or per session rate or per day rate.

Total amount: **\$6,378.44** for **6 60-minute sessions, 8 45-minute sessions, an 1 90-minute workshop**

- **\$400/hour for 60-minute admin coaching sessions (total 6) = \$2,400**
- **\$310/session for 45 min coaching sessions (8 total) = \$2,480**
- **\$1500 for 90-minute workshop (all staff)**
- **discounted by \$1.56 to meet total remaining funds for Foote School**

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

Continuation of consulting and professional development services around social-emotional learning and well-being. Alan Brown came to Foote for a full-day professional development day in November 2023 for all faculty and staff focused on difficult conversations - strategies for skillful communication. There was such a positive response from the faculty and staff, that we hope to bring him back for continued work with the faculty and staff for the remainder of the year.

We are hoping to have him return for 6 60-min administrative coaching sessions, 8 45-min small group coaching sessions for faculty, and 1 90-minute workshop for the full faculty, to be scheduled upon approval from NHPS (between 2/13/24-6/1/24)

Submitted by: _____ Jeannie Rumsey _____ Phone: _203-777-3464 x202_____

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Jeannie Rumsey, CFO The Foote School
Date: January 24, 2024
Re: Title IIA funds

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:** William Alan Brown (Learning to Thrive, LLC)
2. **Description of Service:** Continuation of consulting and professional development services (total of 22 facilitation hours) around social-emotional learning and well-being. Alan Brown came to Foote for a full-day professional development day on November 10, 2023 for all faculty and staff focused on difficult conversations - strategies for skillful communication.
3. **Amount of Agreement and hourly or session cost:** \$6,378.44 for 6 60-minute administrative coaching sessions, 8 45-minute small group coaching sessions, and 1 90-minute workshop for the full faculty and staff.
 - a. \$400/hour for 60-minute admin coaching sessions (total 6) = \$2,400
 - b. \$310/session for 45 min coaching sessions (8 total) = \$2,480
 - c. \$1500 for 90-minute workshop (all staff)
 - d. discounted by \$1.56 to meet total remaining funds for Foote School
4. **Funding Source** and account number: 2511-901-5678-56905-NP11
5. Approximate number of staff served through this program or service: 100 (all school)
6. Approximate number of students served through this program or service: 428 (all school)
7. **Continuation/renewal or new Agreement?**

Answer all questions:

 - a. If continuation/renewal, has the cost increased? If yes, by how much?
 - i. No - Foote School paid \$6,500 for a Full-Day professional development day in November 2023. The total invoice for continued work is \$6,378.44 for 6 60-minute sessions, 8 45-minute sessions, and 1 90-minute workshop, which is at a highly discounted rate.
 - b. What would an alternative contractor cost:

- i. We are not interested in an alternative contractor at this time given the success of our previous PD Day with Alan Brown. Prior to having Alan Brown come for the initial PD Day, we evaluated several options at a similar price point.
- c. If this is a continuation, when was the last time alternative quotes were requested?
October 2023
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
 - i. No - Alan has trained thousands of educators from all over the world including public and private schools. He has designed and led training programs including Mindful Schools' year-long Mindful Teacher Certification Program and Schoolwide Implementation Program.

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?
 - 1. No - Alan has expertise in Mindful Teacher training that no existing staff has.
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe) No

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
 - i. **Yes - Alan identifies as LGBTQ+ and has Tourette's Syndrome**
- b. Is the Contractor Local? **No - located in Washington, DC**
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? **No**
- d. Is the Contractor a public corporation? **No**
- e. Is this a renewal/continuation Agreement or a new service? **renewal (not previously paid with grant funds)**
- f. If it is a renewal/continuation has cost increased? If yes, by how much? **total cost has increased, only because of total services (per session cost is less / discounted due to longer term relationship)**
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: **Yes - the purpose is to build capabilities within our faculty and staff for having difficult conversations with each other, to support students having difficult conversations, and to support conversations with families. The PD is focused on providing tools, examples, and having faculty and staff practice skills.**

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:

Website: <https://learningtothrive.nyc/> and resume attached

- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department?
Quotes and interviews with Foote's Professional Development Committee. Alan Brown was recommended by a staff member who had seen him speak at a conference. He then met with the head of the professional development committee to discuss a Foote-specific presentation.
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
 - i. No - Alan was chosen based on his specific skill set and ability to work with our full faculty and staff on a much needed topic.
- d. Who were the members of the selection committee that scored bid applications?
 - i. Foote's professional development committee (made up of teachers, staff, and administrators)
- 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.

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?
 - i. The PD and Consulting is focused on deepening mindful communication skills presented during Foote's November 2023 professional development day. Alan Brown visited Foote for a full day workshop focused on difficult conversations, and the faculty and staff felt strongly that the work should be continued. He is supporting the community with creating a culture of more open communication and managing conflict through difficult conversations. His performance will be measured and monitored through follow-up conversations with faculty and staff after his facilitation sessions.
 - 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? N/A - The Foote School has focused professional development on improving community culture.
12. Why do you believe this Agreement is fiscally sound? Given we are working with Alan Brown over the course of several months, he has discounted his services for the school and provided flexible time to be scheduled both in person and virtually as needed. He is also providing a free parent education workshop to support the school's goals.
13. What are the implications of not approving this Agreement?
- a. If not approved, Foote will need to figure out how to fund this professional development within our school's budget. This is much needed consulting and workshops with our faculty and staff that the administration and faculty has committed to.

Rev: 8/2021



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(William Alan Brown, Learning to Thrive, LLC)

FOR DEPARTMENT/PROGRAM:

(The Foote School Association, Inc)

This Agreement entered into on the 13 day of February 2024, effective (no sooner than the day after Board of Education Approval), the 13 day of February, 2024, by and between the New Haven Board of Education (herein referred to as the “Board” and, Learning to Thrive, LLC located at, 1717 11th Street NW Washington, DC 20001 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$6,378.44, for a total of 6 60-minute administrative coaching sessions, 8 45-minute small group coaching sessions, and 1 90-minute workshop for the full faculty and staff.

The maximum amount the contractor shall be paid under this agreement: **\$400/hour** for 60-minute admin coaching sessions (total 6) = \$2,400; \$310/session for 45 min coaching sessions (8 total) = \$2,480; \$1500 for 90-minute workshop (all staff); discounted by \$1.56 to meet total remaining funds for Foote School, **Total = \$6,378.44**. 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 Title IIA - Non-Public **Program** of the New Haven Board of Education, **Account Number:** 2511-901-5678-56905 **Location Code:**NP11.

This agreement shall remain in effect from February 13, 2024 to June 1, 2024.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.* 4 professional development days focused on “SEL & Wellbeing: Modeling Positive Communication Skills”.

Professional development activities will include 1:1 coaching, small group coaching, as well as full faculty workshops dependent on school schedule.

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

1/24/24

Date

Date

W. Alan Brown, CEO

Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

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

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

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

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

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

W. Alan Brown

1717 11th St NW, Washington, DC 20001 | 732.331.8998 | alan@learningtothrive.nyc

MINDFULNESS, MENTAL HEALTH, & WELLBEING

LEARNING TO THRIVE, New York, NY

Founder & CEO

(2015-present)

- Train schools & districts to implement mindfulness & positive education programs with focuses on training staff in self-care and embodied practices in daily life
- Provide administrative team and faculty with comprehensive, ongoing support for implementing staff & student mindfulness, SEL, & mindful communication programs
- Regular conference speaker on the intersections of mindfulness & education, Tourette Syndrome, nervous system overwhelm, resilience & self-care
- Provide 1:1 mindfulness instruction & mindfulness-based coaching
- Support individuals and families affected by Tourette Syndrome, tics, and OCD:
 - Co-developed MBIT (Mindfulness-Based Intervention for Tics) and served as co-investigator for RCT investigating its efficacy with Massachusetts General Hospital & Bowdoin University
 - Facilitate monthly Support Group for the Tourette Association / NYC Chapter

MINDFUL SCHOOLS, Emeryville, CA

Teaching Faculty

(2017-August 2023)

- Lead Teacher & Curriculum Designer for Schoolwide Implementation Program and Mindful Teacher Certification Program, online training programs in practicing, teaching mindfulness, and implementing mindfulness in school programming
- Provide classroom observation & instructional coaching for mindfulness educators-in-training
- Contributing author of the 24-lesson Mindful Schools Adolescent Curriculum, and contributing editor of foundational online courses 101: Mindfulness Foundations & 201: Mindfulness in the Classroom
- Co-host of "The Mindful Schools Podcast" and "Mindfulness for Kids" web series

THE TREVOR PROJECT, New York, NY

Digital Crisis Counselor

(Jan 2023-present)

- Provide support to LGBTQ+ youth in crisis via TrevorChat & TrevorText crisis and suicide hotlines, a companion to the 988 program

GRACE CHURCH SCHOOL, New York, NY

Director of Integrative Learning

(2013-2021)

- Created school mindfulness program for students, teachers, & parents
- Partnered with school counseling team for trauma-sensitive crisis response planning and development of community care resources

DWIGHT-ENGLEWOOD SCHOOL, Englewood, NJ

Dean of Student Life

(2008-2013)

- Created whole-school program in mindfulness, resilience, & wellness for advisory and assembly to address institutional culture of chronic stress and anxiety
- Developed a mindfulness-based academic skills & wellness series for grades 7-11

PROFESSIONAL CERTIFICATIONS & TRAINING

Somatic Experiencing (Level II), SE Trauma Institute, Boulder, CO (2019-22)

Mindfulness-Based Inquiry, Jefferson University, Philadelphia, PA (2018)

Teaching Practicum in MBSR, Jefferson University, Philadelphia, PA (2017)

Certificate in Positive Psychology, Wholebeing Institute, Hardwell, MA (2014-2015)

Certified Mindfulness Instructor, Mindful Schools, Emeryville, CA (2014)

Mindful Education Institute, Mind-Body Awareness Project, Oakland, CA (2012-2013)

Yoga Teacher Training (200-hr), Sonic Yoga, New York, NY (2009)

ACADEMIC EDUCATION

MA in the Humanities, University of Chicago (2005)

Italian Fulbright Fellow, US State Department (2002-2003)

BA, Johns Hopkins University; Phi Beta Kappa (2002)

Career Highlights include:

- Trained thousands of educators across the globe to practice and teach mindfulness through multiple training programs
- Created gold-standard training materials for implementing equitable, trauma-sensitive, and inclusive mindfulness programs
- Supported hundreds of individuals and families struggling with the effects of tics and Tourette Syndrome through mindfulness and other resilience practices
- Designed programs to foster meaningful transformation, healing, change, and belonging for institutions and for individuals

Skills & Experience:

- Mindfulness instruction & mindfulness-based coaching
- Community & culture building
- Conflict & mindful communication
Nervous system-informed teaching & facilitation
- Training & workshop design — online, in-person, and hybrid
- Strategic planning, organization & systems development

EDUCATION & SCHOOL LEADERSHIP

GRACE CHURCH SCHOOL, New York, NY

Director of Co-Curricular Learning (2017-2021)

- Oversee curriculum design & delivery of co-curricular program in which all faculty teach health & wellness, leadership & service, equity & social justice, life skills, and sustainability
- Supervise staffing and provide training, coaching, and support for teachers in project-based & real-world learning

Grade Dean (2013-2017)

- Principal administrator for the Class of 2017 (72 students), overseeing academics, discipline, & student support; led & coached team of 8 personal advisors; primary parent/family contact for the grade
- Created integrative grade-level programming for student development in self-inquiry, identity development, resilience, equity & inclusion, compassion & empathy, and service

DWIGHT-ENGLEWOOD SCHOOL, Englewood, NJ

Dean of Student Life (2008-2013)

- Created and implemented strategy for school culture development to address need for student engagement and connection to both each other and the institution
- Oversaw all-school assembly series, community service, leadership program, and created student-faculty councils for stewardship in diversity, fundraising, discipline, and activities

Grade Dean (2008-2011)

- Principal administrator for the Class of 2011 (107 students), overseeing academics, discipline, and student support; led & coached team of 11 personal advisors; primary parent/family contact for the grade

GLSEN (Gay, Lesbian, Straight Education Network), New York, NY

National Advisory Council (2013-2017)

- Consulted on implementation and development of various curricula, training toolkits, and gay-straight alliance resources

Trainer & Consultant (2006-2011)

- Developed lesson plans and curriculum resources on gender identity & sexuality for national publication and distribution
- Facilitated adult and student workshops for districts in the NJ region on LGBTQIA+ issues in education (inclusive curriculum, homophobic language, classroom management, school law, etc.)

THE AMERICAN BOYCHOIR SCHOOL, Princeton, NJ

Board of Trustees (2012-2015)

- Served on the 20 person board for this hybrid professional choir and junior boarding school with \$3.5 million budget
- Chaired Education Committee and sat on Admissions, School Life, and Alumni committees



Consulting for the Foote School, New Haven, CT

Scope of Services

DATES OF SERVICE:

Feb 13, 2024 - June 1, 2024

OBJECTIVES:

- deepen mindful communication skills presented during November PD Day
- support positive faculty & staff culture of more open communication, more generous relationships, as well as more generative conflict where appropriate
- begin to bridge perceived 'us-them' dynamic between some faculty & staff and leadership team

CONSULTING SERVICES:

PD Series on “SEL & Wellbeing: Modeling Positive Communication Skills”

- 6 60-min administrative coaching sessions (Skill development: structural supports for mindful communication; goal setting; normalizing, validating, & reflecting; embodied listening & facilitation)
- 8 45-min small group coaching sessions for faculty (Skill development: mindful listening and sharing; normalizing, validating, & reflecting; embodied listening; naming feelings & needs)
- 1 90-min workshop for full faculty: Skills for Mindful Communication & Mindful Listening

Scheduling Note:

In the event of weather or other cancellation needs, in-person events may be rescheduled or moved to Zoom with written consent of both parties. Any rescheduled services must be completed by June 1, 2024.

Foote School Spring '24 Consulting: Invoice #1 of 2: \$6,378.44



From
Learning to Thrive LLC
1717 11th St NW
Washington, DC 20001

To
The Foote School
Aléwa Cooper
50 Loomis Pl
New Haven, CT 06511

Invoice 402
Issued December 11, 2023
Due Date March 29, 2024

ITEM	QUANTITY	PRICE	TOTAL
90-min workshop (full staff) Positive communication skills for educators; up to 200 participants per session.	1	\$1,500.00	\$1,500.00
60-min administrative coaching sessions Positive communication skills for school leaders; up to 3 participants per session.	6	\$400.00	\$2,400.00
45-min small group coaching sessions Positive communication skills for educators; up to 15 participants per session.	8	\$310.00	\$2,480.00

Subtotal: \$6,380.00
Discount: -\$1.56
Tax: \$0.00
Total: \$6,378.44

Notes
The cost of these services is to be split between two funding sources — New Haven BOE and Foote School. The total cost of services is \$9,500 and will be split over two separate invoices to allow for accurate billing.

ELECTRONIC PAYMENTS: Client-initiated ACH transfer is preferred as a secure payment option. Please inquire for account information if this is a possibility for you.

Paying by eCheck or credit card through this system are also available upon request for a service fee of 1% or 3% respectively.

PAPER CHECKS: Please make checks payable to "Learning to Thrive LLC" and send to the address above or hand-deliver for in-person services. Please note updated address as of April 1, 2022.

Questions? alan@learningtothrive.nyc | 732.331.8998