

CHAPPAQUA CENTRAL SCHOOL DISTRICT

Board of Education 2016-17

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P. O. BOX 21 • CHAPPAQUA, NEW YORK 10514 • (914) 238-7200

Email: board@ccsd.ws

Website: www.ccsd.ws

March 20, 2017

We are pleased to announce that the Board has accepted the recommendation of the RFP Advisory Committee and has approved a contract between CCSD and Interactive, Inc. - Charol Shakeshaft, Ph.D. and Dale Mann, Ph.D. A copy of the contract and Interactive, Inc.'s Response to Request for Proposal for Consulting Services is posted here. We thank the committee for their work with the district and for extending their charge to monitor the progress of the review and to make further recommendations, if any, at the end of the review process. Please check back for updates to Interactive's work with the district.

Victoria Tipp and Jeffrey Mester
Co-chairs, RFP Advisory Committee

Wednesday March 15, 2017

Board of Education Members
Chappaqua Central School District
66 Roaring Brook Road
Chappaqua, New York 10514

Letter of Agreement



Interactive, Inc. agrees to perform the work described in the attached proposal, "INTERACTIVE, INC.'S RESPONSE TO REQUEST FOR PROPOSAL FOR CONSULTING SERVICES," [January 20, 2017] in return for the payments described in the table below. This is a fixed fee agreement and includes all phases, all work products and travel.

The Chappaqua Central School District agrees to support this work with logistic and other assistance including payments as indicated below.

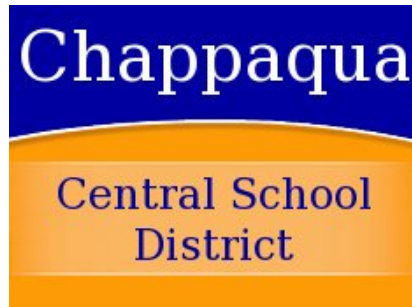
Deliverables, Due Dates and Invoice Amounts		
Deliverable	Due Dates	Invoice Amounts
Initiation of Study Discussion of design, scheduling, sources and expected outcomes with Board liaisons and District administration Document request from Interactive to CCSD Delivery of initial documents to Interactive by April 5	March 22, 2017	\$10,000
Initial review of documents for clarity, sufficiency, etc. Draft and review web-surveys for educators, school staff and students Draft and review interview and observation protocols Web-surveys posted by Interactive May 8 Reminders from CCSD to web-survey recipients May 17	April 28, 2017	\$10,000

Web-surveys closed June 8 Survey data ETL by Interactive, Inc. Initial analysis of web-survey responses. Interviews and observations: on-site and telephone with key staff at each building and the central office. Focus group data collection. Merge QN and QL data Analysis, interpretation, commendations and recommendations	June 22, 2017	\$10,000
Parent workshops training content and procedures established Student, educator, staff and parent workshops completed	August 30, 2017 – October 31, 2017	\$10,000
Completion of final reports (technical, public summaries and PowerPoint support) and delivery to Chappaqua Central School District	November 9, 2017	\$8,470
Grand Total		\$48,470

Agreed to:

 
 Charol Shakeshaft, PhD., & Dale Mann, Ph.D.
 Interactive, Inc.


 Board of Education President
 Chappaqua Central School District



Interactive, Inc.'s Response to Request for Proposal for Consulting Services

Response due: January 20, 2017

Prepared by:

Charol Shakeshaft, Ph.D. – Interactive, Inc.

Dale Mann, Ph.D. – Interactive, Inc.

Thursday, January 19, 2017

Dr. Kusum Sinha, Assistant Superintendent
Chappaqua Central School District
66 Roaring Brook Road
Chappaqua, New York 10514

“Proposal for Consulting Services”

A. PROPOSED ANALYSIS, DELIVERABLES AND TIMELINE

Summary. Dr. Charol Shakeshaft, supported by Interactive, Inc., will work with educator, student and community partners to apply the multiple dimensions of a standard of care to Chappaqua Central School District’s (CCSD) policies and practices with respect to student safety. The detailed analysis will assist CCSD in implementing and sustaining best national practices for preventing sexual abuse of students in schools. Dr. Shakeshaft is a national and international leader in preventing sexual abuse. Interactive, Inc. has 30 years of experience working with 200+ district, school and state educational organizations and is recognized by the US Department of Education’s Institute for Education Sciences on its ‘gold-standard’ *Registry of Outcomes Evaluators*.

A.1. Analysis and interpretation

This section reinforces Chappaqua’s intention to have various policies and procedures examined critically. We are committed to each component of the review and offer some preliminary comments.

A.1.A. CCSD Review Components

CCSD Review Components	
Component	Comment
District’s policies, regulations, processes, procedures and practices relating to student safety, including, but not limited to, sexual abuse, sexual harassment and sex discrimination	We expect that CCSD policies will describe incidents that rise to the level of required reporting. In addition, we look forward to reviewing less dramatic but equally important events (see “Culture” below). We will also examine the federal and state environments in which CCSD operates.
Reporting protocols including how complaints are filed, managed, reviewed, and addressed	There are likely variations here in organization level plus attention to ‘not addressed.’

Culture and climate related to student safety and/or potential for abuse	Culture and climate as they are experienced by (1) students and (2) educators are central. We recommend measuring specific aspects of the lived reality with web-surveys to be developed in connection with CCSD.
Organizational structure related to student safety and/or potential for abuse	This should surface variations by organizational level <u>and</u> by role including support personnel – custodial, school safety, transportation, para-professional staff, etc.
Student training regarding existing and/or new policies and regulations, including related processes, procedures and practices	We will review and recommend the strongest available materials.
Hiring policies and supervision of the school district environment, and related policies, regulations, processes, procedures and practices	This area includes, as it should, the teacher organizational context.
Staff development and training regarding existing and/or new policies and regulations, including related processes, procedures and practices	The question here will be the sufficiency of such training. We expect to apply a version of <i>Learning Forward's</i> “National Standards for Professional Learning” (Hirsh, 2011)
Parent workshops regarding existing and/or new policies and regulations, including related processes, procedures and practices	Again, this is a matter of locating, reviewing and recommending appropriate materials with specific reference to Chappaqua.
Crisis support for students, faculty, administration, and parents	As above.
School district facilities as they relate to all of the above	We anticipate on-site interviews and observations at each of CCSD's schools. Those visits will include attention to the relevant variations in facilities.

A.1.B. Study Plan. This is a mixed-methods (QN and QL) practice-improving and results-oriented analysis of the relevant populations of the Chappaqua schools.

Our responsibility is to collect data and analyze, report and interpret the findings in ways that are (a) empirically valid and reliable; (b) reflect national standard of care best practices; and that are (c) aligned to Chappaqua purposes and context. In that regard, Dr. Shakeshaft's national status and exceptionally broad expertise (from research methodology to national advocacy; from analysis to litigation) are a significant resource. So also is Interactive, Inc.'s 30-year record of advancing education with 200+ evaluations of programs and organizations.

A.1.C. Dr. Shakeshaft's draft *Standard of Care*®. The APPENDIX to this proposal is a detailed outline of the contents of a school district Standard of Care with respect to sexual abuse. We believe that it brackets Chappaqua's goals and circumstances. However, the point of our analysis – focused on the Chappaqua Central School District – is to provide a custom application of that *Standard of Care* to the District. The APPENDIX material is, in effect, a plan for this inquiry and the armature for a major part of the reporting we recommend for the District.

Note bene. The *Standard of Care*® detailed in the APPENDIX is proprietary to Dr. Shakeshaft. We look forward to applying and customizing its contents, for Chappaqua in the course of this work. And we agree that our reporting to CCSD will be owned by and controlled by CCSD as a particular example of the more general Standards statement. For uses beyond this proposed work, we ask that CCSD respect the proprietary nature of Dr. Shakeshaft's work in progress.

A.1.D. Focus groups, observations and interview protocols. We will conduct structured phone interviews with central office and school building administrators. We will conduct site visits to each CCPS school. During these site visits, we will convene, direct, record and analyze focus groups of educators, parent/caregivers and non-instructional staff. The focus groups will be protocol-guided to illuminate tentative, preliminary and/or ambiguous findings from the other data, analysis and interpretation. The teachers and parent/caregiver groups will come from the voluntary participants and the non-instruction staff will be recruited.

A.1.E. Web-surveys. Web-surveys will be developed collaboratively with CCSD key leaders and administered to staff (including building administrators, counselors/psychologists, paras, custodians, clerical staff), teachers and parents/caregivers. For caregivers and staff these surveys will be comprehensive including all relevant outcomes.

A.2. Deliverables

A.2.A. Study plan. This proposal and the components discussed – especially the details of the *Standard of Care* in the Appendix – is our recommendation about to proceed. We look forward to refining aspects with Chappaqua, for example coordinating this work with Chappaqua's school calendar and its priorities.

A.2.B. Web-survey item development and protocol development. The web-survey items recommended for the respondent audiences identified above will also be shared with key district leaders for comments and refinements. Additionally, we will forward our focus group, interview and observation protocols for comments.

A.2.C Reports. We anticipate: (1) a technical report including detailed analytic appendices; (2) public summaries (probably 2 to 5 pages in length); and (3) Power Point and infographics presentations as appropriate. Reports will include commendations and recommendations as indicated. All reports are the property of CCSD and will be

circulated to CCSD in draft form for comments, corrections of matters of fact, additions, etc.

A.2.D. Communication plan. The reports developed for specific Chappaqua audiences and the schedule of presentations detailed above are part of our recommended communications. The principal investigator will, in addition, be available to the media *as determined by CCSD*.

A.3. Timeline

In our experience, scheduling third party activities must respect the priority of the work of schools. When are which key stakeholders likely to be available? What are the testing and test-prep schedules? Etc. Interactive, Inc. has a record of on-time, to specifications and within budget performance. The scheduling of the tasks below remains to be determined in cooperation with CCSD

TIMELINE	
Activity	Interval
Present final recommended study design for review and refinement by CCSD	t.b.d.
Initiate study	
First document request	
Review documents for clarity, comprehensiveness, sufficiency, etc.	
Follow-up document request as necessary	
Review and initial summary analysis of evidentiary base	
Draft web-surveys for educators, school staff and students (early elementary, upper & middle grades and secondary)	
Review web-surveys and revise with CCSD	
CCSD deploys web-surveys on district website	
Data ETL by Interactive, Inc.	
Analyses of data	
Interview/observation protocols developed to guide focus groups, field visits, observations	
Field visits initiated after the analysis of the QN data	
Report drafting from QN and QL data	
First draft of report circulated to CCSD for comments	
Revisions to first draft: (1) analysis; (2) interpretation; (3) commendations; and (4) recommendations	
Preparation of technical report, public summaries and Power Point and infographics as appropriate	
Public presentation of summary final report	

B. RESUMES AND INTERACTIVE, INC.'S CORPORATE CAPABILITY

B.1. Charol Shakeshaft, Ph.D., Principal Investigator

Charol Shakeshaft has a life-long commitment to social justice with special emphases on gender equity and the safety of children. Dr. Shakeshaft is the most sought expert

witness in the US in lawsuits brought by families against school districts for the sexual abuse of children. She has been an expert witness in more than 100 related suits and her empirical work on child sex abuse by trusted others has been covered by *CNN*, *National Public Radio*, *The New York Times*, *The Times of London* and scores of TV and media appearances including a one-hour exclusive nationally-broadcast appearance on *Oprah*. The 104th Congress directed the Executive Branch to conduct a national analysis of the incidence of sexual abuse of children by "trusted others", including teachers. USDE then commissioned Dr. Shakeshaft to conduct the analysis and report it to the Department and the Congress (*Educator Sexual Misconduct with Students: A Synthesis of Existing Literature on Prevalence*, Planning and Evaluation Service, Office of the Undersecretary, USDE, 2004).

It is relevant to note that her Ph.D. is in research methods; she has post-graduate training in statistics and methods at the University of Michigan' Institute for Survey Research; she regularly teaches graduate courses in research methodology; and in 2015 she was elected a Fellow of the American Education Research Association in recognition of the corpus of her scholarly work.

Selected peer-reviewed publications

Dr Shakeshaft has published 105 book chapters and anthology articles and 120 peer-reviewed articles including:

- *STANDARD OF CARE FOR PREVENTING EDUCATOR SEXUAL MISCONDUCT*, Shakeshaft, in press, 2016
- *WOMEN IN EDUCATIONAL ADMINISTRATION* [Sage Publications, 5th edition, Newbury Park, CA 1995]
- - with Margaret Grogin, *CONSCIOUS LEADERSHIP IN A POLITICAL WORLD* (2014), Jossey-Bass.
- *Educator Sexual Misconduct: A Synthesis of Existing Literature*, Shakeshaft, Report to U.S. Congress, 2014
- Know the warning signs of educator sexual misconduct (February 2013). *The Kappan*.
- Educator Sexual Misconduct (2007). *Gender and Education: An Encyclopedia*. B. Banks, (ed), Greenwood Press.
- Educator Sexual Misconduct (2006). *The American High School: An Encyclopedia*, K.M. Borman, Spencer E. Cahill and Bridge A. Cotner (Eds.) Praeger - Greenwood Press
- Sexual Violence in Schools. In *Defining and Redefining Gender Equity in Education*.
- J. Koch and B. Irby (Eds.). Greenwich, CT: Information Age Publishing. 2002.
- Response to Acquaintance Molestation and Youth Serving Organizations. *Journal of Interpersonal Violence*

Research support

- U.S. Department of Education, PI, *Study of Sexual Abuse of Students by Teachers* [Field Initiated Grant, 1992-1993]

- US Department of Education, 2003-04, PI, *Synthesis of Research on Educator Sexual Misconduct*
- U.S. Department of Education, Women's Educational Access Act, 1994-1995, PI, *Three Year Study of Middle School Peer Interactions*
- US Department of Education, PI, "Project ALL: *Authentic Leadership for Learning*" 2008-2013: creation of the first immersive, interactive computer-based training simulation for the preparation of school administrators
- National Science Foundation, PI, 1998-2001, *The Green Project: Math, Science and Technology Camp for Girls of Color*

B.2. Dale Mann, Ph.D., co-Principal Investigator. Dale Mann is Professor Emeritus at Columbia University (Teachers College and the School for International & Public Affairs) and former chair of the Department of Educational Administration. He is Managing Director of Interactive, Inc. Since 1985, Dr. Mann has produced 200+ evaluations of educational programs.

Dr. Mann has been involved with educational improvement since the 1960's when his Washington service included responsibility as Special Analyst for Education in the Executive Office of President Lyndon Johnson and work implementing the research titles of the *Elementary and Secondary Education Act*. Dr. Mann is the author of books and more than 100 articles on educational improvement including *Policy Decision Making in Education* and, *Making Change Happen?* He is the founding chair of the International Congress for School Effectiveness, an organization with members from 66 countries focused on improving schools for the most-needy children.

B.3. Interactive, Inc. corporate capability



Dale Mann, Ph.D., is Professor Emeritus at Columbia University (Teachers College and the School for International & Public Affairs) and Managing Director of Interactive, Inc. Since 1985, he has concentrated in developing and evaluating the gains from e-learning, a field in which Mr. Mann has been identified as one of America's ten most influential leaders.

Interactive, Inc. is listed on the US Department of Education's Institute of Education Science's *Registry of Outcome Evaluators* and was one of the Department's contractors for a longitudinal, statewide documentation of the effects of technology on student achievement and school improvement. The firm's 200+ past and present R&E sites and clients include:

State Departments of Education:

Arizona
Idaho
Indiana
New York
Ohio
Pennsylvania
Virginia
West Virginia

City & County School Districts:

Asbury Park, NJ
Dallas, TX
Freeport, NY
Harrison County School District Two, CO
Henrico, VA
Houston, TX
Lusk County, WY
Miami-Dade, FL
Middletown, NY
New York City, NY
Niobrara County, WY
San Francisco, CA

Corporations:

Camelot for Kids
Celt Corporation
Compass Learning
Dell Computers
Edison Learning
e-Sylvan
Global Scholar
Homeroom.com
Houghton-Mifflin
K12, Inc.
LeapFrog
Lightspan
Lightspeed
National Institute for Excellence in Teaching
Plato Learning, Inc.
Pearson
Scholastic

International:

CDIH – Republic of Korea
Kyoto Computer Gakuin – KCGI - Japan

Selected evaluations include:

Middletown, NY: A Turn-Around School District's Race-to-the-Top Initiative. QN and QL longitudinal analysis of multiple outcomes of 9 programmatic interventions and their effects on 7000 students, 450 educators and 10 schools. 2011-16.

Statewide Evaluation of West Virginia's II-D EETT-ARRA Initiative. Mixed methods, longitudinal outcomes analysis of student achievement and 21st Century skills outcomes from concentrated teacher professional learning. 2007-2012.

Teacher Advancement Program (TAP) System Implementation in Texas and Louisiana. A mixed methods, 40-site, multi-year program analysis including: (1) random-interval and authentic teacher work-sampling; (2) web-surveys; (3) declarative knowledge measures; and (4) on-site observations and interviews. 2011-14.

Documenting Outcomes from Henrico County Public School's Ubiquitous Computing Initiative. Analysis of the use and student, teacher and school outcomes from 7000 laptops to high school students and 1000 laptops to administrators. 2005-08.

The West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program. Mixed methods analysis of the relation between amounts and types of digital schooling and the student and school outcomes including effect size estimates comparing computer-mediated with conventional instruction. 1999.

For its private sector clients, Interactive applies empirically credible R&E methods to advance business interests. Interactive, Inc. is a full-service firm that provides third-party independent analysis of learning improvement. The firm specializes in direct measures of program results and in writing reports that are grounded and compelling. Interactive regularly helps its partners raise third-party project funding.

Dr. Mann has been involved with school improvement since the 1960's when his Washington service included responsibility as Special Analyst for Education in the Executive Office of President Lyndon Johnson and work implementing the research titles of the *Elementary and Secondary Education Act*. Dr. Mann is the author of books and articles on school reform including *Policy Decision Making in Education* and, *Making Change Happen?* He is the founding chair of the International Congress for School Effectiveness, an organization with members from 66 countries focused on improving schools for the most-needy children.

C. SAMPLE WORK PRODUCTS

Know the warning signs of educator sexual misconduct

Educators can prevent much of the sexual misconduct in schools if they know how to recognize and respond to suspicious patterns and if administrators enforce an environment of high expectations for behavior.



By Carol Shakeshaft

You've seen the headlines and watched stories unfold on TV. A local educator is arrested and charged with sexual contact with a student. Sometimes, the educator is a man; sometimes, a woman. The person charged might be a teacher, an aide, a principal, a coach, the band director, or any other adult in the school.

According to the most recent data from a nationwide survey of 8th- to 11th-grade

CHAROL SHAKESHAFT is a professor of educational leadership at Virginia Commonwealth University, Richmond, Va.



students asking about incidents of unwanted sexual attention at school, nearly 7%, or about 3.5 million students, report having physical sexual contact from an adult, most commonly a teacher or coach, in their school (Shakeshaft, 2004). These students describe unwanted touching on breasts, buttocks, and genitals; forced kissing and hugging; oral/genital contact; and vaginal and anal intercourse.

Reports of educator misconduct that doesn't include touching a student, but rather sharing pornography, sexual talk, sexual exhibitionism, or masturbation raised the proportion to about 10%, or nearly 4.5 million students (Shakeshaft, 2004).

I coined the phrase educator sexual misconduct at least a decade ago because it brackets a range of inappropriate to criminal sexual behaviors and includes verbal, visual, and physical misconduct. Some of this behavior is criminal, some not. But all of the behaviors are unacceptable when directed by an adult, especially by a school-based authority figure, toward a student.

While predators are the adults who abuse, adult bystanders also contribute to an unsafe environment. When I talk with teachers in schools where an abuser has been arrested, I hear admissions that they had suspected something but, because they were not completely sure, did not want to say anything. A common explanation for not reporting questionable behavior is, "If I reported and I was wrong, I would have ruined the life of another teacher." I have never heard a colleague say, "If I didn't report and this person had abused, I'd have ruined the life of a student."

The number of students abused is high, especially where prevention is spotty or absent. Most educators, parents, and students don't know the warning signs and patterns of educator abusers. If they did, they'd be more likely to report and therefore prevent harm to children.

It is ironic, if not indeed tragic, that most programs to stop sexual abuse are directed toward children, asking them to do what adults will not — report. While children must learn risky situation identification, refusal, and disclosure skills, adults — not children — are responsible for ensuring that schools are safe places for all students.



Patterns of sexual misconduct

While there are no screening tools to help determine who is an active or potential sexual predator, school leaders can learn to read the warning signs and patterns that identify risk and boundary behavior. The descriptions that follow are archetypes summa-

rized from scores of court cases and from the empirical literature. I offer generalizations because they're grounded in the reality of school-based sexual abuse and, to that extent, may help caring educators understand and act on this circumstance.

I've identified two predominant types of predators in schools. The first is the *fixated abuser* who is most often found in elementary schools and the early middle school grades. This person is more likely to be male than female and is likely to be judged a good teacher by parents, students, other teachers, and administrators. Fixated abusers have a disproportionate number of teaching awards. This should not be interpreted as meaning that outstanding and awarded teachers are child sexual abusers, but rather that most fixated abusers in elementary school are considered to be excellent teachers by the school community.

While predators are the adults who abuse, adult bystanders also contribute to an unsafe environment.

A typical pattern in an elementary school is an outstanding male teacher who identifies a male student as a possible victim. The predator talks with the boy, has him stay after school for extra help, and gives him small gifts. If the child doesn't resist, then the teacher contacts the parent, often the mother in a single-parent home, and tells her that her son has a lot of promise, but needs some extra help. The teacher is soon at the child's home, working with the child. The mother might feel a sense of relief, knowing that a respected teacher has reached out to help her son. She's often grateful for the presence of a positive male role model. The teacher has now secured the trust of the mother. He already had trust at school because of his reputation as a good teacher and a helpful and caring colleague. This predator begins to take the male student to special places — ball games, fishing, camping — that give him private access to the child. The teacher shows the child affection, tells him how much he cares, and escalates touching. When the teacher predator sexually abuses the student, he does so in an environment in which he feels safe. He is respected at school, the family knows him and trusts him, and the child is available to him.

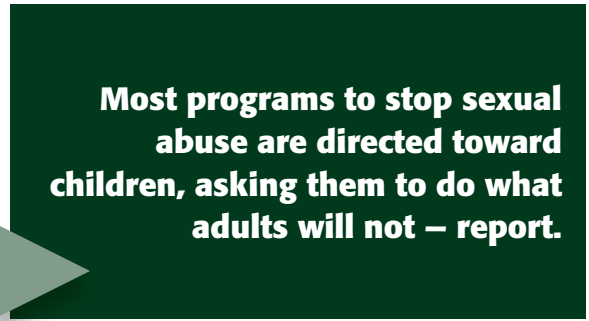
A different pattern at the elementary level is for a male teacher to choose a female student as a



Deepen your understanding of this article with questions and activities in this month's *Kappan* Professional Development Discussion Guide by Lois Brown Easton. Download the guide at kappanmagazine.org.

class monitor or class helper. For example, a music teacher might select one of the outstanding musicians and tell her she's more capable than others in the class. He compliments her maturity and has her stay after school. Soon, the female student and the teacher are well known to each other. The teacher continues to flatter and charm, and the girl feels special. Soon, the teacher touches the girl and, over time, increases the sexual nature of the touch. By this time, the child trusts and cares for the teacher, and the teacher exploits that trust and sexually victimizes the student.

Anna Salter, an internationally known expert on sexual predators, recently reminded us that fixated abusers work hard to be likeable. Popularity and likability are often confused with trustworthiness. When a fixated abuser is accused, victims protect them, parents refuse to believe the accusations, authorities discount the reports, communities support the predator, and juries acquit (Salter, 2012).



Most programs to stop sexual abuse are directed toward children, asking them to do what adults will not – report.

School faculty and staff often rally around a teacher accused of sexual misconduct while shunning and shaming the victim. Even when the accused admits the crime, colleagues have been charmed and groomed to such a degree that some conclude the predator confessed to spare family and friends the embarrassment of a public trial.

While fixated abusers are difficult to detect because they get parents, children, and other educators to trust them, they can be stopped if administrators and other teachers understand the patterns and are willing to act. In most cases, reporting suspicions to a child protection agency and/or the police will lead to an investigation that will explore the possibility of abuse. While not all investigations accurately identify abusers, many do. Moreover, a complaint and investigation record alerts school personnel to keep an eye on the alleged predator and to make connections with future allegations.

But fixated abusers are not the majority of those who sexually victimize students. Only about one-third of offenders who abuse children under 13 are fixated abusers. The remainder who target the other two-thirds of children under 13 and most students older than 13 are *opportunistic abusers*. These are

adults who take sexual advantage of a situation, but who aren't exclusively attracted to children or teenagers. These adults tend to be emotionally arrested and operate at a teenage level. They are adults who have boundary and judgment problems and aren't difficult to identify once their patterns are familiar to others in the school.

A typical example is the case of a 6th-grade girl whose friend reported the abuse, ultimately leading to the teacher's arrest. Other teachers wore armbands in support of their colleague and collected money from students and parents to support his legal defense, including collecting money in the female victim's classroom, in front of her. Other teachers called her a "slut" and accused her of "trying to ruin the career of a good man." The accused teacher confessed to sexually abusing the student. The female victim left the school because she was harassed daily by adults and students. Although the teacher was arrested and lost his teaching license, the treatment of the victim by other adults in the school caused additional damage.

Although students report that instances of educator sexual misconduct by adult males are 4.5 times more likely than instances of abuse by females, 40% of the reported misconduct was from a female working in the schools (Shakeshaft, 2004). Females frequently attribute their misconduct to romantic love for a male student, playing out a redo of their own adolescent fantasies. For instance, a female teacher with a weak self-image might be attracted to a male student in her class and feel excited when she talks with him. She starts to think that pursuing him is acceptable because he's a teenager. She flatters him and makes herself sexually available. The male student might be anxious and repelled or pleased by such attention. Either way, social and cultural norms have taught the young man that he is supposed to feel honored and engage in a sexual relationship. And so, he acquiesces to the female teacher. A similar pattern is a male teacher who finds a female student attractive. He courts her, flirts with her, and romances her. The female student is thrilled that a teacher thinks she's smart, mature, and attractive. She thinks they're dating and in love.

The opportunistic abusers tend to spend a lot of time around groups of students, talking with them, going to the same places they go, and trying to blend in. They are the teachers who want to be seen as hip or cool and who want the students to think they are part of the student peer group. They are adults who comment on the attractiveness of the students, talking about a student as hot or sexy. Their conversations about students are often inappropriately personal. They also know a great deal about the personal lives of individual students, more than would

be available to an adult whose interactions were academic or appropriately friendly.



Environment in which abuse occurs

According to David Finkelhor, director of the Crimes against Children Research Center at the University of New Hampshire, four preconditions facilitate educator sexual misconduct.

- The adult must be motivated to sexually abuse a child. This motivation might be the sexual arousal of a fixated abuser or the happenstance that prompts an opportunistic abuser.
- The adult must overcome both internal and external inhibitions against abuse.
- The adult must have an opportunity to engage in sexual activity.
- The adult must overcome the child's resistance.

Motivation to sexually abuse. No screening devices will identify a fixated abuser nor is there a treatment that will change the sexual desire of a fixated abuser. But schools can create an environment that discourages child sexual abusers. This is true for both fixated and opportunistic offenders. Close supervision, a series of policies and regulations that reduce risk, and the commitment of all staff in a school to protect children — proactively and especially through reporting — can make it difficult for a fixated abuser to groom and abuse children. The same is true for the opportunistic offender, who takes advantage of situations that are generally prevented or proscribed in well-run, closely supervised schools.

Internal inhibitors. Predators don't want to be caught. Fear of arrest and prison can derail the motivation to abuse. Policies and procedures that make it clear that child sexual abuse is a criminal act and that educator sexual misconduct can lead both to termination of a teaching career and prison time go a long way to prevent abuse. Making consequences clear and operating with zero tolerance for educator sexual misconduct impedes abuse. Predators rationalize their actions by using thinking errors such as "She wanted me to do those things to her." "I'm helping him to grow up." "She flirted with me." "He knew what he was doing." "He liked it." "She wanted it." It is possible to provide training that clarifies the criminal consequences of such rationalizations. The climate established by that effective professional learning then provides an additional defense against abuse.

External inhibitors. Good policies and procedures, annual training, clarity about boundaries, parent awareness, and staff vigilance — these all work to minimize abuse. Knowing that other teachers and personnel will report inappropriate or questionable behavior also can inhibit an adult from inappropriate behavior with students. Unfortunately, only 11% of teachers say they would report abuse of a student by a fellow teacher (Shakeshaft, 2004). Students who don't report are often embarrassed, ashamed, and/or afraid they will be blamed. They also believe that school officials will do nothing to help them. Some want the abuse to stop, but don't want the abuser to get in trouble.

Child resistance. Children should learn how to refuse inappropriate behavior and how to report such activity. However, even the best training is no match for a determined predator, and strengthening student skills is not a substitute for adult responsibility.



Creating a safe environment

Keith Kaufman, professor of psychology at Portland State University, advocates a situational prevention approach to preventing sexual abuse by trusted others (2012). With this process approach, schools and districts assess their environments for safety risks and can make necessary improvements.

Careful hiring. While background checks are required in most states, they rarely flag a sexual predator applying for a professional position because these people are not likely to have a criminal record. Therefore, it is important to complete careful reference checks asking direct questions about allegations of sexual misconduct. Applicants moving from one district to another should be given careful scrutiny and reference checks should extend beyond the references listed.

Strong policies. Districts should have clear policies and procedures that systematically and explicitly detail the following:

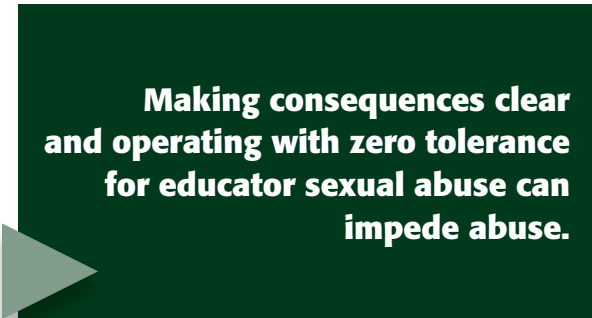
- What constitutes educator sexual abuse?
- What are acceptable and unacceptable behaviors by educators?
- What are the mechanisms for legally required reporting?
- How can students, teachers, administrators, and parents prevent educator sexual abuse?
- When and how does the school's or district's

system for detecting abuse automatically trigger an investigation and ensure an impartial investigation?

- What are the legal consequences for a violation?

Stakeholders need policies that define verbal, visual, and physical sexual misconduct and make it clear that the district is committed to eliminating sexual exploitation of students by adults.

Policies should provide guidance in identifying and reporting behaviors that might indicate sexual exploitation and make it clear that the entire school family is responsible for identification and reporting. Policies should not only provide direction for reporting concerns to school district officials, but also be clear about requirements for investigating and reporting to local law enforcement and to state education officials who certify and license educators.



Making consequences clear and operating with zero tolerance for educator sexual abuse can impede abuse.

School and district policies should be published in staff, student, and parent handbooks, and the materials need to deal directly and explicitly with educator or staff sexual misconduct. Broad statements about nondiscrimination or child abuse are insufficient to ensure that staff, parents, and students understand what constitutes educator sexual misconduct and the procedures necessary to prevent or report adult sexual exploitation of students in schools.

Policies should stress that any report, rumor, or suspicion of sexual misconduct must be reported to the responsible authorities. Policies should stress that reporting suspected misconduct is both a professional responsibility and the law. Individuals who report suspected abuse are not responsible for determining the validity of the suspicion — that's the role of the subsequent investigation by police or child service workers.

School districts should identify a central source — an office or a person with a specific title — that is responsible for receiving all reports of educator sexual misconduct. This helps avoid situations in which reports are overlooked or patterns unidentified. Directing all complaints to a single source helps ensure that all allegations are investigated and that histories of complaints are compiled.

Finally, policies must stress that even acts of sexual misconduct that do not break the law will not be tolerated and can lead to termination of employment.

Environmental monitoring. Creating a safe environment means changing the school culture and enlisting everyone in assessing risk. Identify areas of potential risks. Classroom doors should have glass windows, and they should never be covered. Locked classrooms, storerooms, and teacher offices are all places where sexual misconduct occurs, often before or after school. They need to be secured. A staff person should be assigned to check classrooms at the end of each school day to ensure that they're empty and that students have left the building unless they are in approved activities. Any before- or after-school tutoring should occur in a public and supervised location.

Environmental monitoring also relates to employee behaviors. Are there staff who consistently cross boundaries, sexual or not? Or who are emotionally needy or who spend most of their free time with students? Do some school personnel hang out with middle or high school students regularly? Do employees know and follow the prohibition against being alone with a child or taking a child in a car?

Safe schools are places where administrators and teachers know what is happening in the next classroom, down the hall, and before and after school.

Training and education. Even the best policies won't work unless staff, students, and parents understand the expectations of the district. Training needs to be done with all staff — professional and nonprofessional workers — as well as with students and parents, and the training must be repeated annually. Annual training ensures that new students and new teachers are aware of the policies and reminds veteran staff of their responsibilities. A one-time workshop will not prevent sexual misconduct. Prevention requires a combination of annual workshops for staff, students, and parents that focus specifically on sexual exploitation of students, written materials in policy books and manuals, posters and flyers that remind students and staff about appropriate conduct, and visible information in all department and administrative offices.

Sexual abuse prevention training is not just for those who might abuse. Such training also is for adults and students who are third-party observers. Staff must understand their legal responsibilities for reporting behavior that might indicate sexual misconduct of staff toward students and learn the consequences for their failure to report. Training should deal with the "it can't happen here" syndrome of denial by discussing specific situations and incidents

that have previously occurred at the school or in the district. If an incident is in the public sphere (newspaper or trial accounts), staff can discuss it in training sessions. If the incident has not been made public, staff can still use it as an example or a case study, without names, in discussions during department, grade-level, and other staff meetings. The more local and specific the training is, the more effective it will be.

If an incident of educator sexual abuse does occur in a school or district, the school and district should immediately conduct a root cause analysis to prevent system and personal failure in the future.

Consistent messaging. The message is that the school and district won't tolerate educator sexual misconduct. In order for the message to be believed, schools and districts must act when confronted with suspicious behavior. Most students and staff members believe that districts won't do anything about sexual misconduct. Students often see cover-ups even when they don't exist, and, for some sad but good reasons, most have little faith that school personnel will take their complaints seriously. Because of this lack of faith in school district personnel, many students and staff members won't report incidents. Administrative actions need to be communicated to the school community to send the message that reports of sexual misconduct are taken seriously.

Consistent enforcement requires that administrators and other staff members listen to rumors and complaints and respond by investigating and following up. Reports of inappropriate sexual behavior are more likely to come from a friend or parent of a student than from the student her or himself. Such reports may be tentative, with disclaimers such as "I'm probably making too much of this" or "I may be overreacting."

Students who report sexual misconduct by teachers are likely to be harassed by other students and by teachers, especially if the accused is a popular teacher. They may also come from homes in which little support will be available to them during this stressful time, although this is not always the case. District officials must ensure that students who report abuse are themselves protected from harassment, and the districts also must provide support systems for student victims.



Preventing sexual misconduct

Schools are microcosms of society. Regrettably, society has not been effective in protecting children from the epidemic of child sexual abuse.

Child sexual abuse has been described as a preventable health problem. A 2012 report from the Centers for Disease Control and Prevention found that the estimated average lifetime cost per victim of nonfatal child maltreatment (which includes sexual abuse) is \$210,012. If we multiply that by the 3.5 million students currently in school who report physical educator sexual misconduct, the result is more than \$735 billion (Fanga, Brown, Florencea, & Mercya, 2012). And that's just for the students currently in school.

The personal costs of educator sexual misconduct are tragic. The Adverse Childhood Experiences Study found that victims of sexual abuse are more likely than nonvictims to have problems with adult relationships, a history of drug or alcohol abuse, the risk of suicide or other harm, and health problems such as diabetes and heart disease (Dube et al., 2005).

The cost of awards or settlements to schools ranges from hundreds of thousands of dollars to millions of dollars, which does not include the legal and personnel costs to the school district in civil cases. For instance, I examined settlements in teacher sexual misconduct in California between 2002 and 2008 and found that the average settlement was \$2,723,000, with awards from \$892,000 to \$6,800,000.

And then there is the loss of trust. Schools are places where parents send their children to learn. They expect those places to be safe and nurturing. While most teachers or school staff members don't sexually abuse children, many do. It is possible to prevent abuse. We know how to do it; we only need the will to do it. **K**

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Enlarged City School District of Middletown
Race-to-the-Top District Grant
Program Evaluation: 2015-16
Executive Summary



Enlarged City School District of Middletown
Race-to-the-Top District Grant
Program Evaluation: 2015-16
Executive Summary

Monday, October 31, 2016

Discussion Draft

Prepared for: Ken Eastwood, Ed.D., Superintendent
Amy Creeden, Principal, RTTT-D District

By:
Charol Shakeshaft, Ph.D.,
CS Evaluation Services

Dale Mann, Ph.D.
Trevor Leutscher, Ph.D.

Enlarged City School District of Middletown
Race-to-the-Top District Grant
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1.0 EXECUTIVE SUMMARY

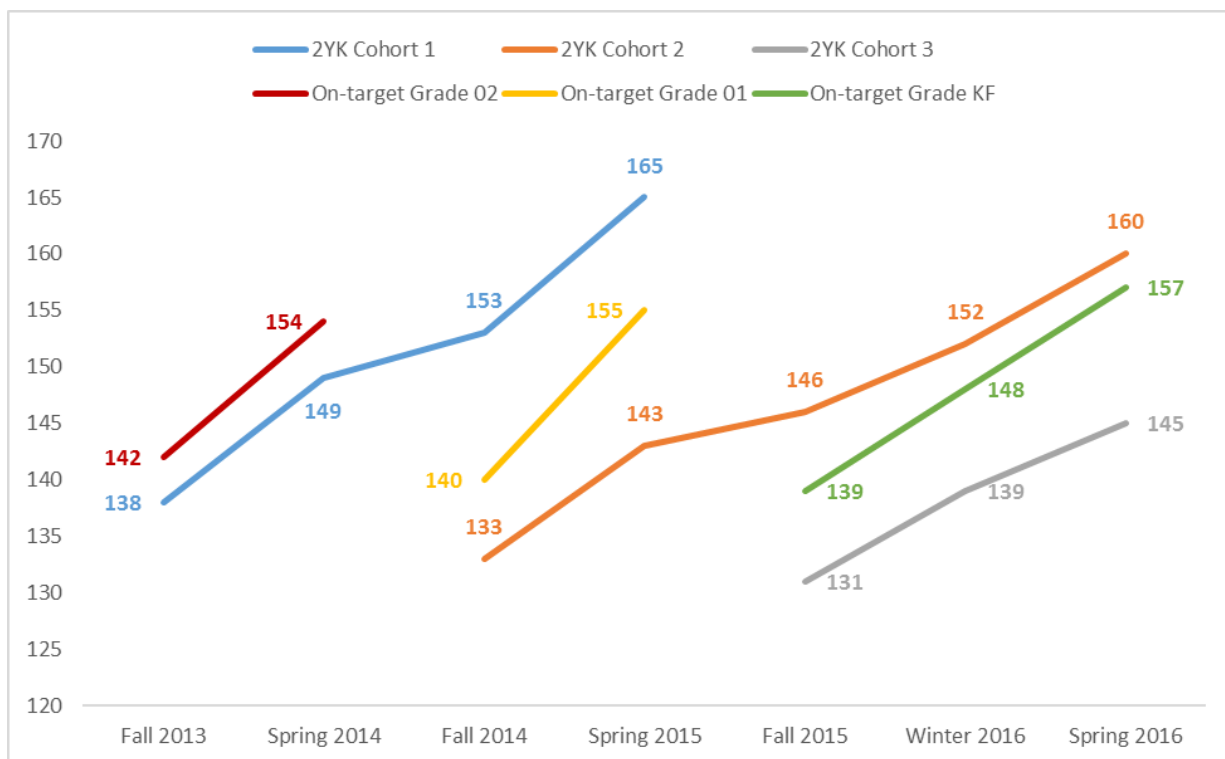
Middletown's RTTT-D activities are a set of linked and complementary teaching/learning initiatives powered by digital advances from the District's historic leadership in technology and from RTTT-D-funded initiatives. The over-arching goal is to personalize learning for every student. The array of RTTT-D-funded sub-programs is as follows.

1. Blended Learning merges face-to-face instruction with digital resources and includes flipped instruction
2. Two-Year Kindergarten extends Kindergarten for a second year for ELL and other learners
3. Mid-Point classes apply proficiency requirements (not "seat time") for student promotion to identify students at grades 2, 5 and 8 who then have extended teaching and learning
4. Math Specialist training for elementary teachers adds this expertise to their Literacy specializations. Beginning in 2014-15, this initiative was extended to all grades, K-8.
5. Mastery Class instruction at the 3rd, 4th and 5th grades provides advanced, self-paced and individualized instruction to students whose performance is beyond the level of their peers. It includes instruction with 1:2:1 *Chromebooks*.
6. 1-to-1 Mobile learning devices (*Chromebooks*) are available to students in grades 8-11 with support for teachers and for the students by Technology Integration Coaches
7. Syracuse University Project Advance (SUPA) increases the rigor of instruction at the high school and adds advanced college and career-related coursework
8. Big Data is an emerging initiative to create a way to increase the District's ability to mine student and other data for purposes of learning analytics
9. A series of immersive interactive computer simulations (a) to orient candidates to teaching in Middletown and (b) to help high school student preview and practice skills they will need to succeed in community college.

The Enlarged City School District of Middletown, New York (ECSDM) is a high needs, high poverty and high minority school district that serves 7,200 students and has been recognized as a district successfully turned-around from low to high achievement. Despite the challenges inherent with a high-poverty student population—and in the midst of state-mandated education reforms—Middletown has increased its student results and performed on par with or better than average statewide achievement scores. Over six years, this 74% free-and-reduced meals eligible district has increased its Regents Diploma graduation rate from 76% to 85% (exceeding the national average) and doubled its Regents Diploma graduation rate for students with disabilities from 20% to 39%.

Blended Learning

Two-Year Kindergarten. The Two-Year Kindergarten program doubles access to early schooling for some children who begin with so few pre-school capabilities that it may well take two years to build what others can accomplish in one kindergarten year. By extending the Kindergarten base on which these children's further success is built, Middletown is '*front-loading*' their schooling. Other districts do not do that: when children leave kindergarten unprepared to succeed in later grades, those schools '*back-load*' them with so-called compensatory education. The futility of trying to catch up with the lack of early preparation is indicated in the often-observed phenomenon of schooling in America for disadvantaged students – the longer they stay in school, the farther they fall behind. The table below displays the results NWEA MAPS scores for Cohorts 1, 2 and 3 – the three groups that have had the benefit of 2YK to date. For both Reading and Math, 2YK students began behind their on-target comparison group and end, after two years of Kindergarten, out-performing them. (The blue line and the orange line record the progress of the first two cohorts. The most recent, third cohort, is just finishing their first of the two planned years of Kindergarten.)



Mid-Point Classes. The “Midpoint Program” is another example of Middletown’s commitment to personalized instruction. The Midpoint program was originally launched with RTTT-D support for grades 2, 5 and 8 and has since been extended to all elementary and middle school grades with funding from Middletown’s own resources.

At the end of the elementary grades K through 5 and the middle grades 6 through 8, to be eligible for promotion, students are required to demonstrate proficiency through the NWEA MAP test

(ELA and Math), course grades, local benchmarks, and in grades 3 to 8 state testing results. If they are not proficient, they do not move to the next grade level, but rather are enrolled in a newly configured class that covers the same material that they had not yet mastered but, crucially, with different methods for teaching and learning. These students are not “socially promoted” and neither do they “repeat a grade” as in a conventional school (same materials, same methods, presented a second time) but neither are they advanced in grade. Conceptually, these classes are halfway between one grade and the next and thus were styled “Mid-Point” classes.

We documented the effect of the Midpoint program on the often-observed achievement gap. Since Middletown uses low test score performance to identify candidates for Midpoint assistance, the gap between lower and higher achieving students exists by definition, at least in the beginning. The question is, does the Midpoint program close the gap? The next figure summarizes the effect of Midpoint teaching and learning on the achievement gap as it originally existed. In 13 of the possible 16 comparisons, the Midpoint program has either closed the gap or narrowed it. For the earliest five grades, the results are consistently positive. Reading instruction – literacy – in grades 6-8 is a problem.

Change in the Achievement Gap Between Students with and without Midpoint Program Assistance (2015 – 2016)		
Grade level	Reading	Math
K	Closed	Narrowed
1	Narrowed	Narrowed
2	Closed	Closed
3	Narrowed	Closed
4	Narrowed	Narrowed
5	[No enrolled students]	[No enrolled students]
6	Increased	Narrowed
7	Increased	Narrowed
8	Increased	Closed

Elementary teachers as math specialists

Mastery classes for students. Middletown’s “Mastery” program provides challenging opportunities for higher-achieving students just as the Two-Year Kindergarten and the Mid-Point programs provide opportunities for lower-achieving students. Instruction for students in the Mastery program is not advanced according to elapsed weeks of schooling time defined by the conventional grade intervals (“seat time”). Instead, they can move across topics as quickly as they demonstrate mastery with the concepts and the curriculum. The Mastery Program is consistently successful.

2015-16 Mastery Program Students Change Over Three Years (2013-14 to 2015-16) in MAPs Scores by Grade and Subject [(N) = number of Mastery students]	
Grade ()	Improvement
3- Reading (36)	Starts above and ends above
Math (36)	Starts above and ends above
4- Reading (40)	Starts above and ends above
Math (40)	Starts above and ends above
5- Reading (27)	Starts above and ends above
Math (27)	Starts above and ends above

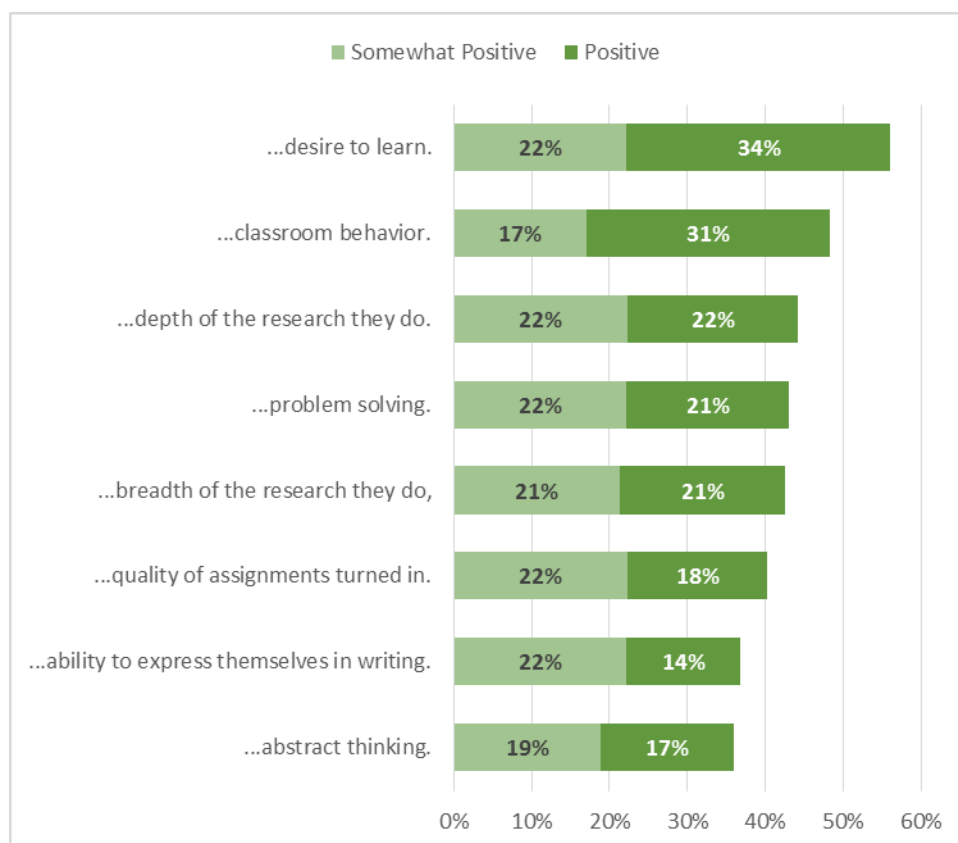
1-2-1 Mobile devices. Beginning in the fall of 2014, with RTTT-D-funding, the District began to distribute 1300 *Chromebooks* to students in selected grades (not including grade 12). Since *Chromebook* distribution occurred from Fall to early Spring of 2014-15, the 2015-16 school year was the first year when all students had *Chromebooks* for the entire school year. So, it was the first-year teachers could take full advantage of the devices. For the elementary grades, *Chromebooks* are rotated among classrooms and do not go home with the students. Teachers qualified themselves and their classes to receive the *Chromebooks* by the successful completion of required Blended Learning professional development, said differently, no training = no equipment.

The District investment in *Chromebooks* was intended to grow the students. The goal has been to get past print-based learning, teacher-talk and student minimal sit-and-get participation. Instead, *Chromebooks* have been intended to increase student access to knowledge, stretch their imaginations, facilitate communication (student-to-student and teacher-to-student), excite creativity and accommodate the learning styles of a ‘digital generation.’

We asked students how helpful the *Chromebooks* were for various functions – (1) organizing information and tasks; (2) presenting material (PowerPoints, videos, etc.); (3) studying, doing homework; and (4) taking notes. For *English* and *History and Social Studies*, all four of the functions got very high marks. Across the functions, for *English*, 60% to 77% praised the *Chromebooks* utility. Accolades for *Chromebook* functionality were ever higher for *History and Social Studies* (in the 80% positive range for each function). The ability of *Chromebooks* to support studying, taking notes, etc. for *Math* was predictably lower.

More than half these upper grades students said “When we use *Chromebooks*, I am more interested in school.” (The farther along the student is in their secondary school career, the less likely they are to reach that conclusion. It takes more, apparently, to maintain their interest than a computer.) A similarly sized half-plus group report that “When we use *Chromebooks*, my teachers lecture less and walk around the room helping students more.”

In 2015, we asked teachers to assess the extent to which *Chromebooks* had made a positive difference or a negative difference in dimensions of student learning. The next figure shows the teachers’ estimates of positive contributions.



High School Rigorous Instruction: Syracuse University Project Advance (SUPA). The District leadership has a long-standing concern about the rigor of instruction in the high school. In pursuit of that, ECSDM contracted with Syracuse University. SUPA is an advanced placement, college course credit opportunity from Syracuse University: the high school faculty universally acknowledges that the SUPA coursework is “beyond Regents” (New York State’s widely known tests for advanced instruction). Syracuse University certifies and annually re-certifies that selected ECSDM teachers can offer college level credit-bearing courses. Teacher preparation for certification requires as much as a week of summer coursework. ECSDM pays the tuition for students from low-income families who wish to take SUPA courses. Overall, the SUPA courses provide more challenging content for 11th and 12th grade students and reduces the cost of subsequent college tuition and the elapsed time to degrees.

The percents of SUPA-enrolled students meeting the major success criteria has increased from 2014-15 to 2015-16. College & Career Ready has gone from 65% to 69%: English-Language Arts from 97% to 99%: and Math, from 66% to 68%.

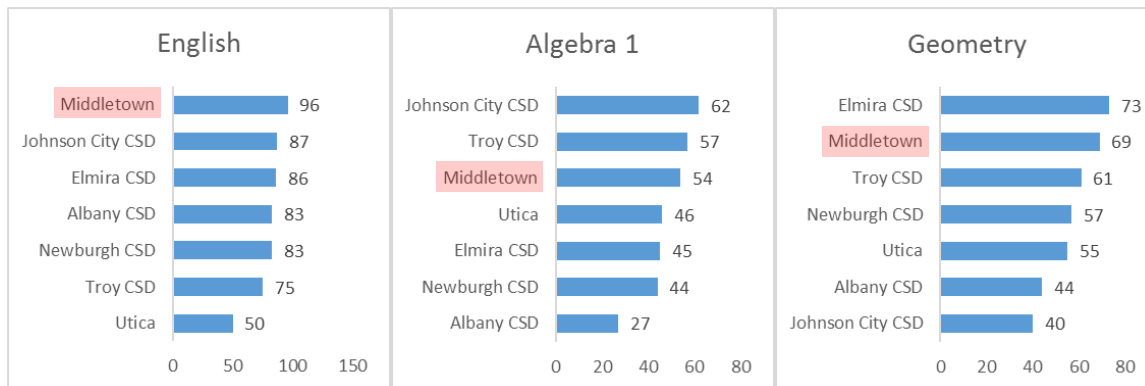
Half of the Middletown High School enrollment comes from families with low-incomes: the students are eligible for Free-and-Reduced Meals (FARM-eligible). The percent of FARM-eligible students enrolling in SUPA, college credit-bearing courses is virtually the same as their proportion in the enrollment as a whole (51% and 52%). Two-thirds of the students from low-income families, who are enrolled in SUPA courses, are now College & Career Ready and meet the Mathematics achievement threshold. Virtually the entire group meets the ELA criteria.

Change in Percents Meeting Rigorous Instruction Criteria by Low-Income Family Status (Free-and-Reduced Meal Eligibility) (2015 ⇒ 2016) Green highlight indicates increase.			
FARM Eligibility (N 2016)	College & Career Ready	English-Language Arts	Mathematics
SUPA-enrolled (119)	66 ⇒ 67	97 ⇒ 98	67 ⇒ 67
Not SUPA-enrolled (478)	20 ⇒ 11	72 ⇒ 76	20 ⇒ 12

The next table shows the changes in success for the criteria of ‘Rigorous Instruction’ by the race of the student. Students from the Hispanic and White groups are consistently advancing.

Change in Percents Meeting Rigorous Instruction Criteria by Race of Student (2015 ⇒ 2016) Green highlight indicates increase.			
Student race (N: 2015-2016)	College & Career Ready	English-Language Arts	Mathematics
Asian (15-17)	76 ⇒ 80	94 ⇒ 100	82 ⇒ 80
Black (56-71)	65 ⇒ 59	99 ⇒ 98	65 ⇒ 59
Hispanic (88-93)	65 ⇒ 67	95 ⇒ 99	66 ⇒ 67
White (65-72)	64 ⇒ 84	99 ⇒ 100	64 ⇒ 78

Finally, in the high school instructional rigor section, we compare Middletown to selected “Urban-Suburban High Needs Districts” with respect to performance on the most recent *Common Core* iterations of English, Algebra 1 and Geometry tests. Among the seven districts reported in the next figure, Middletown is the clear #1 in English; #3 in Algebra; and #2 in Geometry.



And, comparing Middletown High School to the performance of other high needs, urban-suburban districts, MHS has a higher percent in the upper proficiency levels (3 and above) on the Common Core tests than do other comparable districts.

Common Core English

ENTITY	TESTED	LEVEL %				
		1	2	3	4	5
MIDDLETOWN HIGH SCHOOL	497	2	4	23	19	52
High Need/Resource Urban-Suburban Districts	4295	12	9	24	13	42

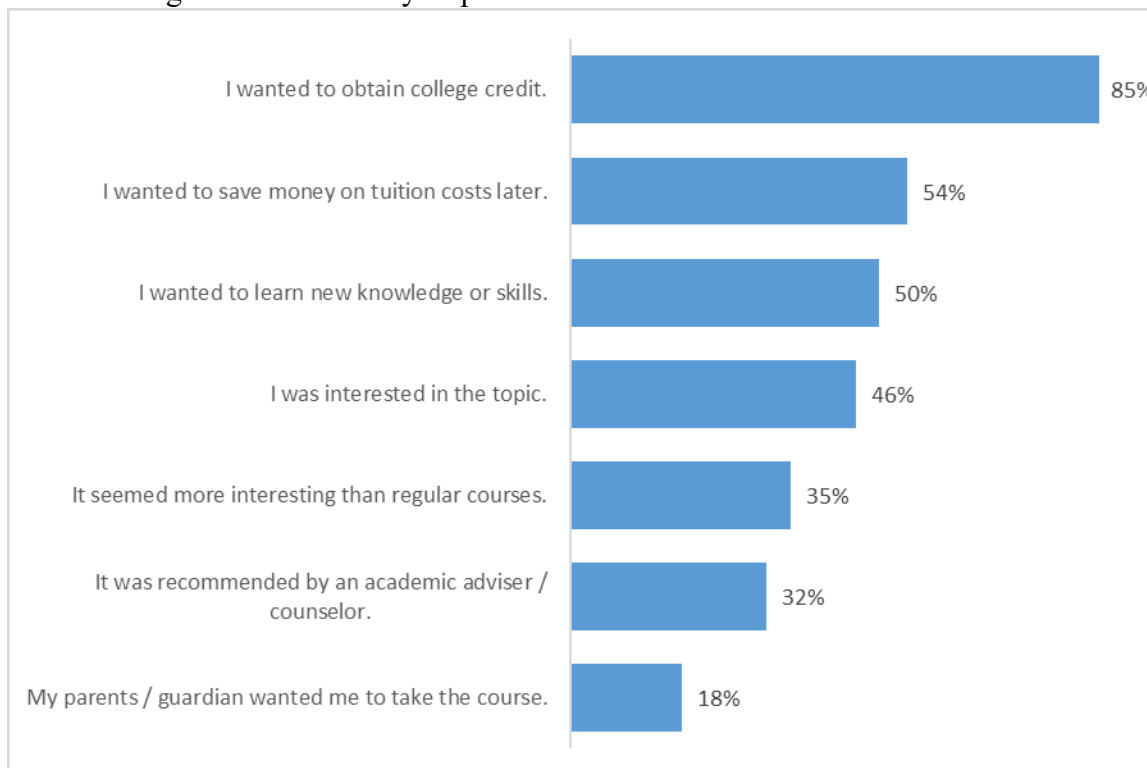
Common Core Algebra 1

ENTITY	TESTED	LEVEL %				
		1	2	3	4	5
MIDDLETOWN HIGH SCHOOL	495	16	34	45	4	0
High Need/Resource Urban-Suburban Districts	16068	25	31	36	7	1

Common Core Geometry

ENTITY	TESTED	LEVEL %				
		1	2	3	4	5
MIDDLETOWN HIGH SCHOOL	189	7	23	52	9	8
High Need/Resource Urban-Suburban Districts	6533	23	25	40	7	5

SUPA facilitates and accelerates the college experience. One student volunteered, “I’ve got 40 points of college credit out of the way before I even set foot on campus.” Another student said, “College is not that far away. This is a head-start and it opens your eyes with a boatload of coursework.” The next figure shows why these students enrolled in SUPA and ‘getting college credits’ along with ‘save money’ top the list.



Middletown adopted SUPA to increase the rigor, the demands and the relevance of teaching and learning in the high school. Students agree: by far the explanation for taking a SUPA course (57%) was “More challenging course work” followed by “College Learning Strategies” (21% and “time with teachers” (8%). “SUPA gave me the confidence to take on more challenging work and feel capable of doing it” (from a senior) and “...teaches more than any high school course.” Students also told us about their future study and career aspirations. “Science” and “business-related” careers account for three of the top four goals.

Big Data

Simulations. The first simulation the District produced was *Candidates for Teaching in Middletown – An Orientation to the District*.

Middletown’s second simulation is *Succeeding in Community College: Preview and Practice for 9th Graders*. During the 2015-16 academic year, the District developed a simulation for high school students who may attend community college – “*Succeeding in Community College: Preview and Practice for 9th Graders*.” Guidance programs in most high schools assume that their graduates will attend 4-year residential places: community college attendance is distinctly different (often part-time study, living at home and commuting, part or full-time paid employment, etc.). This simulation was designed specifically to allow 9th and 10th graders to preview and practice the skills that they will need to succeed in community college.

Here is how 9th graders responded to some key features of this new learning experience:

- The simulation made me think about what I’m doing now, in high school – 87% yes
- The four virtual weeks to make decisions about community college – 78% a good window
- The pace of the simulation – 79% about right
- The chance to think ahead about college life – 75% yes
- The chance to practice relevant decisions – 81% yes
- A better understanding of community college – 61% yes.

About half the group credited *Success in Community College* with helping them anticipate

- How complicated it was going to be – classes, work, homework, commuting
- How hard it was going to be – high expectations about academics
- How much freedom there was going to be, a lot of personal decisions.

Two-thirds of these 9th graders (64%) concluded that the simulation encouraged them about community college: 23% were unchanged.

Three-quarters of these students report that they had never talked with a teacher or counselor about college. The simulation provoked half these students to talk with colleagues about community college: a third talked with a family member about community college.

Commendations. Exceeding RTTT-D grant requirements. Middletown’s increased investments of the District’s own resources is a kind of external benefit for the RTTT-D grant. Said differently, it is unlikely that the District, the Board of Education and the community would have made and would continue to make demands on its own resources without the examples and

precedents of the RTTT-D grant. That grant taught people what was possible and achievable. Fulfilling the grant's requirements grew the organizational capability of the District's educators including perhaps especially its teachers. The grant sub-programs increased the appetite and the demand in the community for high quality schooling. And the successes of the RTTT-D initiatives created a constituency for change, an audience for improvement and a confidence in which the District and its schools could accomplish. If part of the US Department's strategy in fielding the extraordinary national RTTT-D program was to stimulate equity and excellence, the experience of Middletown is a demonstration of what is possible in American public schooling.

[https://interactiveinc.sharepoint.com/Clients/Current Clients/ECSDM RTT/Evaluation/Reports/Year 3 \(2015-16\) Summative Evaluation Report/Executive Summary draft 111416.docx](https://interactiveinc.sharepoint.com/Clients/Current Clients/ECSDM RTT/Evaluation/Reports/Year 3 (2015-16) Summative Evaluation Report/Executive Summary draft 111416.docx)

D. References

Name	Title	Institution	Phone	Email
Dr. Kenneth Eastwood	Superintendent	Enlarged City School District – Middletown, NY	845-326-1130 x 1158	Kenneth.eastwood@ecsdnm.org
Cynthia Cave, Ph.D.	Assistant Superintendent	Virginia Department of Education	804-225-2092	Cynthia.cave@doe.virginia.gov
Martin G. Brooks, Ed.D.	Executive Director	Tri-State Consortium	631-478-9954	mgbrooks@optonline.net

E. FEE STRUCTURE

Budget Item	Item	Total Line Item Cost
Labor		
Co-Principal D Mann	\$ 4,500.00	
Co-Principal C Shakeshaft	\$24,966.00	
Administrative support	\$ 5,000.00	
Total Labor		\$34,466.00
Travel		
On site visit – 1 person – 2 trips	\$3,252.00	
On site visit – 2 person – 1 trip	\$3,252.00	
Total travel costs		\$6,504.00
Data gathering, analysis, reporting		\$7,500.00
Total Bid		\$48,470.00

APPENDIX

Educator Sexual Misconduct[©]

Charol Shakeshaft, Ph.D.

October 2016

[Please note: These components and tasks constitute an outline of the work we recommend in response to the CSSD RFP.]

Board Policy for Prevention of Educator Sexual Misconduct

Definitions and Examples

- ☐ Include a definition of ESM with examples.
- ☐ Warn that sexual interaction with a child is a crime.
- ☐ Describe who is covered.
- ☐ Include a statement concerning the impact of sexual misconduct.
- ☐ Provide guidelines to assist staff in understanding boundaries and expected behaviors, including social media use.
- ☐ State that intent is not relevant.
- ☐ Provide a statement that there are no consensual relationships.

Consequences

- ☐ Provide a list of potential sanctions and penalties and state that the sanctions apply to all staff members and students.
- ☐ Include consequences for school administrators and students.

Hiring

- ☐ Include prevention procedures (following) in hiring policies.

Training

- ☐ Provide a statement regarding the training of school staff, students and parents for prevention of ESM.
- ☐ Notification is not training.
- ☐ Include a list of resources.

Staff and Student Supervision

- ☐ Include supervision requirements in employee/administrative responsibilities.
- ☐ Include adult "red flag" identification among supervision responsibilities.
- ☐ Include student "red flag" identification among supervision responsibilities.

Reporting

- ☐ Provide detailed ESM reporting and investigative procedures.

- ☐ Require a police or child services report and investigation.
- ☐ Require a separate report by the school district.

Support for Victim

- ☐ Provide a statement outlining legal remedies available to the complainants.
- ☐ Indicate the support services available to student victims of sexual misconduct.

After an Allegation

- ☐ Statement prohibiting retaliation.
- ☐ Statement about informing staff, students, and parents.
- ☐ Statement about media contact.
- ☐ Statement about treatment of victim.

Placement

- ☐ Formal board policies.
- ☐ Educator code of conduct with students to include specific behaviors.
- ☐ Faculty/staff, student, parent handbooks.
- ☐ Website

Distinctions

- ☐ ESM policy is different than sexual harassment policy.
- ☐ ESM policy is different than mandated reporter policy.
- ☐ ESM policy is different than child abuse policy.

Hiring

Format

- ☐ Use a common form for all applicants.
- ☐ Statement that incomplete or false information can result in termination.

Application Form

- ☐ Work history, with names and contact information for supervisor(s).
- ☐ References from past employment.
- ☐ Volunteer experiences with youth-serving organizations.
- ☐ Sufficient information to do a full background check in other states.
- ☐ Conviction of a crime, and if so, what crime(s).

- ☐ Arrest and/or conviction of sexual or physical misconduct with children (varies by state).

Screening Applicants

- ☐ Screen all employees, not just those new to a system.
- ☐ Screen substitutes.
- ☐ Screen coaches not affiliated with school except as coach.
- ☐ Screen volunteers.

Disqualifiers

- ☐ Decide which offenses will disqualify an applicant ahead of time.
- ☐ Child abuse perpetration history.
- ☐ History of violence.
- ☐ Conduct a national criminal background check.

Background

- ☐ Verify social security number.
- ☐ Conduct a federal, national, and state criminal background checks using fingerprint scans.
- ☐ Search using online search engine.
- ☐ Search in social media sites.
- ☐ Search sex offender databases.
- ☐ Save background checks until the end of the screening and selection process.

References

- ☐ Contact supervisor and two other references at current position.
- ☐ References for all previous positions.
- ☐ Contact people not on reference list.
- ☐ Contact references by telephone.
- ☐ Keep a written record of the content of the phone call and put this in the applicant's file.
- ☐ Match employment history with references listed to make sure all areas are included.
- ☐ Ask why applicant left position.
- ☐ Ask if applicant was accused of sexual or other misconduct.
- ☐ Ask references about any gaps in employment in the applicant's history.
- ☐ Ask if reference would hire applicant in a school that their child or grandchild attended.

Interviewing

- ☐ Questions that clarify and expand upon the written application, including gaps.
- ☐ Question why applicant left previous positions.

- ☐ Open-ended questions to encourage discussion.
- ☐ Question about applicant’s views on the relationship between students and adults in the school.
- ☐ Question about previous allegations of misconduct with a child.
- ☐ Question about when it is appropriate to touch a child and why.

Materials to Share at Interview

- ☐ Share the school’s/district’s code of conduct with the applicant.
- ☐ Inform the applicant of the school/district policies on adult-student interactions.

Training

Who and When

- ☐ Train all school staff that will have direct contact with students, not just teachers.
- ☐ Train students.
- ☐ Train parents.
- ☐ Train annually. [Please note: beyond the CPPS scope of work]
- ☐ Referring to handbook is not training.

What

- ☐ Definitions and examples of ESM.
- ☐ Behaviors that are acceptable and unacceptable.
- ☐ Appropriate boundaries with students.
- ☐ Warning signs and red flags.
- ☐ Short and long term effects on victim/target.
- ☐ How to communicate with suspected victim.
- ☐ How to behave after an allegation and/or arrest.
- ☐ Procedures to report suspicions of ESM.
- ☐ Emphasize that reporting suspicions of ESM is a professional responsibility and the law.
- ☐ Common myths about who abuses and who is abused.

How

- ☐ Document completion of training.
- ☐ Annually
- ☐ Use partners who have training in sexual abuse prevention.
- ☐ Multifaceted training that utilizes different teaching styles, different levels of interactivity, and different types of training materials.
- ☐ Role play or simulations for discussion.

What Doesn’t Count as ESM Prevention Training

- ☐ Traditional training on mandated reporting
- ☐ Traditional training on sexual harassment

Supervision

Where

- ☐ Sweep the halls before classes start, during lunch and after school.
- ☐ Monitor closed doors, obstructed windows.
- ☐ Supervise after school practices, weight rooms.
- ☐ Monitor parking lots.
- ☐ Bathrooms, locker rooms, band and theater changing rooms.
- ☐ Evening activities.

What to Look for

- ☐ Teachers alone with a student in a closed space: Use libraries, cafeterias, conference rooms for tutoring.
- ☐ Spaces in the school that are isolated and not monitored.
- ☐ At least two adults for after school clubs, activities, practices.
- ☐ Student in staff car.
- ☐ Same student repeatedly with same staff member.
- ☐ Encourage and model bystander behavior. Ask questions of students and staff.
- ☐ Increase supervision of a staff member that is engaged in suspicious behavior or about whom rumors or allegations have been made.
- ☐ Intimidation of victim(s)/target after an allegation has been made.
- ☐ Listen to rumors.
- ☐ Ask questions of students and staff.
- ☐ Pay attention to social media and texting.

Responding to Red Flags and Allegations

- ☐ All allegations must be investigated and a report written.
- ☐ Ensure that reporting protocols match state and federal guidelines.
- ☐ Provide instruction on which authorities (internally and externally) must be contacted in different types of cases.
- ☐ Develop a system to track all allegations of educator sexual misconduct of cases.
- ☐ Support and protect reporters.
- ☐ Keep confidential the names of victims.
- ☐ Let reporters know that they are immune from civil or criminal liability when making a report of suspected ESM.

- ☐ Hold leaders legally responsible for ensuring that all cases of suspected ESM are reported to the proper authorities.
- ☐ Listen to rumors.
- ☐ Ask questions of students and staff if something seems amiss.
- ☐ Create an environment that encourages questions about confusing behaviors and practices.
- ☐ Ensure that a report is made when learned about from anyone: another employee, volunteer, student, or parent.
- ☐ Report if there is a concern.

Healing

Victim/Target

- ☐ Provide emotional, psychological, and academic support.
- ☐ Protect victim from harassment and bullying by other students and staff members.
- ☐ Monitor well-being of victim.
- ☐ Speak with victim and the family regularly. Pay attention.
- ☐ Put family and victim in touch with victim services and other families.

School Community

- ☐ Provide opportunities for students to process that someone they admired and trusted has been arrested/convicted for sexually abusing another student.
- ☐ Provide opportunities for staff to process that someone they admired and trusted has been arrested/convicted for sexually abusing a student.
- ☐ Provide training on prevention.
- ☐ Conduct a review of where safeguards failed to protect the student. Discuss and use for planning.