

**SCHOOL BOARD  
CONTRACT SUMMARY FORM  
2020-2021**

**Contract Name:** CPI (Crisis Prevention Institute)

**Action Sought by School Board:** X  Approval of a Contract  Approval of an RFP to Solicit Services

**Amount:** \$ 40,389.00

**Source of Funds:** IDEA (Contingent Upon Funding) X  District-Based  School-Based

**Length of Contract** (list start date and end date): **2/1/22 - 6/30/22**

**PPSD Contact:** Jennifer Connolly

**Contract Type:**  New  Renewal  Extension  Amendment

**(If existing contract that was approved by Board of Contract and Supply, provide dates of BOC approval):**

**Staff Recommendation & Analysis**

*Provide 1-2 sentences for staff recommendation.*

*Provide 3-5 bullet points for staff analysis that supports the recommendation.*

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**Staff Recommendation:**

Staff recommends the contract as it will create a district cadre of trainers who will conduct learning sessions with our staff members (administrators, crisis team members, targeted classroom staff members) in-line with the state guidelines for de-escalation and physical restraint as well as conforming to related district policy.

**Staff Analysis:**

- PPSD trains ~300 people each year to promote the principles of de-escalation and conflict resolution
- CPI training, hybrid model, can be completed in one school day (staff complete on-line modules prior to the in-person training)
- Past trauma and restorative perspectives are included
- Trainings include case studies and opportunities to apply concepts to incidents in the schools
- Physical interventions have varying levels of restriction based on a model that includes likelihood and severity

**Alternatives**

*Provide a numbered list for what the alternatives are to this recommendation.*

1. Training a limited number of staff members (lack of compliance to district and state mandates)
2. Creation of a position dedicated solely to de-escalation and staff training (one trainer for the district)
3. Handle With Care: closest train the trainer program is in Boston, MA in May
4. Safety Care: closest train the trainer program is in Western MA and would require participate travel and lodging

**In one numbered list, describe the deliverables of the contract and the projected impact upon or relationship to student achievement.**

*Provide a numbered list of every deliverable identified in the contract and summarize the contract's overall relationship to student achievement.*

1. One instructor certification program (3 days in length)

- a. The crisis development model
- b. The integrated experience
- c. Communication skills
- d. Responding to defensive behavior
- e. Safety interventions
- f. Disengagement skills
- g. Restrictive interventions
- h. Decision making
- i. Holding skills
- j. Post-crisis

2. Provide a CPI Global Professional Instructor to conduct the training
3. Provide all necessary and applicable teaching materials

**OVERALL RELATIONSHIP TO STUDENT ACHIEVEMENT:**

CPI promotes a safe and caring school environment. This means that staff proactively model and teach prosocial behaviors, using evidence-based strategies, to help students better regulate their own behavior and achieve optimal outcomes. The result is that verbal and nonverbal behaviors early in the continuum of violence—such as discourtesy and disrespect—are addressed supportively in a way that empowers students to make better choices.

School staff collaborate with one another through violence prevention training to cultivate a consistently positive commitment to core values. This means students can trust that they'll always be met with the same level of care and welfare no matter whether they're in the classroom, the cafeteria, or the school bus, and staff can be confident they're providing meaningful safety and security to every student they serve. Respect and kindness become the

connective tissues between staff and students, making verbal de-escalation a best practice that helps defuse a crisis before it starts.

Restorative practices in schools emphasize inclusivity, meaning that when a student struggles, they are part of a community approach to addressing and resolving their behavior. Restorative practices are generally trauma-sensitive, allowing staff and students to proactively address the stressors that might fuel disruptive and challenging behavior before they fully escalate into crisis. This means that staff respond to violent behaviors like intimidation, bullying, or retaliation by empowering students to consider their best potential and choose more respectful, nonviolent behaviors.

By learning to accurately interpret behaviors as a form of communication, staff can avoid power struggles and appropriately respond to disruptive and challenging behaviors—including safely disengaging and de-escalating physical aggression. This nonviolent response to assaultive behavior helps students to move forward in their education and development, freeing them from the cycle of repeated escalation and punitive discipline.

**In no more than three paragraphs, describe the accountability measures that will ensure that the vendor meets all requirements set forth in the contract and that the district is able to maintain a record of the quality of the services. These need to be performance-based in nature.**

*Every contract should include explicit language requiring vendor accountability, i.e. required program evaluation or the submission of a final report summarizing progress against each itemized deliverable.*

To ensure that the CPI Global Professional Instructor covers all the outlined deliverables, three individual performance measures will be utilized. The first is a completed competency evaluation following the completion of the on-line portion of the training modules. This will give evidence related to the understanding of the basic principles taught in the course.

Secondly, staff will demonstrate verbal intervention skills through role playing and teaching of verbal skills which include: nonverbal communication, using supportive techniques, giving clear instructions, avoiding power struggles, listening with empathy, limit setting, and planning difficult conversations. These skills will be rated on an

intervention checklist by the instructor. Participants will also self-rate their learning using a 5 point likert scale.

Finally, staff will demonstrate competence with safety interventions holding by demonstrating skills which include: low, medium, and high releases for wrists, clothes, hair, neck, body, and bites. With restrictive holds, the demonstrations will include using low, medium, and high responses for a seated, standing, children's and team control position. These skills will be rated on an individual basis on a checklist by the instructor. In addition, participants will self-rate their performance using a 5 point likert scale.

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**In a short numbered list, describe spending breakdown by type of service.**

*If the contract includes multiple components, detail the total proposed contract amount by type of service, i.e. licensing fees, purchased services, professional development, technical assistance, supplies and materials, etc.*

PROFESSIONAL DEVELOPMENT: (includes supplies and materials)  
 \$3899/person for new instructors (10 people)  
 \$1399/person for recertification (1 person)

Proposed Budget	Dollar Amount
\$3899/person for each new instructor (10 people)	38,990.00
\$1399/person for renewals for current trainers	1399.00
<b>Total</b>	<b>\$40,389</b>

Payment & Invoice Details	Timeline	Payment Amount

	<b>Total</b>	<b>\$40,389</b>