



Sunshine Law Request
from the
Missouri Attorney General's Office



ATTORNEY GENERAL OF MISSOURI
ERIC SCHMITT

April 12, 2022

Custodian of Records
Hazelwood School District
15955 New Halls Ferry Rd.
Florissant, MO 63031
Sent via email to kallen2@hazelwoodschoools.org

RE: Sunshine Law Request

Dear Ms. Allen:

I write to request copies of the following public records pursuant to Chapter 610 of the Missouri Revised Statutes:

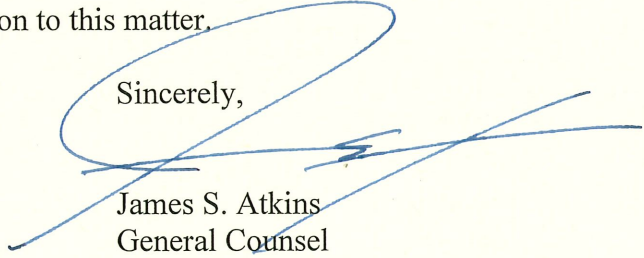
1. All contracts, including scope of work agreements, with any consulting company or entity (whether for profit, or not-for-profit) that provides justice, diversity, equity or inclusion training (or any similar training regardless of how titled or referenced) entered into by the Hazelwood School District during calendar years 2020, 2021 or 2022 including, but not limited to, any contract for services with Educational Equity Consultants.
2. All invoices, paid and unpaid, from Educational Equity Consultants, or any other consulting company or entity as described in request number one with which the district engaged, received by Hazelwood School District during calendar years 2020, 2021 and 2022.
3. All presentations and training materials provided to the district by Educational Equity Consultants, or any other consulting company or entity as described in request number one. As used in this request, "presentations and training materials" means any document – whether hard copy or electronic – provided or used during any portion of justice, diversity, equity or inclusion training including, but not limited to, Power Point presentations, charts, graphs, pictograms, articles or demonstrative exhibits.

I request that all responsive records be produced electronically, or be made available immediately for inspection.

This request seeks documents that are in the public interest because they are likely to contribute to a better understanding of the operations or activities of Hazelwood School District. In addition, this is not a request for commercial purposes. For these reasons, pursuant to § 610.026.1(1), RSMo, the Missouri Attorney General's Office requests a waiver of any fees associated with processing this request for records.

Thank you for your time and attention to this matter.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized loop at the top and several horizontal strokes below, crossing over the printed name.

James S. Atkins
General Counsel



Responsive Documents

from the School District

Memorandum

To: Dr. Nettie Collins-Hart, Superintendent
From: Mr. Juan Córdova, Assistant Superintendent
Date: July 26, 2021
Subject: Professional Development 2021-2022 Plan Contract: Creative Leadership Solutions

Attached is an agreement between the Hazelwood School District (HSD) and Creative Leadership Solutions to provide professional development services to new teachers on Bringing Cultural Competency and Awareness to the Classroom. The Professional learning with Dr. Stacy Scott and Joshua Fadden will include one workshop day and a full year of follow up, implementation, and support through video conferences and virtual learning, such as webinars, to support on-site learning and implementation. This support will align with other Cultural Competency work provided to the district.

The total cost for the services for this year is \$67,800. This work will be paid out of the District's Title II carryover funds.

I recommend the Board of Education approve the attached agreement with Creative Leadership Solutions.

Hazelwood School District

Proposal

Creative Leadership Solutions

1. Introduction

The purpose of this proposal is to build long-term capacity to support learning, effective instruction, and instructional leadership. Our work includes interactive seminars with the latest and most relevant research, interactive workshops focused on application and action, and coaching. We supplement our services with electronic and printed resources, as well as interactive video conferences to insure follow up and implementation of core leadership and instruction concepts.

2. Bringing Cultural Competency and Awareness to the Classroom

Client Need:

With increased demand for hybrid learning and students being at different levels of learning due to COVID, teachers need to increase awareness of the different academic, social emotional and cultural needs of students. Teachers need to use a variety of assessment questions to increase equity in the classroom and determine students' learning needs. They need to provide instruction in culturally sensitive ways and accelerate students' learning to help them get back on track. Strengthening student confidence is vital to accelerating student learning. Confidence will be an essential part of re-engaging students post COVID.

Deliverables:

- One (1) day workshop in which teachers will learn:
 - Areas of assessment that may help them target students' learning challenges
 - Assessment with culture in mind
 - Teaching with cultural awareness
 - Strategies for building student confidence to support learning
- After the workshop, On-site coaching, at the direction of the district leadership, including observations and collaborations with building leadership and instructional teams as needed, as well as coaching of leaders and administrative teams for planning and processing feedback.

Impact:

- Increased awareness of the role and importance of culture in instruction
- Exposure to assessment questions that increase equity in the classroom
- Exploration of assessment ideas that take culture into account
- Instructional ideas that promote equity and cultural sensitivity

3. Contract and Logistics:

Cost quotations are all-inclusive, including fees, travel, lodging, and any other expenses.

Creative Leadership Solutions is a global research, consulting and professional learning organization. We have worked in all 50 states and 25 countries. We are completely independent, with no affiliation with any vendor, publisher, or other provider of services. We are a woman and veteran owned organization headquartered in Boston, Massachusetts.

Our agreements provide an all-inclusive fee, providing the district a fixed and secure method of budgeting that is far superior to a “fee plus expenses” agreement in which the district bears the risk of variable expenses. Our fees include airfare, lodging, meals, ground transportation, and consulting fees, with no increases for extra expenses incurred by our staff members. We bear all of the risks of changes in fuel prices, airfare, and other costs. When we provide a quotation for investment, you know that whatever happens in the economy, our financial commitment to you will be honored and that you can budget accordingly.

4. About our team:

<p>CLS Implementation Support</p> <p>1. Professional learning with Dr. Stacy Scott and Joshua Fadden– One (1) day workshop delivered four (4) days. Exact dates are TBD.</p> <p>This includes a full year of follow up, implementation, and support through video conferences and virtual learning, such as webinars, to support on-site learning and implementation</p> <p>2. On-site Implementation Support and Coaching Two (2) days, Exact dates are TBD</p> <p>Total Costs: \$67,800</p> <p>Costs are all-inclusive of all travel, lodging and other expenses</p>
<p>3. Tuition for ten participants to attend the Creative Leadership Equity and Excellence Summit – July 18-20, 2022, in Boston, MA</p> <p>This includes three days of professional learning keynotes, breakouts, and discussion, as well as breakfast each day.</p> <p>Cost: \$6,990</p>

Dr. Stacy Scott

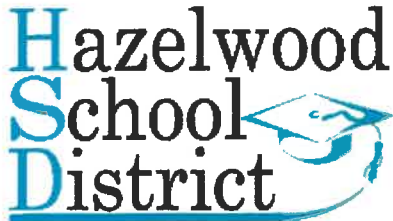
Dr. Scott has worked as an educator, superintendent, psychologist, coach and policy maker. He consults in business, education and non-profit settings focused on strategic planning, capacity building, data driven performance and leadership development. His early research focused on adolescent resilience. He wrote *Making Equity Work* as a guide for leaders to manage change, increase equity and improve the performance of students and schools. He began his career as a teacher and an educational administrator at the K-12 level. He has worked as an Assistant Superintendent and Superintendent in several districts. He enjoys working on equity and leadership capacity building issues in K-12 and higher education. Dr. Scott sums up his life theme as if it was in pursuit of a single question about how we manage our performance or that of others in the face of obstacles - 'Why do some succeed while others do not?'

Joshua Faden

Joshua Faden is the founder and president of Community of Teachers. He focuses on raising the confidence of students so they become excited and effective lifelong learners. He has worked with hundreds of students through one-on-one tutoring, in small group instruction, and mentoring and coaching experiences. Joshua believes that behind every student there is a community of parents, caretakers, teachers, and professionals who help foster the growth and success of all students. To make sure each student's community is strong, Joshua facilitates trainings and provides technical assistance and consultation to teachers and parents.

Joshua has more than 15 years experience as an educator in various capacities. Before founding Community of Teachers, Joshua taught third grade in the District of Columbia Public School (DCPS) System. As a classroom teacher, Joshua emphasized building meaningful, collaborative, and lasting relationships with his students and their families. Several of his students still send him updates— many years later. Prior to his work in DCPS, Joshua volunteered in a life's skills/multiple disabilities classroom at Wissahickon High School in Pennsylvania. He also worked with special needs students in Costa Rica and helped the teachers at the special needs school to start a nonprofit in Costa Rica that connects students with wheelchairs and other assistive devices that help to make learning more accessible. Additionally, Joshua has taught English as a volunteer in Peru and Morocco to everyone from underserved youth to domestic workers, to adult professionals looking to learn a second (or sometimes third or even fourth) language. Recently, Joshua co-developed and co-delivered trainings for teachers in China on best practices for student-centered teaching and incorporating the principles of differentiation into the classroom.


Joshua has a master's degree in the art of teaching from Trinity University in Washington, DC. He is currently in the final stages of completing a book on the stories of his students and their journeys of becoming confident learners.



"A Culture of High Expectations and Excellence!"

Juan Córdova
Assistant Superintendent

Memorandum

To: Dr. Nettie Collins-Hart, Superintendent
From:  Juan Córdova, Assistant Superintendent
Date: July 30, 2019
Subject: Contract – Educational Equity Consultants Cultural Competence Professional Development

Attached is an agreement between the Hazelwood School District (HSD) and Educational Equity Consultants (EEC) to provide professional development services to administrators, new teachers, a Board Retreat, and Consultant Services during the 2019-2020 school year on cultural competency.

By the end of the current school year (2019-2020), all faculty and staff will have received training by Educational Equity Consultants (EEC) on cultural competence; this includes new teachers to the District, the Board, and new Administrators. In addition, Consultant Services are budgeted.

To maintain our baseline level of training, all new teachers will be trained by EEC over four days, one per quarter, in the 2019-2020 school year. Each of these new teacher seminars will address cultural competence by examining the issues of oppression and the “architecture” upon which it is created and sustained and the specific instructional strategies that support an inclusive learning environment. In addition, the seminars will include exploration on both a personal and professional nature the following issues: lesson planning; assessment of student work; communication with parents; and classroom cultures to insure equity. The cost for the new teacher seminars on cultural competency is \$72,000.00.

To continue our cultural competency training, all administrators will participate in a two-day seminar followed by a one-day seminar later during the school year. The seminar will examine the necessary leadership skills to create, support, and monitor social justice advocacy within the school setting. As part of their participation in the seminar, administrators will develop a 30/60/90 day plan to be used throughout the year to assess growth and enhancement necessary for leading a culturally competent school. The cost for the 3-day administrator seminar on cultural competency is \$15,000.00.

The Board will receive a one day seminar on the Board's role in promoting cultural competency through the lens of the National School Board Association's six guiding principles:

- The commitment to work together in pursuit of the school mission.
- To understand the responsibilities and limitation for governing a school system.
- To establish goals and priorities of the organization.
- To adopt and agree upon ground rules, shared commitments and operating principles.
- To clarify and support expectations of the superintendent.
- To handle and respond appropriately to inquiries, requests and complaints from staff and public

Using real world scenarios, the Board will be provided an opportunity to actualize their learning. The cost of the one day Board Seminar is \$8,000.

The budget also includes the opportunity to use their consultant services to support teachers, administrators, and Board members. This cost for up to forty hours of assistance is \$10,000.

Attached is the service agreement and the proposal of services on which the service agreement is based. I recommend the Board of Education approve the attached service agreements with Educational Equity Consultants for a total of \$105,000.00 which will be paid in full out of the District's Title II funds

Professional Development Services

Proposal

2019-2020



Hazelwood School District Cultural Competence Training

The Hazelwood School District has clearly placed the issues of equity and diversity as center stage of their efforts to create a learning environment of cultural sensitivity and a district staff with both a cultural consciousness, as well as, cultural efficacy as they execute their district obligations. Further benchmarks for this focus are embedded in the following value statements.

- We will place the education and well-being of each student above all other considerations.
- We will create an inclusive learning climate that meets the needs of a diverse community.
- We will collectively set high academic expectations using student data as well as each student's social and emotional needs, to drive instruction.
- We will maintain a district climate where staff, parents and community members model positive qualities and characteristics expected of each student.

The Hazelwood School District also includes a staff which reflects a racial demographic of 72% white people and 28% of People of Color. The student population of the Hazelwood School district includes approximately 18,000 students of a widely diverse background. The Hazelwood School district is requesting professional development for the following groups:

- **New Administrators to the District**
- **New Teacher Training**
- **Board Retreat**
- **Consultant Services**

This proposal includes an examination of activities and outcomes aligned with each of the unique responsibilities, skills, and workplace behaviors for these separate groups.

Educational Equity Consultants (EEC) creates a safe environment for people of color and whites to heal from the hurts of racism. EEC builds the capacity of individuals, schools and other organizations to address racism in ways that enable ALL people to reclaim their inherent intelligence and nobility.

Since 2001, EEC has worked with approximately 1400 district leaders and school faculties through its programs to create inclusive instructional environments where ALL students can thrive. Clearly the demands of No Child Left Behind Act called for schools to address the challenges of effective instruction for all students. Equitable educational opportunities require schools to confront practices, policies and cultural nuances that prohibit or minimize certain students from experiencing successful academic performance.

Educational Equity Consultants, through rigorous professional development, explores with participants both professional stance [assumptions, beliefs, attitudes, and dispositions held regarding differences] and strategies [instructional practices, habits, and patterns] in the effort to create an inclusive and optimal learning environment.

New Building and Support Level Administrators

(Principals, Assistant Principals, Directors, Assistant Directors,
Curriculum Coordinators)

Activity/Schedule	Purpose	Outcome
<p>Two Day Seminar TBA</p>	<p>Seminar will examine the necessary leadership skills to create, support, and monitor social justice advocacy within the school setting. Activities for this seminar will include:</p> <p>Refreshers to the concepts that have been developed from past professional development programs regarding cultural competence.</p> <p>The work of Marzano, Water, and McNulty of the leadership behaviors that have greatest impact upon student achievement.</p> <p>Five elements of Leadership for Equity will be examined to strengthen skills Adopted from <i>The Culturally Proficient Schools</i>, Corwin Press 2013, Lindsey, Roberts and Campbell Jones.</p>	<p>The seminar will use an adult learning model to re-examine the issues that either support or infringe the development of a culturally responsive school environment. All activities will include experience, reflection, and application.</p> <p>Participants will be provided an opportunity to focus their leadership attention upon issues unique to their building assignment.</p> <p>Participants will be provided role-play episodes to address circumstances of bias, discrimination, and confrontations that require leadership involvement.</p> <p>A 30/60/90 day planning guide will be used throughout the balance of the year to assess growth and enhancement necessary for leading a cultural competent school.</p> <p>Five specific leadership behaviors will be explored to support a culturally proficient school environment.</p>
<p>One Follow-up Seminar will be planned during the year.</p>	<p>Participants will be able to compare notes, experiences, and leadership practices that have been used to support the targets established in the 30/60/90 day planning guide</p>	<p>Opportunities to compare outcomes, benefits, and evaluative information will provide and strengthen participant skill development regarding leadership for equity.</p>

Budget : Facilitative Services @ \$250.00 per hour

2-day Seminar TBA

12 hours x 4 facilitators x 250 per hour = 12,000.00

1-day Follow-up TBA

6 hour X 2 facilitators x 250 per hour = 3000.00

Total \$ 15,000.00

New Teachers to Hazelwood School District

Activity/Schedule	Purpose	Outcome
<p>New teachers to the Hazelwood District will be divided into 6 cohorts, so that each cohort includes a diversity of grade level, subject area, and school.</p> <p>Each cohort will participate in 4 full day seminars.</p>	<p>Each cohort will examine specific instructional strategies that support an inclusive learning environment. Each of these seminars will address Cultural Competence as established in past years. Cohorts will examine the issues of oppression and their impact upon students. Each cohort will include exploration on both a personal and professional nature the following issues:</p> <ul style="list-style-type: none">➤ Lesson Planning➤ Classroom culture➤ Communication with Parents	<p>The needs of this group of individuals reflect issues that are unique resulting from the novice teacher not having developed the skills and/or understanding to move forward effectively in the diversity of students that Hazelwood Schools serves.</p> <p>Aligning each of these issues with a lens of cultural competence is an excellent way to achieve a culturally competent classroom environment.</p>

Budget : Facilitative Services @ \$250.00 per hour

4 Seminars TBA for 6 New Teacher Cohorts

Cohort costs;

6 hours X 4 days x 2 facilitators x 250 per hour = \$12,000.00

Total 6 x 1200 = \$72,000.00

Hazelwood Board of Education

Activity	Focus	Outcome
12 hours of seminars TBA	The cultural change that this proposal promotes will need the support of school board members. Seeking that support demands an intentional effort to provide a comprehensive understanding and benefit of this work for the district.	School Board members represent a voice for the community. Thus, their clear understanding of the efforts toward creating a culture of inclusiveness is essential.
Quarterly Conversations	Each quarter of the school year, a presentation will be provided School Board members as a review of the work being accomplished.	Providing consistent information regarding this cultural change is essential for School Board members.

Budget : Facilitative Services @ \$250.00 per hour

12 hours x 2 Facilitators x 250 per hour = \$6000.00

2 hours x 4 x 250 per hour = \$2000.00

Total: \$8000.0

Consultant Services

Activity	Focus	Outcome
Consultant Services	To insure the adoption of culturally sensitive learning environments, Educational Equity Consultants will provide up to 40 hours of consultant services to be accessed as the District Administrators require.	Support for teachers and administrators to effectively adopt and subsequently implement culturally responsive instructional and leadership behaviors, ongoing support and advocacy will strengthen the culture of inclusiveness prioritized by the Hazelwood School district.

Budget : Consultant Services @ \$250.00 per hour

40 hours x \$250 per hour

Total: \$10,000.00

Total Budget

2019-2020

New Building and Support Level Administrators:	15,000.00
New Teacher Seminars	72000.00
Hazelwood Board of Education	8000.00
Consultant Services (up to 40 hours)	10,000.00
Total:	\$105,000.00

Partnership Agreement with Hazelwood School District

Education Equity Consultants views this proposal as a partnership with the Hazelwood School District. Quality and effective partnerships are clear about the expectations of each party and are committed to reviewing the effectiveness of the partnership on a regular basis. The previous pages outline the expectations for Education Equity Consultants. Listed below are proposed expectations we would hope the Hazelwood School District would commit to providing. Certainly this list is not all inclusive and may be adjusted based on conversations between the Executive Leadership Team and Education Equity Consultants.

The Executive Leadership Team will...

- Support the implementation of the plan;
- Provide support and hold the building leaders accountable for the implementation of identified strategies;
- Provide data to be discussed during monthly meetings one week in advance of the meeting;
- Work with EEC to examine the HSD evaluation tools for all categories of certified and noncertified staff for inclusion of cultural competence and make adjustments as needed with the support of EEC;
- Use a portion of their regularly meetings with building leaders to continue their learning and focus on socially just school communities;
- Provide EEC with quarterly feedback and work with them to make adjustments as needed;
- Provide substitutes to enable the full participation of identified staff;
- Provide the necessary technology and room setup for each professional learning session;
- Provide the copies needed for each professional learning session;
- Provide timely payment for services provided;
- Fully participate in the sessions for the Executive Leadership Team.

Appendices

The appendices that follow support the curriculum and training in each of the areas mentioned throughout the proposal. They provide a critical lens in which to explore cultural competency, engage in conversations about the impact of race on learning and achievement, and examine the impact in which ones behavior and perception has on student success

Leading for Equity: The Pursuit of Excellence in Montgomery County Public Schools By: Stacey Childress, Denis Doyle, David Thomas

Contents:

1. Challenging the status Quo
2. Implementing a Differentiation Strategy
3. Building Relationships for Sustainability
4. Expanding Capacity Through Investments in People
5. Designing New Systems and Structures for Change
6. Creating an Equity-Focused Culture
7. Six Lessons from the Montgomery County Journey and a New Call to Action
8. Strategy as Problem Solving

This book is an excellent guide for educational leaders.

Every Child, Every Day: A Digital Conversion Model for Student Achievement by Mark A. Edwards

Contents:

1. Digital Conversion and Academic Achievement
2. The Moral Imperative

3. A Culture of Caring
4. Digital Resources and Infrastructure
5. Evolutional Capacity Building
6. Instructional Transformation
7. InfoDynamo: A Daily Date with Data
8. Resource Alignment
9. "All In": Collaboration, Synergy, and Momentum
10. Replication and Sustainability

The focus of this book is on moving to a more digital learning environment. It has a focus on the change process that relates to our work with principals.

Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom

By Lorraine Monroe

Contents:

1. On a Noble Mission: The Frederick Douglass Academy Story (Working from the Heart)
2. Gifts of the Ancestors: Lasting Legacies of My Early Life (Attitude)
3. Glimpses of the World: First Lessons in Living, Learning, and Leading (Perseverance)
4. You Can't Outrun Your Fate: Finding a Personal Mission (Being and Idealist in a Less-Than-Ideal World)
5. Believing in Me: Rising Above the People Who Would Drag You Down (Teaching and Learning)
6. I'm an Idea Whose Time has Come: Becoming a Leader (Leadership I)
7. The Hum of Excellence: Insisting on Quality (Pursuing Excellence)
8. How to Find and Feed the creatively Crazy: Inspiring Innovation (Making Things New)
9. Wars and Alarms: Some Battles You Win...Some Battle You Lose (Leadership II)
10. You Cannot Lose Your Good: Finding a New Path – Tales of a Roving Educator (Human Touch)
11. Feed Your Soul: What a Leader Must Do to Nourish Her Own Spirit (Inner Strength)
12. Last Licks: Some Things I've Learned About Myself and the Work (The Heart of the Matter)

Although this is an older text its relevance is still current. It provides great lessons on leadership

Courageous Conversations About Racism and Culturally Responsive Teaching

By: Educational Equity Consultants

Contents:

1. **Courageous Conversations:** Participants will engage in activities to discover the ways that they individually learned information and misinformation about race and other identities.
2. **Intent and Impact:** Participants are invited to explore intent and impact and how these variables often confuse rather than clarify conversation. In particular, participants will examine “school Language” commonly used with colleagues, students, and parents.
3. **Ubuntu:** Participants will explore how belonging contributes to building an inclusive learning environment for all children, thus helping to eliminate the achievement gap.
4. **Dreamkeepers:** Participants examine the notions of teacher power and responsibility, and are introduced to instructional practices of culturally relevant teaching.
5. **Dreamkeepers Part Two:** Participants will explore the role as teachers, their view of social relations with students and their families, and their conception of knowledge.
6. **What Doesn't Meet the Eye:** Participants will explore the research of Ronald Ferguson that examines what contributes to academic achievement gaps and what educators can do to eliminate the gaps. This module explores the centrality of the student/teacher relationship in eliminating academic achievement gaps.

This training series, developed by Educational Equity Consultants, provides teachers and leaders the opportunity to explore mental models, sharpen skills, and gain an increase comfort level in the realms of thinking, feeling, and doing.

Becoming a Social Justice Leader: Using Head, Heart, and Hands to Dismantle Oppression

By: Phil Hunsberger, Billie Mayo, and Anthony Neal

Contents:

1. **Before You Begin**
2. **Designing Conversations**
3. **A Conversation of the Heart**
4. **A Conversation of the Head**
5. **A Conversation of the Hand**
6. **Allies: We Can't Do This Alone**
7. **Lessons Learned**

This book helps school leaders let go of a “comfortable” mindset and enter a world of courageous conversations that examine and challenge the impact of racism and other forms of oppression on disciplinary patterns, instructional practices, and school policies.

Tony Neal - President/CEO Educational Equity Consultants

Tony Neal is currently President/CEO of Educational Equity Consultants and Executive Director of the Center for Educational Equity. He served as Director of Southern Illinois University East St. Louis Charter School for eleven years. In addition to this full time position, Tony is adjunct professor for Webster University where he teaches in the Media Communications department. He is also a senior partner with Educational Equity Consultants. Tony has served as faculty and trainer for numerous Dismantling Racism Institutes of the National Conference for Community and Justice and has trained for the Anti-Defamation League/ A World of Difference and for the Coro Midwestern Leadership Center. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program. Tony has presented at the International Principals' conference in London, England and Toronto, Canada. Tony holds a B.A. degree from Morehouse College and a M.A. degree from Washington University. He is a 2000 graduate of the Focus St. Louis Leadership program, a 2003 graduate of the Harvard University Urban Principals' Institute, a 2006 graduate of the Vanderbilt University/ Peabody College Summer Fellows program, and a 2007 graduate of the National School Leaders Network Facilitator's training at Wellesley College. He served as regional facilitator for the St. Louis Metropolitan School Leaders Network for two years. He currently serves on numerous local and national boards.

Phil Hunsberger – Senior Partner Educational Equity Consultants

Phil Hunsberger was formerly the Executive Director of the Metro East Consortium for Child Advocacy (MECCA), a partnership of six Illinois School Districts that included East St. Louis, Cahokia, Madison, Dupon, Venice and Brooklyn. MECCA provided professional development for these districts in the areas of literacy, school leadership, mentoring, and social justice advocacy for teaching and leading. Dr. Hunsberger also served as the Coordinator an Illinois State Board of Education RESPRO Region V grant. This initiative provided professional development for schools not reaching adequately yearly progress (AYP) in a sixteen county area of southern Illinois. From 1971 until the 1998 assignment, Phil served as a teacher, principal and central office administrator in the Sterling Unit #5 School District. He received his Bachelor of Science in Education and his Master in Science in Educational Administration from Northern Illinois University. His doctorate in Educational Leadership is from National-Louis

University, Wheaton Campus. In 1994, the National Association of Elementary School Principals selected Phil as the National Distinguished Principal from Illinois. Most recently Phil served on the faculty for the National Conference for Community and Justice; Dismantling Racism Institute from 2002-2006. He has served as the Director of the International Network of Principals' Centers and has presented for school districts and leadership centers in the Chicago, Denver, New Orleans, Atlanta, Rochester, New York, Little Rock and Columbus, Ohio ar

Educational Equity Consultants

References

Dr. John Simpson, Superintendent

Webster Groves School District – 314-918-4008

Dr. Charlotte Ijei, Director Pupil Personnel/Diversity

Parkway School District – 314-415-5062

Dr. Sharonica L. Hardin-Bartley, Superintendent of Schools

University City School District – 314-290-4002

Dr. Donna Jahnke, Superintendent

Ladue School District – 314-983-5302

Educational Equity Consultants, LLC

8420 Delmar Boulevard, Suite 500A

Saint Louis, MO 63124

Telephone 314-997-6500 Fax 314-997-6502

Memorandum

To: Dr. Nettie Collins-Hart, Superintendent
From: Juan Córdova, Assistant Superintendent
Date: July 30, 2019
Subject: Contract – Educational Equity Consultants Cultural Competency Professional Development

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Professional Development Services

Proposal

2020 - 2021



Hazelwood School District Cultural Competence Training

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The Hazelwood School District also includes a staff which reflects a racial demographic of 72% white people and 28% of People of Color. The student population of the Hazelwood School district includes approximately 18,000 students of a widely diverse background. The Hazelwood School district is requesting professional development for the following groups:

- New Teacher Seminars – New for teachers hired by the Hazelwood School District
- Coaching Services – As needed

This proposal includes an examination of activities and outcomes aligned with each of the unique responsibilities, skills, and workplace behaviors for these separate groups.

Educational Equity Consultants (EEC) creates a safe environment for people of color and whites to heal from the hurts of racism. EEC builds the capacity of individuals, schools and other organizations to address racism in ways that enable ALL people to reclaim their inherent intelligence and nobility.

Since 2001, EEC has worked with approximately 1400 district leaders and school faculties through its programs to create inclusive instructional environments where ALL students can thrive. Clearly the demands of No Child Left Behind Act called for schools to address the challenges of effective instruction for all students. Equitable educational opportunities require schools to confront practices, policies and cultural nuances that prohibit or minimize certain students from experiencing successful academic performance.

Educational Equity Consultants, through rigorous professional development, explores with participants both professional stance [assumptions, beliefs, attitudes, and dispositions held regarding differences] and strategies [instructional practices, habits, and patterns] in the effort to create an inclusive and optimal learning environment.

New Teachers to Hazelwood School District

Activity/Schedule	Purpose	Outcome
<p>New teachers to the Hazelwood District will be divided into 7 cohorts, so that each cohort includes a diversity of grade level, subject area, and school.</p> <p>Each cohort will participate in 4 full day seminars.</p>	<p>Each of these seminars will address Cultural Competence as established in past years. Each cohort will examine the issues of oppression and the “architecture” upon which it is created and sustain.</p> <p>Each cohort will examine specific instructional strategies that support an inclusive learning environment.</p> <p>Each cohort will include exploration on both a personal and professional nature the following issues:</p> <ul style="list-style-type: none"> ➤ Lesson Planning ➤ Assessment of student work ➤ Communication with Parents ➤ Classroom cultures to insure equity 	<p>Once again, the needs of this group of individuals reflect issues that are unique and often the novice teacher has not developed the skills and/or understanding to move forward effectively. Aligning each of these issues with a lens of cultural competence is an excellent way to achieve a culturally competent classroom environment.</p>

Budget : Facilitative Services @ \$250.00 per hour

4 Seminars TBA for 7 New Teacher Cohorts

Individual cost for each seminar:

6 hours X 4 days x 2 facilitators x 225 per hour = \$ 10,800.00

Total 7 x 10,800 = \$ 75,600.00

Coaching Services as needed to support culturally responsive instruction

Budget: Coaching services

10 hours x \$225.00 per hour = \$2250.00

Total Budget 2020-2021

New Teacher Cohorts	\$ 75,600.00
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Coaching Services	\$ 2,250.00
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Total	\$ 77,850.00
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Partnership Agreement with Hazelwood School District

Education Equity Consultants views this proposal as a partnership with the Hazelwood School District. Quality and effective partnerships are clear about the expectations of each party and are committed to reviewing the effectiveness of the partnership on a regular basis. The previous pages outline the expectations for Education Equity Consultants. Listed below are proposed expectations we would hope the Hazelwood School District would commit to providing. Certainly this list is not all inclusive and may be adjusted based on conversations between the Executive Leadership Team and Education Equity Consultants.

The Executive Leadership Team will...

- Support the implementation of the plan;
- Provide support and hold the building leaders accountable for the implementation of identified strategies;
- Provide data to be discussed during monthly meetings one week in advance of the meeting;
- Work with EEC to examine the HSD evaluation tools for all categories of certified and noncertified staff for inclusion of cultural competence and make adjustments as needed with the support of EEC;
- Use a portion of their regularly meetings with building leaders to continue their learning and focus on socially just school communities;
- Provide EEC with quarterly feedback and work with them to make adjustments as needed;
- Provide substitutes to enable the full participation of identified staff;
- Provide the necessary technology and room setup for each professional learning session;
- Provide the copies needed for each professional learning session;
- Provide timely payment for services provided;
- Fully participate in the sessions for the Executive Leadership Team.

Tony Neal - President/CEO Educational Equity Consultants

Tony Neal is currently President/CEO of Educational Equity Consultants and Executive Director of the Center for Educational Equity. He served as Director of Southern Illinois University East St. Louis Charter School for eleven years. In addition to this full time position, Tony is adjunct professor for Webster University where he teaches in the Media Communications department. He is also a senior partner with Educational Equity Consultants. Tony has served as faculty and trainer for numerous Dismantling Racism Institutes of the National Conference for Community and Justice and has trained for the Anti-Defamation League/ A World of Difference and for the Coro Midwestern Leadership Center. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program. Tony has presented at the International Principals' conference in London, England and Toronto, Canada. Tony holds a B.A. degree from Morehouse College and a M.A. degree from Washington University. He is a 2000 graduate of the Focus St. Louis Leadership program, a 2003 graduate of the Harvard University Urban Principals' Institute, a 2006 graduate of the Vanderbilt University/ Peabody College Summer Fellows program, and a 2007 graduate of the National School Leaders Network Facilitator's training at Wellesley College. He served as regional facilitator for the St. Louis Metropolitan School Leaders Network for two years. He currently serves on numerous local and national boards.

Phil Hunsberger – Senior Partner Educational Equity Consultants

Phil Hunsberger was formerly the Executive Director of the Metro East Consortium for Child Advocacy (MECCA), a partnership of six Illinois School Districts that included East St. Louis, Cahokia, Madison, Dupon, Venice and Brooklyn. MECCA provided professional development for these districts in the areas of literacy, school leadership, mentoring, and social justice advocacy for teaching and leading. Dr. Hunsberger also served as the Coordinator an Illinois State Board of Education RESPRO Region V grant. This initiative provided professional development for schools not reaching adequately yearly progress (AYP) in a sixteen county area of southern Illinois. From 1971 until the 1998 assignment, Phil served as a teacher, principal and central office administrator in the Sterling Unit #5 School District. He received his Bachelor of Science in Education and his Master in Science in Educational Administration from Northern Illinois University. His doctorate in Educational Leadership is from National-Louis University, Wheaton Campus. In 1994, the National Association of Elementary School Principals selected Phil as the National Distinguished Principal from Illinois. Most recently Phil served on the faculty for the National Conference for Community and Justice; Dismantling Racism Institute from 2002-2006. He has served as the Director of the International Network of Principals' Centers and has presented for school districts and leadership centers in the Chicago, Denver, New Orleans, Atlanta, Rochester, New York, Little Rock and Columbus, Ohio area.

Educational Equity Consultants

References

Dr. John Simpson, Superintendent

Webster Groves School District – 314-918-4008

Dr. Charlotte Ijei, Director Pupil Personnel/Diversity

Parkway School District – 314-415-5062

Dr. Sharonica L. Hardin-Bartley, Superintendent of Schools

University City School District – 314-290-40

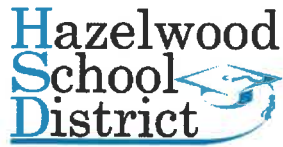
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Saint Louis, MO 63124

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www.eec4justice.com



HSD Pride, HSD Proud!
"A Culture of High Expectations and Excellence!"

Lynette Jackson
Director of Federal Programs

Memorandum

To: Dr. Nettie Collins-Hart, Superintendent
From: Lynette Jackson, Director of Federal Programs
Date: June 23, 2020
Subject: Equity Literacy Institute Twillman Title I

Attached is a quote and contract agreement for virtual professional development between Equity Literacy Institute and the Hazelwood School District. This contract will include the following professional development days for Twillman staff:

- Two half day leadership team sessions
- One full day all staff training
- Four half-day all staff trainings

The total cost for this professional development is \$22,000. This expenditure will be paid for out of the Hazelwood School District Title I and support Twillman Elementary

I recommend the Board of Education approve the attached quote and contract agreement for Equity Literacy Institute.

Equity Literacy Institute

22 Mauricet Lane Asheville, NC 28806
ph: (703) 593-9353 email: gorski@EdChange.org
web: www.EquityLiteracy.org/

Scope of Work/Quote

June 12, 2020

Services to Be Provided

Virtual professional learning led by the Equity Literacy Institute, including the following:

- Two half-day workshops, leadership team, July 20-21, 2020 (\$5,000)
- One full-day equivalent (up to 6 hours), all staff training, week of August 17 (\$5,000)
- Half-day, all staff training, September 4 (\$3,000)
- Half-day, all staff training, October 16 (\$3,000)
- Half-day, all staff training, November 3 (\$3,000)
- Half-day, all staff training, March 12 (\$3,000)

Total: \$22,000

Signed:



Paul C. Gorski, Director, Equity Literacy Institute

Payable to:

Paul C. Gorski
DBA Equity Literacy Institute
22 Mauricet Lane
Asheville, NC 28806

Fwd: Receipt for Your Payment to Center for Understanding Equity

1 message

Catherine Wisley <cwisley@hazelwoodschoools.org>

Mon, Apr 25, 2022 at 4:03 PM

To: Juan Cordova <jcordova@hazelwoodschoools.org>

On December 2, I purchased a \$50.00 sample copy of the Equity Proficiency Check.

Thank you,

----- Forwarded message -----

From: service@paypal.com <service@paypal.com>

Date: Thu, Dec 2, 2021 at 3:37 PM

Subject: Receipt for Your Payment to Center for Understanding Equity

To: catherine wisley <cwisley@hazelwoodschoools.org>

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders - please be sure that the display name matches the email address of a known sender.

Hello, catherine wisley



You sent a payment of \$50.00 USD to
Center for Understanding Equity
(drsls@aol.com)

It may take a few moments for this transaction to appear in your account.

Transaction ID

7T966970A23080446

Transaction date

Dec 2, 2021 13:37:09 PST

Merchant

Instructions to merchant

Center for Understanding Equity
drs1s@aol.com

You haven't entered any instructions.

Shipping address - confirmed

catherine wrisley
[15955 New Halls Ferry Rd](#)
[Florissant, MO 63031](#)
[United States](#)

Shipping details

The seller hasn't provided any shipping details yet.



Description	Unit price	Qty	Amount
Payment for Equity Proficiency Check ©	\$50.00 USD	1	\$50.00 USD

Subtotal \$50.00 USD
Total \$50.00 USD
Payment \$50.00 USD

Charge will appear on your credit card statement as "PAYPAL *CUE"

Payment sent to drs1s@aol.com

Payment sent from cwr1sley@hazelwoodschoo1s.org

Funding Sources Used (Total)

Visa x-3845 \$50.00 USD

Issues with this transaction?

You have 180 days from the date of the transaction to open a dispute in the Resolution Center.

