

2220913

Yale Center for Emotional Intelligence

REMITTANCE INSTRUCTIONS

Please make all checks payable to **Yale University**.

Please include the invoice number in the memo field of the check and mail check to:

Yale Center for Emotional Intelligence
School Relations and Implementation Team
350 George Street
3rd Floor – Suite A352
New Haven, CT 06511

INVOICE

Invoice #: YCEI-02426

Date: February 16, 2022

PO/WO #:

TO

Manchester Essex Regional School District
36 Lincoln Street
Manchester, Massachusetts 01944
United States



PRODUCT SUMMARY

Contract Name: FY22 RULER Implementation Conference Registrations			Contract Number: 10002454	
No.	Product	Qty.	Description	Cost
1	2022 RULER Implementation Conference Registrant	15.0	2022 RULER Implementation Conference Registration for Manchester Essex Regional School District. Discounted tickets at \$100.00 per participant. 15 participants registered. Gillian Polk, Robert Bilsbury, Abby Donnelly, Kimberly Provost, Erin Brahms, Kimberly Field, Greg Marche, Ashley Sartelle, Patricia Puglisi, John Willis, Rebecca Xiahros, Kathleen Pennoyer, Colleen Kelleher, Laurie Colpoys, Cait Conceicao,	\$1,500.00
Total:				\$1,500.00

PAYMENT SUMMARY

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$1,500.00	\$0.00	\$1,500.00	\$1,500.00

Please contact rulertraining@yale.edu if you have any questions regarding your payment.

Thank you!

2/16/22
OK to pay
reg. # 2200975
RR

Yale Center for Emotional Intelligence

REMITTANCE INSTRUCTIONS

Please make all checks payable to **Yale University**.

Please include the invoice number in the memo field of the check and mail check to:

Yale Center for Emotional Intelligence
School Relations and Implementation Team
350 George Street
3rd Floor – Suite A352
New Haven, CT 06511

INVOICE

Invoice #: YCEI-02232

Date: October 13, 2021

PO/WO #:

TO

Manchester Essex Regional School District
36 Lincoln Street
Manchester, Massachusetts 01944
United States

PRODUCT SUMMARY

Contract Name: FY22 RULER Subscriptions - Manchester Essex Regional School District		Contract Number: 10002254		
No.	Product	Qty.	Description	Cost
1	2021-22 RULER Subscription	1.0	RULER Subscription for Essex Elementary School	\$1,000.00
2	2021-22 RULER Subscription	1.0	RULER Subscription for Manchester Essex Memorial Middle School	\$1,000.00
3	2021-22 RULER Subscription	1.0	RULER Subscription for Manchester-Essex Regional High School	\$1,000.00
4	2021-22 RULER Subscription	1.0	RULER Subscription for Manchester Memorial Elementary School	\$1,000.00
			Total:	\$4,000.00

PAYMENT SUMMARY

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$4,000.00	\$0.00	\$4,000.00	\$4,000.00

Please contact rulertraining@yale.edu if you have any questions regarding your payment.

Thank you!

Yale Center for Emotional Intelligence

REMITTANCE INSTRUCTIONS

Please make all checks payable to **Yale University**.

Please include the invoice number in the memo field of the check and mail check to:

Yale Center for Emotional Intelligence
 School Relations and Implementation Team
 350 George Street
 3rd Floor - Suite A352
 New Haven, CT 06511

TO
 Manchester Essex Regional School District
 36 Lincoln Street
 Manchester-by-the-Sea, Massachusetts 01944
 United States

INVOICE

Invoice #: YCEI-01623

Date: September 14, 2020

PO/WO #:

RECEIVED
 DEC 03 2020

PRODUCT SUMMARY

Contract Name: FY21 RULER Subscription - Manchester Essex Regional School District			Contract Number: 10001547	
No.	Product	Qty.	Description	Cost
1	2020-21 RULER Subscription	1.0	RULER subscription for Essex Elementary School	\$1,000.00
2	2020-21 RULER Subscription	1.0	RULER subscription for Manchester Memorial Elementary School	\$1,000.00
3	2020-21 RULER Subscription	1.0	RULER subscription for Manchester Essex Memorial Middle School	\$1,000.00
4	2020-21 RULER Subscription	1.0	RULER subscription for Manchester Essex Memorial High School	\$1,000.00
Total:				\$4,000.00

PAYMENT SUMMARY

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$4,000.00	\$0.00	\$4,000.00	\$4,000.00

Please contact rulertraining@yale.edu if you have any questions regarding your payment.
Thank you!

12/13/20
 OK to pay
 P.O. # 2120459
 RR

Yale Center for Emotional Intelligence

REMITTANCE INSTRUCTIONS:

Please include the invoice number and mail check to:

INVOICE

Invoice#: YCEI-01059

DATE: July 31, 2019

Yale University Treasury Services
 P.O. Box. 208087
 New Haven, CT 06520-8087

Attn:

TO:

Manchester Essex Regional School District - c/o Julie Riley
 36 Lincoln Street
 Manchester-by-the-Sea, Massachusetts - 01944
 United States
 (978) 526-4919

Product Summary

Contract Name: 2019 RULER Online Subscription - Manchester Essex Regional School District			Contract Number: 10000980	
SNo.	Product	Quantity	Description	Cost
1.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Essex Elementary School starting Sept. 1, 2019 and ending Aug. 31, 2020. Billing contact is Julie Riley, rileyj@mersd.org, 978-526-4919	\$1,750.00
2.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Manchester Memorial Elementary School starting Sept. 1, 2019 and ending Aug. 31, 2020.	\$1,750.00
3.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Manchester Essex Regional Middle School starting Sept. 1, 2019 and ending Aug. 31, 2020.	\$1,750.00
4.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Manchester Essex Regional High School starting Sept. 1, 2019 and ending Aug. 31, 2020.	\$1,750.00
Total:				\$7,000.00

Payment Summary

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$7,000.00	\$0.00	\$7,000.00	\$7,000.00

REMITTANCE INSTRUCTIONS:

Please include the invoice number and mail check to:

INVOICE

Invoice#: YCEI-01059

DATE: July 31, 2019

Yale University Treasury Services
 P.O. Box. 208087
 New Haven, CT 06520-8087

Attn:

TO:
 Manchester Essex Regional School District
 36 Lincoln Street
 Manchester-by-the-Sea, Massachusetts - 01944
 United States
 (978) 526-4919

Product Summary

Contract Name: 2019 RULER Online Subscription - Manchester Essex Regional School District			Contract Number: 10000980	
SNo.	Product	Quantity	Description	Cost
1.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Essex Elementary School starting Sept. 1, 2019 and ending Aug. 31, 2020. Billing contact is Julie Riley, rileyj@mersd.org, 978-526-4919	\$1,750.00
2.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Manchester Memorial Elementary School starting Sept. 1, 2019 and ending Aug. 31, 2020.	\$1,750.00
3.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Manchester Essex Regional Middle School starting Sept. 1, 2019 and ending Aug. 31, 2020.	\$1,750.00
4.	2019 Subscription Tier 3	1	Tier 3 subscription access to the RULER Online platform for Manchester Essex Regional High School starting Sept. 1, 2019 and ending Aug. 31, 2020.	\$1,750.00
Total:				\$7,000.00

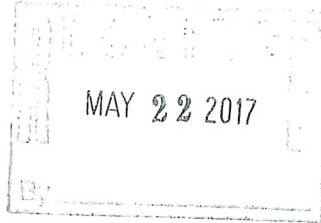
Payment Summary

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$7,000.00	\$0.00	\$7,000.00	\$7,000.00

Yale Center for Emotional Intelligence

REMIT TO:

Attn: Jessica Hoffmann
 Yale Center for Emotional Intelligence
 230 South Frontage Road
 New Haven, CT 06520



INVOICE

DATE: May 19, 2017

Invoice#: IN-00399

TO:

Manchester-Essex Regional High School
 36 Lincoln Street
 Manchester, Massachusetts - 01944
 United States

Payment Due: July 1, 2017

Product Summary

Contract Name: 2017 Manchester-Essex Regional HS RULER AEII			Contract Number: 10000382	
SNo.	Product	Quantity	Description	Cost
1.	2017 AEII Team	1	Patricia Puglisi, Jim Umile, Holly Brabson, Lauren DuBois	\$6000.00
2.	2017 AEII Additional Participant	1	Julie DeRoche	\$1500.00
Total:				\$7500.00

Payment Summary

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$7500.00	\$0.00	\$7500.00	\$7500.00

Please make all checks payable to **Yale University**.

Thank you!

*5/22/17
 OK to pay
 reg # 17683
 RL*

Yale Center for Emotional Intelligence

MAY 08 2017

REMIT TO:

Attn: Mela Waters
 Yale Center for Emotional Intelligence
 230 South Frontage Road
 New Haven, CT 06520

INVOICE

DATE: April 24, 2017

Invoice#: IN-00341

Payment Due: June 1, 2017

TO:

Manchester Essex Regional Middle School
 43 Lincoln St
 Manchester, Massachusetts - 01944
 United States

↳ cannot pay for
 7/1 per terms of
 event - aw
 FY17
 5/9/17

Product Summary

Contract Name: 2017 Manchester Essex Regional Middle School AEII July 17-18			Contract Number: 10000330	
SNo.	Product	Quantity	Description	Cost
1.	2017 AEII Team	1	Joanne Maino, Joan McWhorter, Amy Desmond	\$6000.00
Total:				\$6000.00

Payment Summary

Contract Amount Total	Contract Amount Paid	Contract Amount Due	Amount Invoicing
\$6000.00	\$0.00	\$6000.00	\$6000.00

Please make all checks payable to **Yale University**.

Thank you!

5/8/17
 OK to pay
 reg # 17647
 DR
 1721250

A WORLD OF DIFFERENCE® Institute



Anti-Defamation League
40 Court Street
Boston, MA 02108
Phone (617) 406-6335



INVOICE

BILL TO:

Manchester Essex Regional High School
ATTN: Patricia Puglisi
36 Lincoln Street
Manchester, MA 01944

Invoice Date: August 8, 2018
Invoice Number: 7.27.2018-A
P.O.
Terms: Net 30 Days

<u>DESCRIPTION</u>	Unit Price	Total
Peer Training Summer Institute for Educators July 24 - 26, 2018 Fee: \$375 per person	\$375.00	\$ 750.00
Participant(s): Lauren DuBois Jessica Tran		
	Sub Total:	\$750.00
	Tax:	00.00
	Total:	\$750.00

Make Check Payable to: Anti-Defamation League

Send Check to: Anti-Defamation League
Attn: Phil Fogelman
40 Court Street, 12th Floor
Boston, MA 02108

Enclosed please find the Anti-Defamation League's W-9. If you have any questions concerning this invoice, please contact Phil Fogelman at 617-406-6335 or pfogelman@adl.org.

THANK YOU!!



Anti-Defamation League
 40 Court Street
 Boston, MA 02108
 Phone 617-406-6335 Fax

INVOICE

BILL TO: Mary Lumsden
Manchester Essex Regional High School
36 Lincoln Street
Manchester, MA 01944

INVOICE#: 01-360002500
INVOICE DATE: 4/27/2020
PO #: 2020849
TERMS: Net 30 Days
ADL FEDERAL ID: 13-1818723

Qty	Description	Unit Price	Total
1	Peer to Peer Program Training Delivered on (Friday, December 06, 2019; Monday, December 16, 2019)	\$5,500.00	\$5,500.00

Please indicate invoice # on check.
Make Check Payable to: Anti-Defamation League
Send Check to: Anti-Defamation League
 Attn: Philip Fogelman
 40 Court Street
 Boston, MA 02108

Sub Total:	\$5,500.00
Tax:	\$0.00
Shipping:	\$0.00
Total:	\$5,500.00

Enclosed are two invoice copies: one for your records, and one to be sent with payment. If you have any questions concerning this invoice, please call Philip Fogelman at 617-406-6335. Please have the invoice number available.

THANK YOU FOR YOUR BUSINESS!



A WORLD OF DIFFERENCE® Institute

Anti-Defamation League
40 Court Street
Boston, MA 02108
Phone 617-406-6335 Fax

INVOICE

BILL TO: Lauren DuBois
Manchester Essex Regional High School
36 Lincoln Street
Manchester, MA 01944

INVOICE#: 01-360002241
INVOICE DATE: 1/8/2019
PO #:
TERMS: Net 30 Days
ADL FEDERAL ID: 13-1818723

Qty	Description	Unit Price	Total
1	Peer to Peer Program Training Delivered on (Wednesday, November 14; Tuesday, November, 27; & Thursday, December 13, 2018)	\$5,000.00	\$5,000.00

Please indicate invoice # on check.
Make Check Payable to: Anti-Defamation League
Send Check to: Anti-Defamation League
Attn: Philip Fogelman
40 Court Street
Boston, MA 02108

Sub Total:	\$5,000.00
Tax:	\$0.00
Shipping:	\$0.00
Total:	\$5,000.00

Enclosed are two invoice copies: one for your records, and one to be sent with payment. If you have any questions concerning this invoice, please call Philip Fogelman at 617-406-6335. Please have the invoice number available.

THANK YOU FOR YOUR BUSINESS!

2220453

INVOICE

INVOICE # 003
INVOICE DATE: NOV - JAN

Culture7coaching attention Michael Eatman

49 Sarah J Cir,
Haverhill, Massachusetts 01832
Phone: 7346574589
Michael@culture7.co
culture7.co

BILL TO Pam Beaudoin
Manchester Essex Regional Middle High School
36 Lincoln Street
Manchester, Massachusetts 01944
978-526-4919
Beaudoinp@mersd.org

SHIP TO Michael L. Eatman
Culture7Coaching INC.
49 Sarah J Cir
Haverhill, Massachusetts 01832

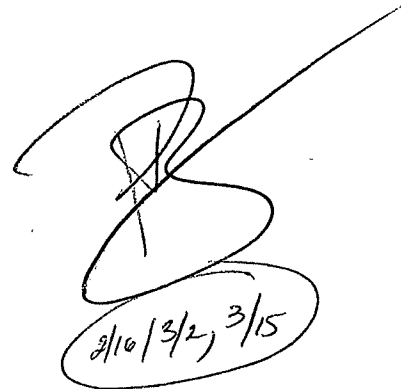
SHIPPING METHOD		SHIPPING TERMS	DELIVERY DATE	
QTY	ITEM ID#	DESCRIPTION	UNIT PRICE	ITEM TOTAL
1		Developing Leadership Team Cultural Competence Plan And Ongoing Alignment	\$4,200.00	\$4,200.00
4		The House That Hope Built, Bringing Cultural Competence To Life In The Classroom (educator Check-in Included) Planning And Implementation	\$2,700.00	\$10,800.00

SUBTOTAL	\$15,000.00
SHIPPING	\$0.00
TAX	\$0.00
TOTAL DUE	\$15,000.00

PAYMENT TERMS
PAYMENT DUE Upon receipt of invoice

Make All Checks Payable To: Culture7coaching attention Michael Eatman

THANK YOU FOR YOUR BUSINESS!



Handwritten signature and date: 2/10/3/2, 3/15

INVOICE

INVOICE # 001

INVOICE DATE: 07/28//2021 - 09/09/2021

Culture7coaching attention Michael Eatman

49 Sarah J Cir,
Haverhill, Massachusetts 01832
Phone: 7346574589
Michael@culture7.co
culture7.co

BILL TO Pam Beaudoin
Manchester Essex Regional Middle High School
36 Lincoln Street
Manchester, Massachusetts 01944
978-526-4919
Beaudoinp@mersd.org

SHIP TO Michael L. Eatman
Culture7Coaching INC.
49 Sarah J Cir
Haverhill, Massachusetts 01832

SHIPPING METHOD		SHIPPING TERMS	DELIVERY DATE	
QTY	ITEM ID#	DESCRIPTION	UNIT PRICE	ITEM TOTAL
1		90 Day Executive Leadership Collaborative	\$6,500.00	\$6,500.00

PAYMENT TERMS
PAYMENT DUE Upon receipt of invoice

SUBTOTAL \$6,500.00
SHIPPING \$0.00
TAX \$0.00
TOTAL DUE \$6,500.00

Make All Checks Payable To: Culture7coaching attention Michael Eatman

THANK YOU FOR YOUR BUSINESS!

INVOICE

INVOICE # 002

INVOICE DATE: OCTOBER 2021

Culture7coaching attention Michael Eatman

49 Sarah J Cir,
Haverhill, Massachusetts 01832
Phone: 7346574589
Michael@culture7.co
culture7.co

BILL TO Pam Beaudoin
Manchester Essex Regional Middle High School
36 Lincoln Street
Manchester, Massachusetts 01944
978-526-4919
Beaudoinp@mersd.org

SHIP TO Michael L. Eatman
Culture7Coaching INC.
49 Sarah J Cir
Haverhill, Massachusetts 01832

SHIPPING METHOD		SHIPPING TERMS	DELIVERY DATE	
QTY	ITEM ID#	DESCRIPTION	UNIT PRICE	ITEM TOTAL
1		Leadership Team Development	\$5,500.00	\$5,500.00

PAYMENT TERMS
PAYMENT DUE Upon receipt of invoice

SUBTOTAL \$5,500.00
SHIPPING \$0.00
TAX \$0.00
TOTAL DUE \$5,500.00

Make All Checks Payable To: Culture7coaching attention Michael Eatman

THANK YOU FOR YOUR BUSINESS!

161 100 1210 80 950 7400
101 100 2357 10.990 7400

**AGREEMENT BETWEEN
Manchester Essex Regional Schools
AND
YALE UNIVERSITY**

This Agreement is entered into this 01 day of January 2022 (“Effective Date”), by and between Manchester Essex Regional Schools (hereinafter called “District”) with a primary business address located at 36 LINCOLN ST, MANCHESTER, MA, 01944-1123, and Yale University acting by and through the Yale Center for Emotional Intelligence (hereinafter called “Yale”) with an office located at 350 George Street, New Haven, CT 06511. District and Yale may be referred to herein individually as a “Party” or collectively as the “Parties.”

WITNESSETH

WHEREAS, in furtherance of Yale University’s educational mission, the Yale Center for Emotional Intelligence undertakes to provide training and technical assistance services in its RULER approach to educational agencies and not-for-profit educational organizations for the purposes of promoting teacher and student social and emotional development in schools; and

WHEREAS, District desires to engage Yale in the provision of services described in the foregoing and Yale is willing to provide such services in accordance with the terms and conditions set forth below;

NOW THEREFORE, in consideration of the promises and mutual covenants herein contained, the sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Services. During the term of this Agreement, Yale agrees to provide the authorized school(s) within District as specified in Exhibit B (collectively, the “Authorized School(s)”) with certain training and technical assistance services as described in Exhibit A (Scope of Work) attached hereto (the “Services”). Certain of the Services shall be provided by Yale to District through an online learning platform located at ruler.online (the “Platform”) in accordance with Exhibit A.
2. Consideration. In consideration for the Services to be provided hereunder, District agrees to pay Yale the sum of **\$4,000.00**, payable as follows:

\$4,000.00 within thirty (30) days of full execution of this Agreement.

Payments shall be made to Yale University (Tax ID # 06-0646973) with a reference to “**Yale Child Study Center - Yale Center for Emotional Intelligence**” and sent to the following remittance address:

Yale Center for Emotional Intelligence
School Relations and Implementation Team
350 George Street
3rd Floor - Suite A352
New Haven, CT 06511

Or wired to:

Bank Name: Bank of America
100 West 33rd Street
New York, NY 10001

ABA Number: 026009593
SWIFT Number: BOFAUS3N
(international wire only)
Account Title: Yale University
Account Number: 0050296726

3. Term. This Agreement covers the period commencing from the Effective Date and, unless earlier terminated in accordance with this Agreement, shall continue in force and effect for one (1) year thereafter (the "Initial Term"). Upon the expiration of the Initial Term, the parties may agree to extend this Agreement in a separate writing executed by authorized representatives of the Parties hereto.

4. Termination. This Agreement shall remain in force and effect for the duration of the Initial Term, as may be extended pursuant to Section 3 above, unless sooner terminated as follows:

(a) If either Party breaches any provision of this Agreement, and the breach is not cured within thirty (30) days after the other Party gives written notice of such breach, then such other Party may terminate this Agreement by giving written notice thereof to the breaching Party; and

(b) Yale shall have the right to terminate this Agreement immediately by providing written notice to District in the event District enters into bankruptcy, becomes insolvent, or is otherwise unable to pay its debts as they come due.

5. Effect of Termination. Upon expiration or termination of this Agreement, all licenses and rights granted by Yale hereunder shall automatically terminate and Platform access will end. Upon Yale's written instructions, District shall return or destroy (and cause its employees, contractors, representatives and/or agents and those of Authorized School(s) to return or destroy) any and all of the Training Materials received thereby and/or otherwise in District's or any Authorized School's possession or control as a result of this Agreement; provided, however, that the District and/or any Authorized School(s) may continue to use copies of the Training Materials in its possession or control as of the date of expiration or termination hereof subject to the provisions of Section 7 below and for so long as such use is in accordance therewith. District shall certify to Yale in writing of the completion of the foregoing no later than sixty (60) days after expiration or termination hereof. No termination of this Agreement shall affect any liabilities of the Parties that may have accrued prior to the date of termination. To the extent any balance is due and remaining by District to Yale hereunder, such balance shall immediately become due and payable by District upon the date of expiration or termination hereof. The Parties shall have a continuing obligation after termination or expiration of this Agreement to comply with any provision hereof that by its sense and context is intended to survive expiration or termination hereof.

6. Notices. Any notices given under this Agreement shall be in writing and shall be deemed delivered when sent by first-class mail, postage prepaid, addressed to the Parties as follows:

District

Manchester Essex Regional Schools
36 LINCOLN ST
MANCHESTER, MA
01944-1123

Yale University

Yale Center for Emotional Intelligence
350 George Street
New Haven, CT 06511

7. Ownership of Training Materials.

(a) Copies of any and all manuals, posters, documentation, and other materials provided by Yale to District and/or the Authorized School(s) pursuant to this Agreement, in any format and regardless of medium, including, without limitation, RULER resources (collectively, the “Training Materials”) is and shall remain the sole and exclusive property of Yale. District acknowledges that the Training Materials are protected by United States copyright laws, and Yale holds and retains full intellectual property and proprietary rights, title and interest in and to all Training Materials (in whole or in part).

(b) Each Authorized School is permitted to make customizations of the Training Materials as necessary for the implementation of the RULER approach at its respective school provided that, and solely to the extent, District instructs and ensures that each such Authorized School uses the Training Materials and any and all such customized materials for such Authorized School’s internal training purposes only and that all use by such Authorized School thereof will be limited solely to such Authorized School’s administrators and educators at its school premises in accordance with the provisions of this Agreement. District hereby grants Yale the non-exclusive, perpetual, worldwide right to use and incorporate in Yale’s sole discretion any and all such customized materials (in whole or in part) for the purposes of improving the Training Materials and furthering the goals and objectives of the RULER approach. Any copies or customizations of the Training Materials made permitted under this Agreement must include the copyright notice as follows:

“RULER Resource Materials. Copyright © 2013 Yale University. All Rights Reserved.”

District agrees and acknowledges that, except as provided under this Agreement or expressly permitted in writing and in advance by Yale, neither District nor any Authorized School is authorized or licensed to reproduce, distribute, transmit, modify, translate, abridge, or otherwise use or create derivative works of the Training Materials, or any other copyrightable materials distributed to it by Yale hereunder, for any purpose, and Yale reserves all rights.

(c) District is prohibited from sharing or distributing Training Materials to, and conducting RULER staff development trainings with, any person or entity not currently employed by the Authorized School(s) as an administrator or educator. No other third party is authorized to use the Training Materials for any purposes.

(d) District shall notify Yale of any infringement that may come to its and/or any Authorized School’s attention and cooperate in good faith with Yale with respect to any responses to such infringement. Yale shall have the sole right to determine any appropriate response to infringement. Upon Yale’s request, District will assist (and cause Authorized School(s) to assist) Yale to protect, perfect, and enforce Yale’s rights in the Training Materials, customizations thereto made by any Authorized School(s), and/or any other copyrightable materials distributed to District and/or any Authorized School by Yale hereunder. District agrees to take all appropriate action and to execute any and all documents, necessary, or reasonably requested by Yale, to establish, effectuate, and preserve Yale’s rights with respect to any and all of the foregoing.

8. Publication of Results. In furtherance of Yale’s mission to publish and disseminate knowledge, Yale and its faculty, employees and/or students may publish the results of the Services (including, without limitation, anonymized results from any staff training feedback surveys conducted by Yale) without prior approval of District or the Authorized School(s). Yale shall have the final authority to determine the

scope and content of any such publications or presentations made by its faculty, employees and/or students consistent with its policies and procedures.

9. Use of Name. Neither Party shall employ or use any name, logos, symbols or marks of the other Party in any press releases, marketing materials and/or advertising without the prior express written permission of such other Party. This restriction shall not include legally required disclosures by either Party that identifies the existence of this Agreement.

10. Use of the Platform. District agrees to be bound by and shall comply with all terms and conditions for use of the Platform communicated to District by Yale, including, but not limited, to: [ruler.online/terms](#). Except to the extent caused by Yale's gross negligence or willful acts, Yale shall not be responsible or liable to District, its Authorized School(s), nor their respective employees, contractors, representatives and/or agents in connection with use of the Platform by any of the foregoing.

11. Relationship of Parties. The relationship of District and Yale established by this Agreement is that of independent contractors. Nothing in this Agreement shall be construed to create a relationship of employment or agency, nor shall either Party's employees, contractors, agents, or representatives be considered the employees, contractors, agents, or representatives of the other Party. Nothing in this Agreement shall be construed to constitute the Parties as partners or joint venturers, or allow either of the Parties to create or assume any obligation on behalf of the other Party.

12. Force Majeure. Neither Party shall be liable for any failure to perform its obligations as required by this Agreement (other than obligations to make monetary payments) to the extent such failure to perform is caused by any reason beyond such Party's reasonable control, including, without limitation, any of the following: labor disturbances or disputes of any kind, accidents, failure of any required governmental approval, civil disorders, acts of aggression, acts of God, energy or other conservation measures, failure of utilities, mechanical breakdowns, material shortages, disease, or similar occurrences.

13. Insurance. District shall procure and maintain for the term of this Agreement general liability insurance with a combined personal injury, bodily injury (including death) and property damage limit of at least \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Such coverage shall act as primary insurance and no coverage of Yale shall be called upon to contribute to a loss. District will notify Yale of any significant change thirty (30) days prior to each such change.

14. Responsibility. District shall be fully responsible for its own negligent acts or omissions and the negligent acts or omissions of its and Authorized School(s)' employees, contractors, agents and/or representatives, to the extent allowed by law. District represents and warrants that it will comply with all applicable laws, rules and regulations, it has full power and authority to enter into and perform its obligations under this Agreement, and the person who has executed this Agreement on behalf of District has the authority to bind District.

15. NO WARRANTIES. DISTRICT EXPRESSLY ACKNOWLEDGES AND AGREES THAT USE OF THE SERVICES, PLATFORM, AND TRAINING MATERIALS IS AT THE SOLE RISK OF DISTRICT AND AUTHORIZED SCHOOL(S). THE PLATFORM AND TRAINING MATERIALS ARE PROVIDED "AS IS" AND YALE MAKES NO WARRANTIES EITHER EXPRESSED OR IMPLIED, AS TO ANY MATTER, INCLUDING, WITHOUT LIMITATION, THE USE OR RESULTS OF THE SERVICES, PLATFORM, AND/OR TRAINING MATERIALS; OR THE ACCURACY, COMPLETENESS, PERFORMANCE, OWNERSHIP, MERCHANTABILITY, NON-INFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE WITH RESPECT TO ANY OF

THE FOREGOING. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY YALE OR A YALE AUTHORIZED REPRESENTATIVE SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF THIS WARRANTY. SOME STATES DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES SO THE ABOVE EXCLUSION MAY NOT APPLY TO DISTRICT.

16. Limitation of Liability. Neither Party shall be liable for any indirect, special, incidental, punitive, or consequential damages (including, without limitation, damages for lost profits or business) suffered by the other Party or any others resulting from use of the Services, Platform, and/or Training Materials, even if advised of the possibility of such damages. In no event shall Yale's total liability to District and Authorized School(s) for all damages, losses, and causes of action (whether in contract, tort including negligence or otherwise) exceed the amount paid by District hereunder.

17. Assignment. Neither Party shall assign, transfer, or delegate this Agreement to any other person or entity, without the prior written consent of the other Party, and any purported assignment without such consent is null and void.

18. Severability. In the event that a court of competent jurisdiction holds any provision of this Agreement to be invalid, such holding shall have no effect on the remaining provisions of this Agreement that can be given effect without the invalid provision, and all such remaining provisions shall continue in full force and effect.

19. Entire Agreement; Amendments. This Agreement, together with Exhibits A and B attached hereto, which are fully incorporated herein and made a part hereof, constitutes the entire agreement between the Parties and supersedes all previous agreements, oral or written, between them with respect to its subject matter. No amendments or modifications to this Agreement shall be effective unless made in writing and signed by an authorized signatory of each Party.

20. No Third-Party Beneficiaries. Nothing in this Agreement, express or implied, is intended to nor shall be construed to confer upon any person or entity, any remedy or claim under or by reason of this Agreement as third-party beneficiaries or otherwise. The terms and conditions of this Agreement are for the sole and exclusive benefit of the Parties to this Agreement.

21. Controlling Law. This Agreement and its terms and conditions shall be governed by the laws of the State of Connecticut and it shall be interpreted in accordance with Connecticut law without regard to its conflicts of law provisions.

22. Similar Services. Nothing in this Agreement shall be construed to limit the freedom of Yale or its personnel from engaging in or contracting for the provision of similar services with any other parties.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their duly authorized officers or representatives.

DISTRICT

Signature:  _____

Printed Name: Angela Bik

Title: Interim Director of Curriculum

Date: 10/15/2021

YALE UNIVERSITY

Signature:  _____

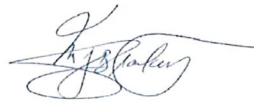
Printed Name: Arnim Dantes

Title: Deputy Dean, YSM Finance and Administration

Date: 11/30/21

Read and acknowledged by:

YALE CENTER FOR EMOTIONAL INTELLIGENCE

Signature:  _____

Printed Name: Dr. Marc Brackett

Title: Director, [Yale Center for Emotional Intelligence](#)

Professor, [Yale Child Study Center](#)

EXHIBIT A

SCOPE OF WORK

Component	Description
RULER Online	Access to the RULER Online platform over the course of the contract year for all authorized faculty and staff from your district. The platform includes curricular resources, modules, tools and a resource library.
Newsletters	RULER newsletters give schools and districts the opportunity to stay connected to our research and recommended resources to support ongoing RULER implementation at your school. Quarterly newsletters will keep the RULER Implementation Teams informed with the latest SEL news.
Classroom Implementation Webinar	Webinars will be offered throughout the contract year for authorized members of the RULER Implementation Team at your district. They will address elementary, middle, and high school topics. Staff will work remotely with leaders and implementation teams to provide overall guidance and support in the RULER implementation process.
Coaching	Virtual group coaching sessions will be provided to schools over the course of the contract year. RULER staff will work with implementation teams to model anchor tools, debrief the RULER implementation process, and provide overall guidance and support.

EXHIBIT B

AUTHORIZED SCHOOLS

Essex Elementary School

Manchester Essex Memorial Middle School

Manchester Memorial Elementary School

Manchester-Essex Regional High School

PROPOSED EXAMPLE BUDGET

The estimated costs below can be customized to meet the learning experience based on interest and need. Upon approval a final agreement with programming selections will be sent for your signature.

Service	Cost
<p>90 Day program for Executive Leadership Collaborative (ELC) for Superintendent / Assistant Superintendent</p> <ul style="list-style-type: none"> Collaboratively develop a pre-alignment strategy <ul style="list-style-type: none"> ○ Leadership Edge Cultural Competence Assessment ○ (Individual Equity Vision Development Plan) (EVDP) Developing district cultural competence action plan Crisis Coaching for District Diversity Disruptions Review of Key Communications & Strategy Documents Ongoing consultation as needed 	6,500.
<p>Leadership Team Development A half-day session for the leadership team</p>	5,500.
<p>Developing site Cultural Competence Plan (facilitated)</p>	4,200.
<p>Faculty/Staff District Options ~ per discipline/grade level/building</p> <p>The House That Hope Built, Bringing Cultural Competence to Life in the Classroom (educator check-in included) cost per school</p>	2,700.
<p>Full-Day Staff event (or 2 half-day sessions with two different grade configurations Pk-6 and 7-12)</p>	6,500.
<p>Total = \$25,000. + House the Hope option if selected (2,700. Per school)</p>	

Additional Service Options

Faculty/Staff District Options ~ per discipline/grade level/building

Culture GO (3 sessions) cost per school	2,500.
Virtual Office hours (2 monthly)	1,000.
Racial Habit Building Challenge (3) study group meetings can be offered multiple times throughout the year	4,500.
Emotional Intelligence Lab monthly, cost per month	500.
Total Cost	

Signature

Michael L. Satter

August 26, 2021

Signature

Archie Jones

Date:

8.30.21

Components + timeline to be determined
through consultation *LB*



MERSD Leadership Team
Building Capacity to Support Change

Michael L. Eatman, M. Ed. , CDP

September 30, 2021



CULTURE7.CO



Concepts and Definitions

The following is a list of working definitions for this report. It is not intended to offset any definitions currently being used in the MERSD School community. We know that cultural diversity terminology can be challenging for everyone to agree on, so MERSD can change the terms to suit its own needs to the extent necessary.

African American refers to United States citizens who are descendents of black slaves from Africa.

Asian American refers to United States citizens who are descendents of people from Asia.

Culture refers to all the ways in which a group of people perceive themselves as set apart by a unique set of norms, laws, and taboos that govern behavior.

Cultural Competence refers to the ability to successfully negotiate cross cultural differences in order to accomplish practical goals.

Diversity refers to all of the ways in which human beings perceive themselves as belonging to distinct groups based on cultural differences.

Ethnicity refers to the observable cultural practices that make a group of people distinct from other groups (e.g., food, attire, music, etc.).

Gay commonly refers to a male or female whose sexual orientation is attraction to persons of the same sex.

Historically Excluded Group (HEG) refers to the term used instead of minority group. The goal is to avoid the controversy concerning the use of minority. Any group that has been historically disenfranchised is deserving of the label. In this way, the term is more inclusive than race, gender, ability differences, gender orientation, etc.

Historically Included Group (HIG) is the term used to refer to the members of the group that have been the majority in numbers and social, economic, and decision-making power within an organization.

Latinx/Latino/Latina /Hispanic American refers to a person of Latin-American or Spanish-speaking descent. The term "Latino" was officially adopted in 1997 by the United States Government in the ethnonym "Hispanic or Latino", which replaced the single term "Hispanic": "Because regional usage of the terms differs – Hispanic is commonly used in the eastern portion of the United States, whereas Latino is commonly used in the western portion.

Lesbian refers to a term most widely used in the English language to describe sexual and romantic desire between females.

Multiracial refers to people with ancestors of more than one race.

Native American refers to the entirety of the indigenous peoples of the American continents.

Race refers to classification of humans into large and distinct populations or groups on the basis of factors such as heritable phenotypic characteristics or geographic ancestry, but also often influenced by and correlated with traits such as appearance, culture, ethnicity, and socio-economic status. Over history, the definition of race has changed to suit the current functions and uses of classifying people for social, economic, and political purposes.

Transgender refers to the state of one's "gender identity" (self-identification as woman, man, neither or both) not matching one's "assigned sex" (identification by others as male, female or intersex based on physical/genetic sex). "Transgender" does not imply any specific form of sexual orientation.

MERSD Leadership Team Session Workbook

Collaboration Guides

How can we work together to reach our goals?

Guideline to be safe	Guideline to be brave

Got Goals?

Visioning the needs/challenges/ and opportunities ahead, what is my main goal?
Feelings about this goal?

Notes

EQ Learning Philosophy

Notes

EQ Reflections

“Keys” from Session

Tools, insights, questions, models, practices you could apply to use EQ as a school leader

EQ for Self	EQ for Relationships	EQ for Leadership

Stereotypes

Racial/Ethnic group	Stereotype	Which have you said? Place a check mark	What do you need to be aware of?

Tension and Complexity

In the space below jot down some of the tensions and complexities you have seen, sensed or have faced as a community leader in an area of diversity.

Self	Relationships	Leadership
What EQ Competencies can support you?		
EQ for self	EQ for Relationships	EQ for Leadership

Awareness	Attitude	Knowledge	Skills	Practices
What dynamics am I conscious of in this situation?	How do I feel? How do my beliefs and values impact what I see	What <u>facts</u> do I know? What <u>procedures</u> do I know or understand?	How am I translating my knowledge into skills that would help?	How can I enhance educational practices? What will I commit to?

Notes

Notes con't

EQUITY Visioning - To ...

Stakeholder groups - Who do we serve?

Operations - What needs to happen on a day-to-day basis?

Competencies - What are the necessary skills

Cultural Competence - How and why cultural competency supports that strategy?

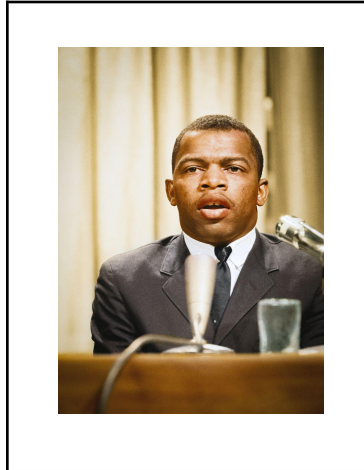
Notes con't

“Keys” from session

Tools, insights, questions, models, practices you could apply to use EQ as a school leader

EQ for Self	EQ for Relationships	EQ for Leadership

'Get in good trouble, necessary trouble': Rep. John Lewis



What do I need to be aware

What are my options

What will I commit to?

Cultural Competence

Awareness	Attitude	Knowledge	Skills	Practices
<p>What dynamics am I conscious of in this situation?</p>	<p>How do I feel?</p> <p>How do my beliefs and values impact what I see</p>	<p>What <u>facts</u> do I know?</p> <p>What <u>procedures</u> do I know or understand?</p>	<p>How am I translating my knowledge into skills that would help?</p>	<p>How can I enhance educational practices?</p> <p>What will I commit to?</p>
<p><u>Example:</u> You notice that a person whose linguistic diversity is interpreted as not being very smart</p>	<p><u>Example:</u> This person is in wrong learning environment</p> <p>I had to grow through learning differences growing - i worked hard</p>	<p><u>Example:</u> <u>Fact:</u> If cultural assets are validated teachers and learners can reach their full capacity</p>	<p><u>Example:</u> To develop the competence around an equality of respect for the knowledge and experience that everyone contributes</p>	<p><u>Example:</u> Creating communities of learners that enables all members to offer contributions from their lived experience: i.e. learning circle</p>

The Six Seconds EQ Model

This model of EQ-in-Action begins with **three important pursuits**: to become more aware (noticing what you do), more intentional (doing what you mean), and more purposeful (doing it for a reason).

Know Yourself

Clearly seeing what you feel and do. Emotions are data, and these competencies allow you to accurately collect that information.

Choose Yourself

Doing what you mean to do.

Instead of reacting “on autopilot,” these competencies allow you to proactively respond.

Give Yourself

Doing it for a reason.

These competencies help you put your vision and mission into action so you lead on purpose and with full integrity.



Know Yourself gives you the “**what**” – when you Know Yourself, you know your strengths and challenges, you know what you are doing, what you want, and what to change.

Choose Yourself provides the “**how**” – it shows you how to take action, how to influence yourself and others, how to “operationalize” these concepts.

Give Yourself delivers the “**why**” – when you Give Yourself you are clear and full of energy so you stay focused why to respond a certain way, why to move in a new direction, and why others should come on board.

Within each of these three pursuits are specific competencies measured by the SEI. The competencies are shown on the next page. For more details, please see www.6seconds.org/emotional-intelligence and 6sec.org/eq





The Six Seconds EQ Model:

Pursuit	Competency	Definition
Know Yourself	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings.
	Recognize Patterns	Acknowledging frequently recurring reactions and behaviors.
Choose Yourself	Apply Consequential Thinking	Evaluating the costs and benefits of your choices.
	Navigate Emotions	Assessing, harnessing, and transforming emotions as a strategic resource.
	Engage Intrinsic Motivation	Gaining energy from personal values & commitments vs. being driven by external forces.
	Exercise Optimism	Taking a proactive perspective of hope and possibility.
Give Yourself	Increase Empathy	Connecting with and appropriately responding to emotions.
	Pursue Noble Goals	Connecting your daily choices with your overarching sense of purpose.

