

## MTAC R0920 Services to Promote Safe and Supportive School Communities

Contract Dates: 7/1/2013 - 6/30/2017

For more Information please

Call Connie Cuttle  
at (212)374-6834

Component	Vendor Name	Component Description	Contract Number
01 - Social Emotional Learning	Bank Street College	Bank Street staff teach school-based professionals to reassess and reframe their teacher-child interactions, rethink and redesign school and classroom routines, and implement classroom curricula to help children learn to express emotional experience within a safe, predictable, and containing classroom environment.	QR9200A
01 - Social Emotional Learning	CUNY Creative Arts Team	Interactive drama workshops, led by trained actor/teachers, allow students to examine current social issues that are seldom discussed in traditional classroom settings, and obtain information that clarifies questions and misconceptions that affect their attitudes and behavior. Students develop social competence by working cooperatively in teams, by improving their communication skills and habits of speech such as audibility, clarity, and expression, and by learning to respect their own and others' feelings and opinions. Their ability to deal with emotions such as anger by learning to express emotions in appropriate and acceptable ways is improved.	QR9200B
01 - Social Emotional Learning	Development Without Limits, LLC	Workshop topics include: Understanding Young People; Dynamic and Effective Advisories I & II; Walking In Someone Else's Shoes; A Place For Youth; Healthy Conflict; Seeing Our Choices, Using Our Voices.	QR9200C
01 - Social Emotional Learning	Educators for Social Responsibility	The Creating High-Performing, High-Achieving Classrooms Institute focuses on preparing teachers to create safe, orderly, and engaging classrooms. It helps teachers learn a range of research-based instructional strategies, classroom practices, protocols, and procedures for reaching and engaging all learners.	QR9200D
01 - Social Emotional Learning	Morningside Center	SEL workshops or residencies offer intensive professional development; SAFE curricula; Interactive pedagogy; family engagement; tailored approach and are research based.	QR9200G
01 - Social Emotional Learning	Operation Respect	Professional Development Workshops are designed to help schools create safe and supportive communities by providing staff with the skills they need to advance their students' social and emotional learning. On-site workshops can be scheduled for up to 30 participants, designed to provide a foundation in techniques and strategies for social and emotional learning. This would allow for more powerful skill building as well as planning for a school-wide approach to advancing SEL. Professional development formats may include leadership teams, steering committees, full staff meetings and workshops for selected staff. Operation Respect facilitators may work with school or regional staff development personnel to plan and deliver interactive sessions that foster staff exploration, learning and teaching of social and emotional, character education, and prevention skills and strategies.	QR9200J
01 - Social Emotional Learning	Partnership with Children, Inc.	PwC's programs develop students' cognitive and behavioral skills to build the core competencies associated with social and emotional learning, in conjunction with modeling effective classroom management for teachers, providing professional development to school staff and administrators, engaging parents in their children's education, and making entire school communities safer and more conducive to learning. Our curricula is sequenced, involves active learning, is focused on a particular topic and targets particular social skills for development.	QR9200K
01 - Social Emotional Learning	Wediko Children's Services, Inc.	The goals of Side by Side™ are that students will learn and practice skills necessary to achieve positive academic outcomes, choose healthy lifestyles, increase self-confidence and experience personal development and growth.	QR9200P
01 - Social Emotional Learning	Creative Connections	Creative Connections' programs promote success by helping students, teachers, and schools prepare for the educational and career challenges of the 21st Century.	QR9200R
01 - Social Emotional Learning	The Leadership Program, Inc.	Services utilize youth development based activities that strengthen social, emotional, behavioral, and cognitive competencies that build the capacity for academic achievement and create a classroom environment that supports learning.	QR9200T
01 - Social Emotional Learning	Positive Conflict Management Associates - PCM	The Leadership Skills for the 21st Century program provides school staff, students and parents with a research based, field tested, data driven and result oriented approach to creating a school culture which provides all stakeholders with the social emotional skills necessary to maximize student achievement.	QR9200X
01 - Social Emotional Learning	SHW Enterprises dba Scholar Centric	ScholarCentric's Success Highways research-based, proven intervention for enhancing understanding of education's relevance in achieving life goals; academic confidence; connectedness to others; stress management skills; balanced sense of well-being; intrinsic motivation.	QR9200Y
01 - Social Emotional Learning	Fund for the City of New York	This method uses creative drama to transform classrooms into a safe space for self-expression, enabling participants to improve their social skills, build their emotional vocabulary, and enhance their academic success.	QR920AB

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02 - Behavior Management	CUNY Creative Arts Team	CAT uses drama to help young people identify and cope with pressing social issues in order to build resiliency skills that promote positive peer relationships and healthy, productive behavior such as being helpful, respectful, sharing with peers, cooperating, and participating in collaborative problem solving. This is accomplished by providing group intervention through structured interactive drama workshops in which young people and CAT's actor/teachers create and explore characters in conflict—characters making critical decisions, analyzing how and why they make those decisions, and witnessing the consequences.	QR9200B
02 - Behavior Management	Educators for Social Responsibility	Guided Discipline and Personalized Student Support Institute helps middle and high school teachers manage their classrooms in ways that increase students' learning and cooperation, self-management, responsible decision making, and disciplined work habits. Four different variations of program packages are available, all of which include the Guided Discipline and Personalized Student Support Institute.	QR9200D
02 - Behavior Management	Morningside Center	Our Holistic Discipline Program has three components: developing a tailored school-wide discipline plan; supporting teachers struggling with student behavior; creating safe, positive environments in school spaces outside of the classroom (cafeteria, schoolyard, etc.).	QR9200G
02 - Behavior Management	New York Academy of Medicine	Seminars designed for teachers/staff that will aim to: create safe schools, prevent bullying and violence among students, manage stress and sensitive issues and share cultural perspectives on pertinent issues.	QR9200H
02 - Behavior Management	Operation Respect	Workshops may be scheduled for up to 30 educators, providing a foundation in prevention techniques and strategies planned in consultation with the school being served. This would provide educators with skills and strategies to intervene effectively with students in crisis; strategies and skills to de-escalate conflict and/or confrontational behavior; implement classroom management protocols and procedures that support students' self management and create safe, respectful and supportive classroom and school environments.	QR9200J
02 - Behavior Management	Partnership with Children, Inc.	We have developed a series of whole classroom interventions as well as year long small counseling groups designed to help students learn how to handle conflict constructively, redirect anger, channel negative feelings in an appropriate way, and deal with stressors in the community such as gang pressure, bullying, test anxiety, etc.	QR9200K
02 - Behavior Management	Ramapo for Children	Safe and supportive schools that satisfy students' basic needs influence positive change in students' attitudes and behavior. Ramapo's professional development program, "Managing Difficult Behavior," will provide school personnel with practical strategies and techniques for successfully handling students' disruptive, angry, and aggressive behavior.	QR9200L
02 - Behavior Management	Wediko Children's Services, Inc.	The goals of Side by Side™ are that students will learn and practice skills necessary to achieve positive academic outcomes, choose healthy lifestyles, increase self-confidence and experience personal development and growth.	QR9200P
02 - Behavior Management	The Leadership Program, Inc.	Services utilize youth development based activities that strengthen social, emotional, behavioral, and cognitive competencies that build the capacity for academic achievement and create a classroom environment that supports learning.	QR9200T
02 - Behavior Management	Positive Conflict Management Associates - PCM	Partnering for Progress builds the leadership, resiliency, and conflict management skills of students in greatest need of social emotional support to succeed academically while simultaneously providing school staff and parents with training in the social emotional skills necessary to support all students.	QR9200X
02 - Behavior Management	Sadie Nash Leadership Project	Uses case studies and scenarios to examine ways to create teachable moments, and how to use conflict to deepen relationships and processes within a classroom. Explore ways to create true personal and community accountability and to engage some restorative justice principles to rebuild trust and community after incidents of conflict.	QR9200Z
02 - Behavior Management	Fund for the City of New York	This method uses creative drama to transform classrooms into a safe space for self-expression, enabling participants to improve their social skills, build their emotional vocabulary, and enhance their academic success.	QR920AB
03 - Promoting Respect for Diversity	CUNY Creative Arts Team	CAT uses drama to help young people identify and cope with pressing social issues in order to build resiliency skills that promote positive peer relationships and healthy, productive behavior such as being helpful, respectful, sharing with peers, cooperating, and participating in collaborative problem solving. This is accomplished by providing group intervention through structured interactive drama workshops in which young people and CAT's actor/teachers create and explore characters in conflict—characters making critical decisions, analyzing how and why they make those decisions, and witnessing the consequences.	QR9200B

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<b>03 - Promoting Respect for Diversity</b>	<b>GLSEN, Inc.</b>	Provides training/workshops on bullying, harassment, and bias and promoting respect for diversity with focus on issues facing LGBT students.	QR9200F
<b>03 - Promoting Respect for Diversity</b>	<b>Morningside Center</b>	Morningside aims to make the school a place where everyone feels safe and respected and to ensure that everyone in the school community: develops an understanding and appreciation of their own and other peoples' culture and background; increases awareness of prejudice and oppression; develops skills to help stand up to discrimination and harassment, whether it is targeted at individual or others.	QR9200G
<b>03 - Promoting Respect for Diversity</b>	<b>Operation Respect</b>	Professional Development Workshops are designed to help schools create safe and supportive communities by providing staff with the skills they need to promote respect for diversity. On-site workshops can be scheduled for up to 30 participants, designed to provide a foundation in techniques and strategies for social and emotional learning. This would allow for more powerful skill building as well as planning for a school-wide approach to advancing respect for diversity. Professional development formats may include leadership teams, steering committees, full staff meetings and workshops for selected staff. Operation Respect facilitators may work with school or regional staff development personnel to plan and deliver interactive sessions that foster staff exploration, learning and teaching of respect for diversity.	QR9200J
<b>03 - Promoting Respect for Diversity</b>	<b>Partnership with Children, Inc.</b>	All of our programs are designed to build character, develop awareness of cultural differences, sexual preferences, understanding of bullying – the victim, the bully and the bystander, and how to empower a community to work together to build a respectful, and inclusive school community.	QR9200K
<b>03 - Promoting Respect for Diversity</b>	<b>Tanenbaum Center for Interreligious Understanding</b>	Using Tanenbaum's pedagogy, The Seven Principles for Inclusive Education and samples from our skills-based curricula, participants explore and develop creative ways to establish learning environments in which students can feel successful and supported. -CoExist curriculum help students learn how to identify components of conflict and to practice real-life conflict resolution skills. -World Olympics helps students explore questions related to diversity, wellness, teamwork and sportspersonship using the theme of the Olympic Games.	QR9200M
<b>03 - Promoting Respect for Diversity</b>	<b>Wediko Children's Services, Inc.</b>	The goals of Side by Side™ are that students will learn and practice skills necessary to achieve positive academic outcomes, choose healthy lifestyles, increase self-confidence and experience personal development and growth.	QR9200P
<b>03 - Promoting Respect for Diversity</b>	<b>Anti Defamation League</b>	Training to participants to prevent or reduce prejudicial behavior, discriminatory or harassing behavior, and promote positive and respectful interpersonal and inter-group relations among individuals / groups from diverse backgrounds.	QR9200Q
<b>03 - Promoting Respect for Diversity</b>	<b>The Leadership Program, Inc.</b>	Through diversity instruction, students are urged to seek knowledge rather than yield to stereotypes, enabling them to develop informed social attitudes toward students of different cultures or various other attributes. TLP's diversity curriculum Embracing Difference teaches students to examine their thoughts and assumptions and how these influence their behaviors and responses.	QR9200T
<b>03 - Promoting Respect for Diversity</b>	<b>Sadie Nash Leadership Project</b>	Uses scenarios, role plays, and brainstorming to teach skills to interrupt oppressive behavior, to effectively work across difference, and to proactively create and maintain safe space within our classrooms. Using activity sharing and journaling to strategize around ways to directly apply this knowledge in their current classrooms.	QR9200Z
<b>03 - Promoting Respect for Diversity</b>	<b>Fund for the City of New York</b>	This method uses creative drama to transform classrooms into a safe space for self-expression, enabling participants to improve their social skills, build their emotional vocabulary, and enhance their academic success.	QR920AB
<b>04 - Facilitation Skills and/or Services/Team Building</b>	<b>Creative Arts Team</b>	CAT uses drama to help young people identify and cope with pressing social issues in order to build resiliency skills that promote positive peer relationships and healthy, productive behavior such as being helpful, respectful, sharing with peers, cooperating, and participating in collaborative problem solving. This is accomplished by providing group intervention through structured interactive drama workshops in which young people and CAT's actor/teachers create and explore characters in conflict—characters making critical decisions, analyzing how and why they make those decisions, and witnessing the consequences.	QR9200B
<b>04 - Facilitation Skills and/or Services/Team Building</b>	<b>Educators for Social Responsibility</b>	This program focuses on building effective grade-level, departmental, course-alike, and/or other special focus adult teams. Provides the practical “nuts and bolts” for educators in teams who are implementing structures to increase attachment to school and improve learning and achievement for every student.	QR9200D

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04 - Facilitation Skills and/or Services/Team Building	Morningside Center	Morningside uses a variety of group games to create positive experiences of collaboration. An example is "Safe Landing," in which participants work in small groups to construct with pipe cleaners a protective structure for an egg that will keep it from breaking when dropped from six feet. Another is to work in small groups with art materials to create a vision of the school participants hope for.	QR9200G
04 - Facilitation Skills and/or Services/Team Building	Partnership with Children, Inc.	We teach the characteristics of effective teams from establishing rules to developing roles/responsibilities and objectives, time commitments and accountability. We provide training on group process, group dynamics, active listening, effective problem solving.	QR9200K
04 - Facilitation Skills and/or Services/Team Building	Teamsight, LLC	The range of programs include experiential workshops in the fundamentals of teamwork, consulting services, off-site retreats, adventure experiences and train the trainer programming.	QR9200N
04 - Facilitation Skills and/or Services/Team Building	Creative Connections	Creative Connections' programs promote success by helping students, teachers, and schools prepare for the educational and career challenges of the 21st Century.	QR9200R
04 - Facilitation Skills and/or Services/Team Building	The Leadership Program, Inc.	By providing youth with caring adult relationships, high expectations, and opportunities for meaningful participation, and by guiding youth in developing positive self image, communication skills, peer bonding, goal setting and personal responsibility, TLP's Youth Development Program meets the fundamental developmental needs that help youth develop the strengths that will benefit them throughout their lives.	QR9200T
04 - Facilitation Skills and/or Services/Team Building	National School Climate Center	We teach facilitation inspired by the work of Lee Mun Wah (the creator of the film The Color of Fear), who advocates for the practice of mindful listening, which is a culturally sensitive attunement to people with whom you interact. Lee proposes that with practice, facilitators can become allies and role models and develop positive connections with those they encounter.	QR9200W
05 - Integrated Services Program	Partnership with Children, Inc.	PwC Open Heart-Open Mind program works to keep at risk students in school by addressing their social and emotional development needs. PwC works with parents, teachers, school administrators and resources in the community to ensure that students can break out of the cycle of poverty by coming to school and staying in school.	QR9200K
05 - Integrated Services Program	Wediko Children's Services, Inc.	The goals of Side by Side™ are that students will learn and practice skills necessary to achieve positive academic outcomes, choose healthy lifestyles, increase self-confidence and experience personal development and growth.	QR9200P
05 - Integrated Services Program	Ohel Children's Home and Family Services, Inc.	PROJECT T.A.P.E.S.T.R.Y. (Teacher Abuse Prevention, Education and Sexual Trauma Response): A coordinated and integrated "tapestry" of evidence-based services for sexual abuse prevention and response in schools, student body, and parent body.	QR920AA
05 - Integrated Services Program	Fund for the City of New York	This method uses creative drama to transform classrooms into a safe space for self-expression, enabling participants to improve their social skills, build their emotional vocabulary, and enhance their academic success.	QR920AB
06 - Restorative Approaches/Use of Positive, Progressive Discipline	Development Without Limits, LLC	Topics include: Seeing Our Choices, Using Our Voices; Positive Discipline I & II; A Place For Youth; Telling It Like It Is; Creative Chaos.	QR9200C
06 - Restorative Approaches/Use of Positive, Progressive Discipline	Educators for Social Responsibility	Programs will help: individuals or groups who have been harmed or violated to air and share feelings, needs, and grievances; conflicting parties to resolve differences and mend relationships; students to erase their "bads" and earn back or restore privileges or their good standing; students who have been suspended or committed serious offenses to re-enter the community and declare what they will do in words and actions to make things right.	QR9200D
06 - Restorative Approaches/Use of Positive, Progressive Discipline	Morningside Center	Morningside have five programs that foster restorative approaches and use of positive progressive discipline. They are: Holistic Discipline; Class Meetings for Problem-solving; Restorative Circles; Peer Mediation programs; Peace Helpers programs.	QR9200G
06 - Restorative Approaches/Use of Positive, Progressive Discipline	Partnership with Children, Inc.	Restorative approaches to conflict focus on finding out what happened to whom and figuring out a way for everyone involved to move forward and do things differently in the future. By engaging both parties involved in a conflict in a non-judgmental search for a solution, without blame, students build a stronger connection to their peers, teachers and school. The advantage of using restorative approaches in our work is creating a reduction in interpersonal conflict and a more caring school environment.	QR9200K

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06 - Restorative Approaches/Use of Positive, Progressive Discipline	Ramapo for Children	Restorative approaches to school discipline involve a personal approach based on developing trusting, caring relationships, teaching self-regulation and social skills and building community between teachers and students.	QR9200L
06 - Restorative Approaches/Use of Positive, Progressive Discipline	Wediko Children's Services, Inc.	A problem-solving approach to dealing with inappropriate behavior prevents the behavior from occurring again by teaching the student positive behavior, and empowering the student to take responsibility for solving the problem he or she caused. It not only leaves the student with their dignity intact, but also provides a positive sense of accomplishment.	QR9200P
06 - Restorative Approaches/Use of Positive, Progressive Discipline	The Leadership Program, Inc.	The Violence Prevention Project build self-efficacy, promote positive attitudes and pro-social skills, increase positive behaviors and reduce negative behaviors such as suspensions and school violent incidents.	QR9200T
07 -School Culture/Whole School Approach to Establishing and Sustaining a Positive School Culture	Educators for Social Responsibility	The goal/objective is to provide school teams with the tools to: use the school's baseline data to assess the strengths, weaknesses, and efficacy of the current discipline and student support system; identify core values and desired outcomes to drive discipline/student support; develop or refine a school-wide code of conduct that features six essential building blocks.	QR9200D
07 -School Culture/Whole School Approach to Establishing and Sustaining a Positive School Culture	Morningside Center	Collaboration for Success aims to engage all members of the school community in a collaborative process aimed at creating a school-wide culture of trust and respect in which students can thrive, socially, emotionally, and academically.	QR9200G
07 -School Culture/Whole School Approach to Establishing and Sustaining a Positive School Culture	Partnership with Children, Inc.	A series of PD trainings that build capacity for parents, teachers, school staff and administrators. All aspects of each training will look at data from the Comprehensive Education Plan, OARS, Attendance and the Learning Environment Survey so that effective policies and protocols are developed in order to build an engaging, positive school culture enabling all key constituency groups to feel safe, valued and welcomed.	QR9200K
07 -School Culture/Whole School Approach to Establishing and Sustaining a Positive School Culture	Ramapo for Children	Ramapo's model for creating a positive school culture focuses on building relationships between teachers at the school, team, and grade level. For example, we help school personnel develop guidelines and agendas for staff meetings that encourage teachers to listen and not react defensively.	QR9200L
07 -School Culture/Whole School Approach to Establishing and Sustaining a Positive School Culture	Wediko Children's Services, Inc.	The goals of Side by Side™ are that students will learn and practice skills necessary to achieve positive academic outcomes, choose healthy lifestyles, increase self-confidence and experience personal development and growth.	QR9200P
07 -School Culture/Whole School Approach to Establishing and Sustaining a Positive School Culture	The Leadership Program, Inc.	Team building is the key to creating the community and capacity demanded of school leadership and staff that lead to effectively utilized time and resources, enhanced teacher leadership and skill-building for the classroom. Successful programs improve group dynamics and discuss techniques for achieving curricular and school-wide goals, establishing classroom norms and responding to emergent issues in education and on site.	QR9200T