

**NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT**

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT November 08, 2021

RESIGNATIONS – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Christopher Blake	Grade 5 Augusta Lewis Troup School General Funds 19041015-50115	11/08/2021
Marvin Generette	Grade 3 East Rock Community Magnet School ESSER II Funds 25526363-46-50115	10/25/2021
Victoria Grillo	English Grades 5-8 Fair Haven School General Funds 19041316-50115	11/15/2021
Benjamin Jacobs	Special Education James Hillhouse High School General Funds 19049062-50115	11/03/2021
Tyler Peterhansel	Science Metropolitan Business Academy General Funds 19041460-50115	11/05/2021
Sarah Raynold	Computer ED/IT King/Robinson Magnet School Inter District Funds 27041030-50115	11/05/2021
Myles Ross	Music Worthington Hooker School General Funds 19042238-50115	11/24/2021
Jennifer Sarja	English High School In The Community Inter-District Funds 27041666-50115	11/15/2021

RESIGNATIONS – Teachers: (cont’d)

Liz Schacht	School Social Worker Clemente Leadership Academy General Funds 19049342-50115	11/03/2021
Denise Zukowski	Special Education Lincoln Bassett School General Funds 19049020-50115	11/15/2021

RETIREMENT – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Katherine Dzubaty	Assistant Teacher Grade 1 Benjamin Jepson Magnet School Inter-District Funds 27041018-50128	11/05/2021

RESIGNATION – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Cassandra Simmons	Assistant Teacher – Grade 1 Bishop Woods Executive Academy General Funds 19041043-50128	11/01/2021

RESIGNATIONS – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Alejandro Acety	School Health Assistant 10 mos. School Health Department ECS Alliance – Culture & Climate 25476108-50124	10/26/2021
Margaret Appiadu-Antwi	School Health Assistant 10 mos. School Health Department ECS Alliance – Culture & Climate 25476108-50124	11/01/2021
Christina (Mazaris) Krikris	Student Information Analyst Gateway Center Priority Schools 25795319-50118	11/12/2021

RETIREMENT – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Larry Cates	In House Suspension Worker Benjamin Jepson School Inter-District Funds 27041018-50120	11/19/2021

FAMILY & MEDICAL LEAVE ACT: LEAVES OF ABSENCE REPORT

The following are listed for information only, having met the requirements for absence under the Family & Medical Leave Act. Dates listed are estimates only. They will remain on payroll so long as they have accrued sick days.

FMLA LEAVE OF ABSENCE—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Chastity Berrios-Hernandez	Bilingual Grade 3 Clinton Avenue School General Funds 19041006-50115	12/14/2021 – 03/24/2022
Barbara Crowley	Mathematics High School In The Community Inter-District Funds 27041166-50115	11/02/2021-12/09/2021
Ann Darin-Legrand	Science Ross Woodward Magnet School Inter-District Funds 27041410-50115	10/13/2021-01/14/2022
Tracy Demayo	Physical Education Wilbur Cross High School General Funds 19040361-50115	10/13/2021-11/24/2021
Tanya Fensore	English James Hillhouse High School General Funds 19041762-50115	11/29/2021-01/31/2022
Nancy Hill	School Social Worker Riverside Academy General Funds 19049391-50115	10/25/2021-01/03/2022

FMLA LEAVE OF ABSENCE—Teachers: (cont’d)

Rebecca Klein	Grade 5 Edgewood Magnet School General Funds 19041012-50115	11/08/2021-02/14/2022
Jessica Light	Grade 3 Worthington Hooker School General Funds 19041038-50115	11/01/2021-12/03/2021
Gina Raucci	Grade 3 Augusta Lewis Troup School General Funds 19041015-50115	10/25/2021-12/23/2021

PAID EXTENSION LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
L’Tanya Brooks-Draughn	Special Education Barnard Magnet School General Funds 19049002-50115	08/25/2021-10/31/2021	11/01/2021-11/24/2021

UNPAID EXTENSION LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
L’Tanya Brooks-Draughn	Special Education Barnard Magnet School General Funds 19049002-50115	11/01/2021-11/24/2021	11/29/2021-12/06/2021

RETURN FROM LEAVE OF ABSENCE—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Nancy Adorno	Special Education Mauro Sheridan Magnet School General Funds 19049019-50115	11/08/2021
Yahaira Owens	School Social Worker James Hillhouse High School ECS Alliance Culture & Climate 25476108-62-50115	10/25/2021

RETURN FROM LEAVE OF ABSENCE—Teachers: (cont'd)

Alena Roberts	Grade 3 Bishop Woods Executive Academy General Funds 19041043-50115	11/03/2021
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FMLA LEAVE OF ABSENCE—Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Janet Burton	Assistant Teacher Special Education Wilbur Cross High School General Funds 19049061-50128	10/12/2021-11/23/2021

RETURN FROM LEAVE OF ABSENCE—Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Janet Burton	Assistant Teacher Special Education Wilbur Cross High School General Funds 19049061-50128	10/21/2021

FMLA LEAVE OF ABSENCE— Non- Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Jamarr Myrick	Drop Out Prevention Worker Drop Out Prevention Title I Drop Out 25315167-50119	10/12/2021 – 01/18/2022

PAID EXTENSION LEAVE OF ABSENCE – Non- Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Jamarr Myrick	Drop Out Prevention Worker Drop Out Prevention Title I Drop Out 25315167-50119	10/12/2021 – 01/18/2022	01/19/2022 – 04/11/2022

INTERMITTENT FMLA LEAVE OF ABSENCE —Non- Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Vilmarie Gonzalez	Cook/Lead Fair Haven School Food Service 25215200-50126	09/22/2021 – 06/30/2022
Kanicka Ingram-Mann	Senior Talent Recruiter Gateway Center ECS Alliance – Talent 25476105-50110	10/20/2021 – 12/01/2021

INTERMITTENT FMLA EXTENSION LEAVE OF ABSENCE (PAID) —Non- Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Deborah Lawson	Administrative Analyst II BOE 12 mos. Gateway Center Head Start PA 22 Basic 25325279-50118	05/04/2021 – 08/15/2021	08/16/2021 – 12/28/2021

Dr. Iline Tracey, Ed.D.
Superintendent of Schools



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday, November 8, 2021

ACTION ITEMS

A. INFORMATION ONLY:

1. Agreement with Flock Theatre to provide a theater residency program at Edgewood School to focus on connecting literacy, SEL and the arts through a theater production, from January 11, 2022 to March 11, 2022, in an amount not to exceed \$3,000.00.
Funding Source: Magnet 17-22 Program **Acct. #2517-6260-56694-0012**

2. Agreement with Monique Forsey to provide computer technical support for Title I Non Public Schools at All Saints Catholic Academy and St. Martin de Porres Academy, from November 9, 2021 to June 30, 2022, in an amount not to exceed \$6,750.00.
Funding Source: Title I Program **Acct. # 2531-5259-56658-NP23**

3. Agreement with CDW Government, Inc. to provide the district with 3,000 Chromebook from July 1, 2021 to June 30, 2022, in an amount not to exceed \$30.00.
Funding Source: Capital Projects **Acct. # 3C202075-58704**



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Monday, November 1, 2021

MINUTES

Present: Mr. Matthew Wilcox, Ms. Yesenia Rivera, Mr. Larry Conaway
Staff: Dr. Iline Tracey, Dr. Paul Whyte, Dr. Michael Finley, Mr. Thomas Lamb, Ms. Linda Hannans, Ms. Patricia DeMaio, Ms. Keisha Redd-Hannans, Mr. William Zesner, Ms. Michele Bonanno, Ms. Typhanie Jackson, Ms. Gemma Joseph Lumpkin, Mr. Pedro Mendia, Mr. Joseph Barbarotta, Mr. Justin Harmon, Mr. Michael Gorman

Closed Captioner

Call to Order: Mr. Wilcox called the meeting to order at 4:31 p.m.

Recusal: Mr. Wilcox recused himself from discussion and voting on Agreement #3 with Clifford Beers Guidance Clinic. He asked Mr. Conaway to lead the discussion and voting.

Summary of Action Item Motions:

Motion #1 to Recommend Approval #1: A motion by Mr. Conaway, seconded by Ms. Rivera, to **Recommend Approval of Agreement #3 with Clifford Beers**, passed by Roll Call Vote: Ms. Rivera, Yes; Mr. Conaway, Yes; Mr. Wilcox, Recused.

Motion #2 to Recommend Approval: A motion by Mr. Wilcox, seconded by Mr. Conaway, to **Recommend Approval of 8 Agreements (Agreements #1-2 and 4-9), and 2 Purchase Orders**, passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

I. INFORMATION ONLY & ACTION ITEMS:

A. INFORMATION ONLY: The following items were approved by the Superintendent:

1. Agreement with Flock Theatre to provide a theater residency program at Edgewood School to focus on connecting literacy, SEL and the arts through a theater production, from January 11, 2022 to March 11, 2022, in an amount not to exceed \$3,000.00.
Funding Source: Magnet 17-22 Program **Acct. #2517-6260-56694-0012**
2. Agreement with Monique Forsey to provide computer technical support for Title I Non Public Schools at All Saints Catholic Academy and St. Martin de Porres Academy, from November 9, 2021 to June 30, 2022, in an amount not to exceed \$6,750.00.
Funding Source: Title I Program **Acct. # 2531-5259-56658-NP23**
3. Agreement with CDW Government, Inc. to provide the district with 3,000 Chromebook from July 1, 2021 to June 30, 2022, in an amount not to exceed \$30.00.
Funding Source: Capital Projects **Acct. # 3C202075-58704**

Discussion: Mr. Zesner, on behalf of Ms. Herrera, answered questions about staffing gaps in the IT Department and needs at the school level. He explained that the department is currently reviewing staffing patterns. Mr. Wilcox recommended that staff consider including school Library Media Specialists in the staffing review as they provide essential IT support at the school level.

B. AGREEMENTS:

1. Agreement with American Evaluation Services, Inc., to provide program evaluation services for the 2017 cohort of the Magnet School Assistance Program grants at East Rock, Edgewood, Davis, HSC and King-Robinson schools, from November 9, 2021 to June 30, 2022, in an amount not to exceed \$93,000.00, was presented by Ms. Bonanno who explained that this is the final year of the grant and that the evaluation is a Federal grant requirement; the evaluation is funded by the grant and the contractor is an approved vendor under the grant. **Funding Source:** Magnet 17-22 Program **Acct. #** 2517-6251-56680-0000
2. Agreement with Yale Child Study Center to provide professional development to administrators and teachers to assist with SSST Teams, as well as, to provide consultation on student matters as it relates to social emotional well-being, from September 30, 2021 to June 30, 2022, in an amount not to exceed \$200,000.00, was presented by Ms. Jackson who answered questions about the program. She explained that the district in the process of prioritizing schools that require assistance with their SSST Teams. **Funding Source:** Alliance Program **Acct. #**2547-6108-56694-0000
3. Agreement with Clifford Beers Guidance Clinic, to provide Care Coordinators for students/families eligible for coordination of multiple services and supports, from October 12, 2021 to June 30, 2022, in an amount not to exceed \$350,000.00 was presented by Ms. Jackson. **Funding Source:** Alliance Program **Acct. #**2547-6108-56694-0000
Recusal: Mr. Wilcox recused himself from discussion and voting on this Agreement. He asked Mr. Conaway to lead discussion and voting.
Discussion: Ms. Jackson reported that the district originally received a grant to support hiring of the Care Coordinators. However, after a legal review of the grantors requirements, a decision was made not to accept the grant and to use Alliance funds to support the function through Clifford Beers.
4. Agreement with Bilingual Special Education Services of Connecticut to provide bilingual and monolingual psychological evaluations to determine student eligibility for special education services, from November 9, 2021 to June 30, 2022, in an amount not to exceed \$45,500.00 was presented by Ms. Jackson. **Funding Source:** ESSER II Program **Acct. #**2552-6363-56697-0000
5. Agreement with MakeHaven, Inc., to provide sewing workshops for families enrolled in the Family Resource Centers at Fair Haven, Hill Central, Brennan-Rogers and Wexler Grant schools, from November 9, 2021 to May 31, 2022 in an amount not to exceed \$10,292.00 was presented by Ms. Lumpkin who explained that the pilot program conducted last year at Fair Haven for 8 families was a success and expanded to include other schools. Approximately 32 families have signed up for the program to date and they expect to serve additional families. Participants in the program receive refurbished Singer Sewing Machines. **Funding Sources:** ESSER II Program
Acct. #2525-6363-55100-0016 (\$5,146.00)
Acct. #2552-6363-55100-0007 (\$1,801.10)
Acct. #2552-6363-55100-0021 (\$1,672.45)

Acct. #2552-6363-55100-0032 (\$1,672.45)

6. Agreement with Higher Heights Youth Empowerment Programs, Inc. to provide college access programming to rising seniors at Hillhouse High School, from November 9, 2021 to June 17, 2022, in an amount not to exceed \$29,300.00 was presented by Ms. Redd-Hannans on behalf of Dr. Worthy.
Funding Source: Title I Program **Acct. #2531-0062-56694-0062**
7. Agreement with Morris, Duffy, Alonso, & Faley New York State Litigation to represent the Board in litigation pending in New York State court in which the Board of Education is a named defendant for the period of July 1, 2021 – June 30, 2022 in an amount not to exceed \$20,000.00 was presented by Mr. Lamb who explained that the litigation support is for a pending case from 1984.
Funding Source: 2021-2022 Operating Budget **Acct. # 19047700-56696**
8. Agreement with SP Ella LLC for lease renewal of property at 540 Ella Grasso Blvd for the Adult and Continuing Education Center from October 1, 2021 to June 30, 2025, in an amount not to exceed \$2,596,600.00 was presented by Mr. Lamb who explained that the lease renewal was delayed due to negotiations with the new property owners.
Funding Source: Adult Education Program **Acct. # 250-5014-56652**
Correction: Mr. Lamb corrected a typo in the end date of the Agreement from 2022 to 2025.
Discussion: Mr. Lamb reported that the cost increased by 27% over last year and that a 3% escalation was also built into the lease. However, Mr. Lamb reported that they have included a written 90 day exit clause, which provides time for the district to access new locations for Adult Education. A discussion ensued. Mr. Wilcox requested a detailed memo highlighting and clarifying the fine points of the lease for the Board of Education packets.
9. Amendment #1 to Agreement with Eco-Urban Pioneers to increase funding of \$4,835,999.11 by \$87,181.00 to \$4,923,180.11 was presented by Mr. Barbarotta and Mr. Lamb.
Funding Source: Capital Projects **Acct. #3C20-2071-58101**
Discussion: Mr. Barbarotta explained that the amendment addresses salary increases for the collective bargaining unit; these increases were not included in the original Agreement because the district and contractor were not in agreement on the amount. A discussion ensued.

C. PURCHASE ORDER:

1. Purchase Order with School Dude Inc. to provide software for maintenance and work order system and backup support, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$36,792.82 was presented by Mr. Barbarotta who explained that the cost increased by 3% over last year.
Funding Source: Capital Projects **Acct. # 3C20-2074-58101**
Discussion: Mr. Wilcox requested a quarterly work order report in future meetings.
2. Purchase Order with Imagine Learning to provide a digital platform to support multilingual learners in the areas of speaking, writing and learning in both Spanish and English, from September 29, 2021 to September 30, 2022, in an amount not to exceed \$222,403.00 was presented by Mr. Mendia.
Funding Source: ESSER II Program **Acct. # 2552-6363-56697-0000**

II. DISCUSSION:

- **Food Service Budget Update:** Mr. Gormany reviewed the budget noting that last year, due to Covid, Food Service experienced a significant decline in meals, which generate income. The budget ended the year with a \$1.7 million deficit and was balanced with a contribution from the Board of Education's General Fund. He explained that in prior years, 2017-2019, the Food Service was self-sustaining and did not require General Fund subsidy. Ms. Sharry reported that while September meal numbers were still down, the October counts increased and she anticipates that the trend will continue upward. Mr. Gormany indicated that the trend is favorable for a balanced budget at the end of the year. Mr. Gormany will continue to update the committee with quarterly reports. A discussion ensued. **No motion was made and no vote was taken.**
- **Eco Urban Status Update:** Mr. Barbarotta reviewed the 1st Quarter True-up Report of hours, noting that at the end of last fiscal year, the contractor owed the district 6,010 hours which were rolled over into the new fiscal year. Currently, due to school opening and the need for increased cleaning, the contractor has worked 2,796 hours over, creating the need for the amendment previously reviewed. In part, cost increases were due to hiring of 24 additional part time staff and collective bargaining increases, as reviewed in the Amendment to the Agreement. In response to questions, Mr. Barbarotta reported that facilities will meet with the finance team to review the budget and review strategies to save hours in an effort to curb costs. A discussion ensued. **No motion was made no vote was taken.**
- **Board of Education Controlled Spaces Review:** Mr. Lamb reviewed a list of spaces currently available. Mr. Barbarotta noted that facilities was added twice and that West Rock and Quinnipiac schools should be added to the list. Mr. Wilcox asked Mr. Lamb to provide an updated list for the Board of Education packets. A discussion ensued. **No motion was made and no vote was taken.**
- **Transportation Update:** The report was deferred to the next meeting.
- **Series 3000 Policies:** Dr. Tracey reported that she and Ms. Hannans have identified staff for the finance related policies. Mr. Wilcox reported that the Food Service Task Force has almost completed their review. **No motion was made and no vote was taken.**

Adjournment: A motion by Mr. Conaway, seconded by Ms. Rivera to adjourn the meeting at 5:50 p.m., passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: BOE members and Dr. Iline Tracey, Superintendent of Schools
From: Jasmine Oang
Date: October 31, 2021
Subject: CABE Policy Highlights 10-29-21

As of October 29, 2021, CABA (CT Association of Boards of Education) has released policy highlights outlining new policy requirement and recommendations. The highlights include the following:

- Essential Elements Needed for a Successful Superintendent-Board Relationship
- Enrollment of Children of Members of the Armed Forces

Overview of Essential Elements Needed for a Successful Superintendent-Board Relationship

CABA referenced an article in *District Administration* by Lori Capullo who discussed five essential elements to successful Superintendent-Board relationships.

1. Community Input on the Development of the District's Vision
2. Clearly Defined Responsibilities and Open Communication
3. Mutual Respect
4. Flexibility and Collaboration Rather than Authoritativeness
5. Prioritization of Student Achievement

Policy Implications

- #2000.1 "Board-superintendent Relationship."

Overview of Enrollment of Children of Armed Forces Members

"Recently enacted P.A. 21-86 "AAC The Enrollment of Children of Members of the Armed Forces..." requires boards of education to accept, as proof of residency for any child of an armed forces member who is seeking enrollment in a public school, the military orders directing the member to the state or any other armed forces' documents indicating the member's transfer to the state."

The Act defines “armed forces” as the U.S. Army, Navy, Marine Corps, Coast Guard, and Air Force and any of their reserve components, including the Connecticut National Guard when under federal service. “The Act also requires the State Board of Education (SBE), within available appropriations, to establish a Purple Star School Program to designate schools that provide specific support services, assistance, and initiatives for military-connected students and their families. Under the Act, a “military-connected student” is a public school student who (1) is a dependent of a current or former armed forces member or (2) was a dependent of a member killed in the line of duty.”

Policy Implications

- Policy #5112 “Ages of Attendance,” pertains to this topic. It has been revised to reflect this legislation. This is a recommended policy.

FIRST READING



Standardized Testing Opt Out Support Policy

The focus of the Standardized Testing Opt Out Support Policy is constructed with the intent to provide support for students and families who decide to opt out of state-mandated standardized testing. The goals of the policy include the following:

- To maintain fair and equitable environment for all students regardless of their decision to test
- To ensure that students who opt out of testing receive instruction and guidance during designated testing times
- To outline a process for managing and supporting students who decide to opt out of standardized testing that can be instituted districtwide annually

Overview of Policy

If guardians shall decide to opt out of state mandated standardized testing, New Haven Public Schools administration and staff will respect their decision regardless of motivating factors. Students shall not be penalized for their participation or lack thereof in standardized testing. Students who opt out of testing will be provided with an appropriate alternative curriculum while students who opt in are testing.

The building leader or test designee must provide an alternative curriculum for students who have opted out of standardized testing while students who opt in are testing. Students should not be left unattended for the duration of the test and must be supervised. This alternative curriculum may take place in different forms but should be related to students' learning in some capacity. In doing so, schools ensure that students who have chosen to opt out of testing still receive instruction during this time.

In providing an alternative curriculum to students, the Board maintains that schools are a place of learning in which students regardless of their decision to test can learn and feel supported.

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

"Gender Fluid" may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

"Gender Minority" is an umbrella term referring to individuals not identifying as cisgender.

"Gender Transition" is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing to use different pronouns, clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive which:

- a. causes physical or emotional harm to an individual,
- b. places an individual in a hostile environment at school,
- c. infringes on the rights and opportunities of an individual at school, or
- d. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates. Harassment also includes, but is not limited to, the bullying of and/or retaliation against transgender and gender non-conforming students by District staff, parents/guardians, visitors and/or other students.

"Deadname" (noun) is the name a transgender or gender non-conforming person was given at birth and no longer uses after having changed their name as part of their transition.

"Deadname" (verb) to speak of or address someone by their deadname.

“Misgender” to refer to someone (especially a transgender or gender non-conforming person) using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Official Records

The District recognizes, under the Family Educational Rights and Privacy Act (FERPA), that a student, or former student, has the right to request a permanent student record (“official record”) and/or the school to change their name and gender on such student's “official record” and/or school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, The District and all NHPS schools should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records, e.g., an address or phone number change). Upon such a request, the District and NHPS schools should correct student education records to accurately reflect the student's chosen name, gender identity, and chosen pronouns regardless of whether the student has completed a legal name or gender change.

A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student's official record to reflect a change in legal name or legal gender. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, nor is

parental/guardian permission required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity, i.e. misgendering, intentionally and/or repeatedly using a student's deadname, intentionally and/or repeatedly using a student's incorrect pronouns, refusing to allow a student to share their name or pronouns with others, or refusing to allow the student to correct others for using a name or pronoun that doesn't correspond to the student's identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of ALL District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for all students.

(cf. 0521 - Nondiscrimination) (cf. 4131 - Staff Development) (cf. 5114 - Suspension and Expulsion/Due Process) (cf. 5131 - Conduct) (cf. 5131.21 - Violent and Aggressive Behavior) (cf. 5131.8 - Out-of-School Misconduct) (cf. 5131.912 - Aggressive Behavior) (cf. 5131.913 - Cyberbullying) (cf. 5131.91 - Hazing) (cf. 5144 - Discipline/Punishment) (cf. 5145.4 - Nondiscrimination) (cf. 5145.5 - Sexual Harassment) (cf. 5145.51 - Peer Sexual Harassment) (cf. 5145.52 - Harassment) (cf. 5145.6 - Student Grievance Procedure) (cf. 6121 - Nondiscrimination) (cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

1-1n "Gender identity or expression" defined.

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by PA 19-166.

46a-51 Definitions.

46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

"Guidance on Civil Rights Protections and Supports for Transgender Students," Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)



NEW HAVEN PUBLIC SCHOOLS

HEAD START ANNUAL REPORT 2020-2021

Submitted by **Mary Derwin, Director**



New Haven Public Schools Head Start 2020 Program Year

(September 1, 2020—August 31, 2021)

New Haven Public Schools Head Start Program is located at the Dr. Reginald Mayo Early Learning School, Fair Haven School, Benjamin Jepson Magnet School, John Martinez Sea and Sky Magnet School, Lincoln Bassett School, and Truman School.

The program receives both federal and state funds and serves low-income families with children between ages of 3 and 4 years old. The grants are awarded by Regional Offices within the Department of Health and Human Services and the Office of Early Childhood, State of Connecticut.

The Head Start program benefits from being part of the New Haven Public Schools. The relationship strengthens the program's ability to meet the needs of the children and families, and to deliver quality early childhood education while providing a comprehensive service delivery model.

Students enjoy learning in high quality facilities with many amenities and sophisticated technological advantages. The NHPS Early Childhood Assessment Team helps service and transition students from Birth to Three as well as identify and support young students with additional learning needs.

In the 2020-2021 school year, the program funded 531 children. The program is governed under the same residential requirement as the public school; and all children enrolled in the program must be residents of New Haven. The Head Start program operates 30 classrooms with 17 children in each class and two classrooms with 15.

Due to the local health conditions and the global pandemic caused by the SARS COVID-19 virus, classroom occupancy was limited by the New Haven Board of Health based on square footage, to allow for the appropriate social distancing.

The New Haven Public School Head Start Program provided instruction using a remote learning model from September through January of the 2020-2021 school year. All families were given an electronic device to be used for instruction as well as a means of communication with the program allowing them access to the program's comprehensive services. Internet access was provided to all families in need.

Students were able to return to in-person learning on January 19, 2021. Beginning in January and continuing through June, learning was offered using a hybrid instructional model. Families were able to choose whether their child would continue to learn remotely from home or returned to the school building for in-person learning. Both models were offered to families through the close of the school year. Families had the opportunity to return to in-person learning throughout that period, as health conditions improved, and their needs changed.

To ensure the facilities were properly cleaned, disinfected, and sanitized all students learned through asynchronous instruction on Wednesdays and engaged in wellness and social emotional learning activities. Instruction was delivered synchronously and asynchronously for six hours per day throughout the school year. There were 97 full-time staff and 37 part-time staff that supported the program's goals and objectives during the 2020-2021 school year.

This report has been prepared in order to comply with the Head Start Reauthorization Act of 2007. The Act states that:

“Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent;

- (A) The total amount of public and private funds received and the amount from each source.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- (C) The total number of children and families served, the average monthly enrollment (*as a percentage of funded enrollment*), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency’s efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.”



(A) The total amount of public and private funds received and the amount from each source.

Annual Federal Grants Awarded

Base Grant:	\$ 5,676,564
Training and Technical Assistance (T&TA):	\$ 66,934
Total Federal Grants:	\$ 5,743,498

Non-Federal Share

The non-federal share match required by the Grantee is: \$ 1,419,141

Twenty five percent (25%) of the total federal grant (*excluding* T&TA)

The New Haven Board of Education provides the required Match in the form of the support for certified teachers’ salaries, health benefits, building utilities, and custodial and food services



(B) Explanation of Budgetary Expenditures and Proposed Budget for the Fiscal Year.

Object Budget Categories	Program Operation	Training & Technical Assistance	Total Budget
Personnel	\$3,665,649		\$3,665,649
Fringe Benefits	\$1,641,578		\$1,641,578
Travel		\$ 5,564	\$ 5,564
Supplies			
Contractual	\$ 65,410	\$61,370	\$ 126,780
Student Transportation	\$ 303,927		\$ 303,927
Totals	\$5,676,564	\$66,934	\$5,743,498



(B) Explanation of Budgetary Expenditures and Proposed Budget for the Fiscal Year. (continued)

Special Federal Grant Awarded

i. Federal Supplemental Head Start Awards

Head Start Federal Grant COVID-19 Funding	\$ 466,647
Head Start Federal Grant COVID-19 Funding (P.L. 116-260)	\$ 159,815
Head Start COLA Supplemental	\$ 72,362
American Rescue Plan	\$ 635,342
Total Federal Supplemental Grant Awards	\$1,334,166

Object Budget Categories	COVID-1	COVID-2	COLA	American Rescue	Total Budget
Personnel	\$ 50,544	\$224,640	\$51,848	\$121,234	\$ 448,266
Fringe Benefits	\$ 4,211	\$ 18,712	\$20,514	\$ 10,098	\$ 53,535
Supplies & Materials	\$ 40,000	\$ 60,000		\$ 22,500	\$ 122,500
Equipment	\$ 35,000	\$163,295		\$200,000	\$ 398,295
Contractual				\$ 26,250	\$ 26,250
Other	\$ 30,000			\$255,260	\$ 285,320
Totals	\$159,815	\$466,647	\$72,362	\$635,342	\$1,334,166

(B) Explanation of Budgetary Expenditures and Proposed Budget for the Fiscal Year. (continued)

Head Start Grant Awarded by Office of Early Childhood
i. State of Connecticut OEC Head Start Award

State Head Start Services Grant (Expansion)	\$122,708
Innovative Enhancement Grant	\$126,006
Total State Grants	\$248,714

Object Budget Categories	Services Expansion	Innovative Enhancement	Total Budget
Personnel		\$82,333	\$ 82,333
Fringe Benefits		\$35,500	\$ 35,500
Supplies	\$ 47,738	\$ 5,673	\$ 53,411
Contractual	\$ 74,970	\$61,370	\$126,780
Other		\$ 2,500	\$ 2,500
Totals	\$122,708	\$126,006	\$248,714





(C) The total number of children and families served, the average monthly enrollment (as a percentage), and the percentage of eligible children served in the 2020-2021 school year.

Total number of families served	314		
Total number of children served	328		
Enrollment by income category			
		Eligible (100% of poverty)	67%
		Eligible (100%-130% of poverty)	14%
		Eligible (Over Income)	13.7%
		Eligible (Foster Care)	.015%
		Eligible (TANF/SSI)	13%
		Eligible (Homeless)	.009%
Average monthly enrollment	70.9%		
Average monthly attendance	67%		
Enrollment by age category at time of enrollment			
		Two years old	17
		Three years old	92

(D) The results of the most recent review by the Secretary and the financial audit.

The most recent financial audit for the program contained no findings or non-compliances.

(E) The percentage of enrolled children that received medical and dental exams.

Medical Exam: 99% | Dental Exam: 81%

(F) Information about parent involvement activities.

Parents are one of our Head Start's program most valuable resources; not only as primary educators of their children but also as policy makers of their children's local Head Start.

Our focus is on building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.

As a program we encourage parents to be involved with their child's learning through actively being engaged in their daily learning and growing in the classroom and in the home. We foster active engagement through various opportunities that include but are not limited to participation in the Policy Council, Parent Center Committees, and volunteering in classrooms just to name a few. In addition, we offer various alternative opportunities for parents to be engaged, involved and/or to participate as a family in events/activities as listed below:

(Due to health conditions and limitations on large gatherings, all parent activities were held virtually or outdoors.)

- Helping to make decisions about the Head Start program through involvement with Policy Council
- Participation in the Health Services Advisory Committee (HSAC)
- Monthly Parent Committees, or other special committees.
- Participate in a Head Start classroom as a paid employee, volunteer or observer
- Help plan and develop activities for parents and children
- Volunteer time and talents
- During home visits, participate in child/parent activities
- Food Sharing Program
- Health and Fitness and Wellness activities
- Technology support
- Parent Teacher Conferences
- Book Share/Story Events
- Kindergarten Transition/ Registration Events





(G) The agency’s efforts to prepare children for kindergarten.

Our support for transitioning our four-year-old students to kindergarten begins in the month of January. Our social work and outreach staff share registering materials with parents and follow up with phone calls. They are available to meet (virtually) with parents to guide them in the selection and registration process for kindergarten.

New Haven is proud to offer our students a diverse choice of schooling options, which can be difficult to navigate but our skilled staff makes this process easier for parents and in turn students. All our classrooms at the Dr. Reginald Mayo School participate in virtual field trips to kindergarten classrooms throughout the district.

Our satellite classrooms are already housed in Pre-kindergarten through eighth gradeschools and many remain in those schools. These classrooms visit the kindergartens in their respective buildings, when possible. All of our children participate in reading books, watching videos and participate in discussions to help ease this transition.



NEW HAVEN PUBLIC SCHOOLS

Head Start Department
54 Meadow Street | New Haven, CT 06519
P: (475) 220-1467 | F: (203) 946-2297
www.nhps.net



NEW HAVEN PUBLIC SCHOOLS

Thomas Lamb
Chief Operating Officer

Tel: 475-220-1590
Thomas.Lamb@new-haven.k12.ct.us

MEMORANDUM

To: The Finance & Operations Committee and
The Board of Education

From: Thomas Lamb, COO

Date: 11/5/2021

Re: NHPS Auxiliary Building Inventory

The New Haven public school district has 13 properties that are currently inventoried as auxiliary or leased space. All of these properties require a different level of support from district operations regardless of whether or not they are providing district program services.

These properties and programs are being evaluated as part of the long-term facilities study to determine long-term use as it relates to district enrolment, programming, and space needs of the school district. This study is currently in process.

	Program / Location Name	Address
1	Adult & Continuing Education Center <ul style="list-style-type: none"> Leased space of 40,000 sqft Lease renewal approved in Finance & Operations Currently looking for a permanent city-owned location 	580 Ella T Grasso BLVD
2	BRAMS Hall <ul style="list-style-type: none"> Hall space that is used by the district and rented to the community and organizations for small to medium gatherings and events. 	150 Kimberly Ave
3	Central Kitchen Facility	45 Barnes Avenue
4	Elm City Montessori (Early Learning Center) <ul style="list-style-type: none"> City Charter School—Separate LEA The school district provides operational support and is reimbursed for services 	495 Blake St
5	Facilities Department/ Warehouse <ul style="list-style-type: none"> Facilities department staff Central location for Facilities department vehicles Storage for Facilities supplies 	375 Quinnipiac Ave
6	Field House @ Hillhouse HS (Floyd Little Athletic Center)	480 Sherman Pkwy

7	Storage (New/Light) <ul style="list-style-type: none"> District-wide storage of furniture and supplies 	21 Wooster Pl
8	Storage (former "Strong School") <ul style="list-style-type: none"> The building has significant interest from the community for repurposing 	69 Grand Ave
9	former: Strong 21st c. Communications Magnet School <ul style="list-style-type: none"> YALE New Haven Health currently has a 1-year lease for COVID testing site in the parking lot. Cornell Scott Hill Health Center has a 2-year lease for use of the kitchen 	130 Orchard Street
10	The Shack <ul style="list-style-type: none"> Community program OIC Community program run by Alderwoman Honda Smith Neither program has an active lease with the City of New Haven or the School District Mike Pinto City Corporation Council has taken lead in working with the two programs. We will be moving to have this property removed from the school district property inventory and turned over to the city. 	333 Valley St
11	Board of Education Administration <ul style="list-style-type: none"> The NHPS owns 4 floors of this building The NHPS leases space on the first floor and the 8th floor NHPS leadership is working with the city to identify a space to relocate administrative offices. This will require significant planning to avoid disruption to services provided to the school district. No space has been identified yet. 	54 Meadow St.
12	Quinnipiac School (Closed) <ul style="list-style-type: none"> The school will be evaluated as part of the long-term Facilities Study. 	460 Lexington Street
13	West Rock School (Closed) <ul style="list-style-type: none"> The school will be evaluated as part of the long-term Facilities Study. 	311 Valley Street



NEW HAVEN PUBLIC SCHOOLS

Thomas Lamb
Chief Operating Officer

Tel: 475-220-1590
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MEMORANDUM

To: Finance and Operations Committee and the Board of Education

From: Thomas Lamb, Chief Operations Officer
New Haven Public Schools

Date: 11/5/2021

Re: Adult Education Program Lease at 540 Ella T Grasso Boulevard

The New Haven public schools have occupied space at 540 Ella T Grasso Boulevard in some way since 1995. The Adult Education program is the last remaining program for the New Haven Public Schools to occupy space at this location as well as one of the last remaining New Haven School District programs to occupy leased space other than our Central Office at 54 Meadow Street. The Adult Education program has thrived and has grown over the years to become one of if not the largest Adult Education program in the state of Connecticut. The school district has realized the need to shift from leased space to occupying city-owned or Board of Education owned properties to reduce monies being spent on lease rate increases and capital improvements that have no return back to the school district.

Under the best of circumstances to relocate the 40,000 square foot program to a space that is ready and meets program needs would have significant moving expenses with and require some level of planning and preparation to ensure minimal program disruption. Currently, there is not a city-owned or district-owned property that is move-in ready that can meet program needs. Program leadership is working with the City Engineer and his office as well as with myself and the district Facilities team to locate a suitable property and begin the planning process on how renovations and a program move would be funded. Identifying a and securing a property as well as going through the renovation process can take 18 months or more depending on the scope of the work needed. Until this can be done and a proper location made ready for the program we will still need a home for the program. To move the program to a virtual platform is not possible given some of the program testing requirements from the state.

The 40,000 square foot space at 540 Ella T Grasso Boulevard has served the program and the district well for many years. The ownership of this property has changed several times over the years and has changed hands again. The newest group of owners operates under SP EII LLC. The new ownership of the property has made it very clear what lease rate they expect for the long term and this rate is not sustainable to the district or the program. This new building ownership is difficult to work with. They are operating on a practice that they are unwilling to invest significantly into repairs of the property without some long-term lease commitment from the district. In our initial conversations, the landlord was looking for a 10-year commitment. A compromise to a lease term of 3 years and 10 months to keep the lease rate down was agreed. This provides the district with the time to identify and renovate a suitable space. Moving through the lease negotiations with the building owner we identified that an annual lease or shorter lease term will trigger a higher the lease rate from the landlord. In an effort to maintain flexibility in a longer lease term a 90 day option for lease termination will be included with written notification by either party.

There are also several other notable changes in the new lease agreement. In the past there was no escalation this was a point that the new landlord would not move on. They are firm at a 3% per year escalation in the lease. The three percent is below a Consumer Pricing Index increases (CPI) or also known as the rate of inflation and is common for lease agreements beyond one year. The expense of property taxes was also in the previous lease agreement as a pass-through expense meaning that even though the responsibility was with the landlord the school district was paying this expense each year. The property tax of last year was \$125,000 or an additional \$3.13 per square foot. Another expense that the previous land lord was controlling but passing on to the school district was that of custodial services. The landlord controlled the contract and what services were provided and the district paid the landlord for these services. Custodial services were an additional \$100,022.88 per year or an additional \$2.50 per square foot of cost. In the new lease the shool district will have full control of this service and will be able to make service adjustments to reduce costs.

The final agreed upon lease rate with the new landlord begins at a rate of \$16.50 and escalates at 3% each year as stated above. The previous lease was held at \$9.75 and previous years between \$10.00 and \$13.00 depending upon how much square footage with in the complex the district had. This rate has not increased with inflation since the school district began occupying the space in 1995. The costs to the district are outlined in the table below. Some assumptions that are made in this comparison. The first is that the property tax rate will not change during this time. This wold have an impact on the over all costs. The second assumption is that the lease rate of \$9.75 does not chage with inflation. It is not reasonable to assume this would not change. The third assumption is that the district is not able to reduce building cleaning costs over the term of the lease.

The landlord has committed to base repairs to the buiding at the landlord expense that include the HVAC systems will be upgraded and fully functional. The roof and exterior leaks will be fixed. All damaged ceiling tiles replaced throughout. Damaged Carpeting replaced throughout. Repair or replacement of damaged or leaking windows. Landlord reserves the right to self-perform any work that is in their capability.

There has also been a TIA or tenant improvement allowance of \$100,000 that will be credited back to the school district. A Lease term sheet has been agreed upon with the landlord and follows this document.

	1st Year	2nd Year	3rd Year	4th Year
Lease Rate	\$ 9.75	\$ 9.75	\$ 9.75	\$ 9.75
Total Annual	\$ 390,000.00	\$ 390,000.00	\$ 390,000.00	\$ 390,000.00
Custodial Services	\$ 100,022.88	\$ 100,022.88	\$ 100,022.88	\$ 100,022.88
Taxes	\$ 125,000.00	\$ 125,000.00	\$ 125,000.00	\$ 125,000.00
Total Cost	\$ 615,022.88	\$ 615,022.88	\$ 615,022.88	\$ 615,022.88
New Lease Rate	\$ 16.50	\$ 17.00	\$ 17.51	\$ 18.03
Total annual	\$ 660,000.00	\$ 680,000.00	\$ 700,400.00	\$ 721,200.00
Custodial Services	\$ 100,022.88	\$ 100,022.88	\$ 100,022.88	\$ 100,022.88
Total Cost	\$ 760,022.88	\$ 780,022.88	\$ 800,422.88	\$ 821,222.88
Difference	\$ 145,000.00	\$ 165,000.00	\$ 185,400.00	\$ 206,200.00
% increase	23.58%	26.83%	30.15%	33.53%

Lease Term Sheet

Tenant	City of New Haven Board of Education
Landlord:	SP Ella LLC
Premises:	580 Ella Grasso Boulevard
Square Feet:	40,000
Rental Rate PRSF Gross:	\$16.50 Oct 2021 to June 2022 \$17.00 July 2022 to June 2023 \$17.51 July 2023 to June 2024 \$18.03 July 2024 to June 2025
Escalation	3%
Term:	3 Years 9 Months
Lease Termination	90 Days Written Notice for any reason
Annual increases:	As per rental rate chart
Renewal Option:	1 Option for renewal
Renewal Rent:	At the previous rent plus 3% increase per year,
Base Building Work:	HVAC will be upgraded and fully functional at Landlord Expense. Roof and exterior leaks to be fixed. All damaged ceiling tiles replaced throughout. Damaged Carpeting replaced throughout. Repair or replacement of damaged or leaking windows. All Base building work expense is paid by landlord and is outside of the tenant allowance and tenant improvement work. Landlord reserves the right to self-perform any work that is in their capability.
Tenant Improvement Allowance:	TIA or tenant improvement allowance \$100,000 to be credited to the Tennant in the form reduction from the base rent for work compleated.

Tenant Improvement Work: TIA work will be completed by Tenant with the use of appropriate contractors. All work to be approved by the Landlord.

Tenant Expenses: Cleaning, Electric, Gas, Garbage, Water and Sewer, and HVAC filter maintenance. Tenant will contract and pay for its own cleaning services.

Landlord Expenses: All other expenses including property taxes, insurance, repairs and maintenance, property management, snow removal and administrative expenses.

Cleaning: To be directly contracted and paid for by Tenant.

Parking: Included at no extra charge