



District Equity Leadership Team  
Governance Committee  
*Racial Equity Policy Presentation*  
October 5, 2020

# PART ONE

**PRESENTERS:  
DISTRICT EQUITY LEADERSHIP  
TEAM (DELT)**

The goal of the District Racial Equity Leadership Team, or DELT, is to lead and facilitate change in actions and policies to ensure racial equity for all students in New Haven Public Schools. The Team will accomplish this work through collaboration with internal and external groups, district leadership, and developing an action plan to implement change.

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# District Equity Leadership Team History

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- Since 2017-18 NHPS has had a District Equity Leadership Team.
- Evolving membership of Central Office Staff, Building Leadership, Board Members and Community Members.
- Why? To confront issues of equity and establish a plan that allows the district to systematically dismantle barriers that keep students from achieving at the highest levels. DELT emphasizes four pillars and has four subcommittees:
  - Students at the Center
  - Culturally Relevant Leading, Teaching and Learning
  - Equitable Alignment of Resources, Systems and Structures
  - Family & Community Engagement

# Educational Equity Opportunities

## NHPS Strategic Plan 2020-24

- **Equity and Excellence:** Provide school experiences that are culturally relevant and promote equitable resources for all schools.
  - Increase access and opportunity for students of color into AP, TAG , and other college-level courses.
  - Provide culturally responsive pedagogy that enables students to reflect upon their cultures, identities and experiences.
  - Utilize the District Equity Leadership Team (DELT) to strengthen the system-wide racial equity plan.
  - Establish and Implement race and equity policy.

# Educational Equity Opportunities NH Mayoral Transition Report

From Mayor Elicker's Transition Report, Education Section:

- [There exists in NHPS], "...dramatic inequity among schools"
- "Given the challenges created by long-term systemic inequity, we must marshal new resources in order to eliminate barriers to learning, and we must reject practices that reproduce educational inequities."
- Further Recommendations from The Mayor's Transition Report raise several equity concerns (Increase African-American, Latinx, Spanish speaking and New Haven resident educators, broaden bilingual programs, etc etc)

# PART TWO

## POLICY DEFINITIONS



# Educational Equity

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- (1) Raising the achievement of ALL students
- (2) Narrowing the gaps between the lowest and highest performing students, and
- (3) Eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (e.g. academic achievement, discipline, graduation rates). (Singleton)

# Institutional Racism

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Refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color (Aspen Institute).



# District Staff Expected to Engage

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Includes all employees, consultants, contractors, and vendors of New Haven Public Schools.

# District Partners Expected to Engage

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Includes students, their families, and community partners of New Haven Public Schools.

# Diversity

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Includes characteristics of persons including, but not limited to race, culture, color, Creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.

# District Equity Leadership Team

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- DELT is a panel committee of district members and partners who are tasked with developing a Race and Equity Policy for New Haven Public School District and ensuring its implementation and progress monitoring.

# District Equity Leadership Team Advisory Group

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DELT-Advisory is composed of members from various stakeholder groups in New Haven Public School District (e.g. Board of Education, Central Office, Administrators, Teachers, Staff, Students, Parents, Community, Clergy) and is tasked with reviewing the policies and actions of the DELT prior to and during implementation, in order to provide feedback to the DELT.

# PART THREE

## POLICY GENERAL PURPOSE



# ELIMINATE SYSTEMATIC DISPARITIES

To interrupt systems and behaviors that perpetuate inequities, NHPS will:

- Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the presence and role of racism; and
- Eliminate practices resulting in predictable differences in success (e.g. academic, discipline, attendance, standardized test scores, college enrollment) for any student racial group compared to peers.

# ENSURE SYSTEMIC EQUITY

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NHPS will implement and lead from a system-wide racial equity plan that stands on four critical pillars:

- Students at the Center
- Culturally Relevant Leading, Teaching & Learning
- Equitable Alignment of Resources, Systems & Structures
- Family & Community Engagement.



# Pillar 1: Students at the Center

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We will align all district priorities and resources to achieve equitable outcomes for all students by:

- Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally appropriate and relevant curriculum, instruction, and assessment; and
- Ensuring a positive and academically rigorous school environment that engages all students.

# Pillar 2: Culturally Relevant Leading, Teaching & Learning

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We will ensure that racial equity guides all employee actions and leads to improved academic results for a racially and ethnically diverse and changing student population by:

- Attracting, recruiting, employing, supporting, retaining, promoting, and continuously developing a workforce of racially conscious and culturally proficient administrative, instructional and support personnel;

## Pillar 2 : Culturally Relevant Leading, Teaching & Learning (Cont.)

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- Collaborating as teachers and administrators to ensure culturally proficient instructional practices, and culturally relevant curriculum and assessments;
- Eliminating practices that lead to the over- or under-representation of any student racial group (e.g. Advanced Placement courses); and

# Pillar 3: Equitable Alignment of Resources, Systems & Structures

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We will ensure that racial equity guides the alignment and allocation of resources, systems, and structures across the district by:

- Modeling racial equity in business practices;
- Replacing inequitable operational practices with systems that support implementation of this policy; and
- Focusing accountability systems and metrics on racially equitable results.

# Pillar 4: Family & Community Engagement

We will develop and implement equitable practices for and with our students, their families, and our community by:

- Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
- Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

# IMPLEMENTATION AND MONITORING

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[in the policy] The Board directs the Superintendent and the District Equity Leadership Team to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for NHPS students. The Superintendent shall regularly report progress on the plan and outcomes.

# LEGAL REFERENCES

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- U.S. Const. amend XIV, § 1 (Equal Protection) 20 U.S.C. § 1703 (Equal Educational Opportunity) 42 U.S.C. § 2000c et seq. (Desegregation) 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964) 25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)

# Connecticut General Statutes

- 46a-60 Discriminatory employment practices prohibited.
- 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")
- 10-153 Discrimination on account of marital status.
- 17a-101 Protection of children from abuse.
- Connecticut State Board of Education "Position Statement on Culturally Responsive Education," adopted May 4, 2011
- Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. 29 CFR 604.11, EEOC Guidelines on Sex Discrimination.
- Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.



# Connecticut General Statutes cont.

- Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (as) 62. Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
- 20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)
- *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)
- *Gebber v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
- *Davis v. Monro County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

# Connecticut General Statutes cont.

- The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C. S4212
- Title II of the Genetic Information Nondiscrimination Act of 2008
- The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
- Public Law 111-256
- *Meacham v. Knolls Atomic Power Laboratory* 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
- *Federal Express Corporation v. Hollowecki* 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
- *Kentucky Retirement Systems v. EEOC* 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
- *Sprint/United Management Co. v. Mendelsohn* 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

# Sources

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- Singleton, Glenn. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. 2nd Ed., Corwin, 2014.
- Saint Paul Public Schools. Racial Equity Policy (101.00). Saint Paul, MN. 2008.
- CAFE Policy Services. Equity and Diversity Policy Sample (0523). Wethersfield, CT. 2015.

*Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018*

*Revised – 9 March 2018, 6/26/2020 Draft*

**New Haven Public Schools' Policy for Race & Equity – Page 1**

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**Purpose**

New Haven Public Schools (NHPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Through addressing racial equity, we affect the larger idea of diversity (Singleton).

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Continuously working to eliminate our district's institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.

NHPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, NHPS must address and overcome this inequity, institutional racism and bias, providing all students with the support and opportunity to succeed.

**Definitions**

For the purposes of this policy the following terms shall have these meanings:

- A. "Educational equity" means (1) raising the achievement of ALL students, (2) narrowing the gaps between the lowest and highest performing students, and (3) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (e.g. academic achievement, discipline, graduation rates). (Singleton)
- B. "Institutional racism" refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color (Aspen Institute).
- C. "District staff" includes all employees, consultants, contractors, and vendors of New Haven Public Schools.
- D. "District partners" includes students, their families, and community partners of New Haven Public Schools.
- E. "Diversity" includes characteristics of persons including, but not limited to race, culture, color, Creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.
- F. "District Equity Leadership Team" or DELT is a panel committee of district members and partners who are tasked with developing a Race and Equity Policy for New Haven Public School District and ensuring its implementation and progress monitoring.
- G. "District Equity Leadership Team Advisory Group" or DELT-Advisory is composed of members from various stakeholder groups in New Haven Public School District (e.g. Board of Education,

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Central Office, Administrators, Teachers, Staff, Students, Parents, Community, Clergy) and is tasked with reviewing the policies and actions of the DELT prior to and during implementation, in order to provide feedback to the DELT.

### General Statement of Policy

#### 1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems and behaviors that perpetuate inequities, NHPS will:

- A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the presence and role of racism; and
- C. Eliminate practices resulting in predictable differences in success (e.g. academic, discipline, attendance, standardized test scores, college enrollment) for any student racial group compared to peers.

#### 2. ENSURE SYSTEMIC EQUITY

NHPS will implement and lead from a system-wide racial equity plan that stands on four critical pillars: Students at the Center; Culturally Relevant Leading, Teaching & Learning; Equitable Alignment of Resources, Systems & Structures; and Family & Community Engagement.

- A. **Students at the Center** – We will align all district priorities and resources to achieve equitable outcomes for all students by:
  1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally appropriate and relevant curriculum, instruction, and assessment; and
  2. Ensuring a positive and academically rigorous school environment that engages all students.
- B. **Culturally Relevant Leading, Teaching & Learning** – We will ensure that racial equity guides all employee actions and leads to improved academic results for a racially and ethnically diverse and changing student population by:
  1. Attracting, recruiting, employing, supporting, retaining, promoting, and continuously developing a workforce of racially conscious and culturally proficient administrative, instructional and support personnel;
  2. Collaborating as teachers and administrators to ensure culturally proficient instructional practices, and culturally relevant curriculum and assessments;
  3. Eliminating practices that lead to the over- or under-representation of any student racial group (e.g. Advanced Placement courses); and
- C. **Equitable Alignment of Resources, Systems & Structures** – We will ensure that racial equity guides the alignment and allocation of resources, systems, and structures across

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the district by:

1. Modeling racial equity in business practices;
2. Replacing inequitable operational practices with systems that support implementation of this policy; and
3. Focusing accountability systems and metrics on racially equitable results.

**D. Family & Community Engagement** – We will develop and implement equitable practices for and with our students, their families, and our community by:

1. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
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### **3. IMPLEMENTATION AND MONITORING**

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