WORTHINGTON HOOKER SCHOOL

Kindergarten At-A-Glance

2026-2027

Cara Campo, Principal
Melanie Thomas, Assistant Principal



ABOUT OUR SCHOOLS

Worthington Hooker is New Haven's most culturally diverse school, and we are proud of our multicultural and international student population. We learn from each other because we value the variety of attributes and qualities that we each have. We establish and support a school culture that models academic excellence and respect for everyone. We foster an arts-infused approach to learning. We help each child realize his/her potential to become a responsible and productive citizen of the world.

Worthington Hooker School is dedicated to providing a quality education for all students. Cooperation and collaboration between teacher and parent is crucial for the continuing academic and social success of the students.

Worthington Hooker is a K-8 public elementary school in New Haven. Our school, constructed in 1900 to serve the K-8 children of the neighborhood, was named after the prominent New Haven physician and school board member, Worthington Hooker.

Renowned alumni of Worthington Hooker include Gerhard A. Gesell (1923), a federal judge who presided over the Watergate hearings; Dr. Benjamin Spock (1926), the famous pediatrician and activist; economist Walt Whitman Rostow (1928); and former Commissioner of Major League Baseball Fay Vincent (1949).

Worthington Hooker is a K-8 school housed in two separate buildings. From June 2005 to March 2007, the original building on Canner Street was completely renovated to meet the requirements of modern education and building standards, while maintaining some architectural aspects characteristic of the early 1900s. The renovated school building was rededicated in April 2007 and houses the K-2 students. Students in grades 3-8 are housed at the new facility on Whitney Avenue. Like all New Haven schools, Worthington Hooker has a School Planning and Management Team (SPMT) that consists of administrators, teachers and parents. The SPMT members work collaboratively to formulate and review a Comprehensive School Plan that addresses curricular and social development goals.

Worthington Hooker School is the most culturally and racially diverse elementary (K-8) school in the region. Our students hail from over 37 countries and from a variety of regions in the United States. Our ELL teacher supports the acquisition of English as a Second Language for these international students.

Approximately 75% of our students reside in the neighborhood, and many students come from neighborhoods throughout New Haven. Throughout the year, students learn about the beliefs, contributions and traditions of the world's cultures, many of them represented in our own school community. Students showcase the musical, artistic and literary traditions of several cultures at our annual International Day celebration, at our celebration of the Winter Solstice (Revels) and at our monthly Town Meetings. Community members and parents are invited to share their traditions in the classrooms. Through these activities, we honor individual cultures and our students discover our commonalities as world citizens.

Worthington Hooker School has a strong home/school communication. During the school year there are consistent newsletters that inform parents of classroom thematic units, meetings, activities and the many student accomplishments.

Worthington Hooker School Vision & Mission Statements

Mission Statement
Show P.R.I.DE in all that you do! Productivity, Respect,Integrity, Determination & Empathy
Vision Statement
We are a guiding light along the path of learning, supporting, challenging, and recognizing the individual strengths and needs of each student, helping them recognize their academic potential and be their best selves.

Core Values
Productivity, Respect, Integrity, Determination, Empathy = PRIDE

New Haven Public Schools Vision & Mission Statements

Mission Statement
To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high-quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision Statement
Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

OPERATIONAL STRUCTURE

SPMT (School Planning Management Team)

The SPMT is a representative body of adults in the school and community. They are nominated by their colleagues or volunteer to participate in the governance and management of the building. The composition of the team is: Administration, Teachers, Parents, Support Staff, and committee representatives. The function of the team is to:

- Advise on policy guidelines to address curriculum, social, and staff development.
- Monitor the School Improvement Plan to systematically address issues of curriculum, social climate, staff development, and public relations.
- Coordinate the activities of all individual groups and programs in the school.
- Work with the parent-teacher organization to plan an annual social calendar.
- Collaborate to enhance a child-centered environment.

Parent Volunteers and Visitors

WHS welcomes parent volunteers and visitors as a special resource. Parents/guardians are encouraged to become involved in their child's classroom, school programs and extracurricular activities. In Kindergarten,

family members may join the classroom to share a tradition, lead an activity, or be a “Mystery Reader.” Parents/guardians can also help with ongoing class projects or share specific skills and expertise with the students.

Parent-Teacher Association(PTA)

All parents are encouraged to become members and actively participate in the PTA. Meetings are scheduled once each month during the school year and are announced two weeks in advance. Each year the PTA sponsors several fundraising projects. With the help of all parents, these projects can continue to be successful. The projects allow the PTA to fund many important learning activities at the school.

Student Staff Support Team (SSST)

The Student Staff Support Team helps the school to develop a positive school climate in which social/emotional goals are incorporated into the educational practices of the school. The team promotes school-wide awareness of human development and health concerns, and helps to reduce problems such as truancy, substance abuse, discipline, violence, etc. The team is prepared to provide interventions for any crisis situation that may arise. SSST uses data to provide staff development around pervasive issues and group support to students with common referrals.

The team meets twice each month, and is composed of an administrator, a counselor, school psychologist, school social worker, resource staff, security officer, PPT Chair, truancy officer, and other school and community mental health representatives.

THE KINDERGARTEN CURRICULUM

Units of Study

We study a wide range of topics throughout the year, and they may change based on the students’ interests. Some units we focus on are listed below.

Literacy
In literacy we are using a program called Fundations which is a multisensory structured literacy program aimed at developing sound and word level skills so students progress into proficient readers and writers. There is a home component to keep you informed on what is being worked on in the classroom! In addition, we utilize a program called Heggerty which is a phonological and phonemic awareness program designed to help young learners develop strong literacy skills.

Our CORE program that we use in Kindergarten is called, *Into Reading*. Students work through modules throughout the year with a variety of focuses that connect to Science and Social Studies topics. There is a shared reading component and also writing that is focused on skills that spiral throughout the year! Students will get used to sharing their ideas in partners and in small groups and engaging texts are used to teach and to help spark a love for reading!

Math
We use the comprehensive math program called iReady Mathematics to study numbers to 100, learn and explore geometry, comparing and sorting, and adding and subtracting within 10. In addition, we learn the days

of the week, months of the year and skip counting by 5s and 10s to 100 during our daily calendar math meeting.

Social Studies/Social-Emotional Learning
We follow our monthly SEL focus with daily lessons/activities provided. We also have larger units of study for Social Studies, including our community, our traditions, and celebrating our cultural differences.

Science
We utilize the Smithsonian Science curriculum. This curriculum focuses on the following areas of study: Life Science – Where do plants and animals need to live? Earth and Space Science – How can we be ready for the weather? Physical Science – How can we change an object's motion? Engineering Design – How can we stay cool in the sun?

Kindergarten Assessments

Assessment	Description	Testing Times
DIBELS (Amplify) *The below assessments in italics are those included in DIBELS for Kindergarten students.	We are using a series of assessments that determine student literacy needs three times each year. The subtests that are given to Kindergarten students are defined below.	Fall, Winter, Spring
Phoneme Segmentation Fluency (PSF)	*The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently.*	*Fall, Winter, Spring*
Letter Naming Fluency (LNF)	*Students are presented with a page of 100 uppercase and lowercase letters arranged in a random order and are asked to name as many letters as they can in ONE MINUTE.*	*Fall, Winter, Spring*
Nonsense Word Fluency (sounds and decoding)	*The NWF assesses students' ability to decode words based on the alphabetic principle. The students are provided with a sheet with nonsense words and asked to verbally produce the whole nonsense words or the individual letter sounds in ONE MINUTE.*	*Fall, Winter, Spring*
Word Reading Fluency (WRF)	*The WRF assesses the accuracy and fluency of reading words. The students are provided a paper with real words and asked to verbally produce the whole word in ONE MINUTE. Students MUST blend words to receive credit.*	*Fall, Winter, Spring*
Letter Identification (LID)	Students work to identify as many uppercase letters as possible.	Fall, Winter, Spring

Skills Fluency Assessment (Math)	This is a skills-based assessment covering the three main Kindergarten skills including writing numbers to 20, counting by 1's to 100, and counting by 10's to 100.	Fall, Winter, Spring
IReady Universal Screener (Math)	This is an online math assessment focused on Kindergarten skills and concepts that will be taught throughout the year.	Fall, Winter, Spring

Grading & Report Cards

Report cards are completed by a standards-based criteria, which is an intentional way for teachers to track students' progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery or understanding various lessons and skills. Please be mindful that standards-based reporting assess students' end-of-year mastery. Report cards are issued 4 times per academic year. Report card conferences are conducted during marking periods 1 and 2.

OUR COMMUNITY

The contribution of Worthington Hooker parents to our success as a school is immeasurable. The Parent-Teacher Association supports the school with a wide variety of fundraising opportunities and activities that promote parent involvement and communication. The PTA publishes a school directory annually. Parent and teacher collaboration is an important aspect of our learning community, and parent volunteers are always welcome.

Yale University
Worthington Hooker students benefit greatly from our proximity to the Yale community. Yale students serve as tutors and mentors to our students. Many of our Yale-affiliated parents share their unique talents with our children.

GUIDELINES FOR STUDENTS & PARENTS

Hours & Attendance

Worthington Hooker School hours are 8:20am-3:05pm, with Early Dismissal at 12:50pm.
Attendance is taken **between 8:20-8:35. It is imperative that everyone respects the precise start of the school day. Kindergarten begins their morning with Soft Start to help children transition from home to school in a smooth and productive way. This time of day jump-starts their imagination and helps them work toward an inquiry-based approach to learning.** Students' late arrival disrupts the rhythm and momentum of the start of the morning. Unexcused tardies are recorded on your child's report card. An excessive number will result in a meeting with the administration.

Arrival
We have a structured arrival procedure in which staff members are strategically located throughout the school to ensure safe arrival to their classrooms. Parents will not be allowed to escort their child to their classroom. Students arriving after 8:35am **must** report directly to the main office upon arrival.

Requests for Early Pickup
We ask that an email or Apptegy message be sent to your child's teacher on the morning of the day when a student will be picked up early. WHS requires that an adult at least 18 years of age that is listed on a child's emergency form sign out students who leave during the school day. Parents should make every attempt to limit the number of times they must take a child out of school prior to dismissal time (i.e, for an emergency or an appointment that cannot be scheduled outside the normal school day) . For the safety of our students, proof of identification may be required. As not to disrupt the academic day, parents are asked to remain in the office and your child will be escorted to you. **Parents will not be able to pick up their child from 2:35pm-2:55 pm so as not to disrupt the dismissal process and must wait until dismissal to pick up their child. Students will be released only to those designated on the pickup or emergency forms**.

Student Drop-Off/Pickup

Morning Drop-off
Morning drop-off is at 8:20am. Kindergarten enters through the back doors.

Afternoon Pickup
Afternoon pick-up is at 2:55pm. Kindergarten exits through the front doors.

Delayed Openings/Closings

In case of a delayed opening due to inclement weather, supervision will not be provided until 15 minutes before school is scheduled to begin. **The NHPS website always lists school closings and delays.**

2-hour delay start time: 10:20
Please refrain from dropping students off any earlier as there is no supervision.

Attendance Policy

Consistent school attendance is absolutely essential for student success in school. Parents should encourage positive attitudes regarding punctuality and attendance. Please call the school if your child is going to be absent: 475-220-3700.

Please be aware that any student with 5 unexcused absences will receive a letter from the principal. According to the New Haven Board of Education Policy, any student who reaches 20 unexcused absences will be referred to DCF.

Students coming to school late are required to have a parent come to the main office and sign them in. **If a student is absent from school, parents must notify the school. You must send a note to school indicating the date(s) the student was absent and the reason for the absence.** Additionally, the administration may ask for doctor or court notes to excuse absences. If a student leaves a class or school without permission, the school will call home and take appropriate action. In accordance with the attendance policy of the New Haven Board of Education, promotion may be withheld if a student is absent from school a total of 20 or more days.

In the case of a long illness, parents must notify the School Counselor immediately so that a program of instruction can be discussed and developed. Students who are absent five (5) consecutive days or more **must** return with a medical note. According to Connecticut attendance protocols, students who miss a total of 10 days are considered **truant**. This total of 10 days includes BOTH excused and unexcused absences.

Personal vacations are not considered legitimate reasons for absence from school and will be recorded as an

unexcused absence. Family vacations should be planned during the scheduled vacations in the school calendar.

Student Information

It is critical that we have several phone numbers on file in case of an emergency. Please notify the office immediately if you change your phone number.

Bathroom

Both Kindergarten classrooms have bathrooms within the classroom. Bathrooms are available across from the cafeteria during lunch time. If your child needs to use the bathroom during specials, a Teaching Assistant will escort your child to and from the bathroom.

Behavioral Expectations (PRIDE)

Our school-wide PRIDE program is a set of strategies and systems to increase the capacity of our school to reduce school disruption and educate all students. Through the combined efforts of our entire school community, we share a commitment and a desire for a safe, organized, accountable, and respectful school environment. Some of the specific goals that we focus on include creating systems for providing regular positive feedback, acknowledging students when they are "Being Their Best," improving social competence, and developing environments that support academic success.

Prohibited Items

The following items are **not** permitted in school:

- Electronic toys or games
- Toys
- Electronic music devices
- Candy/Gum

Safety Drills

Fire and lockdown drills are conducted once each month. In the case of an emergency or fire drill, detailed escape plans are posted on each classroom door, showing an escape route to an outside area, a safe distance from the building. Students are moved to these designated areas within a specified period of time in a safe, quiet, and orderly manner. Students must take safety drills seriously.

Tablets

Students are issued tablets at the start of the school year. Tablets will remain at school and will be used for educational purposes in class when necessary, such as for the digital component of our iReady Mathematics program.

Cafeteria Expectations

Students and visitors will not be permitted to have lunch brought from outside food service facilities (i.e. McDonald's etc.) Our two paraeducators assist all students in lunch.

Breakfast

Packaged breakfast is offered between 8:30am and 8:40am.

Snack Time

Kindergarteners have a 15-minute snack time in the afternoon. If a child is without a snack, teachers will do their best to accommodate with their own snack supply or with a snack from the school. However, teachers will not always have extra snacks available, so it is important that children bring their own snack as often as possible. Please provide your child with a labeled water bottle for them to use throughout the day.

Food Policy/Birthday Celebrations

In accordance with the Healthy Kids First Initiative in the district, there are new guidelines for the celebration of special events at school. We are a **peanut/tree nut-free school**. Please do not send your child with any food products containing nuts or made in a facility that processes nuts.

Non-edible treats are acceptable for birthday celebrations, i.e., stickers, pencils, small gift bags or a book donated to the class in your child's name. Mrs. Hart, the Library Media Specialist, will be happy to give you book suggestions.

If a child wishes to distribute birthday invitations in school, he/she must have an invitation for every child in the class. Otherwise, invitations must be mailed or distributed outside of the school property.

Field Trips

Kindergarten plans meaningful field trips throughout the year. Permission slips are sent out and need to be completed and handed into the school prior to each trip.

Folders

Students will be given a School-to-Home folder at the beginning of the school year. This will be designated as their Homework Folder, with one side labeled "Return to School" and the other side labeled "Keep at Home." It is important for students to bring their Homework Folder to school every day, as this is one of the ways we will send home communication. It will also help to teach your child responsibility.

Homework

Homework is project-based in Kindergarten. It will be sent home on Mondays to be returned to school on Fridays. The assignments will directly relate to what the students are learning that week/month/unit. Homework is not mandatory, but it is used as an extension of their learning.

Backpacks

Please make sure your child has a regular-size backpack without wheels so that it fits in the cubby.

Cubbies

Every student will have their own labeled cubby space to keep their belongings. The cubbies can fit each child's backpack, lunch box, water bottle and extra change of clothes.

Things to Bring to School

First Day
Please bring a change of clothes in a labeled bag. This will stay in your child's cubby.

Daily

- Water Bottle and Snack
- Backpack and Folder
- Jacket

Recess

Kindergarteners have a 20-minute recess each day. There are a wide range of materials to encourage physical activity and cooperative group games with peers.

Playground Access

The playground is available to neighborhood families after 5:00pm when the After School Program ends.

Parent Support

- Make sure your child:
    - Arrives and is picked up on time
    - Has enough sleep
    - Dresses comfortably
    - Does all his/her homework
- Attend all parent/teacher conferences and meetings
- Support your child's teacher
- Support the PTA – through attending meetings, volunteering or making phone calls (Please contact PTA officers for more details.)
- If you have any problems or concerns, please discuss with the classroom teacher first. If you are not satisfied, please do not hesitate to call the principal: K-2 building 475-220-3700 or 3-8 building 475-220-7200. School-based issues or concerns are handled by administration.

Money Sent to School

Any money sent into school must be placed in an envelope marked with the following information:

- Student Name and Teacher Name
- Event/Item
- Amount of Money Enclosed

PowerSchool

PowerSchool is the student information system being used throughout our district in grades Pre-K to 12. Of particular interest to parents is your ability to monitor your child's attendance as well as your child's academic performance/progress through the use of *Power Grade Book*. PowerSchool will be updated regularly by

teachers in grades K-8 for parents to monitor student progress at home.

Town Meetings

We have monthly K-2 Town Meetings. This is an opportunity for classes and students to demonstrate and celebrate learning, exploration, and discovery. Classrooms have the choice to demonstrate learning and growth in any format such as song, dance, dramatics, visual arts, poetry, collaborative presentations, and more.

Lost and Found

All clothing found on school grounds, regardless of its value, is placed in the lost and found. Money, jewelry or other articles of value are turned into the office. Students may claim them after proper identification.

HEALTH AND NURSING SERVICES

Phone: 475-220-3728
Office Hours: 8:30am-3pm

The school nurse is a caregiver and health advocate for our students. They provide first aid care and health assessment; write care plans and coordinate the care of students with chronic or acute health conditions; communicate with teachers and staff to ensure the safety and well-being of students; administer medications and monitor delegated medication administration; assist in the evaluation of students for special services (special education); coordinate and provide vision and hearing screenings; assist families in accessing health care services and educate and train staff on asthma, life-threatening allergies, diabetes, and blood-borne pathogens.

Immunization

The nurse is responsible for checking all health records to be certain that each student is properly immunized, contacting parents of ill or injured students, and reviewing other health-related matters. **Connecticut state law mandates that ALL students be immunized and receive a physical before entering kindergarten and Grade 7.** WHS/NHPS requires that all new school registrants provide proof of immunization for polio, diphtheria, pertussis, tetanus, varicella, Hepatitis B, Hepatitis A, HIB, measles, rubella, and mumps prior to entry to school. In addition, all children new to our school must receive a complete health assessment within one month of school entry. The assessment must include a blood test, vision screening, hearing screening, blood pressure, height, gross dental screening, and posture screening. Health assessment forms can be obtained from the school nurse. In addition, ALL new entries, in any grade from out-of-state must have an up-to-date physical before entering school. Physicals from out-of-state doctors are not acceptable. New Haven Public School medical forms may be obtained from the school nurse or New Haven Board of Health.

Medication for Students

All medications must be brought to school by a parent/guardian or childcare provider. No medication will be accepted from a student. All medications brought onto school property must be taken to the nurse's office. Long-term prescription medication (in excess of two weeks) may be administered at school if both parent/guardian and physician have completed an **Administration of Medication Request Form.** Medications must arrive in the original container labeled by the pharmacy. All long-term medication must be renewed at the

beginning of each school year. Any change in medication or dosage during the school year requires new documentation. **Students may not carry their own medicine.**

Contagious Health Conditions

If your child should have a contagious health condition such as COVID, influenza, chicken pox, strep infection, pink eye, etc., please treat the condition and keep the child at home until the condition is no longer contagious. If your child is running a fever, they may come to school after they have been fever-free for 24 hours.

Nut-Free School

WHS has adopted a peanut/nut free food policy. We are asking that no peanut/nut products be brought to school for snacks or lunches. This includes refraining from bringing in snacks/food processed in a facility that processes peanuts/tree nuts. This information is on the box of food; usually it is the last piece of information under the list of ingredients. We realize that this may be an inconvenience for some of you, but we do appreciate your help and understanding, as we have many students who have severe nut allergies. In addition, WHS is following a healthy food initiative and not allowing baked goods and candy into the school. It would be helpful if you could review a this information with your children:

- No sharing food.
- Wash their hands before and after meals.
- No peanuts/nuts/tree nuts.

This policy will be strictly monitored during all lunch waves and in the classrooms. Again, thank you for making WHS a peanut/tree nut-free school.

Please see the appendix for more information regarding NHPS and food allergies: **Policy No:5141.25(a)**

Note from the Nurse: One of my many responsibilities as the school nurse is to ensure that every student is up-to-date with the state- mandated health requirements. In the registration packets, there is a form that needs to be completed by your healthcare provider prior to starting school. The form lists the immunization requirements for newly enrolled students at Connecticut schools. Please review this with your physician before your child is scheduled to start school to make sure your child meets the state requirements. It is VITAL that this form is turned in before the first day of school or your child cannot begin classes and will be excluded until the forms are current and up-to- date.

Kindergarten is scheduled to begin on **August 31, 2026**. Please make sure that the completed physical date is within the correct time frame. The front page of the health assessment form is for the parent/guardian to complete and to disclose any health issues or concerns you may have about your child. This includes any dietary restrictions/preferences. Please review all information before submitting. If not, your child may be excluded from school.

Please see the school nurse for any medical concerns regarding your child. When the nurse is not available, the administrator will accommodate medical needs. If your child is ill or seriously injured, you will be contacted immediately. It is extremely important that all emergency contact information is up-to-date and on file in our main offices. In the event of an accident or an injury, a report will be filed from the main office.

Please do not hesitate to call with any questions or concerns. My number is 475-220-3728, and my office hours

are 8:30am -3:00pm. If you have any questions or concerns about health-related issues during the summer, you may call the New Haven Bureau of Nursing at 203-946-7301 or 203-946-6364. Thank you and welcome!

SUPPORT SERVICES

Psychologist

The school psychologist helps students, parents, and teachers solve problems that might get in the way of student learning. These problems include students having trouble concentrating on their class work, getting themselves motivated to do their best, and encountering work they may feel is too hard.

Social Worker

The school social worker assists in helping students do their best. The social worker helps students figure out why they are not experiencing academic success. When students are feeling sad, upset or going through a crisis, the school social worker can be of comfort, listening, and supporting students. The social worker collaborates with the student's parents and teacher to help the student grow and develop along the six Developmental Pathways (physical, social, ethical, psychological, cognitive and language).

Speech Pathologist

The speech pathologist is responsible for determining whether or not a student is having a learning difficulty due to a speech, language or hearing problem. Some of the indicators that may cause a learning deficit for a student are listed below:

- Stuttering to the degree that it interferes with a student's learning in class.
- Articulation severe enough to hinder understanding in the class.
- Language skills are above the student's cognitive ability to the level that he/she cannot understand, complete or participate in oral or written language skills.
- Hearing is deficient to a degree that the student needs special help with interpreting, understanding and carrying out assignments or tasks.

504 Notice

It is the policy of the NHPS System to provide a free and appropriate public education to all handicapped students within its jurisdiction. Students who are handicapped consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated and provided with appropriate instruction and education service.

NHPS RACE AND EQUITY POLICY

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 that 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, 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 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
    2. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

Implementation and Monitoring

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.

Unity

By Cleo V. Swarat

I dreamed I stood in a studio
and watched two sculptors there,
The clay they used was a young child's mind
and they fashioned it with care.

One was a teacher:
The tools she used were books and music and art;
One was a parent
with a guiding hand and gentle, loving heart.

And when at last their work was done,
they were proud of what they had wrought,
For the things they had worked into the child
could never be sold or bought!

And each agreed they would have failed
if they had worked alone,
For behind the parent stood the school,
and behind the teacher stood the home!