

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Sunday, June 14, 2020 9:02 AM  
**Subject:** New Haven Board of Ed comment form. [#7]

**CAUTION:**

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**Name \*** Bea Willemsen

**Email \*** [beawillemsens@gmail.com](mailto:beawillemsens@gmail.com)

**Comments \***

You. Yes, all of you, should be ashamed of yourselves. You should be ashamed of the hundreds of lives YOU have ruined. The lives of children who had to attend your schools. You should be ashamed that you have systematically worked to uphold white supremacy through every vote, every action, and every budget cut you have made. Be ashamed, because I have heard the stories, I have seen the consequences of the psyches of your students, I have lived in fear of NHPS because of your racism and deep support of racist police and policing.

YOU MUST TERMINATE NHPS CONTRACTS WITH POLICE. This includes "security guards" this includes "behavior monitors" this includes ALL FORMS OF POLICING CHILDREN IN YOUR SCHOOLS BECAUSE OF THEIR RACE. You must find teachers. You must pay black people, you must put the funds where they will help, not hurt.

I have always been acutely aware that New Haven Public Schools are places to be feared. Feared because the best teachers you hire are cops. The teachers you pay the best and value the most are racist police. You have made me afraid of you, afraid for the generation of humans you have taught are wrong because of their very identity.

Be ashamed. Then change the fuc\*ing system because YOU are white supremacy right now, and you can change that today, or you can dig your heels in to your racism. And to those of you who think the solution to racism and racists is more police brutality, your reckoning will come.

**PLEASE** Accept

**NOTE: this  
information**

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made  
available in  
public  
meetings. \*

CONFIRM Yes  
YOUR  
ACCEPT \*

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Sunday, June 14, 2020 10:57 AM  
**Subject:** New Haven Board of Ed comment form. [#8]

**CAUTION:**

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**Name \*** Kate Hausler

**Email \*** [hauslerkathryn@gmail.com](mailto:hauslerkathryn@gmail.com)

**Comments \***

Please eliminate all police officers from NHPS. Do not wait for your committee to determine a response in August, after the budget has already been determined.

To consider furloughing teachers and shutting down schools before you consider eliminating a costly and unnecessary police detail from schools is a ridiculous and frankly, harmful decision. Do not take away resources from our schools. Do not take away teachers from our schools. Do not close our schools. Get rid of the police that do not benefit any of us and never have. They disproportionately effect our brown and black students, and they are not worth the cost.

Eliminate them from your budget. Immediately.

PLEASE Accept

NOTE: this information will be made available in public meetings. \*

CONFIRM Yes

YOUR

ACCEPT \*

**From:** NHPS <no-reply@wufoo.com>

**Sent:** Sunday, June 14, 2020 11:52 AM

**Subject:** New Haven Board of Ed comment form. [#9]

**CAUTION:**

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**Name \*** Harry Nelken

**Email \*** [harry.nelken@gmail.com](mailto:harry.nelken@gmail.com)

**Comments \***

I was a white student at Wilbur Cross for four years, graduated in 2016. During that time I was habituated to the presence of metal detectors and dense security populations in school. I also intuitively and explicitly learned that my whiteness was a universal hall pass that guaranteed favorable treatment compared to my fellow students of color in any given interaction with that security force.

It is clear to me now, years later, that they were not there to police my actions. They were there to suppress the lives of those who had the misfortune of being brought up in the neighborhoods New Haven affords it's people of color. Security served to continue the surveillance and oppression of those who were long ago taught to expect the police presence that constantly reminds them they are on thin

ice, on the brink of being deleted from our society.

To hold your position, considering budget cuts for NHPS, and not move to even slightly reduce the resources allotted to this oppressive force in spite of the resounding cries of our nation that additional policing was never the answer, is to not only support but ENFORCE the school to prison pipeline plaguing young people of color. You are not simply “doing the best you can for being dealt a bad hand”, you are actively contributing to the funnel of black and brown students out of their promised education and into a permanently lowered class.

You who are uncertain that the police effect is negative, that removing them from their posts is like taking off the guard rails and encouraging anarchy, are white and afraid. You are biased and out of touch with the community you are serving. The ever present police have only served to convince people of color that there is no hope for them to make it past the age of 25 without finding themselves dead or in jail under such scrutiny. This is not the goal of public school.

To reduce or defund this presence in NHPS is to loosen the cuffs that have been around the wrists of students of color since the day they were born, to provide a sigh of relief and some room to breathe in a system that time and time again has doubled down on the pressure it applies to fragile young lives.

I implore you to reconsider your budget cuts planned for the coming fiscal year. It is the pinnacle of American politics to sit on your hands, to form a committee to determine what is so painfully obvious in the most excruciatingly slow way, EXCLUSIVELY for the changes that suggest a white child might be endangered.

Where are the committees that determine the impact of having fewer teachers? Fewer guidance counselors or school psychologists? Making coaches teach? Why are the cuts that negatively impact the quality of education and the support structure for students the easiest for the board of education to make?

I beg of you, those who are moving to burn additional cycles before making a decision on the matter.

For once, take initiative in an uncertain direction with the confidence that the community you serve is behind you rather than against you.

Please use the opportunity afforded to you to make a change where the rest of us can only beg.

**PLEASE**      Accept

**NOTE: this information will be made available in public meetings. \***

**CONFIRM**      Yes

**YOUR**

**ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>

**Sent:** Sunday, June 14, 2020 2:08 PM

**Subject:** New Haven Board of Ed comment form. [#10]

**CAUTION:**

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**Name \***      John Branch

**Email \***      [jmbranch95@gmail.com](mailto:jmbranch95@gmail.com)

**Comments \***

My name is John Miles Branch and I'm an NHPS alum (graduated from Wilbur Cross in 2012).

I am writing in support of the Citywide Youth Coalition's demands for immediate divestment and termination of contracts of School Resource Officers for all New Haven Public Schools, with an

investment in school counselors to replace them. As a white student at Cross, I saw firsthand the way that my Black and Brown peers were harassed by SROs while I was able to come and go as I pleased. The data shows that police officers in schools do nothing to improve student achievement—and that Black students in schools with SROs are dramatically more likely to come into contact with law enforcement than those at schools without. NHPS must respond to the demands of its Black students who are bravely making their voices heard. I urge you to listen to the students you serve and remove SROs from all New Haven Public Schools immediately.

Sincerely,  
John Miles Branch

**PLEASE**      Accept  
**NOTE: this**  
**information**  
**will be**  
**made**  
**available in**  
**public**  
**meetings. \***

**CONFIRM**      Yes  
**YOUR**  
**ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Monday, June 15, 2020 12:03 AM  
**Subject:** New Haven Board of Ed comment form. [#11]

**CAUTION:**

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**Name \***      Paola Pérez

Email \* [paolap@upenn.edu](mailto:paolap@upenn.edu)

**Comments \***

To whom it may concern,

My name is Paola Pérez and I graduated from Wilbur L. Cross High School and Educational Center of the Arts in 2013.

I'm emailing in support of the Citywide Youth Coalition's demands to remove all SROs from New Haven Public Schools, and invest the funding in school counselors.

The very institution of the American police is rooted in patrolling runaway slaves. As educators and education administrators, I believe the Board of Ed must recognize the painful continued symbolism of housing police in our schools--which aim to empower and instruct our students, 85% of whom are non-white, and almost half of whom are Black.

SROs are not merely symbolic, either. The statistics show that SROs in CT public schools have led to an increase in student arrests, but no increase in student achievement.

In fact, Black students in CT schools with SROs are twice as likely to be referred to law enforcement as Black students in CT schools without police. This data is alarming, and has existed as public information since 2019. The hard numbers are there, but more importantly, Black NHPS students are sharing their demands.

NHPS must support all of its students, and this begins by listening to Black students. They have asked to remove SROs from schools. I urge you to listen.

Sincerely,

Paola Pérez Moreno, B.A., M.S.W.c

PLEASE Accept

NOTE: this information will be made available in public meetings. \*

CONFIRM Yes

YOUR

ACCEPT \*

**From:** NHPS <no-reply@wufoo.com>

**Sent:** Monday, June 15, 2020 7:13 PM

**Subject:** New Haven Board of Ed comment form. [#12]

**CAUTION:**

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**Name \*** Mackenzie Vigliotti

**Email \*** [mmvigliotti@gmail.com](mailto:mmvigliotti@gmail.com)

**Comments \***

My name is Mackenzie Vigliotti and I graduated from Wilbur Cross High School in 2010.

I'm writing in support of the Citywide Youth Coalition's demands to remove all SROs from New Haven Public Schools, and invest their funding in school counselors.

As a clinical therapist, I have worked with many Black and Brown young people who have been traumatized and triggered at the hands of the police department. If there is one thing I have learned from my work as a mental health provider, it is that people thrive when provided with physical and



emotional safety. Anything less risks psychological and physical harm.

As a student that spent my formative years from ages 4-18 in NHPS and a child of two New Haven Public Schools educators, I look back on my experiences with nostalgia and gratitude. However, it must be said that I also experienced the public education system as a white student, receiving privileges I did not earn including a sense that all adults had my general well-being in mind. My Black classmates did not get the same experience that white privilege provided me.

The statistics show that SROs in CT public schools have led to an increase in student arrests, but no increase in student achievement. In fact, Black students in CT schools with SROs are twice as likely to be referred to law enforcement as Black students in CT schools without police. This data is alarming, and has existed as public information since 2019. The hard numbers are there, but more importantly, Black NHPS students are sharing their demands. The Board of Education has an opportunity to work toward racial justice.

NHPS must support all of its students, and this begins by listening to Black students. They have asked to remove SROs from schools. I urge you to listen.

**PLEASE**      Accept

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**CONFIRM**      Yes

**YOUR  
ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Tuesday, June 16, 2020 7:30 PM  
**Subject:** New Haven Board of Ed comment form. [#13]

**CAUTION:**

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**Name \*** Barbara Fair

**Email \*** [justicepeace75@hotmail.com](mailto:justicepeace75@hotmail.com)

**Comments \***

If police have made it clear they are not social workers than they need to remove themselves from our schools. Lots of research has proven hundreds of children end up in the juvenile justice system since the decision was made to place police officers within the school environment. Children who might have simply been disciplined within the school environment became a part of the criminal justice system. A term which we now know as the school to prison pipeline. As we watch police culture become more and more militarized it is extremely important that we remove them from our schools and replace them with social workers who understand our children and their developmental stages so they can be nurtured rather than criminalized.

**PLEASE** Accept

**NOTE: this information will be made available in public meetings. \***

**CONFIRM** Yes

**YOUR ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Wednesday, June 17, 2020 10:44 AM  
**Subject:** New Haven Board of Ed comment form. [#14]

**CAUTION:**

This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

**Name \*** Julia Friend

**Email \*** [julia.friend@earthlink.net](mailto:julia.friend@earthlink.net)

**Comments \***

June 17th 2020

To the New Haven Board of Education,

I am writing in support of the demands of the 5,000 person protest organized by Citywide Youth Coalition, specifically to remove cops from our public schools. I'm encouraged that the Board of Education is taking steps to consider this action. As you probably know, the call to remove SROs from schools across the nation is not new. Organizations like Advancement Project have formed coalitions to achieve this goal, and community groups have been calling for an end to the School to Prison Pipeline for years.

Findings in this research show racial bias in punishment in schools. [https://indrc.indiana.edu/tools-resources/pdf-disciplineseries/african\\_american\\_differential\\_behavior\\_031214.pdf](https://indrc.indiana.edu/tools-resources/pdf-disciplineseries/african_american_differential_behavior_031214.pdf)

Research such as this study shows a correlation between increased funding for SROs and decreased high school graduation rates and college admission (this case study is from Texas).

<https://www.chalkbeat.org/2019/2/14/21121037/new-studies-point-to-a-big-downside-for-schools-bringing-in-more-police>

The presence of SROs sends a message to our young people that they are under surveillance, are expected to cause trouble, and are not worth the investment that nurturing requires. The June 10, 2020 New Haven Independent article "Schools Consider Booting Cops" quoted Superintendent Tracey as saying, SROs "have helped her family engagement office find the students that teachers have not heard back from during the pandemic." New Haven needs to fund the family engagement office rather than using SROs from the police department! Sending cops to hunt down students whose families may already have good reason to mistrust the police only reinforces the ties our schools have with

oppressive and unjust systems. It puts those families at risk of violence and arrest. We need to employ people in our schools whose professions speak to their ability to deescalate, validate, respect, nurture, and encourage peaceful, supportive interactions. Asking cops to perform roles they are ill suited for has led to unnecessary arrests, demeaning treatment, and traumatized generations of students, especially students of color. This must end.

We have the will and you have the power. Make this change!

Sincerely,  
Julia Friend  
New Haven

**PLEASE** Accept

**NOTE: this information will be made available in public meetings. \***

**CONFIRM** Yes

**YOUR ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Thursday, June 18, 2020 2:38 PM  
**Subject:** New Haven Board of Ed comment form. [#15]

**CAUTION:**

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**Name \*** Solomon Botwick-Ries

Email \* [shlomo.pesach@gmail.com](mailto:shlomo.pesach@gmail.com)

**Comments \***

Dear trusted Board ,

My name is Solomon Botwick-Ries . New Haven is my home .

In the midst of uprisings against police brutality and with nationwide reckoning with structural racism , I am thinking of my hometown , and my home schools .

I graduated from Wilbur Cross in 2012 . And I am writing because I am concerned about the conditions of our city's schools today . Aren't you ? So many of my friends and peers have encountered discrimination and abuse from School Resource Officers , not to mention the psychological and somatic trauma of having a policed school . It has become clear that SROs do not function to create an environment conducive to empowered learning and developmental growth --- no , they function to perpetuate racist inequality and patriarchal discipline over marginalized bodies .

So am in support of the Citywide Youth Coalition's demands to remove all SROs from New Haven Public Schools . We can imagine better . School counselors , peer support coaches , community liaisons , trained social workers .

As you know , almost 90% of our city's school populations are non-white , and half of that population are Black . We must do better to ensure they have an educational experience that they deserve . As the Citywide Youth Coalition has documented , statistics show that SROs in CT public schools have led to an increase in student arrests , but no increase in student achievement .

Policing is not working .

The very institution of the American police is rooted in patrolling runaway slaves . As the Board of Education , elected officials sworn to promote and further education , you must recognize the painful and harmful presence of of police in our schools .

NHPS must support all of its students, and this begins by listening to Black students. They have asked to remove SROs from schools . I urge you to listen .

Sincerely ,

Solomon Botwick-Ries

**PLEASE**      Accept

**NOTE: this information will be made available in public meetings. \***

**CONFIRM**      Yes

**YOUR**

**ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>

**Sent:** Thursday, June 18, 2020 5:54 PM

**Subject:** New Haven Board of Ed comment form. [#16]

**CAUTION:**

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**Name \***      Shana Gaither

**Email \***      [sngaither82@gmail.com](mailto:sngaither82@gmail.com)

**Comments \***

After sitting in a paraprofessional contract meeting today I was not only disappointed in this board but became physically sick. I was disappointed because despite what is talked or told to the media that pay

increases are important to this board I came to realize that this was untrue. I would like to bring up to the board that if it was not for paraprofessionals schools and teachers would not be able to function. Paraprofessionals play an integral role in helping the school function to its full potential. We were told in our meeting that the board would not even consider giving \$16.00 hr for after school programs, which we only make \$14.50. By the way we do not make a livable wage, way below what is expected to pay our bills in New Haven. I am also disgusted that this board proposed to not take into consideration a full year of waiting for a contract, not to mention we haven't received raises. I worked for another school system in Connecticut before coming to New Haven, their para contracts allowed for the employees to move in the steps on their contracts each year, making their employees feel appreciated and valued. I almost regret making the decision to come and work in the community I live in. If it wasn't for me loving the community in which I live, I definitely would leave. Why should I have to go to another town in which I don't live to make better wages? This must stop, it is a travesty to say the least. I am fortunate to know that I will be finishing school soon and able to move on eventually. But I speak for my counterparts who don't have that luxury, what are they supposed to do? Continue to be violated by this board by not valuing them as human beings paying them a livable wage and hearing their concerns. I hope you take my concerns into consideration and think about the future of your schools and employees.

Best Regards, Shana Gaither.

**PLEASE**      Accept

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public  
meetings. \***

**CONFIRM**      Yes

**YOUR  
ACCEPT \***

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Thursday, June 18, 2020 7:36 PM  
**Subject:** New Haven Board of Ed comment form. [#17]

**CAUTION:**

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**Name \*** Ariel Weiser

**Email \*** [amweiser18@gmail.com](mailto:amweiser18@gmail.com)

**Comments \***

I am a Wilbur Cross alumnus (class of 2010) and I strongly oppose the presence of cops in our schools, aka School Resource Officers. Considering the current deficit, it is clear that significant cuts need to be made, and I believe that one of those cuts should be School Resource Officers. In my time at Cross, I watched security guards harass students of color consistently, and quickly learned to steer clear of them as much as I could. As a freshman there were certainly moments where I felt intimidated and maybe even threatened by bullying from classmates, but I never got the impression that I could ask a security guard for help, they seemed to be even bigger bullies. As a white female student I flew completely under their radar except for the occasional sexualizing comment or the few times I was reprimanded for the clothing I was wearing. I watched my classmates of color, especially black men, be treated as inherently troubled, and consistently harassed by grown adults being paid salaries to protect these kids. What do I mean by harassment and bullying? Well a few examples come to mind: once my Japanese friend brought his mom in for a meeting with one of his teachers, they came in midday, and his mom doesn't speak a lot of English and hadn't had to go through the metal detectors before, so he was explaining to her in Japanese what to do. The security guards thought they were talking shit about them and threatened to throw them out of the building, and basically wouldn't let them in for their meeting. From what I remember of the morning metal detector walk through, there would always be a line, and sometimes it would get too long and out of hand so they'd let groups of us pass around it without going through. The level of threat from least to most was as follows: white women, hispanic women, black women, white men, hispanic men, black men. They would generally only let groups of



the "lower threat" people skip the metal detector, so they could focus more on harassing young black and latino men. Certain security guards were notorious for being creepy with women. I hated walking past the T security guards to go to the bathroom because they always made some comment.

It is true that New Haven has high rates of violence and crime, and we have to protect our students from that. But if a student brings a gun to school because they feel unsafe walking from the bus stop to their house, how would walking them through a metal detector, discovering their gun, and sending them home, help? If a kid brings a gun to school because they feel threatened while they're in the building, that's a serious issue that can't be solved by suspending or expelling the student, it means the school itself is making kids feel threatened. If you truly feel that the school is not safe without cops, then you need to reevaluate the school itself. Kids are not threats, even big ones with behavioral issues. "Difficult" kids are a reflection of difficult environments, the kids most at risk of violence are the ones that need the most social and emotional support. Penalizing kids by sending them home is problematic on so many levels, the most obvious of which is that it neither solves the problem nor helps the student. In light of the pandemic and the many many hardships this will cause so much of the NHPS community, I am begging you to cut programs like the SROs that consistently fail to reduce violence in schools, at least before considering cutting the salaries of teachers, who provide much more than just education to the kids they support in schools like ours. I would also recommend comparing the results of different programs before cutting them. I can guarantee that no significant results have come of the SRO program, whereas the nursery program, for example, has documented improvement in student attendance and graduation rates. For so many kids and families, public schools are a hub of important resources--food, childcare, sports, community, arts, etc.--we need to be continuing to build these resources and expanding access in order to support the increasing needs. What is not necessary in this resource hub is security guards policing access, adding more obstacles for students and families to overcome. To continue the SRO program while cutting so many other important resources during this time of great difficulty would be cruel and immoral, and quite honestly an act of violence upon this community. Please do not take this decision lightly as many people's lives depend on you.

**PLEASE**      Accept

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meetings. \*

CONFIRM Yes  
YOUR  
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**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Friday, June 19, 2020 8:08 AM  
**Subject:** New Haven Board of Ed comment form. [#18]

**CAUTION:**

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**Name \*** Teresa Johnson

**Email \*** [t.grant766@gmail.com](mailto:t.grant766@gmail.com)

**Comments \***

[español abajo]

Statement of Solidarity Concerning Anti-Bias and Anti-Racism  
in the New Haven Public Schools  
June 9, 2020

Offering this statement in the days following major citywide actions for justice, we want to start by expressing gratitude to the organizers, primarily Black women and youth, who are doing—and have done—so much to fight racial injustice in and beyond New Haven and its schools. We condemn all forms of police violence and affirm that Black Lives Matter. The grief and rage spilling onto our streets in response to the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless others, call

for commitment and significant action. We challenge our City and district to develop a plan of concrete action designed to transform our schools into actively anti-racist institutions engaged in dismantling white supremacy and systemic bias. In particular, we urge the Mayor, Board, and district leaders to prioritize and fund the following with urgency:

Listen to the voices of our students. Fulfill the demand of the Citywide Youth Coalition to replace school resource officers with counselors, as well as cut the police budget by \$33 million and redirect the balance to our public schools.

Develop a 12-month recruitment plan to shift our teaching staff to better reflect the community and its demographics, so that more Teachers of Color are represented. For example, reinstate and/or strengthen partnerships with local universities to accept a significant number of our high school students into teacher education programs, tuition-free or with forgivable loans, provided they return to serve the New Haven Public Schools.

Support and retain current teaching staff and other staff members who reflect the community and its demographics. Provide an environment that appreciates and encourages staff, with a climate of positive reinforcement. Enable para-educators to fulfill their contracted roles, rather than serve as primarily disciplinarians and substitute teachers—and train them to nurture each child's positive self-concept via non-punitive approaches to behavior modification. Offer all district employees the opportunity to further their education for free. Encourage use of the New Haven Teachers Fund homebuyer incentive program, so that more educators live within the community.

Replace punitive teaching and learning environments with a comprehensive program of restorative practice. Unpack the data on discipline by race, ethnicity, and gender to identify biases. End zero-tolerance disciplinary practices that disproportionately adversely impact Black and brown male students.

Develop policy on how to identify and appropriately address race-based discrimination and prejudice among children and staff, and create procedures for restorative and educational responses for those

who engage in biased or racist behavior. Develop disciplinary processes for habitual offenders.

Recognize anti-bias and anti-racism as essential facets of the “whole child framework” that drives our approach to students’ social and emotional wellness, and integrate them into a coherent framework, set of values, and menu of tools with practical application at the school level. Support implementation via more social workers and counselors trained in trauma-informed practices, as well as parent-teacher forums for discussing topics related to race in school communities.

Conduct ongoing high-quality anti-racism, anti-bias, and restorative justice training for all educators and staff, and redirect a meaningful portion of staff work responsibilities toward these goals.

Discontinue the presence of police officers in our schools and establish safe and affirming school environments. Nurture schools climates that are desirable places for young people to be, and which do not look or feel like prisons. Security should wear plain clothes attire blending in with the dress code of the facility that they are securing. Fund the creation of safe and affirming school environments, incorporating research-based programs such as meditation, therapy animals, and trust-building initiatives, alongside additional support staff, including counselors, social workers, and restorative practitioners.

Prepare a teaching faculty that can teach historically accurate Black, Indigenous, Latinx, and LGBTQ+ history and implement an anti-racism and anti-bias curriculum in all grades. Adapt pedagogy to teach through an abolitionist lens, such as breaking up the status quo and nurturing collective responsibility. Offer a well-curated selection of multicultural books in each classroom.

Create anti-bias and anti-racism protocols for teachers that they and their classrooms will be assessed on. These protocols should support classroom working groups that are internally diverse based on race, ethnicity, gender, etc.

End the practice of tracking students according to their academic performance or levels. The only subject for which leveled classes may make sense is math.

Establish policies and practices that advance anti-racism and anti-bias in all aspects of district operations. Specifically support student, staff, and family initiatives to dismantle racism and bias in our schools and community.

This all-important work impacts academic learning, social and emotional learning, mental health, and community building. It frames the kind of world we envision for ourselves and our children, which is the fundamental work of public education. The New Haven Public School Advocates stand ready to support the district's efforts in pursuit of the resources and partnerships needed to transform its anti-bias and anti-racist commitment into practice.

###

Declaración de solidaridad en contra del racismo y sus prejuicios  
en las escuelas públicas de New Haven  
8 de junio de 2020

Al hacer esta declaración en los días posteriores a las recientes acciones de justicia en toda la ciudad, ofrecemos nuestra gratitud a los organizadores, principalmente a las mujeres y jóvenes negros, que están haciendo y han hecho tanto para combatir la injusticia racial dentro y más allá de New Haven y sus escuelas. Condenamos todas las formas de violencia policiaca y afirmamos que Las vidas negras importan – “Black Lives Matter”. El dolor y la rabia que se derrama en nuestras calles en respuesta a los asesinatos de George Floyd, Breonna Taylor, Ahmaud Arbery y un sinnúmero más de personas, exigen compromiso y acción significativa. Desafiamos a nuestra Ciudad y distrito escolar a desarrollar un plan de acción concreto diseñado para transformar nuestras escuelas en instituciones activamente antirracistas dedicadas al desmantelamiento de la supremacía blanca y el prejuicio sistemático. En particular, hacemos un llamado urgente al Alcalde, al concejo de educación y a los líderes de distrito a priorizar y financiar urgentemente lo siguiente:

Las voces de nuestros alumnos deben ser escuchadas. Llevar a cabo la demanda de la coalición juvenil de la ciudad, la cual exige reemplazar a los oficiales de policía de las escuelas públicas con consejeros para los estudiantes, así como reducir el presupuesto policiaco a únicamente \$ 33 millones y redirigir el resto hacia nuestras escuelas públicas.

Desarrollar un plan de reclutamiento de 12 meses que permita cambiar el personal docente para que refleje mejor a la comunidad y su demografía, de tal manera que más maestros de color estén representados. Por ejemplo, restablecer y / o fortalecer alianzas con universidades locales para aceptar un número significativo de nuestros estudiantes de secundaria en programas de educación docente, sin matrícula o con préstamos perdonables, con el ánimo de que regresen a servir a las escuelas públicas de New Haven.

Apoyar y mantener al personal docente actual y a otras personas del staff que reflejen a la comunidad y su demografía. Proporcionar un ambiente que aprecie y aliente al personal, con un clima de refuerzo positivo. Asignar asistentes de maestros y permitirles realizar los roles para los que fueron contratados. Sin usarlos como principales agentes disciplinarios y maestros sustitutos. Capacitar al personal docente para nutrir el autoconcepto positivo de cada niño a través de enfoques no punitivos para la modificación del comportamiento. Ofrecer a todos los empleados del distrito la oportunidad de continuar su educación de forma gratuita. Fomentar la utilización del programa de incentivos para compradores de viviendas del fondo para los maestros de New Haven, para que más maestros vivan en nuestra comunidad.

Reemplazar los entornos punitivos de enseñanza y aprendizaje con un programa integral de práctica restaurativa. Mostrar los datos sobre disciplina por raza, origen étnico y género para identificar prejuicios. Poner fin a las prácticas disciplinarias de cero tolerancia que afectan desproporcionadamente y negativamente a los estudiantes varones negros y latinos.

Desarrollar políticas sobre cómo identificar y abordar adecuadamente la discriminación y los prejuicios basados en la raza de los niños y entre el personal escolar, y crear procedimientos para respuestas

restaurativas y educativas para aquellos que participan en comportamientos racistas y de prejuicios. Desarrollar procesos disciplinarios para aquellos que habitualmente rompen las reglas. .

Reconocer el prejuicio y el antirracismo como facetas esenciales del “marco integral del niño” que impulse nuestro enfoque hacia el bienestar social y emocional de los estudiantes. Integrarlos en un marco coherente, un conjunto de valores y un menú de herramientas con aplicación práctica en el nivel escolar. Apoyar la implementación a través de más trabajadores sociales y consejeros capacitados en prácticas informadas sobre el trauma, así como foros de familias y maestros para discutir temas relacionados con la raza en las comunidades escolares.

Llevar a cabo una capacitación continua de alta calidad contra el racismo, el prejuicio y la justicia restaurativa para todos los educadores y el personal, y redirigir una parte significativa de las responsabilidades laborales del personal hacia estos objetivos.

Descontinuar la presencia de oficiales de policía en nuestras escuelas y establecer entornos escolares seguros y afirmativos. Cultivar climas escolares que sean lugares deseables para los jóvenes y que no se vean ni se sientan como cárceles. El personal de seguridad debe usar ropa sencilla que combine con el código de vestimenta de la instalación que está salvaguardando. Financiar la creación de entornos escolares seguros y afirmativos, incorporando programas basados en la investigación, tales como meditación, animales de terapia e iniciativas de fomento de la confianza, junto con personal de apoyo adicional, incluidos consejeros, trabajadores sociales y profesionales restauradores.

Preparar una facultad docente que pueda enseñar la historia correcta de la gente negra, indígena, latina y LGBTQ+ implementando un currículo en contra del racismo y los prejuicios en todos los grados. Adaptar la pedagogía para enseñar a través de una lente abolicionista, como romper con el status quo y fomentar la responsabilidad colectiva. Ofrecer una selección muy depurada de libros multiculturales en cada aula.

Crear protocolos anti-prejuicios y antirracismo para los maestros en los que ellos y sus aulas serán evaluados. Estas rúbricas deberían apoyar a los grupos de trabajo en el aula que son internamente

diversos según la raza, el origen étnico, el género, etc.

Poner fin a la práctica de seguir a los estudiantes de acuerdo con su rendimiento académico o niveles. El único tema para el que las clases niveladas pueden tener sentido es la matemática.

Establecer políticas y prácticas que promuevan el antirracismo y el prejuicio en todos los aspectos de las operaciones del distrito. Apoyar específicamente las iniciativas de estudiantes, personal y familias para dismantelar el racismo y los prejuicios en nuestras escuelas y comunidad.

Este trabajo tan importante impacta el aprendizaje académico, el aprendizaje social y emocional, la salud mental y la construcción de nuestra comunidad. Enmarca el tipo de mundo que imaginamos para nosotros y nuestros hijos, que es el trabajo fundamental de la educación pública. Los Defensores de las Escuelas Públicas de New Haven estamos listos para apoyar los esfuerzos del distrito en la búsqueda de los recursos y las asociaciones necesarias para transformar su compromiso anti-prejuicio y anti-racista en la práctica.

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**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Friday, June 19, 2020 2:29 PM  
**Subject:** New Haven Board of Ed comment form. [#19]

**CAUTION:**

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**Name \*** Maggie Orr

**Email \*** [morr@colgate.edu](mailto:morr@colgate.edu)

**Comments \***

My name is Maggie Orr and I graduated from Wilbur Cross High School in 2013.

I am submitting a comment today to share my support for the Citywide Youth Coalition's demands.

Having attended NHPS, it is my belief that SROs never positively affected my experience. On the contrary, I think the statistics speak for themselves in how they have negatively affect our Black students. Black students in CT schools with SROs are twice as likely to be referred to law enforcement as Black students in CT schools without police.

Let's stop supporting the school to prison pipeline and get rid of SROs in all of our schools. As our city's leaders, it is your job to do the research on how you can best serve New Haven citizens, including the children. I think removing police officers from our schools is only the first step.

Not to mention the "security check" all students are mandated to go through each morning is nothing but a waste of time. So while we're at it, let's get rid of that, too. This should not be a normal high school experience and it is a waste of money. Invest in your students instead!

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**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Friday, June 19, 2020 3:05 PM  
**Subject:** New Haven Board of Ed comment form. [#20]

**CAUTION:**

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**Name \*** Ambrose Orr

**Email \*** [Ambrose.orr@gmail.com](mailto:Ambrose.orr@gmail.com)

**Comments \*** I am an alumni of Wilbur Cross High School co2012. I would like to raise discussion on the removal of police officers from their posts at the high school. I believe their presence creates an environment of anxiety and tension that is detrimental to the learning of many students. Their appointment to the highschool oversteps what they're trained to do and is ultimately a big waste of money for the city and taxpayers, when they could be put on more important assignments that deal closely with public safety and security.

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**CONFIRM YOUR ACCEPT \*** Yes

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Sunday, June 21, 2020 1:17 PM  
**Subject:** New Haven Board of Ed comment form. [#21]

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<b>Name *</b>	John Jairo Lugo
<b>Email *</b>	<a href="mailto:ulaaccion@yahoo.com">ulaaccion@yahoo.com</a>
<b>Comments *</b>	Attached please find a petition to change the name of the Christopher Columbus Academy on the grounds that it supports racism.  <a href="https://sign.moveon.org/petitions/change-the-name-of-christopher-columbus-family-academy?share=dfc753d4-ac97-4d53-85db-265adf2c4d4c&amp;source=c.fwd&amp;utm_source=c.fwd">https://sign.moveon.org/petitions/change-the-name-of-christopher-columbus-family-academy?share=dfc753d4-ac97-4d53-85db-265adf2c4d4c&amp;source=c.fwd&amp;utm_source=c.fwd</a>
<b>PLEASE NOTE: this information will be made available in public meetings. *</b>	Accept
<b>CONFIRM YOUR ACCEPT *</b>	Yes

**From:** NHPS <no-reply@wufoo.com>  
**Sent:** Sunday, June 21, 2020 9:28 PM  
**Subject:** New Haven Board of Ed comment form. [#22]

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<b>Name *</b>	Sarah Miller (on behalf of a group of community leaders)
---------------	--

Email \* [asarahmiller@gmail.com](mailto:asarahmiller@gmail.com)

**Comments \***

[español abajo]

June 21, 2020

To the New Haven Board of Education:

Erase the Celebration of Genocide in Latin America from Our Schools and Teach Our History

Since 1968, Christopher Columbus Family Academy has stood at the corner of Blatchley Street and Grand Avenue in the heart of Fair Haven, New Haven's landed immigrant community. Seen by many as a symbol of Italian heritage, historians now know that Columbus directed the torture and genocide of over three million Indigenous Taino, Caribe, and Arawak peoples in what is today South Florida, Puerto Rico, the Dominican Republic, Haiti, Cuba, Jamaica, the Bahamas, and other nations of the West Indies as part of his mission to deliver gold back to the Spanish crown. Columbus and his brother also initiated the slave trade in the Americas, instituting a model of conquest and oppression that was later applied to Indigenous peoples throughout the Americas.

Columbus had a transformative impact on the history of navigation and is viewed by many as the "first immigrant" to the Americas. This is important history for our children, and all of us, to understand. At the same time, the celebration of this problematic figure on a public school building entered daily by hundreds of young children betrays our most basic responsibility to set a good example and provide positive role models. It adds insult to injury that the majority of the children currently attending Columbus Academy are of Indigenous heritage, with a significant percentage of Puerto Rican heritage specifically, making them the descendants of those slaughtered for profit by their school's namesake.

Our school district further elevates this figure by observing Columbus Day as a holiday. And while Columbus is celebrated, on the one hand, the true history of Indigenous peoples and European colonization of the Americas—including approximately 90 percent of the Indigenous population who died as a result of European colonization—plays little if any role in our schools' curriculum. When this

history appears in the curriculum, often around the Columbus Day and Thanksgiving holidays, European colonists and their violent encounter with Indigenous peoples are too often presented inaccurately as friendly and benign, thus perpetuating false and racist understandings into the next generation.

We the undersigned call upon the New Haven Board of Education to act with urgency, through the following essential steps:

1. Change the name of the school currently called Columbus Family Academy, to a new name chosen via an inclusive, open, and educational decision-making process.
2. Remove Columbus Day from the school calendar and establish October as Indigenous Peoples History Month for the New Haven Public Schools.
3. Train educators and administrators in an historically accurate curriculum on Indigenous history, the history of European colonization of the Americas, and ethnic studies more broadly.
4. Revise or replace all teaching materials that erroneously present Columbus solely as a hero or role model, show European colonists as benign explorers, and/or the “encounter” between European colonists and Indigenous peoples as friendly and peaceful.
5. Establish history and/or social studies curriculum in each grade that includes the study of local Indigenous peoples, as well as an ongoing process for decentering European-origin knowledge, historical actors, arts, literature, ways of thinking, etc. and incorporates Indigenous and other non-European peoples’ knowledge, histories, arts, literature, ways of thinking, holistic approaches to nature, etc. across the curriculum.
6. Establish a policy and procedure for all New Haven Public Schools public events to include an acknowledgement of the Indigenous peoples who inhabited the land.

Signed:

Alder Paola Acosta, Ward 14

Principal Roy Araujo, Columbus Family Academy

Laura Barberia, Columbus Family Academy Teacher

Anthony Barroso, Organizer, Connecticut Students for a Dream

Dr. Abie Benitez, former Principal, Columbus Family Academy

Representative Juan Candelaria, 95th District

Addys Castillo, Executive Director, Citywide Youth Coalition

Alder Jose Crespo, Ward 16

Alicia Camacho, NHPS Parent and Chair of Ethnicity, Race, and Migration, Yale University

Lee Cruz, Fair Haven Resident and Columbus Family Academy Parent

Liz Demsky, Wilbur Cross High School Counselor

Diane Ecton, Co-Chair, Fair Haven Community Management Team

Kica Matos, Fair Haven Resident

Mildred Melendez, Democratic Town Committee Vice Chair

Sarah Miller, Fair Haven Resident and Columbus Family Academy Parent

Stephen Pitti, NHPS Parent and Professor of Ethnicity, Race, and Migration, Yale University

Bruni Pizarro, Interim Executive Director, Junta for Progressive Action

Melba Ramos, Columbus Family Academy Social Worker

Rafael Ramos, Fair Haven Resident and Founder, Bregamos Community Theater

Ana María Rivera Forastieri, Connecticut Bail Fund

Joseph Rodriguez, former Member, New Haven Board of Education

Michelle Lee Rodriguez, Co-Chair, Fair Haven Community Management Team

Mishele Elizabeth Rodriguez, Fair Haven Resident

Fatima Rojas, Columbus Family Academy Parent and Organizer, Semilla Collective

Alder Ernie Santiago, Ward 15

Juan Carlos Soto, Community Organizer

Dr. Carlos Torre, former President, New Haven Board of Education and Professor of Education, Southern Connecticut State University

Xiomara Vazquez, Columbus Family Academy Teacher

\*\*\*

21 de junio de 2020

A la Junta de Educación de New Haven:

Eliminemos de nuestras escuelas la celebración del genocidio en latinoamérica y enseñemos en las clases la verdadera historia

Desde 1968, La Academia Familiar Cristóbal Colón se encuentra en la esquina de Blatchley Street y Grand Avenue, en el corazón de Fair Haven, la comunidad de inmigrantes de New Haven. Visto por muchos como un símbolo de la herencia italiana, los historiadores ahora saben que Colón dirigió la tortura y el genocidio de más de tres millones de pueblos indígenas taínos, caribeños y arawak en lo que hoy es el sur de Florida, Puerto Rico, República Dominicana, Haití, Cuba, Jamaica, las Bahamas y otras naciones de las Indias Occidentales como parte de su misión de devolver el oro a la corona española. Colón y su hermano también iniciaron el comercio de esclavos en las Américas, instituyendo un modelo de conquista y opresión que luego se aplicó a los pueblos indígenas en todo el continente americano.

Colón tuvo un impacto transformador en la historia de la navegación y es visto por muchos como el "primer inmigrante" en las Américas. Esta es una historia importante para que nuestros hijos y todos nosotros comprendamos. Al mismo tiempo, la celebración de esta figura problemática en un edificio de escuela pública al que ingresan diariamente cientos de niños pequeños revela nuestra responsabilidad más básica de dar un buen ejemplo y proporcionar modelos positivos a seguir. Agrega insulto a la lesión de que la mayoría de los niños que asisten actualmente a la Academia Colón son de herencia indígena, con un porcentaje significativo de herencia puertorriqueña específicamente, lo que los convierte en descendientes de los asesinados con fines de lucro por el homónimo de su escuela.

Nuestro distrito escolar eleva aún más esta cifra al observar el Día de Colón como feriado. Y aunque se celebra Colón, por un lado, la verdadera historia de los pueblos indígenas y la colonización europea de las Américas, incluido aproximadamente el 90 por ciento de la población indígena que murió como

resultado de la colonización europea, juega poco o ningún papel en nuestras escuelas ' plan de estudios. Cuando esta historia aparece en el plan de estudios, a menudo alrededor del Día de Colón y las vacaciones de Acción de Gracias, los colonos europeos y su encuentro violento con los pueblos indígenas se presentan con demasiada frecuencia de manera inexacta como amistosos y benignos, lo que perpetúa los entendimientos falsos y racistas en la próxima generación.

Los abajo firmantes pedimos a la Junta de Educación de New Haven que actúe con urgencia a en los siguientes pasos esenciales:

1. Cambiar el nombre de la escuela que actualmente se llama "Columbus Family Academy", por un nuevo nombre que sea elegido por la comunidad escolar a través de un proceso abierto, inclusivo e imperativamente educativo
2. Eliminar el "Día de la Raza" del calendario escolar y establecer octubre como el Mes de la Historia de los Pueblos Originarios Indígenas en las escuelas públicas de New Haven.
3. Capacitar a educadores y administradores sobre la importancia de enseñar la historia indígena y la verdadera historia de la colonización europea de las Américas, apegándose a lo que verdaderamente fueron los hechos históricos.
4. Revisar y reemplazar todos los materiales de enseñanza que presenten erróneamente a Colón como un héroe o modelo a seguir, eliminar la enseñanza del encuentro entre colonizadores europeos y pueblos indígenas como amigable y pacífica por que no lo fue.
5. Establecer un currículo de historia y/o estudios sociales en cada grado escolar que incluya el estudio de los pueblos indígenas locales, así como un proceso continuo para descentralizar los conocimientos de origen europeo como personajes históricos, literatura, formas de pensar, etc. e incorporar los conocimientos de historia, arte, literatura, formas de pensar, cultura, cosmogonía, concepción holística de la naturaleza, saberes ancestrales de los pueblos originarios indígenas en todo el programa escolar.
6. Establecer como procedimiento, un currículo para todas las escuelas públicas de New Haven que estipule que en cada asamblea o evento escolar, haya un reconocimiento y/o mención a este territorio, como territorio de los pueblos originarios indígenas.

Firmada:



Alder Paola Acosta, Ward 14

Principal Roy Araujo, Columbus Family Academy

Laura Barberia, Columbus Family Academy Teacher

Anthony Barroso, Organizer, Connecticut Students for a Dream

Dr. Abie Benitez, former Principal, Columbus Family Academy

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Xiomara Vazquez, Columbus Family Academy Teacher

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**From:** NHPS <no-reply@wufoo.com>

**Sent:** Monday, June 22, 2020 9:29 AM

**Subject:** New Haven Board of Ed comment form. [#23]

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**Name \***      Elmer Rivera Bello

**Email \***      [nhlatinocouncil@gmail.com](mailto:nhlatinocouncil@gmail.com)

**Comments \***

To: Members of the Board of Education

In recent days, the cities of New Haven and Hartford followed the cities of New London and Middletown in announcing the removal of statues of Christopher Columbus off city properties. When erected

statues of Columbus were meant to symbolize the fact that Italian Americans, who had faced intense discrimination, had a place in American society. While it is important to recognize the immense contributions that Italian Americans have made to our nation's history it cannot be with a figure who has become an emotional symbol of slavery and exploitation to others.

It is for this reason that the New Haven Latino Council, a consortium of individuals, activists, and community leaders hereby request that the Christopher Columbus Family Academy be renamed. The New Haven Latino Council with broad support from the community feel that the school should be renamed in memory of an educator who has made major contributions to education and social justice.

It is my firm belief that it is incumbent upon us, as leaders in the community, that we lead by example. Systemic racism, at all levels, in all its shapes and forms, must be challenged. It is time for change! We strongly urge the removal of Christopher Columbus Day from school calendars, the updating and/or replacement of historical curriculum to accurately reflect New World history, and the recognition of the indigenous people and their contributions to the New World.

Respectfully submitted,

Elmer Rivera Bello, Chairman  
New Haven Latino Council

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