

NHPS Policies on Instruction - Review of Policies, 2021-2022

Statement of Philosophy 6000

A. Schedules

- (1) School Year/School Calendar 6111 P
- (2) School Day 6112 P
- (3) Emergencies and Disaster Preparedness 6114 P
 - (a) Fire Emergency 6114.1 R
 - (b) Bomb Threats. 6114.3 R
 - (c) Inclement Weather/Emergency Closing 6114.6 P
 - (d) Pledge of Allegiance 6115

B. Nondiscrimination: Instructional Program 6121 P

C. Curriculum 6140 P

- (1) Curriculum Design/Development 6141 P
 - (a) Recognition of Religious Separation of Church and State 6141.2 P
 - (i) Bilingual-Bicultural Education 6141.31 P
 - (ii) Computer Literacy 6141.32 P
 - (b) Advanced Placement/Postgraduate Study... 6141.5 P
- (2) Subject Fields 6142
 - (a) Family Life and Sex Education 6142.1 P
 - (b) Student Nutrition and Physical Activity 6142.101 P
 - (c) K-12 Writing 6142.2 P
- (3) Controversial Issues 6144 P
- (4) Extra-Class Activities 6145 P
 - (a) Interscholastic/Intramural Athletics 6145.2 P
 - (b) Publications 6145.3 P/R
 - (c) Student Performances 6145.4 P
 - (d) Student Organizations 6145.5 P
 - (i) Honor Society 6145.51 R
 - (e) Student Fund-Raising and Management of funds 6145.8
- (5) Graduation Requirements 6146 P
 - (a) Grading System 6146.1 P
 - (b) Statewide Proficiency/Mastery Examinations 6146.2 P

D. Class Size 6151

E. Instructional Arrangements

- (1) Grouping Policy 6152 P/R
- (2) Field Trips and Community Service 6153 P/R
 - (a) Educational Tours 6153.1 P/R

UPDATE #1 - Instruction - Statement of Philosophy, August 14,1995

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Instruction

Statement of Philosophy

Mission Statement

The New Haven Public Schools will provide all students with learning opportunities designed to meet their academic and social needs. Curriculum content, technological assistance and instructional strategies will be integrated to raise student expectations, to ensure student performance mastery, and to maximize student motivation.

To be effective, such education must occur within a milieu of social harmony and mutual respect based upon an understanding and appreciation of oneself and others from diverse ethnic, racial, cultural and religious backgrounds.

Adults, staff, parents and the community must work collaboratively to understand and model the tolerance expected from all students. The challenge for the New Haven Public School community is to create a positive, tolerant environment within a board range of educational services are available to all students so that they graduate with the educational, vocational, social and creative skills necessary for responsible citizenship in the 21st Century.

UPDATE #1 - Instruction, Statement of Philosophy, December, 2021

Statement on Policies Related to Teaching and Learning

The New Haven Public Schools Board policies will uphold evidence-based teaching and learning practices, in accordance with Nation School Board Association guidance to “establish direction for the district, set goals, and assign authority.” With regard to teaching, curriculum content, assessment, program evaluation, professional development, and other areas of schooling, school boards can create policies that establish criteria for practices associated with evidence-based education reform. District administrative procedures further define the policy and provide guidelines for its implementation. To avoid role confusion, the school board establishes policies, and the Superintendent and professional staff execute the administrative procedures and teaching protocols to execute policy. Policy development is the product of collaboration between professional educators and the school board with participation structures that engage parents and members of the broader community. Policies on teaching and learning are created based on the best evidence and collective wisdom at the time of formulation with a process for revision to accommodate new knowledge in the specific policy arena.

Teaching and Learning Elements:

- Assessment methodologies
- Instructional time
- Instructional grouping and scheduling
- Instructional materials
- Instructional practices
- Professional learning
- Administrative practices
- Evaluation methodologies
- Curriculum content
- Affective curriculum

Statement of Philosophy

The New Haven Public Schools creates curriculum, defines instructional time, purchases materials and provides professional learning opportunities to staff based on the following common principles of instruction based on how students learn. These principles define the district’s philosophy of instruction across all content areas.

Student achievement increases when students set their own goals. Student goals should meet the student where they are and build the skill set needed to progress through their learning toward grade level expectations. Teachers assist students in setting goals, picking strategies to

meet those goals, monitoring their progress, and giving feedback. Research has documented a strong, positive correlation between setting student achievement goals and student achievement.

Students engage more fully with learning when they see real-world connections and relevance to their own lives. Students' understanding of these connections happen when they engage in real-world applications of what they are learning. Teachers use culturally relevant pedagogy to establish high expectations for all students, engage students in critical analysis of what they are learning and prepare them to advocate for a social just world. There should also be purposeful attempts to make learning relevant to students' individual interests, cultures, and community. The more teachers get to know individual students, the more this is possible; however, teachers need not have in-depth knowledge of every aspect of the students in their classroom to create relevant lessons. It is most important that teachers create a space for students to express their perspectives, make their own connections to the learning, and appreciate that their classmates might think differently.

Students learn by interacting with subject-specific texts. The term "text" includes fiction and non-fiction texts as well as directions, forms, and all types of information visually displayed in graphs, charts, or maps, music, art, and digital sources on a range of topics. Students must interact with subject-specific texts, process the information included, make conclusions, and communicate their ideas with others to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.

Students learn by talking. This is the important process of making their thinking visible, listening to others, and revising their understanding by reasoning out loud. Students learn from discourse with their peers around subject concepts, ideas, and issues by explaining, critiquing and building common understanding. Discourse is one of the most effective ways for students to practice sense-making and decision-making, as they explain to others their evidence-based conclusions.

Guidance on Instruction

The New Haven Public Schools shall publish, and revise bi-annually, instructional frameworks that uphold evidenced based teaching and learning practices to provide guide on how to plan instruction for learning. The instructional frameworks will describe instructional arrangements across content areas that will move students from the earliest grade levels toward graduation with knowledge, literacy, and critical skills necessary to succeed. The instructional frameworks, aligned to the above-mentioned common principles of instruction, will emphasize independent reading, vocabulary development, writing and oral discourse across the disciplines.