



NEW HAVEN PUBLIC SCHOOLS

Teaching and Learning Committee

May 20, 2020 4:30 p.m.-6:00 p.m.

Virtual Zoom Meeting (see below)

Topics: Distance Learning Update ,Intl Field Trip Update, , Math Curriculum, Functional Behavior, Policy Update (HW)

**Chair: Dr. Edward Joyner,
Larry Conaway**

Coordinator: Dr. Richard Therrien

MATERIALS:

International Field Trip

Math Curriculum Presentation

Functional Behavior

Policy (HW)

Teaching and Learning Committee Meeting May 20, 2020

International Trips Update and Recommendations

Background

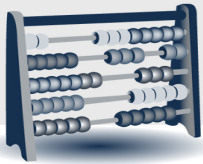
- In early March, three trips decided to reschedule their approved trips for travel in April 2020 to April of 2021. Some students on these trips still have deposits and fees being held by the travel companies in anticipation of April 2021 travel.
 - The Sound School to Italy and Greece
 - Wilbur Cross High School to Costa Rica
 - Hill Regional Career to Costa Rica
- Usually, we decide international trip approvals for SY 2020-21 at the May meeting of the Teaching and Learning Committee, to be sent to the full Board of Education in early June.
- Trip applications were not solicited for approval for SY 2020-2021 as of yet, due to the COVID-19 closures and uncertainty.

Recommendations for consideration by the Committee

- A moratorium on approval of international trips for SY 2020-21 for now, with possible exceptions:
 - Allow the three re-scheduled trips to stay on-track for travel in April 2021 and revisit decision in January 2021.
 - Re-consider possible summer 2021 travel for student groups in January 2021, with possible trip approvals in February 2021.

K-5 MathText Selection Summary

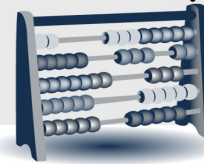
Presented to Ken Mathews
5/4/2020



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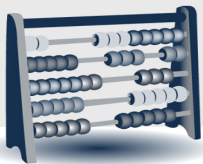
History

- In the winter of 2018, Houghton-Mifflin-Harcourt announced that our edition of *Math in Focus* and all its supplements will be taken out of production
- A text selection committee was formed
- 14 text series were reviewed
- 6 were finalist
- Presentations and explorations took place
- A final vote by the committee occurred June 8, 2020



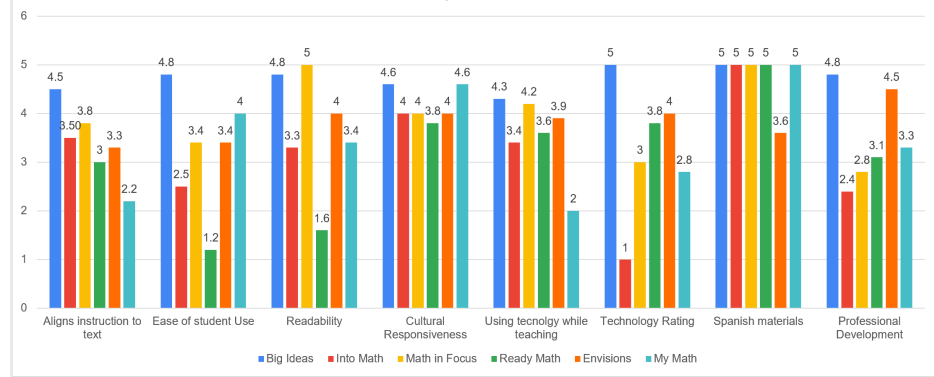
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Data from the Selection Committee

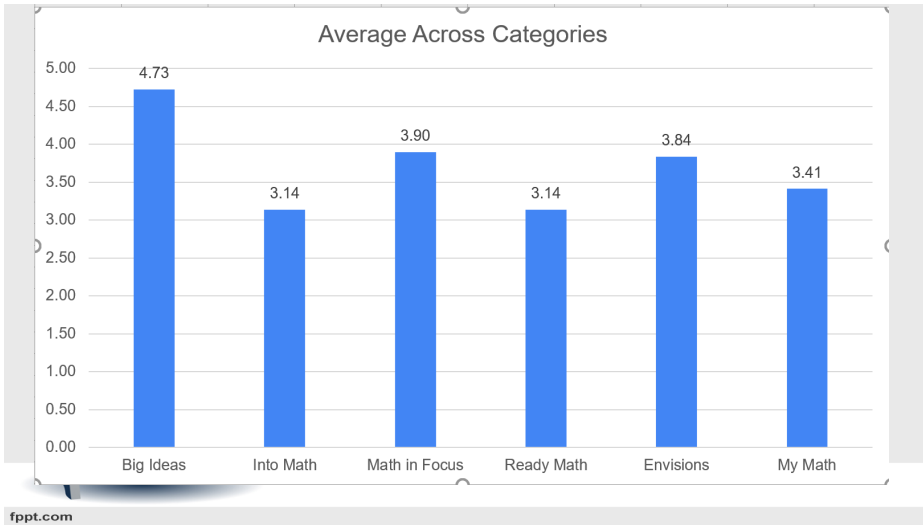


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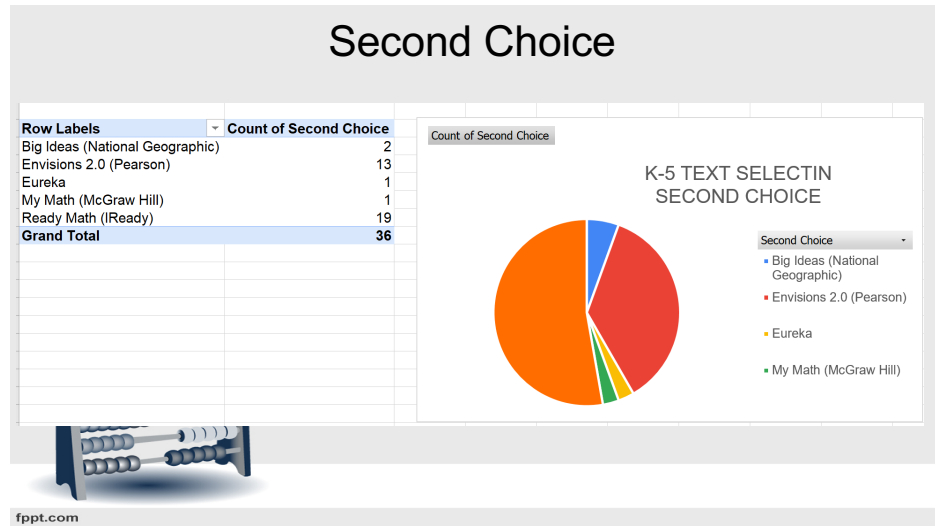
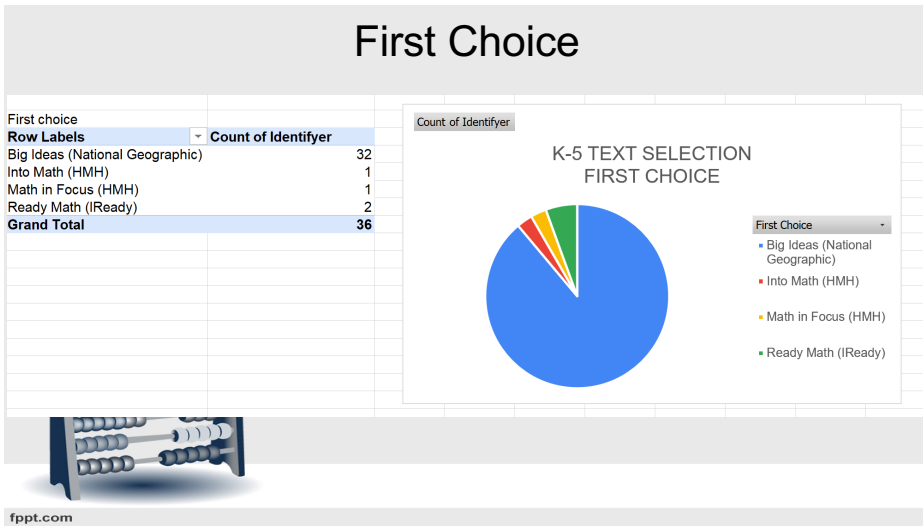
Text Selection Committee
Comparative Data



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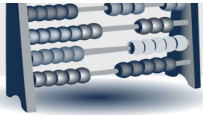
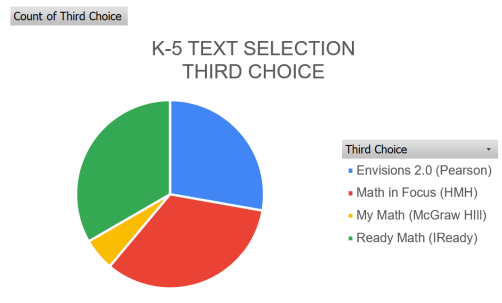


The results of the Committee Vote

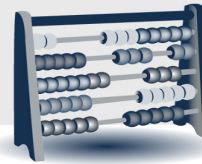
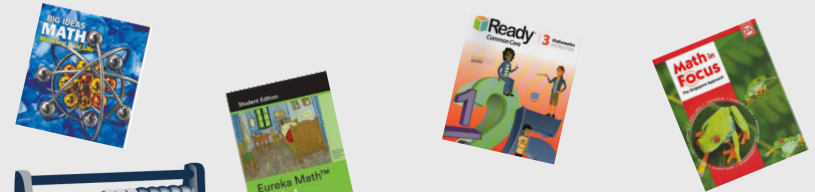


Third Choice

Row Labels	Count of Third Choice
Envisions 2.0 (Pearson)	10
Math in Focus (HMH)	12
My Math (McGraw Hill)	2
Ready Math (IReady)	12
Grand Total	36

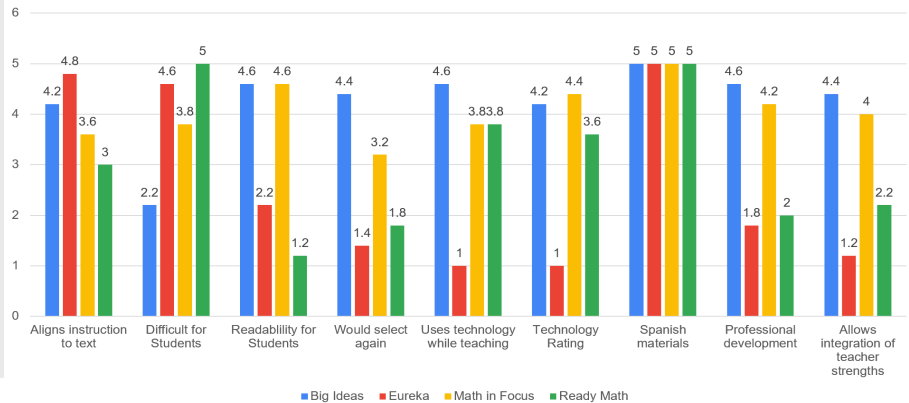


In the 2019-2020 school year, the district piloted 4 programs

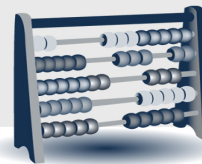


Teachers in the Pilot were surveyed

Survey Results from Pilot Study



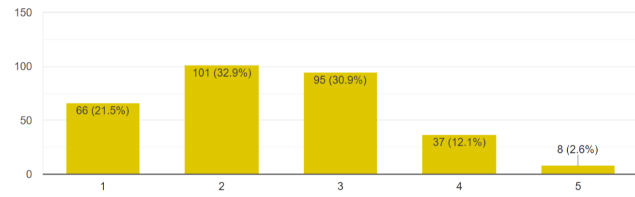
In winter, 2020, all K-5 teachers in the district were surveyed



K-5 Text Adoption
Survey Results
307 Responses

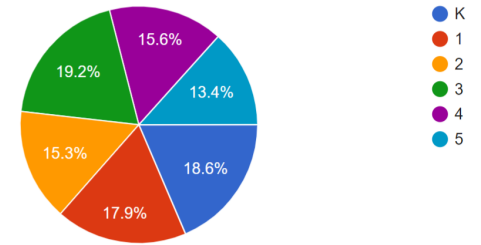
What is your opinion about the current Math In Focus text series

307 responses



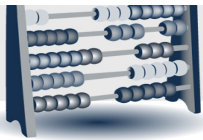
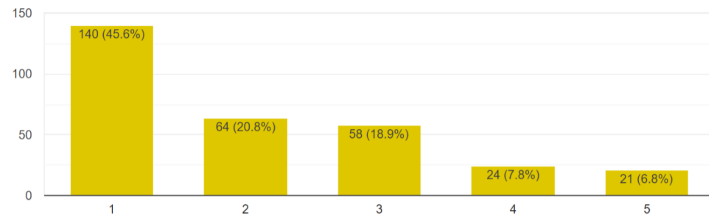
What grade do you teach?

307 responses



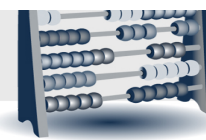
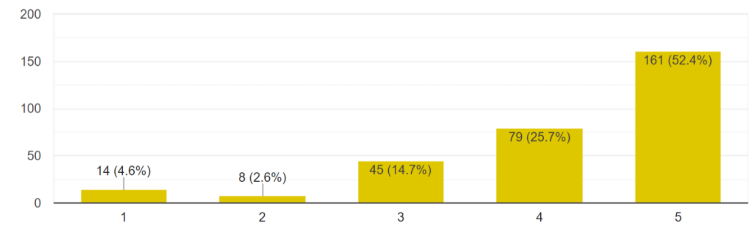
As of June 2020, our version of Math in Focus will be out of print. Would you recommend adopting the 2020 copyright of Math in Focus

307 responses



How would you feel about adopting a text other than Math in Focus?

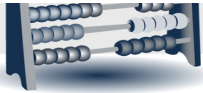
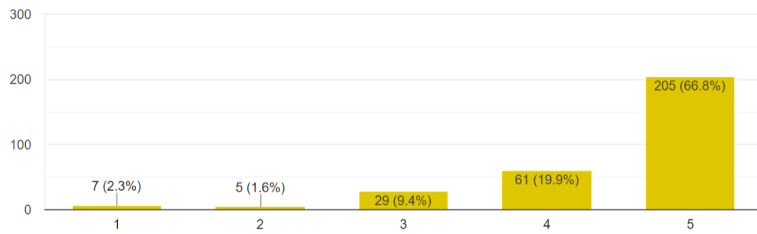
307 responses



How important is a digital companion to a text that offers virtual manipulatives, interactive lessons, and online learning stations?



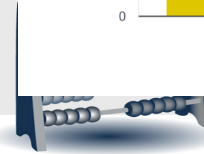
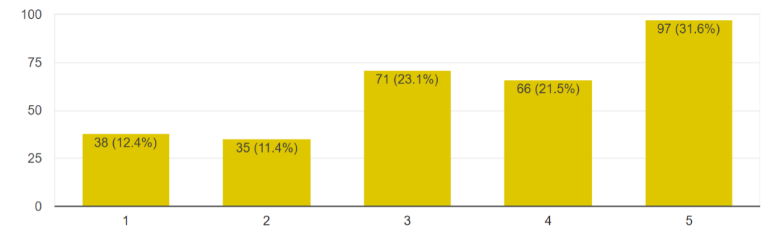
307 responses



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To what extent has your math coach kept you updated about our text selection process

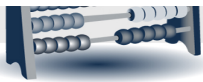
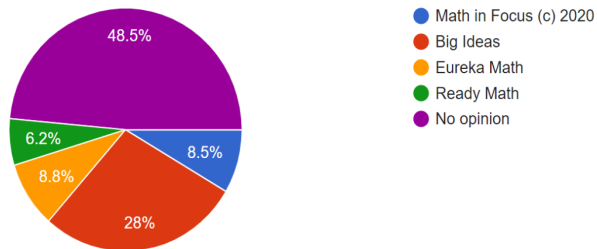
307 responses



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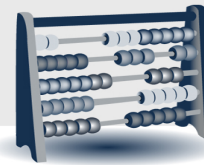
If you had to choose a text to teach from, which would it be?

307 responses



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Cost comparison between Eureka and Big Ideas



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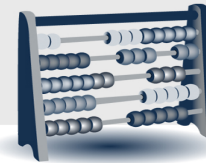
Comparative Costs between Eureka and Big Ideas

Comparative Costs	time frame	Big Ideas	Eureka
Student materials	6 years	\$ 1,047,168.00	
Teacher materials	6 years	\$ -	
Professional Development	1 year	\$ -	
Train the trainers	3 years	\$ -	
Digital companion	6 years	\$ -	
Kits	6 years	\$ 99,800.00	
Shipping	6 years	\$ 114,696.80	
total		\$1,261,664.80	
Student and Teacher materials	2 years		\$ 1,148,385.00
Professional Developmnet	2 years		\$ 255,400.00
Manipulatives	6 years		\$ 192,712.50
Digital Companion	2 years		\$ 105,000.00
Shipping	2 years		\$ 229,373.60
total			\$1,930,871.10

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Research Provided by Big Ideas

<https://drive.google.com/file/d/1vVhswDgcuzNIQnq0ih-YOe1rtZ1GaZZ8/view?usp=sharing>



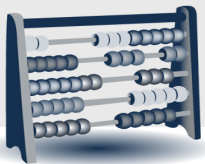
https://drive.google.com/file/d/1ZTTg4pwy_19O04p211HtoHcqCL3a3eEy/view?usp=sharing

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Other information of interest

<https://www.washingtonpost.com/news/monkey-cage/wp/2015/07/14/when-the-teachers-edition-is-wrong/>

<https://www.facebook.com/wetheparentsinvemon/posts/parents-fed-up-with-new-math-eureka-it-is-state-supt-john-white-who-is-abusing-y/464152827055048/>



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The Case for Functional Behavioral Assessment: Guiding Propositions

Dr. Edward Joyner, Ed.D
Mr. Larry Conaway LCSW


- How we behave over the course of life is a key determinant of our destiny.
- Human beings are always learning whether the learning and behavior that ensues from learning is productive or non-productive. Productive behaviors that balance one's responsibility to self and others should be the aim of education.
- The depth and quality of our life's experiences are key determinants of behavior, specifically the physical, socio-cultural, and spiritual elements and materials that are accessible to individuals and groups. Thus, opportunity (nurture, appropriate resources, fair chances) is a critical driving force for success in school and in life. Opportunity for development is not and has never been, parceled out fairly.
- People who live in an unjust and often hostile environment, whether at home, in a community, nation or world, must develop adaptive behaviors or **tools** that enable them to overcome their unearned disadvantages. We can classify these tools as physical, social, psycho-emotional, cognitive, linguistic and moral-ethical. We all have them at varying levels of development. If they are developed well, we are deemed virtuous, gifted, inventive, creative, famous, or in some cases troublemakers, depending on the audience.
- All of the above have implications for what we teach, how we teach, and who we teach.
- Clinically informed, and/or action research informed the work of notable educators and social scientists like Maria Montessori, John Dewey, Benjamin Bloom, John Carroll, John Block, Ralph Tyler, Mary Mcleod Bethune, Paolo Freire, Madeline Hunter, Robert Moses, and James Comer. This accumulated wisdom has taken a backseat to non-clinical, politically driven prescriptions that has removed education leaders, teachers, parents, and students from key decisions about what students should know and be able to do. Most government programs are tied to a formula with comparative test scores on standardized tests used as the prime measure of academic achievement.
- A focus on students, parents, teachers, the environments that they live, work and teach in, should drive decisions about our education priorities.
- We, meaning all the people in an education jurisdiction, have to develop a collective understanding of the complexities of learning, human growth, and holistic development to marshal the collective effort to bring our children to safe harbor.

Share this page with your friends and colleagues. You can help others at school, at work, and at home.

Understood

Functional Assessment: What It Is and How It Works

By the author team



At a Glance

- Some students struggle in school because of behavior challenges.
- Schools use a process called functional behavioral assessment (FBA) to figure out what's causing the behavior.
- An FBA can lead to a plan for how to change the behavior.

When students have trouble in school, it's not always because of academics. Often, behavior is the reason kids struggle. Kids may disrupt class, become withdrawn, or miss out on school. To help, schools use a special process to understand student behavior and decide what to do. It's called a functional behavioral assessment or FBA.

Learn about FBA, what they can do for kids, and who has the right to get one.

What is a Functional Behavioral Assessment?

An FBA is an approach to figuring out why a student acts a certain way. It uses different methods to understand what's behind behavior challenges.

The basic idea is that a student's behavior serves a purpose. Whether they know it or not, kids act in certain ways for a reason. If schools and families can understand what's causing a behavior, they can find ways to change it.

Here's a real-life example.

Aaron has strong math skills. But when the teacher hands out a math worksheet, Aaron gets angry, crumples up the paper, and throws it at classmates. He's sent to the principal's office, but his behavior continues and the teacher doesn't know what to do.

The school does an FBA and learns that although Aaron is good at math, he has trouble showing his work on word problems. This is why he's acting out—to avoid the stressful math situation. Now, the school can decide how to help.

A school team works on the FBA. The team is led by a person trained in understanding behavior. We call that person a psychologist or a behavior specialist. The FBA team may also include:

- Teachers (both general and special education)
- School administrator
- Professionals who work with the student (counselors and speech therapists, for example)
- The student and their family

The Steps of a Functional Behavioral Assessment

During an FBA, the team gathers information and uses it to make a plan to help with behavior. Here are the steps the team takes.

1. Define the behavior

An FBA starts by defining a student's behavior. Using vague or general language makes it hard to understand what's happening. That's why it's important for the team to be specific and objective. For example, instead of saying the student is "disruptive" or "defiant," the team can say the student "talks out of turn and doesn't respond when asked to show work in math class."

2. Gather and analyze information

After defining the behavior, the team puts together information. It asks lots of school records, interviews what staff who know and work with the student, and screen or test the student. The goal is to answer questions like:

- When and where is this behavior happening?
- Where is it not happening?
- How often is the behavior occurring?
- What is around when it occurs?
- What tends to happen right before and right after the behavior?

The student can help provide this information, too. Only kids know how they feel in the moment. Asking the student to try to keep track of feelings and emotions could help the team learn more about how the team to note the reactions from classmates.

3. Find out the reason for the behavior

Using the information collected, the team makes a best guess about what's causing the behavior. It's the team's job to figure out what the student is trying to receive or avoid something, for example.

4. Make a plan

Next, the team tries to see if its best guess is right. The school psychologist or behavior specialist leads the plan. It includes meeting changes at school to ease the behavior changes. To do this, the school creates a **behavior intervention plan (BIP)** to teach and reward positive behaviors by the student.

Using the above example about Aaron, it might help to give him the chance to explain work out loud rather than writing. Or have the option to show work on cards, but not all the problems. As the school learns more, they can adjust the plan.

Who Gets a Functional Behavioral Assessment

Not every student gets an FBA, even if there is a behavior problem. There are laws that protect other students' privacy under FERPA.

First, an FBA is often part of a **school evaluation for special education**. An evaluation looks at all aspects of a student's learning. If the evaluation team thinks that a student's behavior is getting in the way of learning, it may do an FBA.

This can also happen if FBA already has an IEP or a 504 plan, but the school has new behavior concerns. Again, for these kids, the school must do an FBA if not doing one would deny the student an **appropriate education**.

Second, federal law requires an FBA in some cases **when a student is disciplined or removed from school**. Sometimes schools do an FBA even when it's not required. It's often done to evaluate risks for students who have serious behavior issues. This may involve threats, drugs, or other weapons.

What about kids who don't have an IEP or a 504 plan, and who aren't being removed from school? An FBA isn't commonly used for these kids. The law doesn't require it, either. But the student's family can still ask for an FBA.

Your Role in a Functional Behavioral Assessment

An FBA may not be a quick solution to a student's behavior challenges, but it can give a more complete picture of why kids are struggling. Together, schools and families can work together to ease any next steps.

Are you an educator? Learn more about how to **write behavior objectives** for your classroom. And find out why **the IEP act is a key to communication**.

Are you a parent or family member? You can help by **observing your child** and helping the school when your writing at home. Use **communication** to help you keep track of behavior patterns.

Share

About the Author

The author team consists of 17 professionals with extensive backgrounds in special education, behavior, and social-emotional learning. They have been working in the field for over 20 years.

Reviewed by

Reviewed by a team of 10 classroom teachers and 10 school psychologists. The review was conducted by the author of the Understanding People's Guide to Special Education. Part of the online learning platform.

Did you find this helpful?

👍 👎

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Instruction**6154 Homework/Make-Up Assignments (Version I) General**

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the Superintendent of Schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Individual Help

Within limits prescribed by staffing availability and negotiated agreements, the Superintendent shall develop and implement extra-help instruction for students in need of such instruction in addition to regular classroom instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Policy adopted:

Instruction

6154 Homework (Version II)

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.
5. Assignments should make use of a variety of skills.
6. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.
7. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.
8. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines.

Additionally:

1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.
2. The Board expects that each department head will clearly define the homework policy of his/her department. All such departmental policies must keep with this Board of Education homework policy

Average Time Level	(minutes per week)
K	(45 minutes)
1-3	(150 minutes)
4-5	(175 minutes)
6-7-8	(300 minutes)
9-12	(600 minutes)

Connecticut General Statutes 10-221 Boards of Education to prescribe rules, policies and procedures.