



NEW HAVEN PUBLIC SCHOOLS

Learning & Teaching Committee

June 17, 2020

Online

In attendance: BOE Members: Dr. Edward Joyner (Chair of Committee), Mr. Larry Conaway (Co-Chair of Committee), Mr. Matthew Wilcox, NHPS Staff: Superintendent Dr. Iline Tracey, Keisha Redd-Hannans,, Dr. Richard Therrien, Johanna Sanburg-Champion, Lynn Brantley, Kenneth Mathews, Jessica Haxhi. Johanna Sanburg-Champion, Ellen Maust, Stacie Melendez, Tessa Gumbs-Johnson, Monica Abbott, Pamela Augustine-Jefferson, Michele Sherban, Typhanie Jackson, Pedro Mendia Landa, Kermit Carolina, Tiger Team Instruction Committee Members: Kristina DeNegre, Rose Murphy, Cristina Ryan, Patricia Abdur-Rahman, Regina Carini, Sheryl Coe, Dianne Spence, Cora Munoz, Leslie Blatteau, and Sarah Miller, Peter Greco, Emily Hays, Brian Zahn

Meeting materials found at: <https://www.nhps.net/site/Default.aspx?PageID=606>

1. Climate Change Education in NHPS, Dr. Richard Therrien, Science Supervisor

In response to a public comment at recent BOE meetings, Dr. Therrien described how Climate Change is being addressed in the district with the new Next Generation Science Standards. He described how the foundational science concepts are taught in early grades followed by the majority of climate change education as done in grade 6 and grade 9. He described how NHPS students have won in various science fairs for their projects related to Climate Change. He responded to questions, explaining that environmental issues are taught by starting at the local level with younger students (air pollution, recycling) and expanding to global issues.

2. Seal of Biliteracy Update, Jessica Haxhi, World Language Supervisor

Ms. Haxhi gave the update that this year, 148 students in 9 high schools will receive the Seal of Biliteracy in 13 languages. This is up from 47 students the year before. Students have been very excited to receive this important recognition of their skills in English and one or more other languages.

3. Tiger Team Reopening Committee Instruction/Assessment – Keisha Redd-Hannans, Assistant Superintendent of Instruction

- Ms. Redd-Hannans introduced the “Tiger Team” Instruction Committee Work. The Committee consisted of central office staff, school-based administrators and teachers. She noted that social-emotional needs of students were a priority for this team while they looked at how instruction will be impacted in the fall.

Hybrid Sub-Committee – Cora Muñoz and Regina Carini

- Ms. Cora Munoz reviewed the committee’s work and described how their committee looked at ways in which instruction may occur, while also allowing schools to have their own plans.
- Ms. Regina Carini went over the types of possible learning that could potentially occur in the fall, such as synchronous learning (in-person or distance), and asynchronous learning. It was also emphasized that any in-person learning should be focused on interactive, engaging instruction instead of silent seat work/lecture instruction that might fit best with at-home learning.
- Ms. Muñoz went over the considerations they have given to special education and English Learner students, as well as to what appropriate time allotments might be for distance learning for different grade levels.
- Ms. Hannans noted that there will also be a section on considerations for “disengaged youth.”

Assessment Team - Leslie Batteau and Richard Therrien

- Transition from Summer to Fall, how we welcome students back to school in a joyful and community-feeling way. After that, returning to diagnostics to assess student needs.
- Providing supports for teachers to pass along additional key information from this year’s teachers to next year’s teachers, adjusted for different schools’ needs and grade levels. Dr. Sherban made sure information on students is part of that process.
- Rose Murphy prepared forms for high school teachers to collect that information.
- She stressed that high-stress diagnostic testing would be withheld for the first 30 days so that students can adjust and feel comfortable.
- Dr. Therrien added that assessments will need to be more holistic and performance-based to match the differences expected in instruction.
- Ms. Hannans noted that professional development will be a key component to successful hybrid instruction. She has identified a provider that will offer 150 hours of anytime-professional development learning on hybrid/distance learning. They are also planning on offering a summer leadership institute that will allow leaders to learn about best practices in hybrid learning.

Further Discussion of Tiger Team Professional Learning

- Tessa Gumbs-Johnson described how the Technology Training team has been offering 2 weeks of online professional development for the past two weeks. The first week was centered around Google Suite, Meets, and Screencastify and was presented by teachers and people on the technology team. The second week is centered around curricular applications of technology, given by Curriculum Supervisors and others. Ms. Gumbs-Johnson read one of the many positive emails that she has received about the quality and variety of the choices.
- Dr. Joyner expressed that models that use peer-to-peer professional learning for teacher has been highly successful in districts he has worked at in the past.
- Dr. Joyner noted that these types of things should be noted on the website, so that we can be sure that the public understands how many great things are happening.

- Dr. Tracey said that she believes in “unleashing the creativity of teachers.” This pandemic allowed us to see how much creativity and passion our teachers have, especially when they are “allowed to teach” in a supportive environment.
- Dr. Joyner asked that a further update on instruction, including for disengaged youth, be on the agenda again and wanted to make sure there is Board support for the professional learning and policies needed for support. He would like us to move toward more Socratic inquiry and project-based learning.

4. Social-Emotional Learning, Wellness/Behavior - Typhanie Jackson, Director of Student Services

- Ms. Jackson introduced the Social-Emotional and behavior-related initiatives that are underway in the district.
- Ms. Johanna Sanburg-Champion reviewed the “Whole Child Framework” as outlined in the attached document. They then described how 3 tiers of support are put in place.
- Ms. Monica Abbott talked about the Tier 3 Supports that are being put into place to assist teachers in supporting students who struggle with behaviors. They have also incorporated Behavior Technicians in some schools; these technicians might walk around with a student, talk with them, and help them before they
- Ms. Sanburg-Champion talked about how they are able to design an intervention using a functional behavior assessment. They are also using spaces in the schools to calm down, so that they can then return to their classrooms. The Tier 3 Supports are constantly reviewed and revised in each building, for those particular students.
- Ms. Abbott talked about how a student may move down to Tier 2 supports, which are in smaller groups, although still with ample supports. They might use a check-in/check-out system in which a teacher checks in with a student in the morning and afternoon and throughout the day.
- Ms. Sanburg-Champion noted that Social-Emotional skills must be integrated throughout the academic curriculum.
- She went on to highlight J.S. Martinez, where they have “shifted their mindset from being punitive to restorative.” She shared data which highlighted how they have had zero suspensions for the last two years.
- Ms. Abbott discussed how the team is looking at the social-emotional and behavior data from an equity lens. Ms. Jackson noted that we need to have a “restorative lens” [versus a punitive lens]. She suggested that we must consider this as we hire new people, and in our trainings.

Dr. Joyner thanked the presenters and emphasized how equity and a knowledge of the history underrepresented groups must be a consideration when we undertake the recruitment process and the evaluation process.

5. Policy Discussion: 6000 Series (Instruction)

- Typhanie Jackson explained that there were identified four 6000 Series policies at the last Governance meeting, based on input from curriculum supervisors, to be considered: curriculum design, evaluation of instruction materials, graduation requirements, and test exclusion.
- Some will be looked at by the second week of July and the others will be considered by the end of July.

6. Future Teaching and Learning Restructuring

- Dr. Joyner described how he and Mr. Conaway had met and decided that they would like to ensure that teachers and staff members are part of the Teaching and Learning Committee. He asked that Dr. Tracey figure out who might be part of it, in addition to one appointee from Dr. Joyner and one from Mr. Conaway.
- Dr. Therrien mentioned that the Board could adopt the current meeting schedule of every third Wednesday for the 2020-2021 school year. Mr. Conaway expressed that he thought that we should have a meeting on July 16, 2020. Dr. Joyner suggested that the agenda be limited to items that could move the system forward.

7. Future Teaching and Learning, Alternative Education

- Mr. Conaway said that he thinks Ms. Hannan's and the Tiger Team are on the right track and that he wants this Committee to focus on policy. He praised the turnout for today's meeting and asked that the Committee does have more representation, including a paraprofessional.
- **Mr. Conaway made a motion to adjourn the meeting at 5:53 PM.**
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The next meeting is scheduled for July 16,2020.

Respectfully submitted,
Jessica Haxhi, Richard Therrien