



SCHOOL COMMITTEE

(Official Minutes)

Roundtable Meeting

November 13, 2018

Called for 6:00 p.m. in the CRLS Henrietta S. Attles Meeting Room, Cambridge Rindge and Latin School, 459 Broadway, Cambridge, for the purpose of a presentation on Learning and Professional Time and Length of the school day.

Members Present: Ms. Bowman, Emily Dexter, Mr. Fantini, Mr. Kimbrough, Vice Chair Kelly, Ms. Nolan, Mayor McGovern

Also Present: Dr. Salim, Superintendent of Schools
Dr. Carolyn Turk, Deputy Superintendent
Ms. Barbara Allen, Executive Director of Human Resources
Dr. Alexis Morgan, Asst. Supt. for Student Services
Dr. Anda Adams, Asst. Superintendent of Curriculum, Instruction and Assessment
Mr. James Maloney, Chief Operating Officer
Ms. Claire Spinner, Chief Financial Officer
Ms. Elizabeth Liss, Education Liaison for Mayor's Office
Ms. Maryann MacDonald, Asst. Superintendent of Elementary Education
Ms. Chris Colbath-Hess, Professional Development
Mr. Dan Monahan, CEA President
Ms. Lyndsay Pinkus, Harvard University Resident Intern
Mr. Daniel Coplon-Newfield Vassal Lane upper school Principal
Mr. Tony Byers, Graham & Parks Principal
Ms. Robin Harris, Fletcher/Maynard Academy Principal

Mayor McGovern in the Chair

A quorum of the School Committee being present, the Chair called the meeting to order at 6:00 p.m.

The Chair read the call of the meeting and informed everyone that the meeting is being recorded and televised. There is no public comment.

Mayor McGovern turned the meeting over to Dr. Salim who gave opening remarks regarding tonight's presentation on Learning and Professional Time and Length of the school day. He explained there is quite a substantial amount of information to be shared tonight and they hope to gather some ideas for their goals.

Agenda

Options
Overview & Process
Key findings
Stakeholder Perspectives
Emerging Options
Discussion

Learning and Professional Time Roundtable PowerPoint Presentation 11-13-18

Key Takeaways

- More time alone is insufficient; it must be accompanied with strategic scheduling and improved uses of time.
- Without more time in the school day, we cannot fully address concerns.

- We have an opportunity to both address concerns about current schedules and leverage our assets to create new opportunities to enable students, educators, families and partners to authentically engage in the work around our strategic priorities.

CPS District Plan

Strategic Objectives

Equity and Access

Provide equity and access to increase opportunity and achievement

Engaging learning

Provide engaging learning for students and staff to strengthen instruction for all types of learners

Whole Child

Support the whole child as an individual

Partnership

Expand and strengthen family partnerships and community partnerships

Improvement

Improve implementation and progress monitoring

All of this work requires effective use of time which is an essential element.

Laying the Foundation – 2017 – 18

2017-2018 JLM (Joint Labor Management) Vision and Goal Criteria

Vision: ensure that teachers and students have time to teach and learn through rigorous, joyful, culturally responsive learning experiences.

Themes from School Council & OST (Out of School Time) Providers Spring/Summer 2018

Schedule Improvements:

More high quality enrichment, extension and support opportunities

Accommodate sufficient “human time” for students and adults

Respect needs of student, family and staff for time outside of school

More opportunities for educator planning & collaboration with peers families and OST partners

Process:

Include more stakeholders in conversation

Be clearer about issues and priorities

Explore improvements to current schedule

Consider options beyond lengthening school day

High School context requires separate analysis

How might we address concerns about time?

- Should we lengthen the 6-hour school day?
- What are other innovative approaches to addressing these concerns about time?

Big Picture

Key Activities Underway

- ✚ Learning and Professional Time Advisory Committee
- ✚ Listening and design sessions with stakeholders
- ✚ School Committee Updates
 - November 13 Roundtable
 - Ongoing written updates
- ✚ Public Forum: December 5, 6:00 p.m.
- ✚ Research activities:

- Expert analysis of K-8 schedules
- “Deep Dive” analysis with 3 schools
- Additional analyses
- Researching options for addressing time

Looking Ahead

- ❖ **January:** release of a draft proposal
- ❖ Online Feedback Opportunity
- ❖ **School-Based & Public Meetings:**
 - ✓ January 10, 2019 at 6:00 p.m. public forum
 - ✓ January 12, 2019 at 10:00 a.m. public forum
 - ✓ School Meetings: January 2 - 6
- ❖ Feedback sessions w/ educators, students’ families, Out of School Time Partners and Community Engagement Team
- ❖ Update proposal based on feedback
- ❖ School Committee discussion: late January

Ms. Pinkus informed the assembly of how the current schedule requirements work including their guidelines, and limitations. She also focused on shared schedules across schools, professional days, and vacation weeks. Ms. Pinkus spoke about information gathered on start and end times of other districts, and length of days.

The current school and work year

3 professional days (before first day) 180 school days 3 vacation weeks 14 interrupted weeks
7 early release days 1 half day

School Day Hours

Cambridge
6 hrs.

Newton
Elementary:
M, W-F: 6 hrs. 40 mins
T: 4 hrs. 10 mins

Middle:
M, W-F 6 hrs. 30 mins.
T: 5 hrs, 45 mins.

Local Comparisons

Boston
Elementary: 6 hrs., 40 mins.
Middle: 6 hrs. 50 mins.

Somerville
6 hrs. 25 mins.

Framingham
Elementary: 6 hrs.
Middle: 6 hrs. 10 mins.

Waltham
Elementary: 6 hrs. 18 mins.
Middle: 6 hrs. 30 mins.

Dr. Turk continued the presentation, showing the School Committee the different challenges and opportunities on a district-wide perspective. As far as challenges go, she spoke about the individual students’ enrichment, extension or support; high quality educator planning, learning, and collaboration with peers, families and partners; sufficient “human time”; and time outside of school.

Dr. Turk explained that what I need and what you need are two different things: WIN and WYN. People need different supports. Educators have had a hard time figuring out what is needed to make sure all students learn at their highest potential. There are supports needed for students, as well as educators. The school experience is only one part of who we are, thinking about the whole child involves thinking about the child outside of school also.

Dr. Turk turned the next portion of this presentation over to Ms. MacDonald to explain what a change in our school day may look like.

When it comes to opportunities, Ms. MacDonald named eight points:

1. Rigorous, joyful & culturally responsive learning experiences
2. Integrated, hands-on, real work learning opportunities for all students
3. Goal-setting that supports students' postsecondary success & aspirations
4. Mentoring & relationships
5. Effective inclusive practices
6. Support academic & social-emotional learning
7. Engage families as partners
8. Partnerships aligned with school & student needs

The Principals at the Upper Schools are here to share the time based challenges they have faced and the opportunities they see for improvement.

Mr. Coplan-Newfield explained scheduling experiences at the VLUS are very complicated. The different block schedules and sharing space with the Tobin Montessori are tedious to schedule. There are different start and end, and block times. Their vision is to ensure the new schedule has adult professional learning and collaboration time, preparing all students for the demands for transitioning to high school and giving space and time during the day to support the social emotional and the equity and development work for emerging adolescents. They explored the six hours they have now and began thinking about how to change those hours to meet important goals of the school.

Mr. Byars explained that the Graham and Parks community have many different opinions about the length of the school day. He showed a very colorfully detailed Graham and Parks Master Schedule and then explained how it worked. They are the largest elementary school in Cambridge and he has every single second for everyone in the building accounted for on his master schedule. He works with space, time and staff, always making choices about where he will put students for an optimal time of day to learn, i.e. the earlier part of the day is best for reading instruction. He is also trying to get the uninterrupted block time for SEL learning in the mornings. Obviously, he does not have the time to accomplish all of his needs in the existing time frame. The educators are required to know their space and time and build their schedule around it. Looking at this schedule, they are maximizing efficiency; he admits that he is not sure efficiency should be the goal of education.

Ms. Harris stated that in 2006, along with the King School, they became ELT (Extended Learning Time) schools by adding 8 hours to the school days, except Wednesday. The biggest glow is additional instructional time for core subjects. Other benefits to being an ELT school is the tiered system for supports; more time for tier 1 instruction and also time for tier 2 interventions. There is additional collaborative planning time for teachers. The students all have one hour for lunch. There is a Spanish program which allows the students to learn Spanish twice a week and participate in the Kodaly music program four times a week. The specialists are able to work on a flex schedule. There are three selected teachers who are not required to work an ELT day. On the down side the extended day requires additional costs, teachers have the additional opportunity for burnout, loss of family and personal time and less family time for students which leads to less homework; and transportation is different. All in all, the pros far outweigh the cons.

Dr. Salim stated that knowing the perspectives and experiences of these Principals helps to make decisions and generate a set of options related to extended time. The administration realizes they need to reduce fragmentation in students' schedules and dedicate time for intervention and enrichment to learning. There have been many conversations looking for opportunities to go deeper into priorities for School Improvement Plans. They are also looking at the needs of our students with disabilities. The Advisory Committee and our Out of School Time Partners have looked at about twelve different options; they have consolidated those options down to a handful so it will be easier to see what we are faced with.

Ms. Pinkus explained, based on *how* we extend the school day, the following may happen. We will need to improve use of time, increase available time and incorporate OST programming into the school day. Enrichment days are days that learning is provided outside the normal walls of instruction.

Additional School Days

Advantages	Disadvantages	Considerations
Additional days for delivery of curriculum	Doesn't address concerns of rushed days/human time	When How many When streamlined
Addresses child care concerns for some families	Doesn't address concerns about students' learning time, including fragmented experiences	Vacation week End of year Beginning of year
	A few days won't make learning difference	
	Leaders, staff, and families may choose Shorter school year districts	
	Potential disruption of family time, including trips to home countries for immigrant families	

Cost considerations cannot be provided at this time.

Superintendent's Priorities

Schedules that enable:

- ❖ Dedicated time for intervention and enrichment to minimize pull-outs and maximize new learning opportunities
- ❖ Reduced fragmentation in students' schedules
- ❖ Longer uninterrupted blocks to support innovative, interdisciplinary, and enriching teaching and learning
- ❖ Developmentally appropriate schedules
- ❖ Protected collaboration time for general educators and special educators

Proposal that includes:

- ❖ Improvements to current scheduling practices
- ❖ Additional time in the school day for all K-8 students

Policy Decisions:

- ❖ Should be made by end of school year to support full year (summer + school year) for planning & transition

Resulting changes to school schedules must:

- ❖ Align with district guidelines
- ❖ Be informed by school-specific data & context
- ❖ Support areas of focus in School Improvement Plans

K-8 Emerging Options

Extending the 6 hour school day for all students
More professional time for educators without students

The PowerPoint presentation ended at 7:10 p.m.

Mayor McGovern opened the floor for questions and comments.

Vice Chair Kelly stated she appreciated hearing about the three different schedules and the chart that showed the time spent at each space.

Ms. Bowman asked for the data around how many of our kids are in the extended day programs and/or in after school programs. How do we leverage time between the two programs? She also asked what the difference is between an enrichment day versus a day we already have. She also asked what does it mean to have the basic core essentials needed for success.

Dr. Salim responded that an enrichment day can be looked at as an additional professional development day. It can also be a block of a school day. Both options allow educators to collaborate with each other and have our out of school partners collaborate also

Mr. Byars answered that the ability to do math or to read and include another learning element is what is meant by having the basic core essentials needed for success. Having 2.5 hours of uninterrupted blocks of time will enable this. Students learn math better when they have a chance to move around and exercise their bodies.

Mayor McGovern acknowledged Ms. Ellen Semenov, Assistant City Manager of the Department of Human Services, as one who may be able to answer some questions.

Ms. Nolan is thankful for the presentation, it was very helpful for her to see the process and the various ways schedules are created. She agrees that adding more time will not raise achievement. She expects to see an improvement with a combination of strategic scheduling for effectual use of time. Ms. Nolan stated she is also interested in extending more days into the schedule instead of only extending hours into existing days. Also mentioned was intensive tutoring as a way to close the achievement gap.

Dr. Salim responded to the issue of the extended school year, that summer learning loss is something that has been examined all over the country. They are looking at their summer partners and researchers from MIT and the Dept. of Public Health to enhance leveraging summer learning. The Superintendent stated that tutoring happens in lots of different ways; models related to time is not one that they have been looking at.

Ms. Nolan mentioned it has been brought up that models related to time and intensive tutoring models should be looked at.

Mr. Fantini thanked everyone for coming out. He stated that the more collaboration there is, the less teaching time with students there is, however the classroom time is maximized to enhance prime teaching time. Mr. Fantini believes that the changes in the busing schedules will drive costs up and may be a big challenge.

The Superintendent responded they are looking at our routing system on the bus lines and that there is already an imbalance to how our tiers work. The 6 hour day is a very complicated day, it depends on where our supports happen. Developing the classroom culture can be an obstacle to extending the day.

Mr. Kimbrough asked what our definition of racial equity is as it relates to extending learning time to close the achievement gap.

Ms. Harris responded that it is important to note that no matter how long the day is we all need to have embedded race equity into our school communities and the work will continue to happen. Racial equity is who we are now and extending the day will not make the equity less.

Mr. Byars agreed with Ms. Harris and also added that some students need more and we need to figure out how to give it to them, one answer is to add more hours to the school day.

Mr. Kimbrough agrees that needing more is good, but needing something different is more appropriate. Emily Dexter agreed with Ms. Bowman that it is very important to know what our kids are already doing after school before we move forward. We don't know what the kids are doing at the King and the FMA. This a modest change if it will be less than one hour. She brought up staffing and how it may impact their work. Emily does not believe we can talk about a new time model without talking about a new staffing model. We need to relieve the existing stress issues that are already in place with our staff before we increase the hours in the day.

Dr. Salim stated that we have tremendous resources in Cambridge Public Schools and the reason for this is because of our partners and other stakeholders. He would like for CPS to look at different staffing models.

Mayor McGovern asked why we aren't looking at what MLK and FMA are doing with their 8 hour school day.

Dr. Salim stated the 8 hour day is a different way of schooling; it is governed by a very specific state ruling. CPS is looking at a more modest increase of days.

Mayor McGovern stated that if we are going to take on this project, we need to make sure it will be good enough. He is not confident that a modest way of extending the day will work. His hopes are about confronting the fact that our low income kids and our kids of color are not succeeding and it needs to change. We celebrate our kids that go to college and do not have anything to celebrate for our kids of color and low income children. He asks that everyone over communicate that nothing has changed on this issue. When referencing the Graham and Parks colorful schedule slide, Mayor McGovern didn't realize how hard scheduling was before he saw that slide. Mayor McGovern predicts that priorities are going to be in conflict.

Vice Chair Kelly added that with the new accountability measures from the DESE, we are supposed to be concentrating on the lowest 25% subgroup within our district. We can speak about that group and MCAS should be included because we should know the scores. This should be communicated to families so they too will understand what the structures are. The model at the King Open program had after school teachers. Those students were connected to these after school teachers during the day and the teachers came to class to know what subjects needed to be focused on at after school.

Ms. Nolan stated that it would also be good to see examples of districts that did increase their time so we can see their increased success. Our students should not graduate from CRLS and need remedial classes at Bunker Hill.


Mr. Fantini stated that our physical education program should be included into the extended day model. This entire conversation has to be negotiated with the union, which is another huge part of passing this model. He also wants to know how long the Charter schools days are.

Emily Dexter suggested that we can have all schools begin at the first bell rather than the second bell.

Dr. Salim closed the meeting with the following points. He clarified his use of the word modest; it is not to slight the level of learning, but just to address the process of change. He wants all of our diverse students to see themselves as successful learners that can master all learning environments they come in contact with. There will be school specific sessions in January and there will be public forums in multiple languages.

On a motion by Mr. Fantini, seconded by Ms. Nolan, the meeting was adjourned at 8:10 p.m.

Attest:



Doshia Beard
Executive Secretary
to the School Committee

Distributed Back-up Documents (copy on file in the School Committee office):

- Learning & Professional Time in Cambridge Public Schools Roundtable PowerPoint presentation

E-Mail communications received:

- Archy LaSalle – Arts Department/Photography
- Jennifer Richards, Haggarty parent