

SCHOOL COMMITTEE

(Official Report)

Regular Meeting

May 1, 2018

Called for 6:00 PM in the Dr. Henrietta S. Attles Meeting Room, Cambridge Rindge and Latin School, 459 Broadway, Cambridge, for the purpose of discussing any and all business that may properly come before the Committee. There will be a Public Hearing on State School Choice at the beginning of this meeting.

Members Present: Ms. Bowman,(ABSENT) Ms. Dexter, Mr. Fantini, Ms. Kelly, Mr. Kimbrough, Ms. Nolan, and Mayor McGovern

Mayor McGovern in the Chair.

Also Present: Student School Committee Members Juliette Low-Fleury and Paul Sullivan

A quorum of the School Committee being present, the Chair called the meeting to order at 6:00 PM. He announced that Ms. Bowman sends her regrets that she is unable to attend the meeting tonight.

The first item on the agenda is the public hearing on State School Choice. Dr. Salim provided an explanation of the Statewide School Choice Program; it is required by law that there is a public hearing on this issue that allows students from other towns to attend schools in a different school district. This recommendation is not related to our own choice system.

1. Public Hearing on State School Choice:

The Chair opened the public hearing on State School Choice. There being no one signed up to speak on the State School Choice, on a motion by Ms. Nolan, seconded by Mr. Fantini, on a voice vote, it was voted to close the public hearing on State School Choice.

Ms. Nolan moved, seconded by Mr. Fantini, to suspend the Rules to bring forward **item #18-84, 2018/2019 State School Choice Program – Recommendation for Non-Participation** for discussion and adoption. On a voice vote, it was voted to suspend the Rules for the reason stated.

#18-84, 2018/2019 State School Choice Program – Recommendation for Non-Participation, that the School Committee vote not to participate in the Statewide School Choice Program for school year 2018-2019 for the following reasons:

1. The need to maintain the quality and integrity of Cambridge Program of Controlled Choice and,
2. The need to maintain flexibility for appropriately sized classrooms in the public schools.

On the following roll call, **item #18-84** was adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman (ABSENT); Ms. Dexter YEA; Mayor McGovern YEA.

The Chair returned to the regular order of business.

1a. Public Comment:

The following individuals were heard:

- Elaina Wolfson, Copley Street, and Rory Millar, Jackson Street, re #18-111, bus passes – they are here to encourage the School Committee to support the bus pass motion. It would help all

students get to school on time and be a contributing factor to the AV policy. It may seem like a small issue to some, however, \$30.00 per month is more than some families can afford.

On a motion by Ms. Nolan, seconded by Mr. Kimbrough, on a voice vote, it was voted to close public comment.

2. Student School Committee Report:

Mr. Paul Sullivan reported that May 5, 2018 is Junior Prom, May 19, 2018, is Senior Prom and today is National Decision day which means seniors are required to turn in their college reply forms, there will be a lot of celebrating and high spirits.

Ms. Juliette Low Fleury reported that it was discovered from the results of a teen health survey that we have a lot of students suffering from mental illness and depression. CRLS held a school wide assembly on depression. It benefited some students, and it is good to keep the conversation of this illness at the forefront of our minds.

3. Presentation of the Records for Approval:

On a motion by Vice Chair Kelly seconded by Emily Dexter, on a voice vote, the following Minutes were accepted as presented.

- Special Meeting, Budget Workshop, March 22, 2018
- Special Meeting, Budget Workshop, March 27, 2018
- Regular Meeting, April 3, 2018
- Special Meeting, April 10, 2018
- Special Meeting, April 11, 2018

4. Reconsiderations: None

5. Unfinished Business/Calendar: None

6. Awaiting Reports: None

7. Superintendent's Agenda:

7a. Presentations: Instructional & Professional Time Report.....Joint Labor Management Co-Chairs:
Dr. Anda Adams, Assistant
Superintendent for Curriculum &
Instruction; Dan Monahan,
President CEA

Dr. Salim made opening comments and set the stage for tonight's presentation. He informed the Committee that "time" has emerged as an ongoing and regular theme since his entry process. He hears from the teachers that they do not have enough time to do their work well, and the students have also stated that they have fragmented experiences and do not feel a continuum of learning. Looking at the length of the school day is one way of trying to increase learning and closing the achievement gap. He turned the presentation over to Dr. Adams.

Dr. Adams explained the process over the last seven months and thanked her colleague Mr. Monahan, CEA President, who worked with her during the bulk of this beginning process.

They did a lot of work on goal criteria; they looked at what was the same and what was different across school levels. They sent a recommendation to the Superintendent when they came to the end of their seven month period of establishing their vision.

Time to Teach and Learn: Joint Labor/Management Report on Instructional & Professional Time

Power Point Presentation to the School Committee May 1, 2018

Common Themes Regard Time

- Entry Plan Process
- District Plan Development
- Rigorous, Joyful and Culturally Responsive Learning and Personalized Support
- Implementation and Progress Monitoring
- External Perspectives
- Education Resource Strategies
- National Center on Time & Learning

Joint Labor Management (JLM) Group

- Established as part of the collective bargaining agreement (unit A/B) to explore issues related to the length of the school/work day and school/work year.
- 22 members representing all grade level bands, various departments, educators, administrators, school committee
- Charged with making recommendations to the Superintendent
- Convened for 7 months (June – December 2017)

Overview of JLM Process

- Develop vision and establish goal criteria
- Review examples from comparison districts
- Analyze current student time: schedules and experience
- Analyze current educator time: schedules and experience
- Gather additional input from educators and administrators
- Develop recommendation

Establish vision and goal criteria

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

Goal Criteria:

- Student time that ensures a developmentally-appropriate school day and school year for every student at every grade level
- Educator time that ensures sufficient time to fulfill the diverse responsibilities of educators
- Schedule that respects the needs of staff, students, families, and community for time outside of school
- Alignment to the district's plan
- Financially feasible and sustainable

Goal Criteria: Student time & Educator Time

Student Time

Educator time

Goal Criteria: Schedule, Alignment & Feasibility/Sustainability

- **Schedule that respects the needs of staff, students, families, and community for time outside of school, balancing:**
 - **Enrichment, extracurricular, student work and athletic opportunities**
 - **Family work schedules and childcare options**
 - **Community partners' assets**
- **Alignment to the district's plan, including:**
 - **Equity of access and opportunity**
 - **Expand rigorous, joyful, culturally responsive learning experiences**
 - **Expand integrated, hands-on real world learning opportunities**
 - **Establish student-centered, collaborative, and transformative professional learning**
- **Financially feasible and sustainable, including:**
 - **Fair compensation for all staff**
 - **Additional resources including adequate staffing, physical space, and transportation**

Student schedule analysis: Examine student experience against goal criteria (during this slide, Mr. Monahan stated that the teachers do not have enough time to teach the students which makes for frustrated and fragmented learning and teaching).

- **Instructional experience varies across schools as individual schools make necessary decisions about how to fit everything into their schedules**
- **Make students, especially students with an individualized education program (IEP) or receiving English Language Learner services, have a fragmented learning experience**
- **Time when an entire class is present in the room together is limited, which is reported as impacting classroom climate and Tier 1 instruction**
- **Little flexibility to meet specific or emergent needs of a class or grade level**
- ***Insufficient "human time" for students at all levels***

Educator schedule analysis: Examine educator experience against goal criteria

- **Existing time allotted to professional learning supports a vision of collaborative learning and provides some opportunities for teacher leadership**
- **Dividing up available professional learning time among school, department & individual choice limits the transformative nature of in-depth learning over time**
- **Paraprofessionals and specialists have fewer learning opportunities for their specific roles**
- **Different end times and parking restrictions limit opportunities for cross-district collaboration**
- **Release days enable more time for uninterrupted learning**
- **Content and impact of professional learning at schools and in departments vary**
- ***Insufficient "human time" for educators at all levels***

Feedback sessions with Educators and Administrators with JLM group

- **Broader educator community was engaged through two open Educator Forums and an online feedback survey in Fall 2017**
- **Broader administrator community provided feedback during a monthly Admin Council meeting**
- **Input from CPS Professional Learning Committee**

JLM Recommendation to Superintendent: Increase Time

- **Increase time for students & educators at all levels to provide:**
 - **Sufficient instructional time in core, specialist, non-core, individual student needs**
 - **More time for recess, lunch, class transitions**
 - **Educator collaboration within and across buildings**
 - **Professional learning**
 - **Utilize Goal Criteria developed by JLM for future analysis and development of proposals**
- **Utilize Goal Criteria developed by JLM for future analysis and development of proposals**

End of presentation.

Dr. Salim indicated that there will be some changes happening at all of our eighteen schools.

Discussion followed around the following questions, comment and concerns:

Vice Chair Kelly asked Dr. Salim to speak more about outreach and community engagement participation in the upcoming change process.

Dr. Salim responded that he would like to hear ideas from the Committee, individual schools and the community respective; adding of importance are the goals to provide support to the kids that struggle the most and to close the achievement gap. When they look at high performance charter schools across the country, this is the approach they are taking. Most successful schools have a school day of 6.8 hours. Dr. Salim indicated this is also included in the district plan initiative.

Vice Chair Kelly stated that she appreciates the recognition of the fragmented experience of the special need learners as well as general education students and the challenge it poses.

Ms. Nolan stated that she appreciates all of the work that has gone into this presentation and likes the framing of it. She has questions as to whether increased time can be through the summer and other parts of the school year. There is no solid research that shows longer school days close the achievement gap. The southern states have the longest days at 7 plus hours, and they are not at the top of any educational achievement lists. Our schools have the shortest days and we are at the top of unionized and pay rates, which works out good for our teachers, but not so good for our failing students. If extra time worked, we would see it in other schools that stay in school two hours longer than we do. She wants to know if we are going to be looking at summer programs, or extending the school year or having some extra hours during the school day or having an extremely intense summer camp.

Dr. Salim responded that some of the research summaries make a compelling case around time and achievement. If there were a silver bullet, everyone would implement it. We need to pay more attention to *how* our existing time is used. We have two strand schools, they are small schools, those teachers have a large hunger to meet with colleagues and interact, connect and collaborate with other colleagues teaching the same subject. They want high dosage peer togetherness. Another option for the length of the school year is to re-imagine the 5th quarter. He also mentioned the Mayor's summer youth employment program and Harvard and MIT and how we can maximize the support from these partnerships.

Ms. Nolan encourages everyone to look very clearly at examples of places that have succeeded with this. Her concern is what is best for kids; ten weeks off in the summer is not the best for teachers or kids.

Emily stated this work has been beautifully and incredibly done. She would want to include students with the out of school time educators and stakeholders etc. She agreed with what Ms. Nolan shared about more time in the day not decreasing the achievement gap. She is very concerned about adding more half day professional development days. The kids already have a fragmented experience and it would have

an effect on families as well. Emily stated that kids are coming late and there should be more emphasis on AV within this presentation. She also wanted to know what did they mean by the comments regarding adequate staffing.

Dr. Adams responded that when looking at more time in the buildings, and a longer school year, adequate staffing was named as something that needed to be examined.

Emily wants to know if there will be any attention paid to which students are on task and which are not.

Dr. Salim stated that is not part of the plan, it is to interface with the community partners and engage with educators.

Emily stated she is worried about the students that are struggling. Are they able to access learning with our current staff. Four million dollars would be needed to extend the school day. Are we sure this is the best way to spend four million dollars. She would encourage the committee to work both forwards and backwards.

Mr. Fantini stated that Dr. Adams and President Monahan did a great job on this presentation, he is also conflicted for some of the reasons that President Monahan indicated. He is in favor of continuing the process. He agrees with the Superintendent that there are no silver bullets here. At the end of the day, the teachers need to agree to the process and the School Committee will have to vote on it. He supports moving forward. He made it clear that he also wants to be sure we don't spend this money and not get what we want.

Mr. Kimbrough agreed with Mr. Fantini. The students from the Black Student Union (BSU) have asked for additional supports around daily struggles and parents of students of color want to know what this district is doing around anti racism work. He is concerned about focusing on this issue with teachers while students are feeling discouraged by teachers, extending the school day does not sound like giving support to the students.

Vice Chair Kelly stated this is just one piece under the umbrella of multiple different pieces that have been discussed over the years. She appreciates Mr. Kimbrough's words on what kind of work will go into the extended day to support the BSU. She appreciates looking at what works and what does not work. She stated that it would be more helpful for the Committee if they had a clearer picture of the intended outcome.

Mayor McGovern gave consideration to Mr. Fantini's statement about the union and district being able to agree on a contract that will pass a vote for a longer school day. At the end of the day, if it does not get voted, it is a waste of time. There has been pushback from out of school time providers as to how it would affect their days. Parents are concerned about the day being too long for the younger kids and what the extra time will be used for. Parents of kids that are not struggling want something different than parents of kids that are struggling. To Dr. Salim's point of the summer program, he attended the same conference that Ms. Nolan referred to and in one workshop they added an extra month to the school year, those schools rose to the top of the district, it was not a summer program, it was school. The Mayor suggested we try it as a pilot at a few schools.

Ms. Nolan wants to know where every single minute is now and where every single future minute will be.

Dr. Salim stated that the JLM have fulfilled their obligation with the analysis and the ideas that were shown tonight. They will look to engage with the stakeholders. The Superintendent appreciates the comments of the Committee. He is looking forward to the next steps.

7b. CPS District Plan:

7c. Consent Agenda:

Mr. Kimbrough moved, seconded by Emily Dexter, to bring forward the Superintendent's Consent Agenda for discussion and adoption. Emily Dexter removed **item #18-91**. Ms. Nolan removed **item #18-98**. Mr. Fantini removed **item #18-100**. On the following roll call, **items #18-85 through #18-90, items #18-92 through #18-97, #18-99 and items 18-101 through #18-107** were adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman (ABSENT); Ms. Dexter YEA; Mayor McGovern YEA.

That the following be referred to a second reading:

#18-85, Approval of Global Revisions to policies in School Committee Policy Manual, that the School Committee approve the following global revisions to the polices in the School Committee Policy Manual in order to ensure more inclusive terminology is utilized throughout all the polices in the School Committee Policy Manual (first reading).

That the following be referred to a second reading:

#18-86, Approval of Revisions to Cambridge Public Schools Affirmative Action/Equal Employment Opportunity Policy, that the School Committee approve the revisions to the Affirmative Action/Equal Employment Opportunity Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-87, Approval of Revisions to Cambridge Public Schools Advisory Committee-Affirmative Action Policy, be adopted as follows: that the School Committee approve the revisions to the Advisory Committee-Affirmative Action Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-88, Approval of Revisions to Cambridge Public Schools Non-Discrimination Policy and Prohibition Against Sexual Harassment, be adopted as follows: that the School Committee approve the revisions to the Non-Discrimination Policy and Prohibition Against Sexual Harassment as detailed in the document (first reading).

That the following be referred to a second reading:

#18-89, Approval of Revisions to Cambridge Public Schools Uniform Grievance Procedures Policy, that the School Committee approve the revisions to the Uniform Grievance Procedures Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-90, Approval of Revisions to Cambridge Public Schools Health Plan Options Policy, that the School Committee approve the revisions to the Health Plan Options Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-92, Approval of Revisions to Cambridge Public Schools Anti-Bullying Policy, that the School Committee approve the revisions to the Anti-Bullying Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-93, Approval of Revisions to Cambridge Public Schools Policy Against Teen Dating Violence, that the School Committee approve the revisions to the Policy Against Teen Dating Violence as detailed in the document (first reading).

That the following be referred to a second reading:

#18-94, Approval of Revisions to Cambridge Public Schools Freedom of Expression Policy, that the School Committee approve the revisions to the Freedom of Expression Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-95, Approval of Revisions to Cambridge Public Schools Anti-Cyberbullying Policy, that the School Committee approve the revisions to the Anti-Cyberbullying Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-96, Approval of Revisions to Cambridge Public Schools Student Dress Code Policy, be adopted as follows: that the School Committee approve the revisions to the Student Dress Code Policy as detailed in the document (first reading).

That the following be referred to a second reading:

#18-97, Approval of Revisions to Cambridge Public Schools Physical Restraint Policy, that the School Committee approve the revisions to the Physical Restraint Policy as detailed in the document (first reading).

#18-99, Contract Award, that the School Committee award a contract to the following vendor for Translation Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Baystate Interpreters, Inc., 55 Lake Street, Gardner, for the period April 10, 2018 to June 30, 2018, in the amount of \$80,000.00.

#18-101, Contract Award, that the School Committee award a contract to the following vendor for furniture, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

WB Mason Co. Inc., 647 Summer Street, Boston, for the period May 4, 2018 to June 30, 2019, in the amount of \$75,000.00.

#18-102, Contract Award, that the School Committee award a contract to the following vendor for computer hardware, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

PJ Systems d/b/a HiQ Computers, 477 Riverside Avenue, Medford, for the period May 4, 2018 to June 30, 2018, in the amount of \$320,000.00.

#18-103, Approval of Gifts to Cambridge Public Schools, that the School Committee accept and approve the following gifts and receipts as described.

1. A gift of \$2,315.46 to the Peabody School made from the Friends of the Peabody School. Funds will be used to purchase Assistive Technology for students.
2. A gift of \$100.00 to the Cambridge Rindge and Latin School (CRLS) made in memory of CRLS teacher Sam Bixler to support Comparative Government Studies at the school.

#18-104, Grant Award, that the School Committee accept and approve the grant increase in the amount and for the period indicated:

FY18 Title II-A / Teacher Quality Distribution, for the period September 1, 2017 to August 31, 2018, in the amount of \$194,971.00 (increase of \$310.00) SC18731

Description: As part of a comprehensive district initiative that focuses on the preparation, training, recruitment, and retention of highly qualified educators, this grant will provide \$75,000 in teacher stipends for the mentoring program for new teachers. The remaining budget of \$199,941 (+310) will be used for Professional Development materials. Private school staff are served in proportion to their school's enrollment.

This increase in grant funds will be used for stipends for the New Teacher Mentoring program.

#18-105, Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

Gene Hass Foundation – RSTA Manufacturing Program for the period March 30, 2018 to March 19, 2020, in the amount of \$6,000 SC18145.

Description: This grant will support scholarships and National Institute for Metalworking Skills (NIMS) credentialing for students in RSTA'S manufacturing program, as well as sponsorship of student competition in Skills USA.

#18-106, Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY18 Early Literacy Intervention for the period March 02, 2018 to June 30, 2018, in the amount of \$41,556.00 SC18632.

Description: This grant supports ongoing professional development by Lesley University in Reading Recovery for Early Literacy Interventionists who provide individual tutorial assistance to at-risk first grade students. The 0.35 FTE Teacher Lead is split funded with Title 1 (which covers the balance of .65 FTE). In addition to part time teaching duties, the Teacher Leader supervises, trains, and conducts professional development for Reading Recovery teachers both in and out of district. This grant also supports the Teacher-Leader in her professional development at Lesley University.

#18-107, Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY18 Special Education IDEA Allocation increase for the period September 1, 2017 to August 31, 2018, in the amount of \$2,678,885.00 (increase of \$14,635) SC18605.

Description: The purpose of this Federal Entitlement Grant Program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. Of this funding, \$204,635 (+14,635) is budgeted for professional development, including \$15,000 in stipends for staff training. The \$68,821 in temporary salaries represents an offset for the Proportionate Share of services provided to private school students. The remainder (10,000) will be used for an out of district tuition for students. (Note: amount indicated is \$3,000 less than full state allocation as a membership fee of \$3,000 to Mass Urban Project is paid directly by DESE.)

This increase in grant funds will be used for professional development and out of district tuition for students.

8. Non-Consent Agenda:

That the following be referred to a second reading:

#18-91, Approval of Revisions to Cambridge Public Schools Website Privacy Policy, that the School Committee approve the revisions to the Website Privacy Policy as detailed in the document (first reading).

Emily asked if the parents understand about the lack of guarantee of privacy if they use the website. She also asked if we have a good way of explaining this in different languages.

Dr. Salim answered that this was brought up in a Communication Sub-Committee meeting and this language is based on specific national models and in lay person language.

Emily asked if it included Google Chrome books and other software. Are parents signing explicit permission for their kids having Google accounts?

Dr. Salim responded that we have very strong data usage agreements that are governed by Frippa, which have very strict privacy guidelines around student information being used only for information purposes and is not harvested like it may be in the public domain. On a motion by Ms. Dexter, seconded by Mr. Kimbrough, on a voice vote, **item #18-91** was adopted for a second reading.

#18-98, Special Need Contracts for Day and Residential Program Services not Available from the Cambridge School Department, that the School Committee award contracts to the institutions as detailed in the list in amounts not to exceed the shown rates, having been approved by the Operational Services Division of the Commonwealth of Massachusetts, funds to be provided from the General Fund and/or Grant Fund Budget.

<u># Active Contracts</u>		<u>Amount</u>
Day	1	\$28,348.76
Residential	3	\$146,970.59
45 Day Program	<u>1</u>	<u>\$28,682.50</u>
	5	\$204,001.85

Ms. Nolan wants to make it clear that this recommendation refers to circuit breaker funding, and asked if it will it be more or less because the funding has waived.

Dr. Salim responded that the process been consistent over the years. On the following roll call vote, **item #18-98** was adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman (ABSENT); Ms. Dexter YEA; Mayor McGovern YEA.

#18-100, Contract Award, that the School Committee award a contract to the following vendor for student tuition, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Compass, 290-297 Bowdoin Street, Dorchester, for the period July 1, 2017 to June 30, 2018, in the amount of \$38,000.00.

Mr. Fantini explained this item was removed unintentionally. On the following roll call vote, **item #18-100** was adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman (ABSENT); Ms. Dexter YEA; Mayor McGovern YEA.

9. School Committee Agenda (Policy Matters/Notifications/Requests for Information):

Ms. Nolan moved, seconded by Mr. Fantini, on a voice vote, the School Committee Agenda was brought forward for discussion and adoption. Mr. Fantini removed all items.

#18-108 Joint Motion by Mr. Fantini and Ms. Bowman

Whereas the Cambridge Public Schools 2017 – 2020 CPSD District Framework identifies a commitment to expand and strengthen family partnerships and community partnerships as a key objective;

And whereas the School Committee fully supports parents in the district organizing to support CPSD kids fulfill their full potential;

Therefore be it resolved that the School Committee goes on record as being supportive of the Parent Summit scheduled for Saturday, May 12, 2018 and direct the Superintendent to be supportive in ways that are appropriate for the district;

Be it further resolved that the School Committee and District will continue dialogue and engagement with the parents and organizers of the Summit to align any next steps from the gathering into the current implementation process of the 2017-2020 CPSD District Framework.

Ms. Nolan thanked Dr. Turk and Superintendent for working with the parents to help this move forward. Mayor thanked Ms. Liss for all of her hard work to waive the fee for the space. On a voice vote, **item #18-108** was adopted.

#18-109 Joint Motion by Emily Dexter and Mayor McGovern

That whereas the School Committee prioritizes equity of access to learning resources; and
Whereas educators are a key learning resource for students;

The School Committee will hold a Roundtable to discuss school- and classroom-level staffing in CPS's elementary JK-5 grades. The Roundtable will be held before October 15, 2018.

Ms. Dexter stated that this relates to learning time presentation. She stated this is an opportunity to talk about the budget and how the administration is responding to the ERS recommendations.

Ms. Nolan wonders if it is just staffing or does it include the elementary program review of curriculum?

Dr. Salim responded part of the review is looking at the implementation cycle of the elementary curriculum.

On a motion by Vice Chair Kelly, seconded by Emily Dexter, on a voice vote, the following amendment to **item #18-109** was adopted: classroom-level staffing **and curriculum** in CPS's elementary JK-5 grades.

On a voice vote, **#18-109** was adopted as amended: **#18-109 Joint Motion by Emily Dexter and Mayor McGovern**, that whereas the School Committee prioritizes equity of access to learning resources; and

Whereas educators are a key learning resource for students;

The School Committee will hold a Roundtable to discuss school- and classroom-level staffing and curriculum in CPS's elementary JK-5 grades. The Roundtable will be held before October 15, 2018.

#18-110 Joint Motion by Emily Dexter and Mr. Kimbrough

That whereas the School Committee values equity and access of learning opportunities during and after high school; and

Whereas a low high school GPA indicates that a student has extreme difficulty meeting academic expectations, and severely limits the student's post-secondary opportunities;
The Committee requests data from the CRLS registrar on:

- The number and percentage of CRLS students with a current GPA of a D or lower, disaggregated by gender in the following subcategories: income, race, disability status, and ELL status, with particular attention to the GPA of African American, multiracial, and Latino boys.
- The number and percentage of current 9th grade students who failed one or more classes in their first semester, similarly disaggregated, with particular attention to African American, multiracial, and Latino boys.

Mr. Kimbrough stated this motion has the context of the Curriculum and Achievement Sub-Committee and the students understanding of the material in their studies from freshman. If they are receiving D's and lower, how it impacts them to get higher marks.

Emily stated it also comes from average grades on the athletic policy. Also the number of 9th graders that failed last Fall, it will be an accountability measure that we will be required to give to the DESE.

Ms. Nolan asked if this is easy information to acquire. The expectation is to have this information over the summer.

Dr. Salim thinks the timeline can be accommodated.

Mr. Kimbrough wants the data before the end of the school year, but he is willing to wait for the summer.

On a motion by Mr. Kimbrough, seconded by Ms. Nolan, on a voice vote, the following amendment to **#18-110** was adopted: The number and percentage of CRLS students **9-12** with a current GPA of a D or lower,...

On a motion by Ms. Nolan, seconded by Emily Dexter, on a voice vote, the following amendment to **#18-110** was adopted: The number and percentage of current 9th grade students who failed one or more classes in their first **year**, similarly disaggregated...

On a voice vote, **#18-110** was adopted **as amended: #18-110, Joint Motion by Emily Dexter and Mr. Kimbrough**, that whereas the School Committee values equity and access of learning opportunities during and after high school; and

Whereas a low high school GPA indicates that a student has extreme difficulty meeting academic expectations, and severely limits the student's post-secondary opportunities;
The Committee requests data from the CRLS registrar on:

- The number and percentage of CRLS students **9-12** with a current GPA of a D or lower, disaggregated by gender in the following subcategories: income, race, disability status, and ELL status, with particular attention to the GPA of African American, multiracial, and Latino boys.
- The number and percentage of current 9th grade students who failed one or more classes in their first **year**, similarly disaggregated, with particular attention to African American, multiracial, and Latino boys.

#18-111 Joint Motion by Vice Chair Kelly Mrs. Nolan and Mayor McGovern

WHEREAS: Many CRLS students utilize public transportation to travel to and from school, as well as extracurricular activities; and

WHEREAS: MBTA transportation available to CRLS students may present disparity in service impacting arriving to school on time; and

WHEREAS: Cambridge City officials would like to substantively engage in conversation with the MBTA to explore times and frequency of routes; now therefore be it

ORDERED: That CPS Administration, through communication with CRLS provide a description of which changes to bus routes, directions and times would most equitably serve CRLS student population.

Mayor McGovern stated that the City Council wants to have this conversation also, however they cannot do something related to schools that School Committee is not in favor of.

Ms. Kelly stated that this issue has been discussed a lot also. On a voice vote, **#18-111** was adopted.

#18-112 Joint Motion by Mrs. Bowman, Mr. Kimbrough and Mayor McGovern

WHEREAS: CRLS students can purchase a \$30 unlimited monthly pass to utilize for transportation to and from school; and

WHEREAS: \$30 per month can create a financial barrier for students to attend school, access food and health services, as well as explore and benefit from the full assortment of programming offered in our community; and

WHEREAS: The City Council has previously convened at a Transportation & Public Utilities meeting to discuss the possibility of the City subsidizing the \$30 unlimited monthly MBTA passes for low income CRLS students; and

WHEREAS: The City Council, after discussion with City Manager's is on record supporting the City's expenditure to supplement a MBTA pass program for students at CRLS; now therefore be it

RESOLVED: That CPS Administration, in coordination and collaboration with the City Manager's office, explore implementation of an MBTA pass subsidy for CRLS students, with the goal of program enactment slated 2018-2019 school year.

Ms. Nolan brought up having a joint pass with our partners on T passes and we are not providing middle school passes to students that live more than a 1.5 miles away.

#18-113 Motion by Ms. Nolan,

Whereas the current district policy on lice states "it is the policy of the Cambridge Public Schools not to allow children to return to school until children are treated" and,

Whereas the National Association of School Nurses position is that children found with live head lice should remain in the classroom and the Massachusetts Department of Public Health (MDPH) Bureau of Infectious Diseases encourages schools to not exclude students because of head lice,

That the Superintendent is requested to confer with the Cambridge Public Health department and school district staff to review the district policy on lice and make a recommendation on whether any changes should be made.

Ms. Nolan stated that the language may be older than it should be. On a motion by Ms. Nolan, seconded by Mr. Fantini, on a voice vote, **item #18-113** was adopted.

#18-114 Joint Motion by Mr. Kimbrough and Ms. Nolan

Whereas the CPS has included in its district plan a goal to address equity and access and whereas a walkout in 2016 on the uncomfortable environment at CRLS as documented by students led to a

number of changes and an action plan to address issues of sexual harassment, and

Whereas CPS district outcomes look to measure student/family comfort levels in our schools and meaningful

relationships with teachers, and

Whereas females students at CRLS have written in the register forum on multiple occasions to express their

concerns regarding discomfort as a female student at CRLS

be it resolved that the Superintendent will by the last meeting of June:

- 1) update the School Committee on the status of work on addressing issues in CRLS and district wide,
- 2) update the School Committee on our districts professional development regarding supporting our teachers to support our female scholars and
- 3) share specific details about the current work in the district with our male students that addresses hyper masculinity and creating anti-sexist spaces for females.

Mr. Kimbrough brought up point #3 generally being about men and what sort of preventative work is being done to address this. Some concerns of the female students are that the environment has been hostile and the boys may not have a full understanding of what that feels like. He wants this motion wants to

begin the specific work that will support our female students at CRLS and at the middle schools to be and feel safe.

Ms. Nolan added remembering the walk out, she would like an update to help our work going forward.

Vice Chair Kelly commented that Dr. Turk and other staff members were also on the committee and they came up with suggestions for additional positive student experiences. She acknowledged that hallways are areas of concern. Vice Chair Kelly would like to know where to place this in the health curriculum.

Dr. Salim asked to have this report done by the Summer meeting.

On a motion by Mr. Fantini, seconded by Mr. Kimbrough, on a voice vote, the following amendment to **#18-114** was adopted: change **by the last meeting of June**: to **by the Summer meeting**:

On a voice vote, the following amendment to **#18-114** was adopted: add **LGBTQ+** after female students.

On a motion by Vice Chair Kelly, seconded by Ms. Nolan, on a voice vote, **#18-114** was adopted as amended: **#18-114 Joint Motion by Mr. Kimbrough and Ms. Nolan**

Whereas the CPS has included in its district plan a goal to address equity and access and whereas a walkout in 2016 on the uncomfortable environment at CRLS as documented by students led to a number of changes and an action plan to address issues of sexual harassment, and Whereas CPS district outcomes look to measure student/family comfort levels in our schools and meaningful

relationships with teachers, and

Whereas females and **LGBTQ+** students at CRLS have written in the register forum on multiple occasions to express their

concerns regarding discomfort as a female and **LGBTQ+** student at CRLS

be it resolved that the Superintendent will by the **Summer meeting**:

- 1) update the School Committee on the status of work on addressing issues in CRLS and district wide,
- 2) update the School Committee on our districts professional development regarding supporting our teachers to support our female and **LGBTQ+** scholars and
- 3) share specific details about the current work in the district with our male students that addresses hyper masculinity and creating anti-sexist spaces for females and **LGBTQ+** students.

#18-115, that the report of the March 29, 2018 Sub-Committee on Curriculum & Achievement be accepted as presented. On a motion by Mr. Kimbrough, seconded by Vice Chair Kelly, on a voice vote, the Report was accepted as presented.

**Curriculum & Achievement Sub-Committee Meeting
Dr. Henrietta Attles Room**

**March 29, 2018
10:00-12:00 pm**

Called for the purpose of a Level Up update.

Members Present: Mr. Kimbrough, Chair; Ms. Kelly
Also Present: Ms. Dexter, Mr. Fantini, Ms. Nolan, Dr. Turk, Deputy Superintendent; Dr. Adams, Assistant Superintendent of Curriculum & Instruction; Ms. Spera, Interim Superintendent of OSS; Principal Smith CRLS, Ms. Phillips, Ms. Hamilton, LC-C-Dean; Ms. Elizabeth Liss Educational Liaison to the Mayor

A quorum of the Sub-Committee being present the meeting was called to order by Mr. Kimbrough at 10:07 AM who read the call of the meeting and then turned the meeting over to Dr. Adams.

Dr. Adams briefly spoke about how proud she was of the progress that Level-Up has made mainly in regards to the rising tenth graders partially in the English Language Arts Department. Dr. Adams then

turned the meeting over to Principal Smith who expressed how happy he was to be there to talk about continuing their Level-Up work in grade nine through ten. Principal Smith wants to make sure that all the work they do is connected to the district plan. The work was started in grade nine and is continuing into grade ten to make sure that students have more access to challenging curriculum and opportunity to move forward with their post secondary planning. An algorithm to chart the increase or decrease representation of indentified demographic sub groups in Advancement Placement (AP) or honors level courses will be used to gage how Level Up is or isn't working in grades eleven or twelve. CRLS Tenth Grade ELA SY18-19 The Strategic objective 1: Provide equity and access to increase opportunity and achievement. Initiative 1.5: Provide all students with access to challenging curriculum and technology. Outcome: advanced placement and honors enrollment and representation.

The meeting was then turned over to Ms. Hamilton who continued the presentation by saying that the staff has worked closely with Bunker Hill Community College in relations to the 11th grade ELA class by looking at curriculum alignment and getting advice from fellow teachers who are also adjunct professors at Bunker Hill, and also by sitting in on some of the classes offered at Bunker Hill. They were able to learn that our honors grade 10 classes was a lot like Bunker Hill's 111 entry level writing class. All tenth graders are expected to take the entrance exam for that course. We were able to receive a grant allowing some students to take this class here after school. Some students were not eligible to use the grant money and they actually enrolled at Bunker Hill to take the same course. It is a dual enrollment class that could be taken in place of our 11th grade English they will also receive college credit. Ms. Hamilton stated that in 12th grade they have done away with ELA 12th grade class it was only offered at the CP level when she first started and added a variety of elective English classes. Students sometimes get confused if they still need four years of English. The answer is yes you do need to take an English class for all four years the elective part is that students get to elect which class they are most interested in during their senior year. For example the following was available this year for students: gender theory, music as literature and psychology & literature and this year emerging journalism has been very popular. A wide range of interest levels for students and is very similar to the college level courses they will be taking in the future. There are multiple ways that students can access AP classes.

Ms. Hamilton continued the presentation:

Access and Equity in ELA Grade 9 students participate in Honors ELA 9. Grade 10 students participate in heterogeneous, semester ELA 10 class with earned honors designation. Grade 11 Students have access to dual enrollment ELA credit through Bunker Hill Community College. Grade 12 students participate in heterogeneous English "elective" courses. All students must take an ELA course and they can select the course.

10th Grade model every day, one semester heterogeneous classes honors curriculum earned honors designation earned at the end of course, smaller class size, co-taught and spilt-block sections seminar class offered.

9th grade model every other day, full year, heterogeneous classes, honors curriculum, all students earn honors credit, smaller class size, co-taught and spilt block sections, seminar class offered

The meeting was then turned over Ms. Phillips who spoke about the how the Special ED services will be different between the two classes. The 9th grade model all the classes this year were full time co-taught which helped to make sure that all students felt supported. Next year students will get their services based off their IEP's full time co-taught classes and also split block co-taught classes. Co teaching is the model of delivery for both. Next year 9th graders will be offered- 10 sections of full time co taught and 16 sections of split block classes It will be the same set up for incoming 10th graders next year except that we will only service the sections that need it the most based on the number of students who require that service. The goal is to have no more than six special needs students in a class. They would like to schedule the teachers in teams so that there is a English teacher and the same OSS teacher working the same sections as possible in the ninth and tenth grades to build the co-teacher relationship. In the ninth grade we are teaming up an ELA teacher with a history teacher so that these students feel supported throughout the year.

Ms Hamilton continued the presentation. We are more interested in providing more cultural relativism than lowering rigor for the upcoming school year.
Earned honors: how do we know it is honors?

Teacher driven curriculum development based on frameworks.

The Common Formative Assessments process (CFA) is a system of intentionally aligned components that all work together to improve student learning. The components include standards, instruction and assessments.

CFA provide teachers timely evidence of their impact on student learning & achievement which allows time for small scale analysis to improve instruction & meet diverse learning needs.

Earned Honors; How is honors earned?

Students participate and earn a B+ or better on all CFAs. Students earn a B+ or better as a final grade.

This is based on the social studies department current policy for upper level elective classes. The 10th grade team will revisit this benchmark when they complete the Ainsworth process for ELA 10 and adapt if necessary. This model is also used at Evanston Township School District.

Seminar 2.0: Differentiating the Experience.

Taught by ELA teachers with some sections taught by Reading Specialists.

Students are targeted for this support based on academic need. Students are recommended by 9th grade teachers.

This course may be taken before, after or at the time of ELA 10 depending upon students needs.

Reading Comprehension, writing, organization, MCAS prep and preventing regression.

Why is the 10th Grade model different?

Provides a gradual release of responsibility and ownership to the student. We are still providing access to honors level work & holding students to high academic standards.

Building on the learning experience from ninth grade ELA Honors model.

Principal Smith continued the presentation by adding:

What are the supports already available to tenth graders and how do we lift these up to connect students to them?

Avid, Cambridge School Volunteers – Tutoring, Executive Function Class, Meeting with classroom teachers, Homework Center Seminar

Enrollment Data

The following slides show the percentage of 10th graders in each subgroup enrolled in Honors vs College Prep.

For instance, in the first slide by race/ethnicity, 89% of all 10th grade white students in SY17-18 have been enrolled in Honors English 10 and 11% have been enrolled in College Pre English (to date, as of March 23, 2018).

The data excludes withdrawals and incompletes.

The first chart shows enrollment in ELA Honors 10 by race/ethnicity.

The second chart shows enrollment in ELA Honors 10 by economically disadvantaged status.

The third chart shows enrollment in ELA Honors 10 by gender

The fourth and final chart shows Enrollment in ELA Honors 10 special education status.

Part of the presentation included a survey : What do our students say?

Question: Do you think it's important to have classes that are mixed in the different ways we can break down groups of people?

9th Grade female student:

Answer: Most definitely, because people with different backgrounds bring a different viewpoint to a discussion. Especially for English classes about theme/tone, and different ways to interpret things and I think that's really important because if we interpret things the same way every time because we're all from the same background you don't really learn anything, you just learn you can interpret something the same way from people who are similar to you. Which I don't think that's the best lesson we can learn.

Question: Do you think it's important to have classes that are mixed in the different ways we can break down groups of people?

9th Grade male student:

Answer: I feel like when groups are more diverse in a way it can break stereotypes because they can understand the other side of people instead of what they perceive because they don't know them well because they don't get a chance to understand them.

The last part of the presentation was presented by Ms. Hamilton:

Moving forward

What is our collaborative work with teachers going to look like this spring and next fall?

Spring 2018: Remaining Department Meetings

Two professional development days in May, two professional development days in June, three days at end of school year (overlap with grade 9 team)

SY18-19: Bi-weekly after school meeting time

Professional Development days to be announced.

Ms Hamilton concluded the presentation by saying: This is an adaptive change we cannot schedule our way out of this we need to change how we run schools we can't just put fix here and a fix there

Mr. Kimbrough then opened the floor for questions:

Mr. Kimbrough is very concerned about the naming and structure of the 10th grade class in comparison to the 9th grade class, for students in that 9th grade honors class may be in a space where they are earning a B,C or D but will still pass the course what will be the level of support for those students so that when they get to 10th grade they will have the skills that they need.

Principal Smith answered by saying that they plan on still providing that level of support that they had in 9th grade to grade 10. It is important to continue with the same level of support through 10th grade. We will take another look at the numbers around the time midterms come out. We may have to make sure that the students are going to follow through with seeking out any additional help that might be needed.

Ms. Kelly asked how prepared are the incoming 9th graders also are there reading issues or other issues going with all the incoming 9th graders IEP students included. How much catch up at grade nine needs to happen

Ms. Phillips answered: Most of the issues that we have seen so far are reading comprehension and decoding the writing process and organizational and lastly social pragmatics. We haven't changed our service delivery still making team decisions figuring out how to provide support the best we know how.

Ms. Kelly also asked if the social pragmatics were something that was also offered at the upper school level.

Ms. Phillips answered that yes the social pragmatics is still happening at the upper school level. We are still building co-teachers structures at the upper schools we have began schedule mapping to implement more co-teacher models there.

Ms Hamilton also said that some students are ready and some students have gaps that we try to fill while they are here.

Ms Kelly then asked how much of a challenge is that then for the students who have these gaps.

Ms. Hamilton said that this a huge challenge has supports in place. It's important to provide access to these classes Have to start building for the expectations after graduation

Emily Dexter is happy with the direction we are going in she is just concerned about if we are resourcing this correctly, in the budget it seems like we switched from a goal 18 and under for English and history classes to 20 and under and it also looks like we are getting an additional 60 freshman coming in but not any new English or History teachers. Emily said that one of the biggest things you need to learn about English and History is writing and that writing is also a way that you learn about reading and teachers need to have enough time to read and grade papers which is very important. Emily said that some feedback that she had heard from a ninth grade parent is that their child was not doing enough writing

and when they have writing assignments they are very short. It seems to Emily that this is something that we need to improve on and that the teachers need more time to properly grade papers.

The response was: we don't believe that keeping the cap on class size at 20 is too high for us because it allows us to offer more seminar classes and we are able to schedule students so that we are able to spread out the different types of students with various issues instead of having them lumped together in a class.

Principal Smith stated that they if they are not able to keep the cap of 20 per class that they will reach out to the central office in terms of hiring more teachers if necessary

Emily is concerned about the structure of the seminar classes that we are making hard for kids to take two electives and is it impacting kids. Emily is also concerned about main makeup of the seminar that because it is mainly black and brown kids in attendance that the term CP "colored people's" classes might be used again.

Principal Smith answered that the by using the term CP classes in reference to "colored people's" classes is putting a type of hate language that is not tolerated in The Cambridge Public Schools.

In terms of the seminar experience he agrees that we do have to be mindful of the representation of this class especially since the majority of the current 9th graders taking this class not may not need this option next year. The way that the seminar is being developed next year is not to have it so critically attached to it. We will have students that are making the decisions with their families and or guidance counselors and also teacher's recommendations about rolling into seminar class. Because there may varying numbers and different social backgrounds enrolled in the seminar class we have to be very diligent about how the seminar in represented. If we want kids to feel like this is a support to them then it need to feel like a support to them in the why that it is presented. We are also going to be mindful in term of scheduling the teachers for seminar so that the same teacher does not necessary have the same group year after year.

Dr. Turk stated that the kind of culture that we are trying to make all across the district that its ok to ask for help that it's ok to not be ok. If we are going to help students themselves than it has to be not only the content but also the environment.

Ms. Hamilton stated that while we can't do anything about incoming students not having the skills needed we can help them gain those skills while they are enrolled here at CRLS by offering support at grade 9 and grade 10. We have the capacity for 520 however we have an projection of about 470 in line for ELA 9 next year so we are in good shape right now.

Mr. Fantini asked if there is a chance to offer a summer honors course during the summer school.

Ms. Hamilton answered that they do offer a preview during the summer school session.

It was said that there is already talk happening for the 11th grade courses.

Emily asked if the 11th grade and 12th grade have separate honors and non-honors course.

The answer is that for the 11th grade is that there is a honors and CP sessions that are offered, both are semester courses. The 12th grades electives vary some are honors only and some are honors with a CP option.

Emily then asked is there an honors humanity elective available for 10th and 11th grade

Principal Smith stated that we will not be looking for humanities lead curriculum but instead more opportunities for cross curricular across the school starting at the 11th and 12th grades.

It was stated that the cross curricular work is a wonderful thing going forward.

Dr Turk added the reason we are not looking to base our entire curriculum on humanities is that is fuels an old argument about whether students are properly prepared for the MASC using this particular model going back 6/7 years ago

The Meeting was adjourned at 11:40 a.m.

Erin Grant
Temporary Confidential Secretary

10. Resolutions (letters of congratulations, letters of condolence):

#18-116, Motion by Mr. Fantini,

That the School Committee hereby goes on record expressing its congratulations to Maria Pimentel Moniz for retiring after 30 years of service as a bilingual instructional aide at the King Open School since 1988 and that the Executive Secretary be and hereby is requested to forward a suitable retirement resolution on behalf of the entire School Committee.

Mr. Fantini spoke about her commitment to the CPS in the Ola Program. On a voice vote, **#18-116** was adopted.

*--IN SCHOOL COMMITTEE--
May 1, 2018*

WHEREAS: MARIA PIMENTEL MONIZ was born and raised in Rabo de Peixe, São Miguel ; attended Escola Industrial e Comercial de Ponta Delgada in São Miguel; and

WHEREAS: MARIA PIMENTEL MONIZ joined the Cambridge Public Schools as a bilingual instructional aide at the Harrington School in 1988; and

WHEREAS: MARIA PIMENTEL MONIZ taught for thirty years as a classroom assistant at the Harrington, and Martin Luther King Open Schools; and

WHEREAS: MARIA PIMENTEL MONIZ is an avid enologist, every Fall sharing the fruits of her grapevine with many of her colleagues at school. She helped the OLÁ Program many times with the Homework Center and stepping in to various classrooms as she was needed; and

WHEREAS: MARIA PIMENTEL MONIZ is a staunch traditionalist. She never missed a Dia das Amigas before Carnaval, bringing sweets to her colleagues along with her customary hugs and kisses. At Carnaval, she took over making "rifas" and commandeering the Raffle Table for many profitable years.

WHEREAS: MARIA PIMENTEL MONIZ enjoys summering in São Miguel, Açores, Portugal. She has many family members and friends there who will likely keep her social calendar full. NOW, THEREFORE, BE IT

RESOLVED: that the Members of the Cambridge School Committee extend to MARIA PIMENTEL MONIZ our sincere APPRECIATION for 30 years of excellent service and extend to her our best wishes for continued good health and happiness; and BE IT FURTHER

RESOLVED: that a formal copy of this Resolution be prepared by the Executive Secretary to the School Committee.

11. Announcements:

Mayor announced National Affordable Housing week – there are a number of events going on in the city next week, they will march to Senate park for fun events for kids from 2p.m. to 4p.m.

Vice Chair Kelly reminded assembly of the annual commemoration of the holocaust on Thursday, at the Synagogue on Tremont Street from 7p.m. to 9p.m.

12. Late Orders:

Motion by Ms. Nolan to send a letter of congratulations to Sam Wachman for his Gold Medal for his writing portfolio on the regional level.

Motion by Ms. Nolan to send a letter of congratulations to the Orienteering team for winning the Gold Medal for Varsity and Intermediate level teams and the Bronze for JV

Motion by Emily Dexter to send a letter of congratulations to the NCFO for a successful season premiering "Weedpatch" opera at the 2018 Cambridge Science Festival.

13. Communications from City Officers: None

8:10 p.m. adjourned.

On a motion by Mr. Fantini, seconded by Ms. Nolan, it was voted to adjourn (8:10 PM)

Dosha Beard
Executive Secretary

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

- Time to Teach and Learn Power Point Presentation