

Improving Elementary & Upper School Schedules to Advance Equity

Draft Proposal for Community Feedback



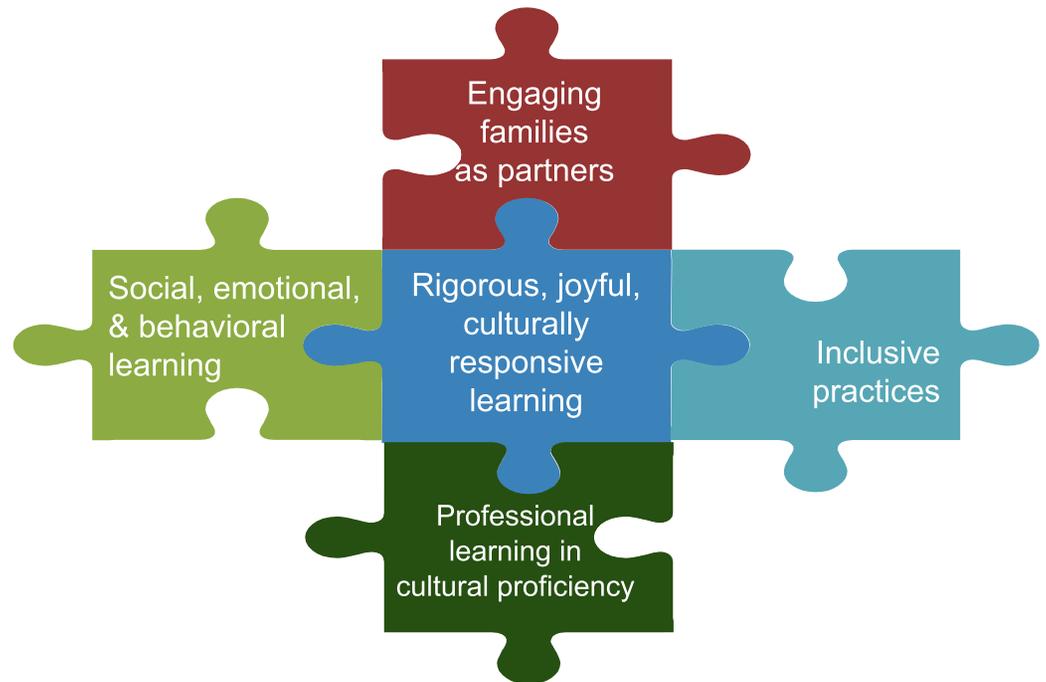


CPS VISION TO SUPPORT ALL LEARNERS & ADVANCE EQUITY

Over the last 10 years, CPS has consistently set an ambitious vision for improvement. In 2011, CPS restructured elementary and upper schools and programming, laying a new foundation for academic excellence and social justice. The District Plan adopted in 2016 was designed to further advance equity by providing every learner with rigorous, joyful, and culturally responsive learning experiences and personalized social, emotional, and academic support.

Despite this consistent focus on equitable outcomes and overall improvements that outpace the state's, CPS' stubborn achievement gaps remain. In the summer of 2018, the School Committee adopted working definitions of equity and racial equity, making clear that issues of equity are more than a strand of the District Plan – they are the core of improvement efforts district-wide.

To address the needs of all learners and close achievement gaps, every CPS school's School Improvement Plan is focused on five equity-driven strategies: 1) rigorous, joyful, and culturally responsive learning experiences, 2) effective inclusive practices in all classrooms, 3) social, emotional, and behavioral learning, 4) professional learning to build cultural proficiency, and 5) family engagement and partnership.



TIME IS A BARRIER TO IMPROVEMENT

Over the last two years, educators, students, families, and partners have continually identified time among the key barriers to improvement, especially in the five school improvement areas described earlier.

Four themes related to elementary and upper school schedules emerged from community surveys, feedback sessions, interviews, working groups, and other research and analyses:

1. The **6-hour school day is too short to deliver the comprehensive curriculum** that supports our vision of rigorous, joyful, culturally responsive learning experiences.
2. Current schedules provide **insufficient time and flexibility to provide personalized support**, especially for students who are furthest behind.
3. More attention must be paid to **students' developmental needs** – including recess, play and movement breaks - that are important for academic and social-emotional learning and mental and physical health.
4. There is **insufficient time for educators to collaborate** with their colleagues, parents, and partners to plan and coordinate high-quality instruction and services.



CURRENT CPS POLICIES CREATE SHORT & INFLEXIBLE SCHEDULE

It is unsurprising that educators, students, and families report that the current school day is rushed and does not provide sufficient time to deliver a full and engaging curriculum while also attending to students' developmental and social-emotional needs. Further, the schedule is too inflexible for creative scheduling choices.

- CPS schedules are driven by a range of state and local policies as well as contractual and programmatic requirements. Scheduling is made more difficult with shared staff and facilities.
- Regular CPS elementary and upper schools operate a 6 hour day, with three different start and end times. *This is among the shortest regular school day in the state and country.*

Other facts about CPS schedules:

- Two CPS schools (King & Fletcher Maynard Academy) operate 8-hour school day under the state's extended learning time (ELT) model.
- Students attend school 180 days, meeting state minimum requirement.
- CPS educators work 3 days before school year starts and participate in 35 required hours of planning, learning & collaboration scheduled outside of the regular school day over the course of the year.

The Dilemma:

The combination of an ambitious vision for learning with a day that is too short and inflexible puts educators in the position of having to choose between competing priorities.

State law: minimum instructional days & structured learning time requirements*	<ul style="list-style-type: none"> • Instructional days: 180+ days • Structured learning time minimums: <ul style="list-style-type: none"> ○ 425 hours (K) ○ 900 hours (Grades 1 - 8) ○ 990 hours (High School)
MA DESE - ESL Instructional time	<ul style="list-style-type: none"> • Daily Instructional Time - English as a Second Language ranges from 45 minutes to 2 hours, 15 minutes
CPS Labor Agreements	<ul style="list-style-type: none"> • Elementary & Upper School Day: 6 hours <ul style="list-style-type: none"> ○ Start and end within 30 mins of 8:25AM - 2:25PM • CRLS School Day: 6 hours, 25 minutes <ul style="list-style-type: none"> ○ Start and end within 30 mins of 8:05AM - 2:30PM
CPS Wellness Policy	<ul style="list-style-type: none"> • Lunch: minimum 20 minutes • K-8 recess: 20 minutes
Physical Ed. Policy	<ul style="list-style-type: none"> • K: minimum 60 mins/week • Grades 1-8: minimum 90 mins/week
Other Program Requirements	<ul style="list-style-type: none"> • Examples: World Language, Swimming Program, Kodaly Music, Instrumental Music

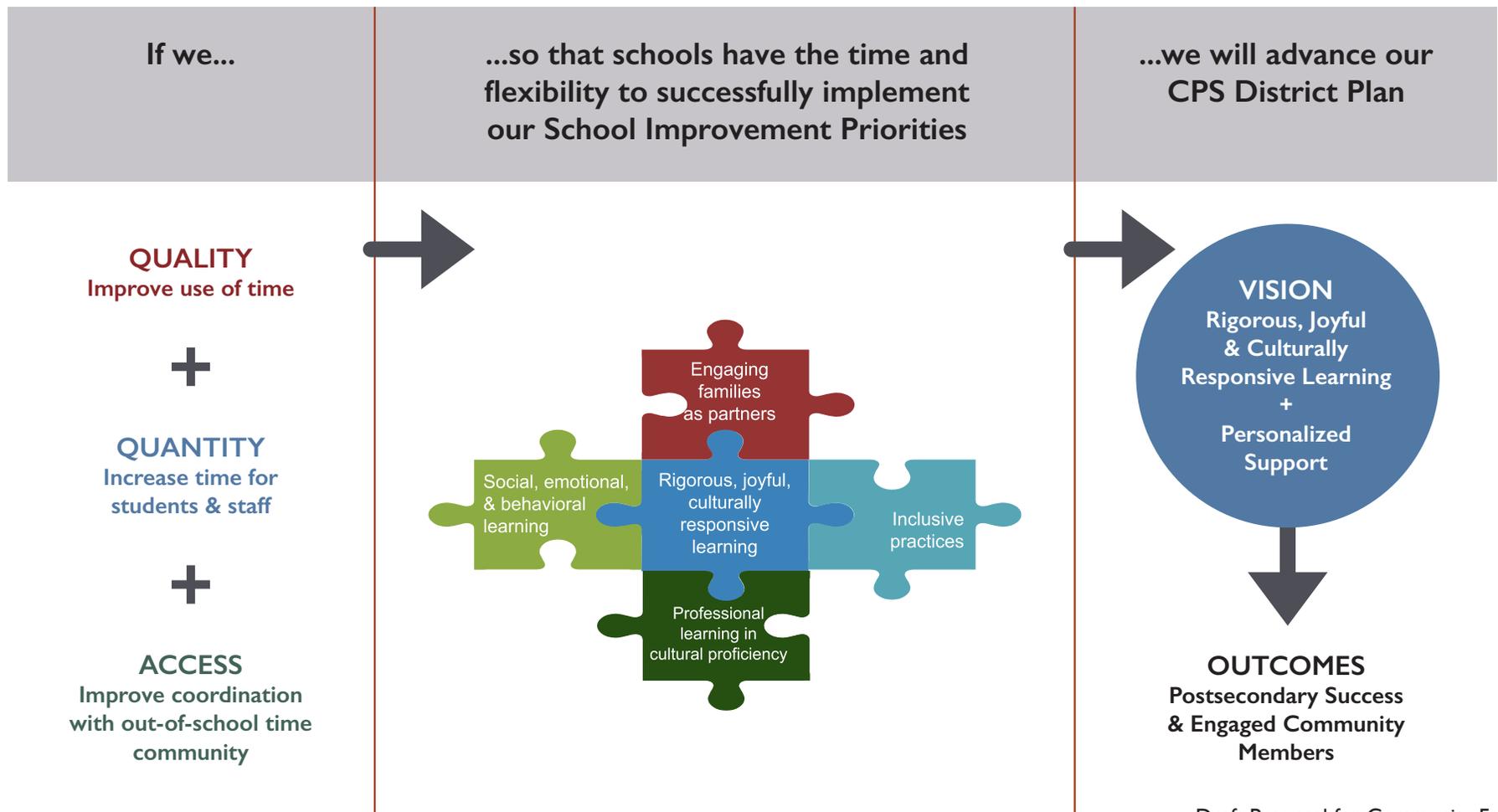
*Does not include "school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs"

THEORY OF ACTION:

IMPROVE AND INCREASE TIME TO DRIVE EQUITY & IMPROVEMENT IN ELEMENTARY & UPPER SCHOOLS

Addressing the time-based barriers to improvement requires a three-pronged approach: improving the use of time (Quality), increasing time for students and staff (Quantity), and improving coordination with the out-of-school time community (Access).

With these three complementary strategies, elementary and upper schools will have the time and flexibility to successfully implement our five equity-driven school improvement priorities. These priorities are designed to ensure all students receive the rigorous, joyful, and culturally responsive learning and personalized academic, social-emotional, and behavioral learning support they need for success.



PROPOSED ACTION PLAN TO IMPROVE AND INCREASE TIME IN ELEMENTARY AND UPPER SCHOOLS

CPS proposes the following three-part action plan to remove the time-related barriers to improvement that will advance our district-wide goals.

This plan builds on the work of last year’s joint educator and administrator committee, co-chaired by the Cambridge Education Association and CPS, that called for an “Increase in time for students & educators at all levels to provide: a) sufficient instructional time in core, specialist, non-core, individual student needs, b) more time for recess, lunch, class transitions, c) educator collaboration within and across buildings, and d) professional learning.”¹

This proposal is further informed by a comprehensive community engagement process that included community surveys, feedback sessions, interviews, working groups, and other research and analyses about elementary & upper school schedules.²

<p>1</p>	<p>QUALITY Improve use of time</p> <p>+</p>	<p>Provide a clear vision and actionable guidance that supports improvements to the current use of time.</p>	<ul style="list-style-type: none"> • Strengthen current guidance & training to improve instruction, incorporate developmentally-appropriate movement and activity, implement multi-tiered systems of support, promote real-world learning, and provide enrichment opportunities. • Develop innovative models to help schools explore scheduling options
<p>2</p>	<p>QUANTITY Increase time for students & staff</p> <p>+</p>	<p>Lengthen the regular school day for elementary and upper schools.</p> <p>Provide more dedicated time during the regular work day for educator planning, collaboration, and learning within and across schools.</p>	<p>Two options for consideration:</p> <div style="border: 1px solid black; padding: 5px;"> <p>A 6 hours, 45 minutes every day OR</p> <p>B 6 hours, 45 minutes with a weekly early release on Wednesdays at 5 hours</p> </div>
<p>3</p>	<p>ACCESS Improve collaboration with out-of-school time community</p>	<p>Collaborate with city & community partners to expand access to out-of-school time experiences</p>	<ul style="list-style-type: none"> • Strengthen coordination & communication between educators and providers about individual student’s needs • Explore feasibility of out-of-school time coordination network for elementary students • In partnership with OST providers and others, develop workable strategy to address family/student needs on early release days • Maximize opportunities for shared staffing, training, & other support • Expand support for families to navigate summer programming opportunities

¹ Joint Labor/Management Report on Instructional & Professional Time (JLM Report) - Presentation to the School Committee Tuesday, May 1, 2018

² A compilation of stakeholder feedback on each of these options is available on the website.

QUALITY: CPS Vision for School Schedules

Time is an important resource for meeting our District Plan’s vision of advancing equity by providing all learners with rigorous, joyful, culturally responsive learning experiences and personalized support to graduate ready for success. CPS schools build schedules around effective time-based practices regardless of the length of the school day or specific school programs.

Schedule Goals*

- Schedules enable District Plan priorities
- Schedules prioritize the needs of our most vulnerable students in alignment with the CPS definition of **equity**
- Student schedules are developmentally appropriate at every grade level
- Educators’ schedules provide sufficient time to fulfill and balance their diverse responsibilities
- Schedules balance the needs of students, staff, families & community for time outside of school, and
- Schedules are financially feasible & sustainable

**Adapted from Joint Labor Management Group’s 2018 Goal Criteria*

What Does This Look Like?

- Engaging learning in all content areas
- Developmentally-appropriate movement & recess
- Personalized academic, social, and emotional support
- Protected educator collaboration time
- Sufficient transition time
- Morning meetings & advisories



More details and draft guidelines are included in the Appendix.

QUANTITY: Two Options for Equity-Driven Improvement of Elementary & Upper School Time

Summary

Based on stakeholder feedback, we have developed two draft options for increasing time for students and staff.

Both options extend the school day, reducing some time-related barriers while impacting various aspects of our schedules.

The planning year will provide important time for planning, adjustments and transition.

Areas of consideration & adjustment:

- Afterschool enrichment, co-curricular and OST programming schedules
- Homework
- Student and family priorities outside of school including work, private appointments, enrichment activities, and faith-based activities
- Family and staff commutes
- School opening for arrival and breakfast

A

6 hours, 45 minutes school day

B

6 hours, 45 minutes school day + early release every Wednesday at 5 hours

	A	B
Increase regular school day by 45 min.	1,203 hrs	1,150 hrs
Increase time to provide engaging learning in all content areas	✓	✓
More flexibility to meet students' individual needs	✓	✓
More time for developmentally-appropriate movement & recess	✓	✓
Increase teacher professional time without students	93 hrs	133 hrs
Current early release days (5 - 6 days throughout year)	✓	✓
Early release every Wednesday		✓
1 additional professional day before school starts	✓	✓
January 2: Professional day + no school for students	✓	✓
2 additional professional days during year	✓	
Requires strategic scheduling work to incorporate collaboration & planning during school day	✓	✓
Requires strategic coordination to address family & students needs on early release Wednesdays		✓

Neither option would affect start/end time at the extended learning time schools (King & FMA).

OPTION



6 Hours, 45 Minutes School Day

Student day	6 hours, 45 minutes
Early release days	Current early release schedule (6 - 7 days during year)
No school days	28 days (holidays, 2 additional days, 3 vacation weeks & winter break extended to Jan. 2)
School Year	180 days
Total student hours	1,203 - 1,205 school hours/year
Work day	7 hours, 10 minutes (15 minutes before, 10 minutes after)
Work year	187 days
Professional days before year starts	4 days (Monday - Thursday before Labor Day weekend): <i>1 teacher classroom setup, 2 principal-directed, 1 district-directed</i>
Professional (no school) days during year	3 days (1 Fall day, Jan. 2nd, 1 Spring day) <i>Combination of school & department planning</i>
Professional time via early release days	8.75 - 10.5 hours (1 hours, 45 mins X 5 - 6 days) <i>Combination of principal-directed & department-directed</i>
Additional hours	35 hours of professional time
Total professional hours without students	92.75 - 94.5 hours

Note: These details are subject to collective bargaining.

OPTION



6 Hours, 45 Minutes School Day + Weekly Early Release Every Wednesday at 5 Hours

Student day	M, T, Th, F 6 hours, 45 minutes day, <u>Wednesday</u> 5 hour day
Early release days	Weekly every Wednesday = 5 hour day (~36 days)
No school days	26 days (holidays and 3 vacation weeks, with winter break extended to January 2)
School Year	180 days
Total student hours	1,150.25 school hours/year
Work day	7 hours, 10 minutes (15 minutes before, 10 minutes after)
Work year	185 days
Professional days before year starts	4 days (Monday - Thursday before Labor Day weekend) <i>1 teacher classroom setup, 2 principal-directed, 1 district-directed</i>
Professional (no school) days during year	1 day (January 2) for school planning
Professional time via release days	63 hours (1 hours, 45 minutes X ~36 Wednesdays) <i>Combination of principal-directed, dept-directed, & teacher-directed</i>
Additional hours	35 hours of professional time
Total professional hours without students	133 hours

Note: These details are subject to collective bargaining.

Proposed School Start and End Times

It is important to consider student, family, and staff schedules as we plan for necessary transportation changes alongside changes to school schedules and start/end times. The following parameters guided our proposed start and end times:

- Minimize changes to each school’s individual start and end time.
- Shift from three bus tiers to two bus tiers for regular-day elementary and upper schools
- Shift from 30 minutes between tiers to **40 minutes between tiers** to accommodate traffic patterns and improve efficiency.
- Maintain the practice of dropping students off at schools **at least 20 - 25 minutes before school starts** to accommodate **student breakfast**.
- Maintain practice that no student bus pick-up is scheduled **earlier than 7AM**.
- Maintain a **late bus schedule** leaving schools sometime after dismissal
- Ensure that most students’ **time on buses** will last less than 30 minutes (with rides ranging from 10 minutes to 45 minutes).
- Respect the **value and importance of OST experiences** and minimize disruption to OST schedules.

With this proposal, regular elementary and upper school schedules would:

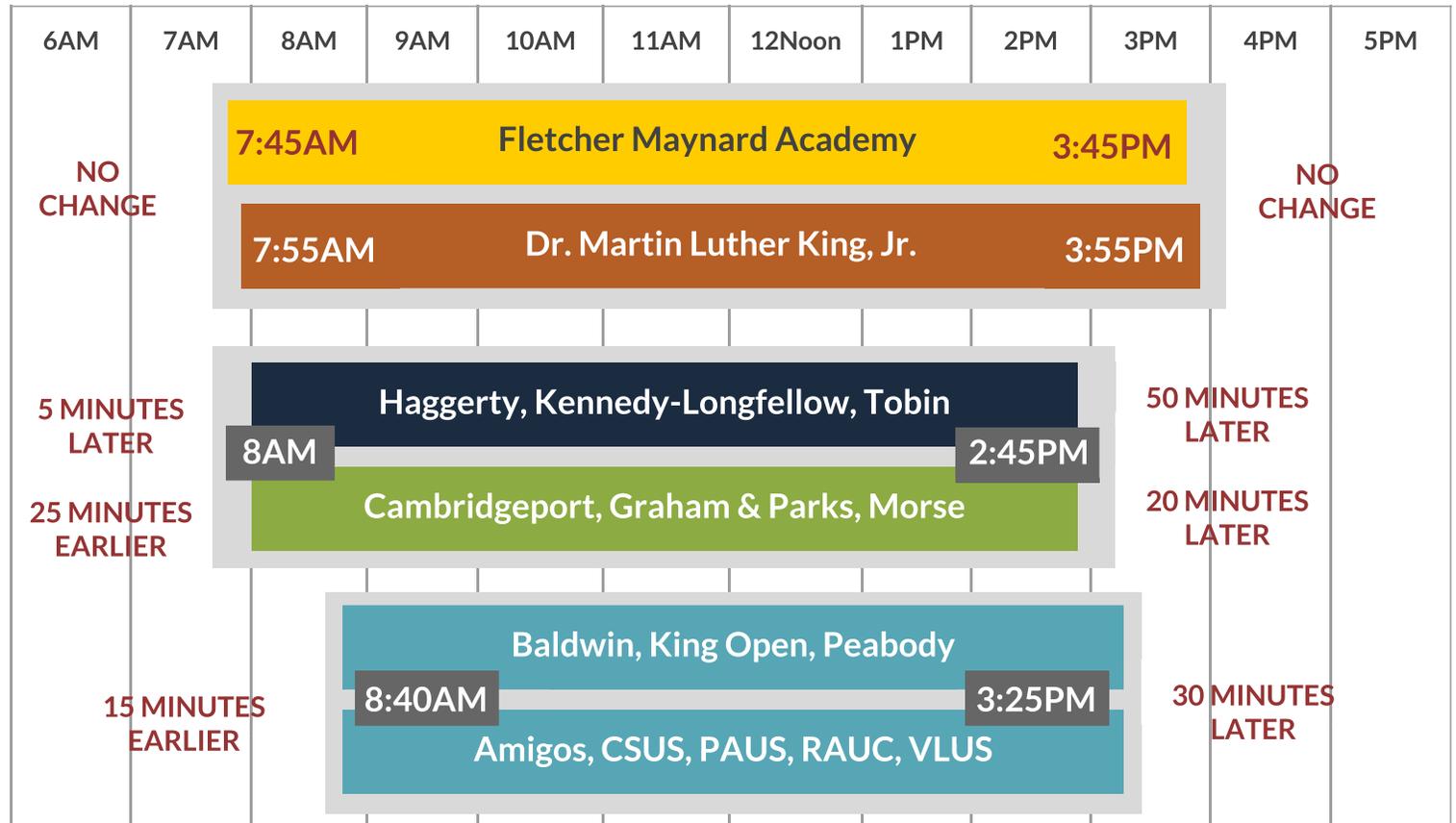
- Run from 8AM- 2:45PM or 8:40AM - 3:25PM
- Start 5 - 25 mins. earlier
- End 20 - 50 mins. later

Fletcher Maynard and the King School would maintain their current extended learning time schedule.

Transportation benefits:

- Time between bus routes increases by 10 minutes to improve efficiency and accommodate current traffic patterns.
- Transportation cost-neutral.

Analysis and bus route modeling was based on current student enrollment and addresses, and school locations for 2020-2021.



ACCESS: Improve Collaboration with Out-of-School Time (OST) Community

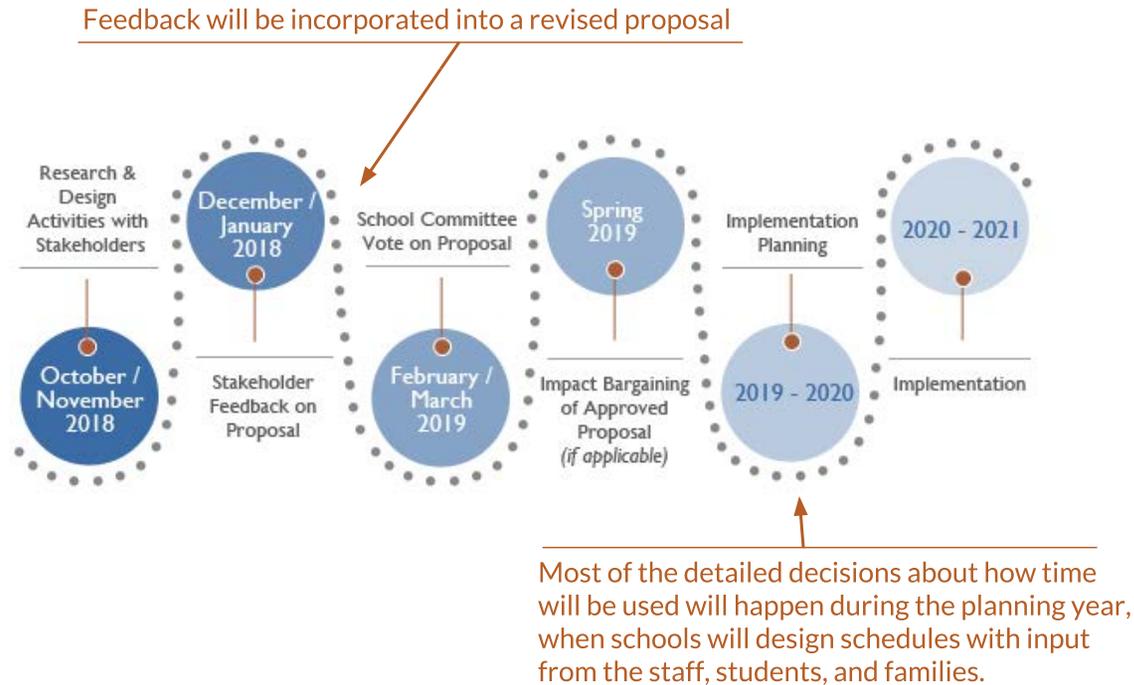
CPS values the benefits of OST experiences for Cambridge youth. We acknowledge that both the proposed longer school day and more frequent early release days will have an impact on OST programming and implications for staffing and facilities. We will work with OST partners to ensure that these important partnerships and opportunities continue for our children.

Through our feedback and design process to date, the following five areas have emerged as high priorities for collaboration:

1. Strengthen coordination and communication between educators and providers about individual student's needs
2. Explore feasibility of out-of-school time coordination network for elementary students
3. In partnership with OST providers and others, develop a workable strategy to address family and student needs on early release days
4. Maximize opportunities for shared staffing, training, and other support, etc.
5. Expand support for families to better navigate summer programming opportunities



IMPLEMENTATION TIMELINE & CONSIDERATIONS



When Will Decisions Be Made?

JANUARY - MAY 2019	SUMMER 2019 PREPARATION FOR PLANNING	2019 - 2020 PLANNING YEAR	2020 - 2021 IMPLEMENTATION YEAR
Community feedback on draft proposal informs development of final proposal, which needs to be discussed and approved by the School Committee and ratified by educators through the bargaining process.	District leaders work with educators to develop additional guidance and scheduling models, and potentially secure technical assistance and software to support school scheduling efforts. District leaders work with city and community partners to explore options to expand access to out-of-school time experiences.	Schools develop their school schedules with input from staff and families and share their proposed schedules with District leaders for consultation and approval.	Schools implement new schedules.

Which Students Will Be Affected?

CURRENT GRADE (2018 - 2019)	IMPLEMENTATION YEAR (2020 - 2021)	IMPACT
JK/K - 3rd graders	2nd - 5th graders	Their schedule would reflect the proposed elementary school schedule.
4th graders	6th graders	They will be entering upper school for first time, when most students will be experiencing a new schedule and later start / end times. Their schedule would reflect the proposed upper school schedule.
5th - 6th graders	7th - 8th graders	They will have experienced 1 or 2 years of upper school's current schedule. Their schedule would reflect the proposed upper school schedule.
7th graders	9th graders	They will be entering high school for the first time, when all students will be experiencing a new schedule and later start / end times. Their schedules would reflect the proposed high school schedule, which will have minimal changes to the current schedule.
8th - 10th graders	10th - 12th graders	They will have experienced 1 - 3 years of high school schedule. Their schedules would reflect the proposed high school schedule, which will have minimal changes to the current schedule.

How Much Will This Cost?

We cannot provide specific cost estimates for this proposal because the most significant cost — personnel compensation — is collectively bargained and differs in the two options for extending time.

Relevant cost categories include:

- **Compensation for Units A and B and other staff**, negotiated through collective bargaining
- **Transportation changes**, currently estimated to be cost-neutral
- **Potential cost of addressing family and student needs after school** on early release days

NEXT STEPS

Throughout January 2019, the CPS community – educators, students, families, and partners – will provide feedback on the draft proposal through public forums, school-based meetings, surveys, and other outreach.

Based on this feedback, the Superintendent will share a final proposal with the School Committee in early February for discussion and possible approval to proceed to bargaining with the CEA. See www.cpsd.us for more details and to submit your feedback online.

Elementary School Feedback Sessions

Tuesday, January 8

Haggerty | 8AM
Cambridgeport | 6PM

Wednesday, January 9

Graham & Parks | 5:30PM
King Open | 6PM
Amigos | 7PM

Thursday, January 10

Peabody | 8:30AM

Friday, January 11

Tobin | 8AM
Fletcher Maynard Academy | 8AM

Upper School Feedback Sessions

Wednesday, January 9

Amigos | 7PM

Thursday, January 10

RAUC | 7:30AM

Friday, January 11

VLUS | 8AM

Monday, January 14

Baldwin | 8AM
Morse | 6PM

Wednesday, January 15

Kennedy-Longfellow | 8AM

Wednesday, January 16

Dr. MLK, Jr. | 8AM

District-Wide Feedback Sessions

Thursday, January 10 | 6PM

Public Forum at Kennedy-Longfellow

Saturday, January 12 | 10AM

Public Forum at Graham & Parks School

Monday, January 14 | 2:30PM

OST Community Feedback Session

Tuesday, January 15 | 2:30 - 4:30PM

Educator's Town Hall at the CRLS Media Cafe
Drop-in at anytime

Thursday, January 17 | 6PM

Cambridge Special Education Parent
Advisory Council

Thursday, January 17 | 5:15PM

Family Policy Council | Open to the Public

**Submit Your
Feedback Online:**

www.cpsd.us

APPENDICES



Improving Quality: CPS Vision For Elementary & Upper School Schedules

Time is an important resource in meeting our District Plan’s vision of advancing equity by providing all learners with rigorous, joyful, culturally responsive learning experiences and personalized support to graduate ready for success. CPS schools build schedules around effective time-based practices regardless of the length of the school day or specific school programs.

Schedule goals*

- Schedules enable District Plan priorities
- Schedules prioritize the needs of our most vulnerable students in alignment with the CPS definition of equity
- Student schedules are developmentally appropriate at every grade level
- Educators’ schedules provide sufficient time to fulfill and balance their diverse responsibilities
- Schedules balance the needs of students, staff, families & community for time outside of school
- Schedules are financially feasible & sustainable

What strong implementation looks like in elementary schools **EL** and upper schools **US**

<ul style="list-style-type: none"> • Sufficient time for students to <u>transition on-time</u> to classes, specials, recess, or lunch 	EL US	<ul style="list-style-type: none"> • <u>Two recesses for JK/K students</u> to increase time for unstructured play 	EL	<ul style="list-style-type: none"> • Strategic, innovative, & student-centered schedule and staffing models that optimize learning, developmental needs, and all staff in the building 	EL US
<ul style="list-style-type: none"> • <u>Minimal transitions between learning environments to reduce</u> fragmented student learning experiences, particularly for younger and our most vulnerable students 	EL	<ul style="list-style-type: none"> • <u>Recess scheduled directly before lunch</u> to improve students’ learning, behavior, and nutritional choices 	EL	<ul style="list-style-type: none"> • Dedicated time for school-based faculty meetings 	EL US
<ul style="list-style-type: none"> • <u>Dismissal procedures</u> that maximize learning time 	EL	<ul style="list-style-type: none"> • High-quality <u>multi-tiered systems of support</u> that personalize instruction, offer <u>intervention, extension, and enrichment</u> opportunities, and provide inclusive and equitable learning environments 	EL US	<ul style="list-style-type: none"> • Professional learning by grade-level, within and across schools 	EL
<ul style="list-style-type: none"> • High-quality <u>morning meeting time</u> that reflects best practices from “Responsive Classroom” model 	EL	<ul style="list-style-type: none"> • Enhanced opportunities for <u>integrated curriculum delivery</u> that increase collaboration and promote real-world learning 	EL US	<ul style="list-style-type: none"> • Professional learning by department, within and across schools 	US
<ul style="list-style-type: none"> • High-quality <u>advisory sessions</u> 	US	<ul style="list-style-type: none"> • <u>Enrichment opportunities</u>, including before school & afterschool clubs & access to out-of-school-time programs 	EL US	<ul style="list-style-type: none"> • Collaboration time for general educators, special educators, and ESL teachers, and for core content teachers & specialists 	EL US
<ul style="list-style-type: none"> • Instruction that <u>incorporates developmentally-appropriate movement and activity</u> that supports student learning and health 	EL US			<ul style="list-style-type: none"> • Time for educators to engage with families & out-of-school time partners 	EL US

Local Comparisons

The following chart provides information about school schedules in local districts.¹

District	Year	Elementary Grades				Middle Grades			No School		
			Hours	Start	End	Hours	Start	End	Early Release	1/2 Days	Holidays/Vacation
Cambridge	180 days 9/4 - 6/17	Regular schools	6 hrs	7:55 - 8:55AM	1:55 - 2:55PM	6 hrs	8:55AM	2:55PM	6 (elem.) 5 (middle)	1	25 days
		ELT schools	8 hrs	7:45 - 7:55AM	3:45 - 3:55PM	n/a	n/a	n/a	Every W		
Boston*	180 days 9/6 - 6/17	All days & schools	6 hr, 40 mins			6hr, 50 mins	7:15 - 9:30AM	1:55 - 4:10PM	2	1	23 days
Brookline	180 days 9/6 - 6/20	M - Th	6 hrs, 30 mins	8AM	2:30PM	6 hrs, 30 mins	8AM	2:30PM	36 (Fri's) 8 (PT conf.)	1	25 days
		F	5 hrs, 40 mins	8AM	1:40PM	5 hrs, 40 mins	8AM	1:40PM			
Framingham	180 days 8/29 - 6/17	All days & schools	6 hrs	8:15 - 9:25AM	2:15 - 3:25PM	6 hrs, 10 mins	8:15AM	2:25PM	9	2	27 days
Newton	180 days 9/4 - 6/17	M, W, Th, F	6hrs, 40 mins	8:20AM	3PM	6 hrs, 30 mins	8 - 8:30AM	2:30 - 3PM	6 (elem.) 5 (middle)	1	25 days
		T	4 hrs, 10 mins	8:20AM	12:30PM	5 hrs, 45 mins	8 - 8:30AM	1:45 - 2:15PM			
Somerville	180 days 8/29 - 6/12	All days & schools	6 hrs, 25 mins	8:10AM	2:35PM	6 hrs, 25 mins	8:10AM	2:35PM	13	3	25 days
Waltham	180 days 8/28 - 6/13	All days & schools	6 hrs, 18 mins	8:42AM	3PM	6 hrs, 30 mins	8AM	2:30PM	5 (Fri's) 4 (PT conf.)	1	27 days

*This does not include BPS' high schools, innovation schools, and other models that utilize an extended school day model.

¹ As of December 2018

² Does not include BPS high schools, innovation schools, and other models that utilize an extended school day model.

Side-by-Side Comparison of Options for Length of the School Day & Year

The following chart compares current policies for school schedules with the two options under consideration.

		Current schedule	A 6 hours, 45 minutes school day	B 6 hrs, 45 mins school day w/ Wednesday early release @5 hrs
Student Time	Student day	6 hours	6 hours, 45 mins	M, T, Th, F 6 hours, 45 minutes; Wednesday 5 hours
	Early release days	4 hour day on 7 days (elementary) / 6 days (upper) during year, including	5 hour day on 7 days (elementary) / 6 days (upper)	Weekly every Wednesday = 5 hour day (~36 days)
	No school days	25 days (Holidays and 3 vacation weeks)	28 days (holidays, 2 additional days, 3 vacation weeks & winter break extended to January 2)	26 days (holidays, 3 vacation weeks & winter break extended to January 2)
	School Year	180 days	180 days	180 day
	Total hours	1,066 - 1,068 school hours/year	1,203 - 1,205 school hours/year	1,150.25 school hours/year
Professional Time (in addition to daily preparation periods and lunch)	Work day	6 hours, 25 mins (15 mins before, 10 mins after)	7 hours, 10 mins (15 mins before, 10 mins after)	7 hours, 10 mins (15 mins before, 10 mins after)
	Work year	183 days	187 days	185 days
	Days before year starts	3 days (Tuesday - Thursday before Labor Day): 1 teacher/classroom setup, 1 principal-directed, 1 district-directed	4 days (Monday - Thursday before Labor Day weekend): 1 teacher/classroom setup, 2 principal-directed, 1 district-directed	4 days (Monday - Thursday before Labor Day weekend): 1 teacher/classroom setup, 2 principal-directed, 1 district-directed
	Days during year	0 days	3 days /18 hours (1 Fall day, January 2nd, 1 March day) for school & department planning	1 day (January 2) for school planning
	On early release days	10 - 12 hours (2 hours x 5 or 6 days) <i>Combina-tion of principal-directed & department-directed</i>	8.75 hours (1 hours, 45 minutes x 5 - 6 days) <i>Combination of principal-directed & department-directed</i>	64.75 hours (1 hours, 45 minutes X ~36 days), <i>combination of principal-directed, dept-directed, & teacher-directed</i>
	Additional hours	35 hours of professional time	35 hours of professional time	35 hours of professional time
Total hours	63 - 65 hours	92.75 - 94.5 hours	133 hours	

- 1 CPS could pursue with partnerships with the out-of-school-time community to innovate around early release days, professional days, and enrichment periods during the day.
- 2 Key elements of these options are subject to negotiations with CEA.

Additional Materials Available Online

Supplemental Materials

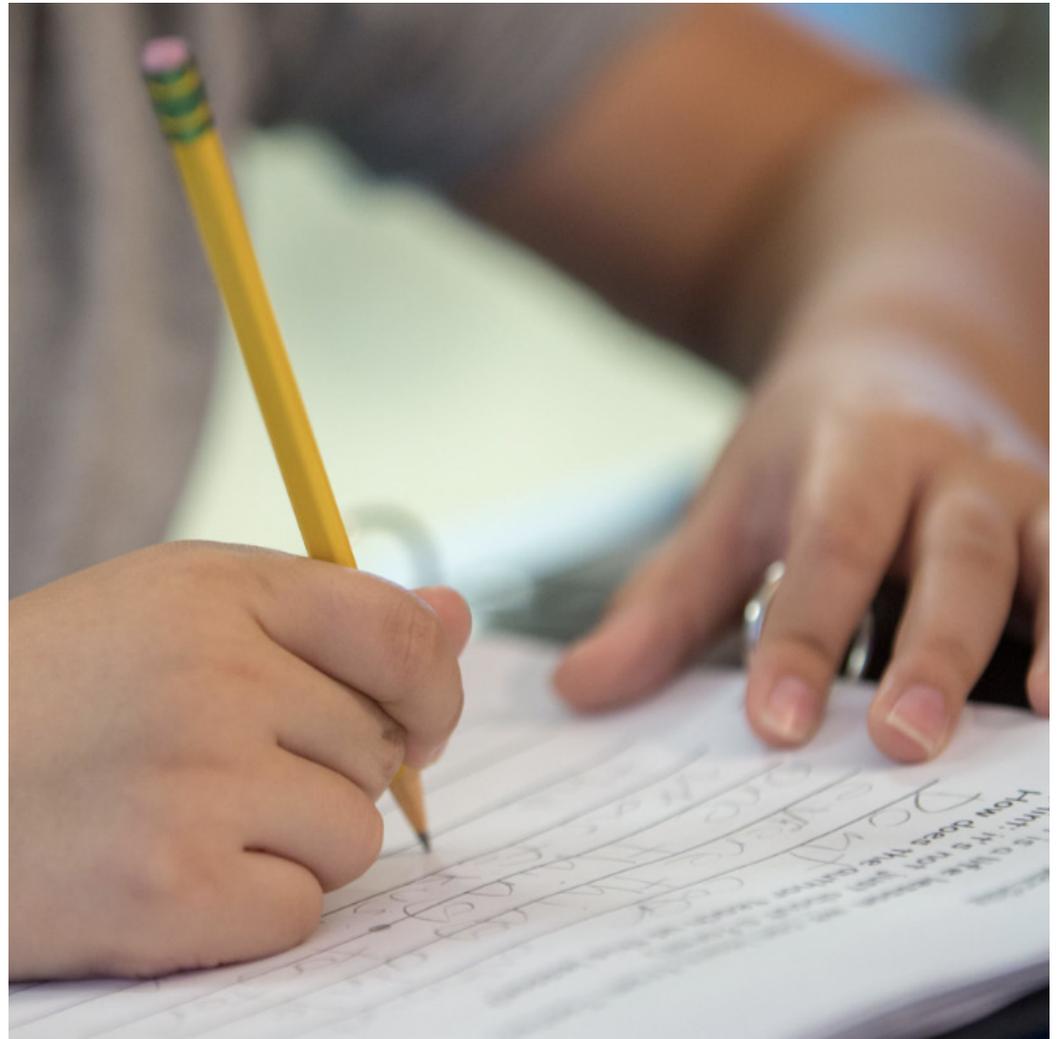
- Comparison to other local districts
- Stakeholder Feedback
- Previously discussed options
- Advisory Committee

FAQ

Previous Presentations

- November 2018 School Committee Roundtable Presentation
- May 2018 Joint Labor Management Report
- February 2018 Elementary Program Review

Information about the High School Process



www.cpsd.us