



## Haggerty School

Nancy Campbell, Principal  
110 Cushing Street • Cambridge, MA 02138  
ncampbell@cpsd.us • 6173496555

Haggerty School Advisory Council (SAC)

**Wednesday, Oct. 4, 2023**

6:00-7:00 PM

On Zoom

### Agenda:

- I. Introductions
- II. Overview of Schedule with new Guidelines

### Attendance:

*Nancy Campbell*

*Lissa Galluccio*

*Yoko Ota*

*Michelle Calioro*

*Chris Cullen*

*Amanda Prince*

*Sandra Paunov*

*Katie O'Connell*

*Yuan Wu*

*Aminata Cham*

*Rabab Alomairy*

*Jikyung Kim*

*Leah Jackson Kean*

*Satoshi Kuraoka*

*Joseph Sokol-Margolis*

*Notes taken by Lissa Galluccio*

### Introductions

Everyone present introduced themselves to the group.

Ibrahim (4th grader) - read a petition created by some 3rd and 4th graders about having a longer recess.

### The Schedule

Nancy and Lissa have been getting questions about the changes to the daily schedule with the new guidelines this school year. We looked at a slideshow to discuss this topic, linked [here](#).

Nancy first provided some historical context to the issue of the schedule ([Slide 1](#)).



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In 2017 Dr. Salim started to compare the daily schedules across elementary schools. Cambridge has been a choice district for many years, which led to many differences across schools. When you started looking at this with an equity lens, there were vast differences in terms of types of curricula as well as amount of time spent on them. When Nancy first started as principal, 13 years ago, besides the specials (music, art, library, PE and technology), the daily schedule was nearly all determined by the classroom teacher, so even across grade levels the content and pedagogical approaches could be very different. From a perspective of equity, the district really wanted to address this. Dr. Greer brought in a consultant called New Solutions, and asked for a scheduling audit, which was really a connection to the work started and surfaced by Dr. Salim.

Small differences in instruction can become a large gap over a school year. Over the time period of a year 5 minutes less of instruction results in a deficit of 24 hours - a very large amount of time. ([Slides 3 & 4](#))

A number of years ago, at Haggerty, a consultant from Ideal Solutions named Dr. Chris Parker - helped us think about how we are using our time, mostly in literacy. What is the core instruction, and who needs more? Dr. Parker was working with us to figure this out tiered support or interventions - which would support access to multiple successful exposures of the curriculum to students who needed more. The practice became to teach the whole class a mini lesson or a launch, and then see the students in small groups to provide more, or different types of exposures to the students who needed it. Our teachers, for the most part, at least in literacy, do what the students need to differentiate and get them those multiple exposures, to be successful. That was our intervention model - in addition to goal setting and progress monitoring to measure student growth over time. This is how the literacy block functioned. Many of our systems for intervention have been strong at Haggerty because of our work with Dr. Parker. Not perfect, but quite a strong system with teacher assistance teams and data driven instruction at the core.

The District shared guidelines regarding the schedule with us in June, with some things that were outlined as required, and some that had more flexibility. One thing that is required is a 30 min intervention block - called WIN "What I Need". The school day is really only 5 ½ hours, after you account for lunch and recess and transition times. The State requires a certain number of hours of instruction, and Cambridge has been failing to meet that. This deficit is what brought on this District Change for all of our elementary schools.

Nancy has a group of staff members to help create the schedule. This past June/July - they met and looked at these guidelines and did their best to meet them. We used the guideline set up for schools with Kodaly music ([slide 6](#)). Mx Irvin teaches music JK-2nd grade, ideally 4 x 30 minutes a week (although, that curriculum requires more of a focus on frequency than mins., yet



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the overall total of mins really needs to be 120 a week). When you look at requirements for things like PE ( 90 min a week of PE), Health, Library Media, Art and Music. The other layer of this is the teacher's contract - classroom teachers have to have one 45 min prep and one 30 min uninterrupted lunch a day. We also need a common planning time (CPT) for each grade level per week - 45 min to an hour (research aims for 90 mins, but we'll take 45!)- where they come together as a team to look at student work and share best practices (usually with one of the instructional coaches). On the days with Common Planning Time, teachers need two preps. With the required WIN (What I Need) block in K-5th grade, they have to have a common 30 min block, 5 days a week - for students to get intervention or what they might need, more exposures (these blocks do not introduce new instruction). When you total these minutes for a Kodaly school, it's longer than 5 ½ hours a day - so it's been a challenge. It doesn't all fit. We met with consultants to try to get the minutes to work so that we were fulfilling the State's minimum requirement and add the WIN blocks to fit. (Slide 7 is an example of an early version of the schedule for just a Monday).

In terms of Kodaly - we weren't able to fit the recommended 4 times a week (30 minutes each) - music is 2x/week for 2nd grade and 3x/week for JK, K, and 1. 2nd grade is not hitting their 120 minutes/week. The other grades meet it, but in 2 45-min blocks and 1 30-min block. This is one of the places where we had to do some things differently. Snack is another example (K it is often just part of the centers). In the older grades, there might be a snack built in and some classrooms do a read-aloud to make it part of a literacy block. Snack may look different in the upper grades this year and that's ok. The students can eat while they're listening to a story read aloud.

Question: We are in Oct. now, and wondering how the schedule is working? How is the "human time" working, that isn't necessarily accounted for?

Answer: That's a great question - and a hard one to answer because It always feels hard in the first 4 to 6 weeks of school. There are always some bumps in the road at the beginning of school year. The biggest pain points seem to be for the students, as mentioned by the student who spoke in the beginning of the mtg. What used to be 30 minutes of recess - as indicated by the 3rd and 4th grader's petition. The other pain points - we have a new assessment system this year - at least the platform is new, many of the assessments are new too in JK-grade 2 & 3. So we are trying to work out ways to implement these assessments and hold our data meetings. We have talked about using one of those WIN blocks for some of the social curriculum, like Restorative Justice (RJ) circles, which many of our educators want to continue to do. Haggerty started probably 4 or 5 years ago to get staff trained in restorative justice. This training and work has been part of the School Improvement Plan (SIP). We probably got up to 9 or 10 classrooms, out of 14, holding RJ circles last year. Where that was going to fit was one of the staff's first questions. How are we going to keep that going? It's such an important part of building the classroom community.



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We do want to reply to student's concerns about lunch and recess. Recess was 20 minutes before Covid (except for K), and educators would build in additional outside time, depending on the needs and wants of their class. Recess being shorter by 10 minutes certainly feels real to our 3rd & 4th graders. I will continue to work with the students and teachers to find time to get outside more.

Our garden coordinator is here on Tuesdays - but some classrooms don't teach science on Tuesdays. Maybe they could use it as a math lesson - or an art lesson - to get outside and also make use of the garden coordinator in other curricular areas. Those are the things teachers are thinking about and will need to consider.

Question: Is lunch also shorter?

Answer: Lunch has always been 20 minutes except for Kindergarten. The School Committee has a wellness policy - which was 20 min for lunch and 20 for recess, and teachers could build more time for recess if possible. During Covid we built more time for lunch - because it was just harder - and we had to get outside and sitting on the stumps made lunch take longer. Lunch has been 20 minutes since we have been back in the cafeteria eating. There's a link in the slides to the SC policy that mentions the expectations for principals in outside time, recess, as well as lunch.

Question: A caregiver noted that they have been hearing from their kids that there isn't enough time to eat, but wasn't sure what was causing it. Mentioning that sometimes the line gets long for students collecting school lunch, in a normal year is this enough time (20min) for people to eat? Answer: Normally yes, but it does depend on what is being served and how many folks are getting it. That line can be long... especially on a pizza day! We also noted that it takes a long time for the students to properly dispose of their waste (compost, recyclables, emptying the liquids, etc). Meryl Brott and Nadia Jeudy have worked to create an additional space where the students can clean up so that they're not waiting in line to "get rid of it right!"

Who has lunch at what time is also a part of the complicated schedule. Our cafeteria is not very big. The food service staff is out of the cafeteria by 1pm. The 4 K classrooms have to eat alone (space). When they are young they need a lot of support to open food cartons, etc. It's always been a challenge, but it could be exacerbated now because we have less transition time, and we need to work out those kinks, live in and practice the schedule a bit more.

When you have a school like Haggerty, we learned from last year's feedback - folks say they love the ARTS and music - so it is really hard not to prioritize those curriculum areas. And, we also continue to think about our RJ circles and respond to our students' social, emotional and



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behavioral needs with a classroom community that supports one another with accountability and humanity. We need to prepare our children to talk to each other, even when it's hard.

Question: Do you know if the motion to give principals discretion with schedules passed at School Committee mtg on 9/19? #5 here

[https://secure1.cpsd.us/school\\_committee/view\\_agenda.php?meetingID=424](https://secure1.cpsd.us/school_committee/view_agenda.php?meetingID=424)

If so, will you consider tweaking the schedules to bring back some of the balance re: lunch and recess, RJ circles, etc?

Answer: We have RJ Circles up and running in both 4th and 5th grades, and we're working on it in other grades, where they've been done (and the classroom teacher wants them or sees them as a value add - that's a process) in previous years (2 K classrooms, 1st, 3rd, 4th and 4th). That's a work in progress. And, YES. We have to respond to what the students need - while not interrupting their access to high quality instruction in ELA and Math, as well as other subjects.

With regard to lunch/recess, and/or more play outside at a teacher's discretion based on what they know their students need, that will take more time, but to answer your question - YES, I plan to continue to make adjustments and meet with teacher teams to see how the schedule is working out. We also just hired 3 lunch/recess support staff and it'll be helpful to hear from them as to what the issues are with lunch and the time kids need to eat. That will help us in determining what the issue is that we're trying to solve. I'm certain that lunch doesn't need more than 20 mins., only because it never has needed more (Jk/K have 30 mins. already) than that.

Question: among caregivers has been a discussion that the 4th grade classrooms could use more support, that there have been some issues with behavior. Answer: We see a lot of students across the building with issues regulating themselves and social emotional skills. We are working on it. When students do end up in the office, we do our best to restorative processes and determine if they're ready to be back in classrooms, and ready to learn. Also every classroom has space for students to stay in the classroom and take a break. Our goal is to get every teacher what they need so that they're able to support our students to grow and learn.

This is an important question, and not on tonight's agenda; we tabled this topic for a future meeting.

*Meeting adjourned at 7:05pm*

***Next Meeting: (looking at Tuesdays, need to determine with reps)***