



**C A M B R I D G E
S C H O O L C O M M I T T E E**

(Official Minutes)

Regular Meeting

October 2, 2018

Called for 6:00 p.m. 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.

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

Also Present: Mr. Grassi, Student Representative of the School Committee (~~ABSENT~~)
Mr. Escallon, Student Representatives of the School Committee (~~ABSENT~~)

Mayor McGovern in the Chair

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

1. Public Comment:

The following individuals were heard:

- Dan Monahan, Lexington Ave, CEA President, **#18-292**, yes on question 3 on the ballot, **#18-293** to work with CEA on social media guidelines, **and #18-294** in support of children of chaperones on overnight fieldtrips, Mr. Monahan urged the Committee of the Whole to support these motions.
- Jon Baring Gould, CRLS Art teacher, **#18-294**, listed many countries and states in the US that he has chaperoned and taken his children with him. As a lead chaperone he has taken many students and his children along. At this time they are waiting on many permission slips; there are multiple chaperones needed for these trips. He has never had any complaints about chaperones having their own children on trips over the decades. He has done this for 27 years.
- Jane Hirshi, City Sprouts Annual Report, out of school program – her report is based on surveys of all of the teachers in the schools. Along with records from the gardeners. They have put out a press release of an early learning initiative with the Boston Schools and she wants us to know it is going to impact Cambridge very much.

On a motion by Ms. Bowman, seconded by Ms. Nolan, on a voice vote; public comment was closed.

2. Student School Committee Report: None

3. Presentation of the Records for Approval: None

4. Reconsiderations: None

5. Unfinished Business/Calendar: None

6. Awaiting Reports:

Ms. Nolan asked about the timeline for receiving reports on **#18-114** and Ms. Nolan also requested that **#18-143** be put back on Awaiting Reports because the summer component for a pre and post assessment has not been completed.

On a motion by Mr. Fantini, seconded by Mayor McGovern, the remaining Awaiting Reports were passed over:

#18-110 Joint Motion by Ms. 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 grades 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 semester, similarly disaggregated, with particular attention to African American, multiracial, and Latino boys. (5-1-18 C18-133)

#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 female, LGBTQ+ students at CRLS have written in the register forum on multiple occasions to express their concerns regarding discomfort as a female, LGBTQ+ students 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, LGBTQ+ scholars

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 female, LGBTQ+. (5-1-18 C18-137)

#18-144, Joint Motion by Mr. Fantini and Vice Chair Kelly, whereas strong internship programs have been proven to create success for student career and college aspirations, *that the School Committee ask the Superintendent for a report* describing our present internship program(s), and the district's plan to create enhanced internship programs in our schools. (5-15-18 C18-189)

#18-248, Joint Motion by Ms. Nolan, whereas there has been an overall policy on homework and a policy on homework for K-8 students and

Whereas CRLS students have worked to establish a thoughtful homework policy, that the School Committee supports the work and establishes the attached policy for the upcoming school year. *The Superintendent will provide a report back to the School Committee by the second Regular meeting in October, 2018.*

Further that the policy be communicated to all staff and students as soon as practicable (first reading).

Attachment: Regulation of out-of-class time. (8-7-18 C18-304)

#18-249, Motion by School Committee Member Dexter, whereas students benefit from exercising some choice in their academic program; and Whereas one goal in creating separate upper schools was to offer 6th - 8th grade students more choices in their academic program, such as via electives;
The School Committee requests a report from the Superintendent on the number and percentage of 6th, grade students in each CPS upper school and Amigos that have been granted, for school year 2018-2019, their first choice of courses in world language. *The Committee requests this report by the end of the 2018 calendar year.* (8-7-18 C18-305)

7. Superintendent's Agenda:

7a. Presentations: District Outcomes:

School Climate Survey.....Kenneth Salim,
Superintendent of Schools
Jennifer Amigone,
Director of Research, Assessment & Evaluation

Dr. Salim introduced the members of the team that will be giving this presentation explaining that they will go over three objectives for tonight:

- Provide a summary of the findings from the family survey
- Describe district & School priorities and actions
- Share proposed targets for School Climate Outcome

Ms. Rippey, Communication Manager for CPS began by explaining that they have done a lot of digging into school climate from the lens of the family perspective. Their partnership with panorama has been extremely helpful by helping them know the best way to review the data for maximum improvements. They looked at equity, using questions that panorama provided, they heard from 2,149 parents/families which is a response rate of 37%. They tried administering the survey online, schools were asked to provide devices at the schools.

Ms. Amigone, spoke about the survey results, stating that Bengali families had a very positive outcome from the survey. Families with Non-Binary students have more negative responses. This group does not include families that were close to the statistical mean. Families seem to struggle with engagement because of time. This drags everything down in terms of our National percentile to 20%, which means 80% across the nation are doing better than we are. Ms. Amigone discussed on why African American/Black American born students rate high in one area and low in another similar area. Dr. Salim made mention of the fact that cultural identity is not something that can be found out with MCAS. (page 18) Key findings are:

Equity has lower favorability ratings from families of students with non-binary gender identity, as well as Haitian and American-born Black families

Partnerships: when asked about the quality of their partnership with the school, 1 in 3 responded unfavorably

Quality time: parent schedule is too busy was named as a barrier by 77% of families

Representation: Response rates were highly variable between schools – scheduling earlier in the spring will allow schools to plan outreach activities more effectively.

Dr. Turk spoke about District and School Priorities and actions. Dr. Turk wants the School Committee to know that the administration will make sure that they are focusing on the areas that need attention and improvement. They are looking to help Haitian and Black families feel more connected to the community. The district is also looking at gender identity; they have received a grant to help share professional development opportunities with our transgender students so they will be more included. Everyone is aware of the Nellie Mae Grant; Dr. Turk explained that they are prepared to share their experiences and solutions. They will work with the community outreach team, collaborating on where the sense of focus is – which is where our Black and Haitian families live. We need to offer opportunities to these groups. Our Stem initiative is partnering with the math department. Engagement does not always mean coming out to an event. There are a range of items that can provide different vehicles which allow engaging in our schools. They don't want to overwhelm any families, but they want them to participate more.

Vice Chair Kelly stated that the concern around gender identity is mostly around the reaction and responses that the gender identity students receive from others. She suggested putting an affinity group together for these students.

Ms. MacDonald stated the family engagement goals are due on November 16, 2018. What does family engagement mean? Building Relationships was highlighted on page 24. Alice Cohen is training in this

area. She also spotlighted the work the Family Liaisons are doing. Parents are able to buy chromebooks for \$50.00. There are civil rights workshops for our English Language Learners. The Walking School Bus is meeting at a certain place and being led to a school like in the book *Make Way for Little Ducklings*.

Dr. Turk thanked the Committee for their approval of the new positions in each upper school.

Mayor McGovern encourages calling the families three times a year as a good thing.

Superintendent Salim stated that looking at two areas, participation and favorability, these are the two things we want families to respond to. End of presentation. Discussion followed.

Mr. Escallon joined the meeting at 7:15 p.m.

Vice Chair Kelly stated that the non binary families and the Haitian families being unhappy surprised her. Bringing an affinity group together is a good idea to be allowed to identify and help the struggling families.

Ms. Nolan found this presentation very helpful. She wondered what we learned from the open response questions and wants to know what we are doing with the data. Dr. Salim stated that they cannot give a qualitative analysis of the different themes. She wonders about the groups under paid and unpaid lunch students and lastly she asked what a reasonable expectation would be about stretch goals.

Ms. Rippey in relation to paid and unpaid lunch, she answered that families don't always want disclose their income.

Dr. Salim responded that Cambridge is relatively unique in terms of trying to set targets for school climate. This is a baseline year; we only have one slice of the data. 45% is positive in terms of a stretch goal.

Mr. Fantini is confident now that we have established benchmarks, things will improve. He will continue to push school apps. He wonders if they know what schools are better than us, they must have good "best practices", do we know who they are and can we do it?

Ms. Rippey answered that just because they are out there, it does not mean we are able to copy them. What about phones? Do they go to an automated system or is there a person that answers the phone. What do parents need?

Ms. Bowman stated being too busy, since we switched over to Google on our platform, we should look into what tools are there that will not require parents to be in school buildings. She asked the School Committee how are we leveraging time and aligning it to our district wide plan and organizing ourselves in ways to make sure our survey would come back positive. She suggested approaching how we govern according to this survey.

Committee Member Dexter thanked the team for the work. The most important thing for her was how motivated is the child in the classroom. We need to improve this area.

The Superintendent answered that the parents are answering the questions, but they are not in the classroom. We need to understand the patterns we see in the data and then figure out how to improve.

Mayor McGovern asked if motivation and challenge is the same thing. Clearly the 8% of African American/Black and 6% of Latinos respondents are not good. We need a more direct and intentional approach to solve this issue. Mayor McGovern mentioned that he liked the walking school bus.

7b. CPS District Plan: None

7c. Consent Agenda:

Mr. Fantini moved, seconded by Vice Chair Kelly, to bring forward the Superintendent's Consent Agenda for discussion and adoption. Ms. Nolan removed **#18-284**. Mr. Fantini removed **#18-285** and **#18-286**. Mayor McGovern removed **#18-288**. On the following roll call vote, items **#18-283**, **#18-287**, **#18-289** and **#18-290** were adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

Vice Chair Kelly in the Chair at 8:45 p.m.

#18-283: 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 Program Tuition Contracts:	1	\$56,673.11
Residential Program Tuition Contracts:		
Day Program Contracts		
Total	<u>1</u>	<u>\$56,673.11</u>

#18-287: Approval of Gifts to Cambridge Public Schools, from the Educator's Insurance Company, that the School Committee accept and approve the gift of \$500.00 to the Kennedy Longfellow School from Educator's Insurance Company.
Funds will be used for family run events at the schools.

#18-289: Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Puerto Rico and USVI Hurricane Relief, for the period July 1, 2018 to June 30, 2019, in the amount of \$6,588.82. Project/Grant SC18146.

Description: The Massachusetts Governor and Legislature approved a supplemental appropriation in FY18 to assist districts serving students from Puerto Rico and the U.S. Virgin Islands who were displaced by the hurricanes that occurred in the fall of 2017. The funding may be used through June 30, 2019. The grant will support a Homeless Outreach worker to connect homeless families to services in the city. It will also support the backpack program (\$2,088) and provide gift cards (\$1,500) or essentials such as boots and coats for families experiencing economic hardships. These funds will partially make up for the cut this year in the McKinney Vento grant.

#18-290: Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY19 Circuit Breaker Allocation, for the period October 2, 2018 to June 30, 2020, in the amount of \$5,546,235.00. Project/Grant SC19776.

Description: The state's Special Education Circuit Breaker program, managed as a grant, reimburses local school districts for a portion of their costs of educating high-needs special education students. The state aims to reimburse, subject to budget appropriation, 75% of district costs in excess of four times the state average foundation budget per pupil as calculated under state law. This year's initial FY19 reimbursement is currently set by the state at 72%. The Circuit Breaker budget in any given year reflects the district's reimbursement for prior year expenses. All Circuit Breaker funds are budgeted for tuition.

8. Non-Consent Agenda:

#18-284: Contract Award, that the School Committee award a contract to the following vendor for a 2018 Ford Transit Connect Van for the Facilities Department, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with: Watertown Ford, 625 Pleasant Street, Watertown, for the period October 5, 2018 to December 31, 2018, in the amount of \$26,890.00.

Discussion followed on item **#284**.

Ms. Nolan asked for the specifications on the Ford. She is not sure the price was right.

Ms. Spinner responded that as required by the MA General Laws, we are not in a position to negotiate price, we put together specifications, and a formal quote since it was under \$50,000.00. In addition to the van, it can be used by our HVAC technicians. Ms. Spinner stated that we have followed the procurement rules and procedures. On the following roll call vote, item **#18-284** was adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

#18-285: Contract Award, that the School Committee award a contract to the following vendor for musical instruments, funds to be provided from the City Participatory Budget Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Steve Weiss Music, 2324 Wyandotte Road, Willow Grove, PA, for the period October 5, 2018 to June 30, 2018, in the amount of \$26,672.40.

#18-286: Contract Award, that the School Committee award a contract to the following vendor for musical instruments, funds to be provided from the City Participatory Budget Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Musicians Friend, Inc. P.O. Box 7479, Westlake Village, CA, for the period October 5, 2018 to June 30, 2018, in the amount of \$30,307.75.

Discussion followed on **#18-285** and **#18-286**

Mr. Fantini stated he is pleased that through the city participatory budget process, we received these funds for musical instruments.

Ms. Nolan also wanted to celebrate the participatory budget process for the same reason, adding that if we are doing a participatory budget within CRLS for CRLS and the students themselves would design the programs, vote on them and have it vetted through the city.

Mr. Grassi stated that he is not sure that there was a final decision on this. There were some good ideas, however \$5,000.00 allocated to this project was not enough money for the ideas they had which included a garden on the roof, benches outside, and a student center with a café area.

Ms. Dexter encouraged all students to come forward with their ideas during the budget hearings.

On the following roll call vote, items **#18-285** and **#18-286** were adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

#18-288: Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY19 McKinney Vento Homeless Students, for the period September 1, 2018 to August 31, 2019, in the amount of \$10,000.00. Project/Grant SC18707.

Description: This grant provides referral services for homeless children and their families, scholarships for summer camps, and training by community partner agencies for various school and community staff so all will better understand the issues facing homeless children and families and be able to contribute to their success at accessing services. The substantial reduction from the grant award of the past several years is due to a state reconfiguration of federal funding. This cut will be partially made up by a \$10,000 line item in Title I for supplies and basic necessities for Homeless students and by the \$6,588.82 in funding from the Puerto Rico and USVI Hurricane Relief grant allocated to the district.

Discussion followed on **#18-288**

Mayor McGovern stated that he is curious about the loss of a lot of money.

Dr. Salim stated that we are not reducing programming, we need to make up the money elsewhere; by using some of our Title 1 dollars \$10,000.00 and the grant award under **#18-289** will also help make up the difference.

Committee Member Dexter wants to know how many homeless people we have in the district?

The Superintendent does not have the number with him tonight, but will get it to the School Committee. On the following roll call vote, item **#18-288** was adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

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

Mr. Fantini moved, Committee Member Dexter seconded, to bring the School Committee Agenda forward for discussion and adoption. Vice Chair Kelly removed **#18-292**. Ms. Bowman removed **#18-293**. On the following roll call vote, items **#18-291**, **#18-294**, **#18-295** and **#18-296** were adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

#18-291: That the School Committee adopts the revised Cambridge Public School District Fundraising Policy (second reading).

#18-292: WHEREAS: Cambridge Public Schools promotes safe and affirming schools for all kinds of students and families by providing resources and support to enhance understanding between students and adults from diverse backgrounds, cultures and circumstances; and
WHEREAS: Cambridge Public Schools explicitly affirms LGBTQ+ students, providing resources and supports as well as policies, including the 2015 adoption of [a policy on Non-Discrimination on the Basis of Gender Identity](#);

WHEREAS: The November 6, 2018, statewide ballot includes a question seeking to strip away the provision in the Massachusetts Public Accommodations Law prohibiting discrimination on the basis of gender identity in places of public accommodation; and

WHEREAS: Such “public accommodations” where protections for transgender and gender-nonconforming people would be withdrawn should this regressive, discriminatory ballot referendum succeed encompasses “any place, whether licensed or unlicensed, which is open to and accepts or solicits the patronage of the general public,” to include not only public restrooms, but also hotels, stores, restaurants, hospitals, banks, museums, public swimming pools, and homeless shelters; and
WHEREAS: Repeal of this law would be devastating for transgender and gender-nonconforming people across the Commonwealth, and would be antithetical to the core values our city and schools proudly upholds and affirms; now therefore be it

RESOLVED: That the School Committee go on record as standing in vigorous support of Freedom for All Massachusetts’ Yes on 3 campaign to uphold the law preventing gender identity based forms of discrimination; and be it further

RESOLVED: That the School Committee Executive Secretary will send suitably engrossed copies of this resolution to the Massachusetts Legislative Delegation and the Freedom for All (Yes on 3) campaign on behalf of the entire School Committee.

Discussion followed on Motion **#18-292**

Vice Chair Kelly stated that this is a human rights issue; we still struggle in the schools to create a positive culture to be seen as fully human. She is proud that the polls to date are running in favor of it passing.

Mayor McGovern explained that in 2017 a transgender rights bill was passed. A number of groups have now decided to take away someone’s rights through a ballot question. Massachusetts is being looked at as a bellwether state, if we take the rights away in this state, they can be taken away in other states. On a voice vote, Motion **#18-292** was adopted.

#18-293: Whereas the Communication Sub-Committee will be working on Social Media guidelines and policies for the CPSD staff and students to be put in place for the 2019/2020 school year; and
Whereas the input of educators and students will be crucial for shaping the CPSD Social Media policy;
Therefore be it resolved that the Superintendent work with the Cambridge Teachers Association and Student Government Leadership to identify representatives to work with the Communication Sub-Committee in developing a CPSD Social Media policy for staff and students.

Discussion followed on **#18-293**

Ms. Bowman wants to correct CTA to CEA

#18-293: Whereas the Communication Sub-Committee will be working on Social Media guidelines and policies for the CPSD staff and students to be put in place for the 2019/2020 school year; and Whereas the input of educators and students will be crucial for shaping the CPSD Social Media policy; Therefore be it resolved that the Superintendent work with the Cambridge **Education** Association and Student Government Leadership to identify representatives to work with the Communication Sub-Committee in developing a CPSD Social Media policy for staff and students. On a voice vote, the amendment to motion **#18-293** was adopted. On a voice vote, motion **#18-293** was adopted as amended.

#18-294: Whereas there was an issue raised a year ago, the fall of 2017, of teachers bringing their own children on field trips for which they were chaperones, which had been allowed for decades, and whereas a one year policy exemption made to ensure the continuation of the past actions, with a promise of full discussion and review of the issue for future school years, that the School Committee receive an update on the discussions and resolution of the policy question on teachers bringing their own children on field trips for which they are chaperoning, provided that ratios of student:chaperone are maintained.

#18-295: That the Report of the May 16, 2018 Community Relations Sub-Committee meeting be accepted as presented:

**Meeting of the Community Relations Sub-Committee
School Committee Conference Room**

**May 16, 2018
6:00 pm to 8:00 pm**

Called for the purpose of reviewing the controlled choice policy including K lottery results, recruitment efforts, long term enrollment projections and any other business to come before the Sub-Committee

Members Present: Ms. Nolan, Chair, Mr. Kimbrough, Ms. Bowman ABSENT

Also present: Mr. Dan Monahan, CEA President; Ms. Liz Hill; K1 teacher and parent of CPS Student, Mr. Matt Yost Parent of two CPS Students at the King School; Dr. Parth Partwari, Parent of two CPS Students

Meeting was called to order by Ms. Nolan at 6:08pm

Ms. Nolan provided an overview of the controlled choice program:

She explained that it governs how people enroll and are introduced to the CPS district. It is also a way to balance enrollment across the district. The goal of the controlled choice program in the beginning was to desegregate the CPS district. Every year there is an annual review and every five years there is a very in depth and pretty intense review is completed. This allows the district to better to provide better service to families. A few years ago this intense review was put on hold due to hiring of a new Superintendent. Ms. Nolan commented that now is a great time to start the intense review that was put on hold especially since the district was recently restructured. She would like for this meeting to be an opportunity to look over the available data and see where the district stands so that plans can be made to start this in depth review.

Agenda: Annual report of controlled choice- Policy includes annual analysis and review

1. Review of lottery results, including choices and mandatory assignments
2. Review on enrollment projections, including district and charter
3. Recruitment efforts
 - A. Immersion programs
 - B. Other Schools

Future topics, including sibling lottery at immersion programs

1. Review of lottery results, including choices and mandatory

Q-How are mandatory assignments actually made, is there some type of process to determine which school a student gets assigned to?

A- Depending on your lottery number you will receive a call from the Family Resource center informing you that unfortunately your child was not chosen for your top three choices and they would then provide you with a list of schools based on availability for you to pick from. The option to be put on a waitlist for your top three schools is available as well.

Q- For the students that get a mandatory assignment, how does it resolve with the wait list process in the future- do they eventually end up in their chosen school?

A- Ms Nolan answered that we don't currently have that data but it is something we can request from the Family Resource Center.

Comments:

Ms. Nolan commented that she would like to look at the impact of the diversity effect in relations to controlled choice.

Mr. Kimbrough commented that he would like to get a better understanding of why the Baldwin School is such a top choice especially among paid lunch families when it doesn't have any immersion programs, music programs or extended day programs like the other schools in district.

Ms. Hill commented that families tend to pick schools that are either close to their neighborhood or place of employment therefore certain schools tend to have higher enrollment numbers based on location.

Mr. Yost commented that some families pick elementary schools based on what upper schools it feeds into too.

2. Review on enrollment projections, including district and charter

Ms. Nolan commented that the city of Cambridge is doing a large scale project on enrollment partially related to early education and the 3 and 4 year old age group. Every budget cycle the district does enrollment projections as noted in our annual review. She commented that she would like to see the data for low income households vs. higher income households.

Mr. Kimbrough stated that it would be nice to see if we can compile data for housing trends in the district so that it could be used as a measurement against our enrollment projections to see if the formula used needs to be adjusted or tweaked going forward.

3. Recruitment efforts

Ms. Nolan commented that for schools that are under chosen there has been a push for more recruitment from the district. Lately there has been more effort made on immersion programs outreach. There needs to be more recruitment efforts for schools that are under chosen by one group or another. The goal is for all of the schools in the district to be attractive to both lower class and upper class families.

Mr. Kimbrough stated that there should be more focus on who is going out to talk to these families about enrollment because the messenger matters in this situation. Ms. Nolan said that recruitment can be very tricky for schools that have more than one program. She stated that it might be worth having some kind of focus group set up to assist in the recruitment process by providing more detail into what works and what doesn't work for different schools/programs.

A. Immersion programs

There is also some concern for recruitment efforts at King Open because 4 of the 5 free and reduced lunch families were not able to get in to the Chinese Immersion program even though the school has been criticized for not attracting free and reduced lunch families. Ms. Nolan commented that she will follow up on that issue however it was during a time that the Ni Hao program at the MLK school was transferring to the King Open Chinese Immersion program.

B. Other Schools

It was said that the schools should get away from just sending out flyers to recruit that they should make more of an effort to get out the community and engage with the families. Recruitment efforts also need to be made for those families that late enroll after the January deadline as well.

Mr. Kimbrough commented that maybe this sub-committee can come up with some kind of policy that tells families not to apply to the Tobin for their second or third choice based off the data. It could be good practice to try and help families pick a better choice that may prevent families from becoming unassigned based on their second and third choices.

Future topics, including sibling lottery at immersion programs

Ms. Nolan commented that there needs to be a conversation about whether or not the sibling preference policy should still be in effect going forward.

Mr. Yost commented that he would like to see a conversation about marketing in a public school system mainly about who is being marketed and are there other populations that need to be marketed too as well.

Ms. Nolan motioned and Mr. Kimbrough seconded the meeting adjourned at 7:35pm

Erin S. Grant

Temporary Confidential Secretary to the School Committee

Documents/Handouts Submitted (on file in the School Committee office)

Agenda

Annual Review of Controlled Choice Plan

Enrollment Report Official Data October 2, 2017

#18-296: That the Report of the September 24, 2018 AV Policy Ad Hoc Sub-Committee meeting be accepted as presented:

**Attendance Violation Policy (AV Policy)
Ad Hoc Sub-Committee Meeting
School Committee Conference Room**

Monday, September 24, 2018

3:00-5:00 p.m.

Called for the purpose of discussing the CRLS Attendance Violation Policy and related issues.

Members Present: Emily Dexter, Chair; Vice Chair Kelly, Ms. Nolan

Also Present: Dr. Turk, Deputy Superintendent; Mr. Smith, CRLS Principal; Mr. Tynes, CRLS Assistant Principal; Dr. Espinosa, LC C Dean; Ms. Di Clemente, LC R Dean; Ms. VanBlaricum, LC L Dean; Mr. Prince, LC S Dean; Ms. Corinne Espinosa, Parent

A quorum of the Sub-Committee being present, the Chair called the meeting to order at 3:00 p.m. She read the call of the meeting, stated there is no agenda needed and invited everyone that has been working with students to please feel free to speak.

Emily Dexter turned the meeting over to Dr. Turk, who explained how nice it was having a conversation this summer with Committee Member Dexter. She had more opportunity to think than she would have over the summer break regarding this work and evaluating what has been done by the team already, adding that a tremendous amount of progress has already been accomplished. Dr. Turk explained that Emily Dexter has requested more data, most of which is still in draft form, and will be presented at another meeting, however she does have some data with her tonight, (on file in the School Committee office).

There are a large range of reasons why students are not in school. There are many lessons that have been learned over the last 6-8 months.

- The DesignLab effort with Angie has been helpful to understand the range of reasons and to figure out supporting solutions
- Measuring AVs is not a straightforward task, there are multiple reasons for AV

How do we support students in a more effective way? What are the consequences?

- When we listen to the students' conversations, the support has changed to increased plans for **prevention, intervention and recovery.**

- School Climate is affected just as much as the student academic outcomes are affected – improvement is needed in both areas
- CRLS Team meets weekly to look at attendance

Dr. Turk spoke about Attendanceworks.org Framework (on file in the School Committee office), which is data from across the state and is still in the developmental stage. She spoke on what the frames are for the three tiers of intervention and support for improving attendance. Dr. Turk gives full credit to the CRLS staff for the fact that we have already started this work.

Ms. Nolan asked a clarifying question to make sure she understands: is this data from the Attendanceworks.org Framework, is the list what we have based our prior work on, also; is this what we are currently doing? It was confirmed her understanding is clear and correct.

Principal Smith stated that there are some operational aspects to the numbers that we see

- We used to notify families about attendance at the end of the school day, we have made an operational change to send notifications to families by 10:00 a.m. daily.
- The communication also happens at 4:00 to confirm what was sent out in the a.m. The team is looking to see what they can do to help get the students to school on time, and/or to show up. It is a fair amount of work that needs to happen.
- The two issues of tardy and absent cannot be separated.
- The tardy desk has not been brought back. They are happy about not having it. 8:05 and 8:15 are the normal times for students to arrive at school
- Human input by hand is not easy, errors do frequently occur
- There may be a return to reminder announcements or emails to record attendance
- The main office is gathering information on block one attendance
- Operationally, there are weekly attendance meetings concentrating on updating certain elements of ASPEN
- They are also looking at the chronic absenteeism and chronic tardiness at weekly Tuesday meetings.
- Tier one, students are doing a pretty good job, students with good and improved attendance are recognized as unsung heroes. They may like to increase how they recognize these students.
- Meeting weekly facilitates conversations on common barriers being identified and addressed
- They make some wake up calls. It is not widespread across the student population. They would like to expand that. They are currently exploring how they can connect with students directly and what the limits are in uAspire? Our students do have mobile phones and their desire for us to communicate with them directly is strong. Some of the staff members have different feelings regarding this type of communication.
- They want to change the trajectory by trying to build more pathways for students that are chronic Av'ers and students that are flunking
- There is data to show that block 4 and quarter 4 have the highest number of students that are assigned AV's through the buy-back program.

The majority of our students are in the building and in class on time. Principal Smith is excited about the Tuesday weekly meetings. Ms. Nolan returning to the numbers, stating that she has the numbers from last year; it would be interesting to know what the new data is.

Emily Dexter asked how large is teacher involvement in this work? It was answered that the first month has been about the operational aspects of what the clerks, Deans of students and administration can work on. They need to finish fitting the operational pieces together before they include the teachers, students, and families.

Ms. Nolan asked what does operational mean? Does it mean they want to get the data correct? Having correct data is part of it, but notifying families much earlier is more to the point of operational. It was also asked why are they calling the parents earlier rather than later like they used to. What is the reasoning to change the time of the calls? Do the students get the calls and texts too? It was answered no, the students get calls from the parents after the parents get it from the school. Dr. Turk stated the reason for calling earlier rather than later came from being able to recognize what is working now and what was not

working before. Principal Smith stated that if we call earlier, we may change the students' habitual patterns. Ms. Nolan also asked about our policy on cell phone use in class. It was clarified that the policy does not apply to students that actually are not in class yet or do not intend to come to class at all.

Dr. Espinosa spoke on trends, patterns and data

- The data shows that buybacks increased, but the AVs stayed the same.
- The kids that have already failed the class cannot buyback, meaning you cannot buy back an F.
- Period one is the largest and period 4 is high also.

Vice Chair Kelly stated that the actual interventions with results are important to see in order to know what differences can be made. The relationships between the school and the families are very important

Ms. Nolan asked if being late has anything to do with what time the school starts?

- The #69 bus is repeatedly late
- The red and green line trains are repeatedly late
- Blue bike membership are not very popular, the cost is \$35.00 per year
- There needs to be more work with MBTA and School Department to make public transportation accountable
- MBTA passes

Ms. Di Clemente stated that we need to find out what is going on in class, maybe have a conversation with the period one teacher. More often than not, families know their kid is running late, some don't. They are making personal contact and as a next step, would like to include the period one teacher into this process to understand better.

- School climate works hand in hand with skills. Students that do not feel successful, or have lack of success are the ones that are going to be tardy or absent. No amount of welcoming will make a student that is failing have a strong desire to be at school on time
- Students are able to communicate why they are late. Mr. Prince brought up the OTI experience (Opportunities to Improve).
- Students can go to their teacher during the day and have conversations they did not have in class also speaking to the CM teacher.
- Some students need counseling when they are so far behind
- Conversations with CM teachers
- Teacher outreach to families

Ms. Nolan suggested that if students love a certain class, make that the first class, it may reduce chronic tardiness.

- What other motivators are there
- How does the teacher start the class
- Can students articulate their weaknesses and strengths

Emily Dexter asked if students are ever counseled to go into different programs. All Deans answered in the affirmative. Years ago students used to go back and forth, between the main campus and the Extension school, now they do not have any returnees. They need to find success even if it means leaving the relationships they love. Some students found more success in the RSTA program.

Ms. Corrine Espinosa is interested in the data. She also wants to reiterate that there are academic punishments tied to tardiness and absences. She shared results of surveys of students of minority backgrounds and they shared best practices with each other. Those schools have a academic punishment policy. The structure of the classroom is set up to accommodate tardiness and no shows. The early students take notes for the late students as a common practice. She also spoke about best practices for teachers that prevent them from having to do extra work to bring the struggling student up to par. She is not saying no consequences, just no academic penalties because it does not contribute to success.

- The number of students with assigned AV's are under 200 for 4th quarter in period 1, which can include a grade reduction.

- This does not include the buybacks.
- They have not determined the number of students that have already failed
- Accountability are separate measures now, and no longer attached to the classroom

Emily Dexter wants to hear more about the buyback process, acknowledging that the teachers are not part of the process. Since no one can force the teachers to stay, the option is for the deans to do it. Some students say they don't think the teachers care about them. Preferably, the teacher is the first choice. The most common buyback process is to make up the time after school.

What happens to the climate in the classroom when students drift in late? The deans want the teachers to be the first to get involved. In classes where there is team work or small group work, the attendance and promptness is important.

Ms. Nolan asked about Next Steps:

Dr. Turk stated Next Steps will include:

- Involve teachers and students
- Data on setting targets for improvement
- Dr. Salim intends to have a Roundtable on Chronic Absenteeism in October
- Have a conversation changing the policy language in the handbook, it's too punitive and legal
- Dr. Turk stated page 2 of the handout needs to be completed
- Revisit a system of no grade reduction
- More meetings in November and December

Emily Dexter wants to have touch-points during the year. All deans and both principals stated that the teachers need to be at the next meeting.

School Committee Member Dexter passed along positive feedback from a parent that attended a meeting during the last school year stating she could tell the faculty and staff really cares about the students.

On a motion by Ms. Nolan, seconded by Emily Dexter, the meeting adjourned at 4:25 p.m.

Dosha E. Beard
Executive Secretary to the School Committee

Documents Submitted > (on file in the School Committee office)

- Tiered System of Supports For Improving Attendance
- CRLS School-based Recommendations Using Attendanceworks.org Framework

10. Resolutions (letters of congratulations, letters of condolence): None

11. Announcements:

Mayor McGovern announced that this Friday, October 5, 2018, at Winthrop Park for Indigenous Peoples Day, Frank Waln will be in concert.

The Mayor's office has partnered with Cradles to Crayons in a Donation Drive and they are collecting essentials (clothing, shoes and books) for local kids in need. The drive runs from October 1 to October 18, 2018. There are various dropoff locations including the Mayor's Office, Libraries: Main Branch, O'Neill Branch, O'Connell and the Central Square Branch, Fire and Police Headquarters.

The Mayor's office along with the LGBTQ+ Commission is sponsoring a Town Hall Supporting Cambridge Youth event on Thursday, October 11, 2018 at 6:00 at City Hall. There will be brief presentations followed by discussion and refreshments

On Friday, October 12, 2018, at CRLS Fitzgerald Theatre, the City Manager's Office and Councillor Siddiqui are sponsoring the artist Rohina Malik to perform Unveiled: A One Woman Play. It is free and open to the public.

Ms. Nolan announced that it has been suggested by Ms. Lauren Gibbs, to review Measuring Up, a book on student discipline laws. Ms. Nolan would like the AV Sub-Committee Members, our Legal Counsel and CRLS Student Government Members to review this book to make sure we are in compliance with restorative justice and making sure our students know their rights.

Mr. Grassi announced that we are having our homecoming Game this Friday, October 5, 2018 at Russell Field at 7:00 p.m. against Westford Academy.

12. Late Orders: Motion by Mr. Fantini,

That the Superintendent of Schools gives an update to the School Committee relative to the mold and air quality issues at the Morse, Peabody, and Baldwin Schools. This update should include a cost estimate and timeline for rectifying the problems. On a motion by Mr. Fantini, seconded by Ms. Nolan, on a voice vote, the late order by Mr. Fantini was adopted.

13. Communications from City Officers: None

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

- Agenda
- District Outcomes: School Climate Survey PowerPoint presentation
- Family Survey (Final Draft)
- Measuring Up Lawyers' Committee for Civil Rights and Economic Justice Boston Student Advisory Council
- Non-Discrimination on the Basis of Gender Identity Policy File: ACA-1 Adopted May 15, 2018
- City Sprouts Snapshot and Press Release

Statements from Public Comment None

E-Mail communications None

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

Attest:



Dosha Beard
Executive Secretary