



**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

September 4, 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, Ms. Nolan, Mayor McGovern

Also Present: Student Representatives Mr. Anthony Grassi and Mr. Antonio Escallon

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 Hearing on the Approval of the Revisions to the Rights & Responsibilities Handbook:

Having no one signed up to speak, on a motion by Ms. Nolan, seconded by Mr. Fantini, on a voice vote, it was voted to close Public Comment and the Public Hearing on the Approval of the Revisions to the Rights and Responsibilities Handbook.

1a Public Comment:

The following individuals were heard:

- Mr. Dan Monahan, Lexington Avenue, **#18-263**, CRLS Chrome Books, wondered if we can change this plan at such a late date and wonders if it is equitable, he also wonders if all considerations have been made. When reading motion **#18-263**, he noticed the benefits to students with computers and wonders how School Committee decides what is a policy or an operational practice, he wonders if the students that cannot afford laptops are being considered.
- Zoe Padilla, Davenport Street, **#18-263** CRLS Chrome Books – a CRLS junior, is in support of letting students use their own personal laptops during school with access to wifi. On a motion by Ms. Dexter, seconded by Ms. Nolan, Zoe was given one extra minute to finish her statement. Students with disabilities may need something that chrome books do not offer. She is concerned about how computer science, graphic arts and after school work will be done. She feels there was a disconnection on communication between the School Committee and the CRLS students.
- Piotr Mitvos, **#18-263**, read an excerpt from the universal declaration of human rights as related to the core values of who we are as a district. There is no privacy for the students when using chrome books and anything they write on the chrome books, i.e. a novel or an essay, CPS will own and can sell or do whatever they want with a students' work.
- Olivia Shirley, Henry Street, **#18-263**, a CRLS junior, feels that the students that were here before the chrome books were started, struggled to get their own computers and should be allowed to continue to use them. She wants the upperclassmen to be grandfathered in. They will become dated and of little use in two years when the upperclassmen get to college.
- Frank Shirley, Henry Street, **#18-263**, parent of a junior and freshman, read an email between a committee member and himself, (on file in the School Committee office) and spoke on the value of earning and taking care of personal devices.
- Alice Jacob, Lamson Place, **#18-263**, wi-fi is needed in order for chrome books to work.

- Aviva Gould, Rice Street, #18-263, Chrome books, stated that she cannot get java on her chrome book which means she cannot do her computer science work unless she uses her personal laptop. She also stated that there was no communication about this issue or many more students would have been here. Middle schools should be informing students that they will be getting chrome books.

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

Mayor McGovern offered the Superintendent an opportunity to give opening remarks regarding today being the first day of school. Dr. Salim thanked all school based staff for the preparations to begin the new school year and stated that he was glad he had the chance to welcome parents and students at various schools. He highlighted the colloquium with Dr. Tyrone Howard and the student leader sessions that happened last week, and the student mentors at the Extension school. The Superintendent also mentioned the schedule of upcoming Roundtables relative to the CPS District Plan.

2. Student School Committee Report:

Mr. Grassi reported on the following: the new students were welcomed to the campus and they have been focused on subsidizing prom tickets and finalizing the homework policy, meeting with teachers and administrators, along with the new Community Meeting policy, making sure students understand the new CM representation in each Community Meeting regarding student elections of their peers for student government.

Mr. Escallon reported on the following: he enjoyed seeing the new students and the exchange students walking around and helped guide lost freshmen. He is excited about the new school year and recognizes that some students are not very happy about #18-263, he would like to poll more students to learn how they feel about this late change. He knows that some students are embarrassed to not be able to afford upscale laptops.

Mayor McGovern asked our two student representatives if the student population knows who they are. He addressed the issue of communication that was brought up in public comment, asking that our student members make sure the students know what happens in the School Committee.

Mr. Escallon wants to use the Register Forum and social media to make themselves known and advertise what they can do.

3. Presentation of the Records for Approval:

On a motion by Mr. Fantini, seconded by Mr. Kimbrough, on a voice vote, it was voted to accept the following Minutes as presented:

- Regular Meeting, August 7, 2018
- Special Meeting, Cultural Proficiency Retreat, August 23, 2018

4. Reconsiderations: None

5. Unfinished Business/Calendar:

#18-217 Motion by the Governance Sub-Committee, that the School Committee adopts the revised Cambridge Public School District Fundraising Policy (first reading).

Discussion followed on item **#18-217**.

Ms. Bowman highlighted some key issues and gave an overview regarding this policy:

Schools cannot support companies, she brought up “friends of” and the pressure around fundraising with 501(c) 3s and “friends of organizations” explaining they are organizations that are designed to support the schools, and the fact that online fundraising policies must be approved by the ICTS department and the principal. Schools can announce but cannot promote companies that are donating to schools. The policy will take equity into account to make sure that friends of organizations can support each other across schools to work on field trips together.

Ms. Nolan stated this was an excellent breakdown of what is new in these policies.

Mr. Fantini stated there has been a significant change by adding how much of an effort the parents put into making sure all students are able to go on field trips.

The Mayor would like to explore the equity piece wherein one school goes to Cuba and another school goes to Six Flags.

School Committee Member Dexter appreciates the Governance Sub-Committee for taking on such a big project and doing so much with it. She questioned whether Whole Foods or Bertucci’s can give funds to a school and can these businesses have events for the schools. The answer was yes, as long as CPSD does not promote it. Emily Dexter also asked about activities that happen after school.

Ms. Nolan answered that if an activity is approved by the principal, it is an activity that is open to all. The language may need to be changed if questions come up regarding what is not allowed or what is not clear. She added that these changes may not be perfect, but they are willing to tweak it if necessary.

Ms. Bowman referred to the beginning of the policy that spells out where friends of and 501(c)3 lines are drawn. An organization can raise money independently but the school department cannot promote such activity. Our teachers, paraprofessionals, and other staff cannot actively promote it.

Vice Chair Kelly stated the policy is very thoughtfully put together.

Ms. Bowman offered to clarify or add any amendments if necessary.

On a motion by Ms. Bowman, seconded by Ms. Nolan, on a voice vote, item **#18-217** was voted to a second reading.

6. Awaiting Reports:

Mr. Kimbrough requested an update on Motion **#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)

On a motion by Mayor McGovern, seconded by Mr. Fantini, on a voice vote, the following Awaiting Reports were passed over.

#18-143, Joint Motion by Ms. Nolan and Mr. Fantini, that whereas the district has a longstanding goal of program evaluation being used to direct initiatives and whereas the Compass summer program has been in operation for many years with a goal of supporting students, that the district provide a report on any past evaluations of the program effectiveness by the last meeting in June and further that the district ensure that this summer pre and post achievement assessment data for each student enrolled be provided in a report by the first meeting in September. (5-15-18 C18-188)

#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: None

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. Dexter removed **#18-262**. On the following roll call, items **#18-259, #18-260 and #18-261** were adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mayor McGovern YEA.

#18-259, Approval of Revisions to Cambridge Public Schools Rights and Responsibilities Handbook, that the School Committee approve the revisions to the Rights and Responsibilities Handbook, as detailed in the document (second reading).

#18-260, 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.

	# Active Contracts	Amount
Day Program Tuition Contracts:	4	\$288,683.12
Residential Program Tuition Contracts:		

Day Program Contracts:

4

\$288,683.12

18-261, Approval of Gifts to Cambridge Public Schools, that the School Committee accept and approve the following gifts and receipts as described.

1. An in-kind donation made from individual donor of art supplies for the Visual & Performing Arts Dept.

8. Non-Consent Agenda:

#18-262, Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

Expanded Learning Time, for the period July 1, 2018 to June 30, 2019, in the amount of \$767,929.00.
Project/Grant SC19829

Description: This grant will provide 300 additional hours of instruction/year for all students at the Fletcher-Maynard and M.L. King Schools. The funding supports stipends for additional working hours for teachers and assistant teachers. The 2.0 FTEs include a .54 position of Project Coordinator at the FMA and 2.0 FTEs for assistant teachers at the King School. Other expenses are for field trips.

Discussion followed on item **#18-262**.

School Committee Member Dexter stated that this item covers a grant award to the FMA and the King School. She is requesting to have more information in the future on the total cost. On the following roll call vote, item **#18-262** was adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mayor McGovern YEA.

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

On a motion by Mr. Fantini, seconded by Ms. Bowman, on a voice vote, the School Committee Agenda was brought forward for discussion and adoption. Mayor McGovern removed **#18-263**.

#18-263, Motion by Ms. Nolan, that whereas the school district seeks to bridge the digital divide and; Whereas a new policy of distribution of Chrome books to all students was discussed and; Whereas the question of whether existing CRLS students could use their own devices was not discussed and; Whereas junior and senior students who already have computers might benefit from continuing to use them and; Whereas that might save the district money, that those students who were not included in the original distribution plan, meaning juniors and seniors, who can show they have a suitable device may be allowed to continue to use those devices; Further that those students will be advised that those devices are not the responsibility of the district to maintain and ensure compatibility, but instead that responsibility rests with the student.

Discussion followed on item **#18-263**.

Ms. Nolan stated that we approved chrome books two years ago. Last year for a variety of reasons, it was decided that all students would receive chrome books. We all learned a few weeks ago that students would not be allowed to use their own devices during the school day. The idea of 1:1 is that every student will have a device to use. She was not aware of the fact that personal use was prohibited. Ms. Nolan does not believe there was a universal understanding of this policy. She does not know what the majority of the student's voices are. She wonders how the graphic design classes and the computer science classes are going to work with the chrome books. A question of privacy was raised. A tutor informed her that she is also concerned about being able to use her laptop to tutor students in the tutoring center.

Mr. Grassi stated he wants to get a better understanding of how many students feel it is not fair for students to be told at the end of the summer about not being allowed the use of personal devices.

Mr. Escallon stated to find out at the end of the year, without concern for public opinion, and unfairly forcing no BYOD on the students without proper notice doesn't feel good. The no BYOD concept is flawed.

Dr. Salim informed the body that Principal Smith is prepared to respond to detailed questions, and describe the process that led to where we are now.

Principal Smith stated that he is happy to talk about the 1:1 initiative. We are in the 4th year of preparing and doing this work. He began by saying even though he may have a difference of opinion with those who spoke tonight, he is very proud of each student that spoke about how they feel. They don't have to agree, but he is happy to see them using their voices. Principal Smith reminded the body that they met with the School Committee of the Whole at least once each year regarding implementation of the 1:1 initiative. Each year they have met with the body to explain the ramp up and the implementation. We have been engaged in this back and forth with the School Committee since 2011 and spoke with teachers and spent a year of training and doing research with neighboring districts. They decided not to be BYOD (bring your own device) school. After the 9th grade went so well, they decided to continue with all devices being disbursed later. There are several reasons why no BYOD was decided. From a technical standpoint: it is not in alignment to effective teacher planning or with existing resources, i.e. word vs. G suite. Technical support does not flow efficiently with too many options and the normal flow of technical support is better accommodated when we are all on the same platform. Personal devices that are brought on campus enter our filter system and can interfere with our acceptable use policy. If there is content on a personal device that is not allowed in our schools we run into difficulty. Regarding the wi fi bandwidth, we are prioritizing access for all of the chrome books. He feels very strongly about equity; each student needs to feel as privileged as any other student. There are computers in CRLS that support java. They are not ending programs by introducing chrome books. There are unintentional impacts that come with various devices. We don't want any student to develop a feeling of being inferior because they don't have a top of the line device. He is respectful of students that have purchased their own equipment. He would like to have more conversations with these students. We do not want to create a stigma, i.e. the free and reduced lunch cards. CPS strives to preserve student dignity and do not expose their economic privacy. There would not be enough of a savings with BYOD.

Ms. Bowman commented that she is concerned how we began responding. We are not governing using any history of information, instead it sounds reactionary. We know implementation was well thought out; therefore we cannot react so strongly to those who oppose. We should spend more time trying to figure out where the truth is.

Mr. Kimbrough stated that there has been a lot of work done on equity. He read a piece from the Cultural Proficiency Retreat. He does not believe that any student that worked hard to get their own computer should be ignored; and we cannot ignore the underprivileged students either.

Mr. Escallon asked if there is wi fi for personal devices in the libraries and cafeteria. Principal Smith answered in the affirmative.

Principal Smith continued to speak in support of the CRLS community moving to a 1:1 school. There have been significant discussions about this happening, there was ample communication that some may not have believed would happen. Change is not always easy. The idea that we are giving all students the ability to work on the same level is very important and we need to get away from the mindset of this is for me and this is for them. He wants everyone to understand that no one is losing anything by using a chrome book in CRLS; it will enhance the students' use of capacity. CRLS is maintaining all of the programming they have been using prior to chrome books. This is an issue for juniors and seniors of means with the ability to purchase their own devices without concern or consideration for equity.

Vice Chair Kelly stated that she learned that public schools were created to sort students. She looks forward to more conversations with Dr. Amante to go beyond where we are and where we need to be for our students.

School Committee Member Dexter appreciates this discussion. She didn't know that 1:1 meant every student had the same device. She did not know that it meant students were not allowed to have the kind of device that they want. It is restrictive. It is not equity it is equality. She asked what his thinking was on chrome books for all instead of laptops for the needy. Principal Smith responded that the 6 year window means we are not likely to put in desktops in the few labs that we still have. Technology moves too fast for that. They have developed a program and a plan that will enable all students to work on the same level. The chrome book is not a cheap device; it is not a "less than" kind of device.

Dr. Salim stated that to be fair to Principal Smith, there was a team of folks that were involved in making these decisions. There is an ICTS staff that is prepared to address all questions and situations as they may or may not come up.

Mayor McGovern stated we are going to have to make some hard decisions, we will have difficult conversations, and it is imperative if we are going to be the district we claim we want to be. We need to make decisions and stick to them. We make a decision, then we hear from folks that do not like the decision. Then we bounce the ball and change the decision that was well thought out and not given a chance to succeed. He referenced as Ms. Nolan stated (regarding the fundraising policy) we may have to change some of the things in the policy along the way. Sometimes things are going to be difficult. We should be celebrating that we have the financial stability to do this. The Mayor extended an invitation to the public comment speakers to come back in 6 months and state how they feel about this issue after they have given it a chance to work.

Mr. Fantini stated that Principal Smith came prepared to speak with knowledge and passion. He feels he did an outstanding job expressing himself and standing up for the decision that was thoughtfully made.

Mr. Fantini exited the meeting at 8:05 p.m.

Ms. Nolan agrees this is not the way to do policy. She stated that the motion was written because it was never mentioned that students would not be able to use their laptops and wi fi not being available to students with laptops. Students didn't know about it until the end of the summer, parents found out last week. There was no room for discussion and she wants to hear from the student body. We need to honor family engagement and student input. Ms. Nolan placed **#18-263** on the Calendar.

#18-264, that the Report of the April 25, 2018 Special Education and Student Supports Sub-Committee meeting be accepted as presented:

**Meeting of the Special Education & Student Supports Sub-Committee
School Committee Conference Room**

**April 25, 2018
6:00 pm to 8:00 pm**

Called for the purpose of addressing Behavioral Support and Services for Students with Learning Disabilities with a focus on Literacy.

Members Present: Ms. Kathleen Kelly Chair, Ms. Emily Dexter, Mr. Kimbrough

Also present: Ms. Rosalee Rippley, Family Communications Manager; Ms. Elisabeth Liss, Educational Liaison to the Mayor; Dr. Carolyn Turk, Deputy Superintendent; Ms. Desiree Phillips, OSS Coordinator Ms. Jean Spera, Interim Assistant Superintendent of OSS; Ms. Maryann MacDonald, Assistant Superintendent for the Elementary Schools; Ms. Shelagh Walker, OSS Coordinator; Dr. Karyn Grace,

OSS Coordinator of Student Services ; Dr. Nadine Gaab, Associate Professor of Pediatrics at Boston Children's Hospital; Ms. Karen Dobak, Co-Chair of Cambridge CE-PAC

A quorum of the Sub-Committee being present, Ms. Kelly called the meeting to order at 6:02 PM. Ms. Kelly thanked everyone for coming and asked everyone to introduce themselves.

Ms. Kelly explained that we will be covering the following topics tonight.

- 1) Behavioral Support
- 2) Services for Students with Learning Disabilities around Literacy and Dyslexia
- 3) Concept of Inclusion for Students and Substantially Separate Classrooms

Ms. Kelly asked what are the district's present behavioral management approaches for behavioral support for students. Ms. Spera answered that the district has seven behavioral specialists. The behavioral specialist job is to assess students who are exhibiting behavioral difficulty which impact their social development and academic success. The role of a behavioral specialist is designed to support and consult around individual students with and without disabilities they are designed to work in general education classrooms, classes that substantially separate and private day schools. Additionally they are enlisted to consult around whole classrooms behavioral issues and they utilize resource space classroom management and behavioral strategies in those types of situations. They are also able to conduct functional behavioral assessments as part of the IEP process. In general education, environment counselors and psychologists also work to assist students with behavioral difficulties by doing smaller less developed behavioral prevention plans. This year there have been around 35 student referrals who are not on an IEP or may be on an IEP but don't have any presenting disabilities related to behavior. Ms. Spera added that they are using a preventive approach in these types of situations. We are also looking at the social emotional impact on behavior as well so we will know that if the behavior doesn't happen in just an isolated situation it may be related to a disability.

Ms. Kelly asked Ms. Spera to explain what a functional behavioral assessment is. Ms. Spera referred the question to Dr. Grace who answered that in Cambridge a FBA (functional behavioral assessment) is considered a formal assessment they receive consent from the family/guardian to conduct an FBA. Once we have a referral the IEP teams can conduct an initial evaluation. If the student is not making progress the team will be reconvened to ask for this additional assessment if it doesn't already appear on the IEP as a support. The behavioral specialist will conduct a series of observations in a variety of settings. They will also connect with the family to see if there are any concerns at home. The specialist will identify the function behind the behavior. Sometimes there is a primary and a secondary factor. Once they can identify the function of the behavior they can make recommendations based off their findings.

Ms. Kelly stated that similar to the inequity and *disproportionality* around standardized tests in the district we also have those same issues around students with disabilities, students of color and those that are economically disadvantaged. What is a more productive way to help us so that there isn't so much *disproportionality in terms of who is exhibiting behavior that we may suggest required behavioral support?*

Ms. Phillips answered that right now on the behavioral specialist caseload there are 114 Black students, 22 Hispanic students and 126 white students. The disproportionality between black students and white students is not that noticeable. It is most noticeable between female and male students. For female students it is 59 and for male students it is 251. She explained that a lot of what Ms. Kelly is inquiring about has to do with tier one intervention and programs that are whole school. Ms. Spera added that in terms of social emotional support the stronger supports we have in general education around academics and those areas, the more we are able to provide differential and universal design learning strategies in the classrooms and the frustration and anxiety levels in students. Sometimes these factors can contribute to these issues being more behavioral in their presentation. Dr. Turk added that as a district we have not adopted a single SEL curriculum however you will hear mention of programs called Second Step or Open Circle and likewise that individual schools have chosen to use.

Ms. Kelly commented that it has been a few years since we discussed the disproportionality between genders. She asked if there is any research about ways to bridge the gap between the genders. Ms.

Spera answered that she is not certain if any research like that exists however she does not think that it's just in that category but across all disability categories. She thinks that intervention at tier 1 and 2 levels will have the most impact on addressing this issue and that perhaps there is research that she is just aware of. Ms. Spera does believe that this is not just a district wide issue but also a state and possibly a national issue. Ms. Kelly commented that if the research does not exist we should try to make it happen so that we can bridge the gap in the classrooms. Mr. Kimbrough asked if there is any data based on the rise of standardized testing and whether or not there has been an increase of IEP referrals within the district. Ms. Spera answered that she doesn't believe there has been an increase because they have been constantly receiving a high number of IEP referrals. Dr. Turk added that where we have seen an increase is in the number of students exhibiting anxiety in test taking; which doesn't lead to a referral but we have been trying to be thoughtful around this issue. Ms. Spera commented the district has seen an increase of students that are on 504 plans due to test taking anxiety and also depression. She believes that these students tend to be from the upper and high school levels.

Ms. Kelly asked if there was any data on how many students have learning disabilities in addition to behavioral problems. Ms. Spera answered that the percentages are for primary disability 27% and 22% for developmental delay which are students under the age of 9 that are presenting a developmental lag such as fine and gross motor areas, speech, language and also developmental reading skills. She reported 12% for autism spectrum disorder, 12% for emotional disability, 11% for health impaired including ADHD, 8% communication, 3% for neurology, 2% intellectual, 1% physical disability, .5% for multi-disabilities and sensory. Ms. Spera made it clear that those percentages account for only primary disabilities that she does not have the data for students that have learning disabilities in addition to behavioral problems.

Ms. Dexter asked when students are in the general education class and they have behavioral disability what percentage of their time would they have a para-teacher with them on a daily and weekly basis. The answer was if they are placed in a general education class for their primary placement and they are having some behavioral issues then there may be a para-teacher with them in the class for 45 minutes a day five days a week. But there may be a student whose IEP's require more support or a different kind of support, which is usually developed based on a functional behavior assessment and observation. The student may not require someone all day it may be needed only during *transitions*. *Ms. Dexter commented that she has heard from a few general education teachers that they need more support with students that have behavioral issues. Ms. Grace answered that behavioral plans should be feasible to be completed in the classroom and that most times the behavioral plans start off with lots of support and then over time the support lessens as the student begins to need less assistance throughout the day. However if the teacher feels that the behavioral plan is not feasible then they should be addressing that to the team.*

Ms. Dobak commented that the data shows that the majority of students who are subject to suspension and removal from classrooms are students on IEP's of color and partially black boys. She is wondering if the data is being reported to the OSS office when the student is removed from the classroom or suspended from school. Ms. Dobak said that once the student gets a suspension or removed from class then it could be said that the behavioral plan is not working and she would like to know what is the policy that is expected of the teams in this type of situation. Ms. Spera answered that the data around suspensions is not being reported to the OSS office. However usually the team liaison is working closely with the school principal so this can be closely monitored. Ms. Dobak asked if there is way to request a change in this practice so that there is more oversight of this issue. From parents perspective it doesn't appear that the individual team is making any changes until that ten day mark of suspension starts to loom over them. Ms. Spera answered that is a conversation that the OSS office will be having very soon with the principals at the elementary level and eventually with the upper schools and high school. Dr. Turk added that although there is not a system for this information to go directly to the OSS office the individual schools are tracking this information. A few of the schools are using a tool called educators handbook which is primarily used at the JK-5th grade level. This data is looked at on a weekly basis on the school level so that the teams there can make decisions about next steps. In the upper school level you will see the schools using more of a spreadsheet type of tool to track this information. At the high school level

Aspen is used frequently to track this data. There are tools being used to track this data but at this point it is not getting reported directly to the OSS Department.

The comment was made that sometimes when a parent is called to pick their child up from school due to behavior problems it is not being labeled as a suspension in the system and their behavior plans are not being adjusted based on this problem. This is becoming a chronic problem for the parents having to take days off of work or pay for a babysitter. Ms. Kelly agreed that this is an issue that needs to be addressed.

The question was asked if part of the behavioral assessment involved talking to the other significant adult's that are in the student's life as well as the parents or caregivers. Ms. Spera answered that while that does not happen all the time it is something that happens on occasion. The behavioral specialists have done assessments at afterschool programs, at home and on the buses they try to tailor the plans to the needs that are expressed when the assessment is being developed.

Ms. Liss asked what tier was the data about gender that was shared earlier based on. Ms. Phillips answered that it was based on tier 3 and the students that have that service in their IEP. Ms. Liss then asked if that data looks different across the tier levels. Ms. Phillips answered that while she only tracks tier 3 data she does not think it looks any different because the referral rate is indicative to the number of students that qualify for this service. Lastly Ms. Liss asked what triggers a change to a behavior plan at what point is the OSS called in for assistance? Ms. Spera answered that the behavioral plan is operating at a school level which makes it a living document so it's always being tweaked along the way. The OSS department may have the original plan on file but it resides at the school level because over the course of time changes may need to be made on an ongoing basis.

Dr. Turk reminded everyone that not all students that have a behavior plan are students that are receiving services through an IEP. While she is happy that the OSS team is here to answer questions the work is done between the General Education Department and the OSS Department.

Ms. Kelly asked for more information on the role of a lead social worker. Dr. Turk explained that there is one lead teacher for social and emotional learning who has been conducting staff trainings, providing classroom coaching and observations, assisting with the student support team meetings amongst other duties. One big tool that they have introduced is a big hit called break boxes which consist of a variety of different tools that allow the student to self regulate in grades K – 12.

Ms Kelly asked what is the process used to place a student on a 90 day placement. Dr. Turk answered that she is referring to a 45 day placement which comes into play with those students who are receiving services through an IEP however the team would need to convene in order to make an determination that this is the best route for the student. Ms. Phillips commented that CRLS has made decisions to offer a student a 45 day placement that the IEP team didn't recommend. The placements were for more serious violations like drugs or weapons. She also commented that behavioral specialists are assigned to schools so they consult weekly with their schools as part of the student support team to assist in any changing of behavior plans. There are serious issues with the fidelity and implementation of the behavior plans which only work if they are being followed. Unfortunately many of the staff that are using the behavior plans are not supervised by the OSS Department which makes it tricky to put pressure on them. Ms. Kelly commented the district really needs to emphasize communication with the family and everyone that is involved in the IEP. Ms Spera added that we have five inclusive instruction therapists and three are assigned full time to the elementary schools which is helpful because they are able to help out with implementation of the behavioral plans and reviewing plans on a regular basis. The inclusive instruction therapists are not assigned to students through the IEP process and what makes them successful because it brings the idea that inclusion is not just a special education service but a belief and a set of practices throughout the system. The other two inclusive instruction therapists are district wide and part of the targeted district support initiative.

Ms. MacDonald commented that she appreciates the 4.5 social workers that have been added to the elementary schools because in the past the district has not done enough to support the teachers with strategies that can be effective in the classroom. The lead social worker looks at how to best support the school and she is using a social learning competency checklist to get this work done. But for the first time everything has been laid out to the schools and support teams so that everyone knows what the school wide expectations are. This year part of the district wide plan is that every school improvement plan needs to have a goal around improving social emotional learning and completing the self assessments throughout the school year. Next year the social workers will be in seven elementary schools. The Upper School will have an additional guidance counselor. Kennedy Longfellow School will have a full time guidance counselor. The good thing about having an additional part-time social worker at a school is that they do not have a caseload. Every elementary school has a full time adjustment counselor and their caseload can get pretty full and if they are seeing students on IEP'S it doesn't give them the time to do the proactive work with the classroom teachers. The district has been doing this work for two years and there is progress to be seen already. For the upcoming school year the part time social workers will be meeting with the lead social worker at least once a month to network with each other with the possibility of the adjustment workers joining in as well.

Ms. MacDonald stated that unfortunately sometimes a teacher or principal has to make a call for a student to be picked up and sometimes they haven't put an effective strategy in place to meet the needs of the child. Ms. Kelly mentioned that not only is this burden on a working family but it's also disruptive to the student. There needs to be a conversation about how to transition that student back into the classroom.

Ms. Dobak informed everyone that from a legal perspective once the principal calls home for a student to be picked up that is considered a suspension however it's not getting reported therefore it's also violating the students rights because there is a limited number of days you can suspend a child before a meeting of the team is scheduled.

Ms. Dexter stated that the issue between fidelity and implementation is extremely important because it means that he needs of the kids on IEPs are not being fulfilled. Which then becomes an issue of student rights as well as a legal issue. This issue needs be dealt with immediately.

Ms. Dexter commented that even though the numbers on data by racial background looks similar there is a disproportionately because there are fewer black students in attendance than white students. She asked to what extent across the board is the difference of indigenous disabilities vs. disabilities that are appearing because the environment is disabling relative to what the students developmental issues are. Dr. Gaab answered that the problem with the language based disabilities in terms of social economical status is that the children from lower incomes homes are often undiagnosed. There have been studies that show that there is a much higher amount of white students being diagnosed with language based learning disabilities especially dialect speakers. However the numbers are higher among boys than girls with having a language based disability. The disability also may present itself in a different way between boys and girls. Ms. Dexter asked if we need to start taking a closer look at the classrooms in terms of the behavioral realm and boy/girl disproportionately. Dr. Gaab agreed that the district should start looking into this issue.

Ms. Kelly asked if Dr. Gaab would speak on the research that she has conducted about diagnosing dyslexic much earlier than people have chosen to screen recently. Dr. Gaab answered that there will soon be a law put in place that requires school districts to start indentifying children at risk for dyslexic as early as possible. So that the district can start addressing this issues sooner and the result could lead to fewer instances of dyslexic later on. Dr. Gaab said that it can be frustrating to a young child who isn't getting the support that they need around dyslexia. She commented that the idea is not to screen and then place anyone diagnosed with being dyslexic in Special Education but to invest in teacher training and evidence based response screening in the General Education environment. If this is addressed in the JK or Kindergarten classes the district will see a much better response through the years.

Dr. Turk asked if Dr. Gaab had any experience with districts that are using Foundations and if so has there been any success. She also asked if once a child has been screened and is shown to need support what specific interventions have she found most helpful. Ms Gaab answered that foundations is a great start however we really need to have something in place for the younger grades since Foundations is geared more towards kindergarten and 1st grade. The district should deliver evidence based responses to every component. Ms. Gaab stated that she has a spreadsheet that she would be happy to share with the district that provides a breakdown of other tools that could be used as well.

Ms Kelly asked if Ms. Gaab could speak on structured literacy. Ms. Gaab answered that over the year's research of how to teach reading has shown that structured based literacy it's the most effective way to teach reading. Structured literacy is able to address and really strengthen the reading skills of students with various reading levels at one time. She explained how she has spoken to a few reading specialists in the district and they also agreed that structured literacy is the best approach however there is not enough expertise in some of the classrooms to provide the structured literacy.

Dr. Grace asked why the district as a whole isn't requiring all the schools to teach structured literacy.

Dr. Turk answered that there are seven schools right now that are in their second year of implementing Foundations. There are also a few schools implanting a few other programs including one from Tufts. The district is also working with the data specialist to evaluate how students are doing in each of these programs so that going forward the district can make an informed decision on the right kind of program to implement. Dr. Turk stated that the district just had an Elementary review and the district is preparing a report to share very soon. The district has a goal of all children being successful readers by the third grade; this is part of our work with the principals, reading specialists, the special education team being able to come together and determine what is and what is not working in terms of this goal.

Dr. Turk said that she does understand the urgency that is needed and this is partly the reason for the meeting tonight to move the conversation and work forward. She reiterated that the district is working hand in hand with the reading specialist towards this goal.

Dr. Gaab commented that if you have an older sibling or a parent with dyslexia you have a 50% chance of being dyslexic. If you have two parents that are both dyslexic your chance of being dyslexic increases to 75%. If elementary teachers would ask in the beginning of the school year if anyone in the family had any difficulty learning to read it could be a good indicator early on for the student.

Ms. Dexter asked if one of the reasons that we are seeing children not become strong readers is because we spend too much time teaching reading instead of building up back ground knowledge for example science or history in the higher grades.

Dr. Gaab answered that typically by third grade a child would have received enough structured literacy that there is not a need to explicitly teach how to read. But if the schools are not indentifying and intervening earlier then more time will be needed to teach reading in the higher grades. Elementary aged children add about 250 vocabulary words a week and the primary way to add vocabulary is to read. If you are a struggling reader you are missing out on these 250 vocabulary words which will present more problems in other areas as the child progresses though school.

Ms. Kelly asked how many students experience some inclusion in the general education classrooms for some academic areas.

Ms. Spera answered that the majority experience inclusion opportunities into the general education subjects more so for students who experience specific learning disabilities, behavioral or emotional difficulty or attending the cognitive learning classes. It may change over the grade span as well.

Ms. Phillips commented that the upper school and high school students are spending a large part of their day in the core academic classrooms based on what the student's strength is. Ms. Walker answered that it very similar in the elementary schools.

Ms Kelly asked how many students who are in the substantially separate classrooms have at least some inclusion in the general education classroom for special areas. Ms. Walker answered that there is an inclusion specialist assigned to most of the elementary schools that assist in transition of these students from their sub-separate into the general education classes and special classes. In addition to that at the Morse school they have been using Universal Design for Learning which has been instrumental in helping the students and teachers with this transition within the classroom.

Ms. Dobak asked if anything was being done to include all students in school wide events for example field trips or assemblies. Ms. Phillips answered that she doesn't think this is being done in ill will and it takes collaboration and a lot of planning. She explained how it took her team almost eight weeks to plan for three students to participate in graduation. Dr. Turk commented that sometimes in the upper grade levels it would be suggested not to include a student in a school wide activity and her office always lets them know that it's not acceptable. The concern needs to be acknowledged so that the team can get creative with how to make this happen for the student.

Dr. Grace mentioned that ten years ago the district was able to provide every elementary school with one or two inclusion specialists and part of their job was to iron out the little details prior to school wide events so that their students would be able to meaningfully participate. This role has since been transferred to the case managers or the special educators and it is an area that needs to be emphasized even more to ensure that all students are being included.

Ms. Dexter asked if we should look into going back to a building based model now that we have started to implement Universal Design for Learning into the school system.

Ms. Spera answered that there is some merit into looking into reverting back to the building base model but she thinks that the district needs to be careful to make sure that this doesn't become something attached to a student's IEP. Because this is not about the individual service it's about making sure the role is there to build and support the belief of inclusion.

Ms. Kelly commented that she would like to see the inclusion conversation happen on the general education side going forward.

Dr. Turk commented that there is a working group dedicated to creating a plan to support inclusive practices throughout the district.

Ms. Kelly motioned, Ms. Dexter seconded to adjourn.
Meeting adjourned at 8:12 PM

Erin Grant
Temporary Confidential Secretary to the School Committee

Ms. Dexter gave a quick update that she has been in conversation with Principal Smith and Dr. Turk in June and over the summer, regarding item **#18-265** and it has been decided not to bring forward a final policy decision on cultural competency until after more discussions in the fall.

#18-265, that the Report of the April 26, 2018 School Climate Sub-Committee meeting be accepted as presented:

**Meeting of the School Climate Sub-Committee
School Committee Conference Room**

**April 26, 2018
6:00 pm to 8:00 pm**

Called for the purpose of discussing families concerns regarding cultural competency.

Members Present: Mr. Laurance Kimbrough, Chair; Ms. Emily Dexter

Also present: Dr Carolyn Turk, Deputy Superintendent; Ms. Elisabeth Liss, Educational Liaison to the Mayor; Dr. Lori Likis, Chief Planning Officer; Ms. Maryann MacDonald, Assistant Superintendent of Elementary Education

Ms. Ashley Heron, resident of Cambridge; Ms. Stacey Curruth, Parent; Mr. Daniel Weinstock, Parent; Ms. Naia Aubourg, Senior CRLS; Mr. Adolf, Parent; Ms Sarah Ramsen, Parent; Ms. Jen Richards, Parent; Ms. Rebecca Bailey, Parent; Ms. Emmy Michelle Weinstock, Parent; Ms. Wendy McDowell, Parent

The meeting was called to order at 6:02 by the Chair Mr. Kimbrough
Mr. Kimbrough started the meeting by thanking everyone in attendance he mentioned he looks forward to hearing from student's families and also CPS teachers and staff members about what they have experienced so far regarding cultural competency. Mr. Kimbrough then opened the floor for public comment.

Public Comment Highlights:

- An educator was very excited to work here in Cambridge however after to speaking with some teachers in the CPS district their excitement died down once they heard the stories of what these teachers had to endure and hold for themselves and their students and families of color?
- How does the district assess the school climate, what kinds of tools is the district using?
- What exactly is the process that students use to report racial issue?
- Sometimes the students have to report to the very teacher that they are having the issue with which can be very troubling since this is the person responsible for their grade in said class.
- Because of all the faces that are here today some people do believe that things can change they are hopeful that other people also want this change to come about.
- Someone mentioned that they would love to think that their child could be a student here some day and it's nice to see people showing up to do the work that needs to be done.
- There is some disappointment that this is a sub-committee meeting because it feels that this is an issue that should be addressed by the Committee of the Whole as well as the administration.
- There are deep and fundamental concerns about the continued lackluster response to these alarming issues and by doing so the district is sending a message that the district is fundamentally ok with how things are going.
- This is not just a school climate but a fundamental issue of equity and justice. And to address issues of fundamental equity and justice requires a fundamental change in practice and resource allocation.
- What is the district doing to train the teachers and staff in terms of diversity? There are plenty of trainings on child abuse and bullying but what are we doing to help identify racial bias
- The BSU did a wonderful job expressing their concerns in the YouTube video however their stories need to be validated, listened to and respected. Someone needs to respond in a professional way with a plan.
- Someone was deeply saddened about the reaction the BSU received from the video, they weren't supported and their concerns weren't validated or heard. At the end of the video they talked about how they were being called militant and the person was floored. They are here today because they want to know what the district is doing about supporting students of color not just at the high school but also at the lower level schools as well.
- We cannot ask for change and then try to ask for change to happen in a way that is more politically comfortable for us.
- There is frustration and annoyance that some teachers feel attacked by this video instead of motivated to change what is happening in their school.
- People want to be optimistic and be part of the solution but it's really challenging with what they see and hear from families of color, families that they grew up with that have children in the district that call them and tell them stories of racist behavior that is not being checked.

- It was said that these conversations are happening over and over again and it just feels like the same old thing.

After closing the floor for public comment Mr. Kimbrough stated that he briefly wanted to address those comments.

Mr. Kimbrough commented that he appreciates the courage of everyone that came forward to speak honestly about their concerns about the school district. Mr. Kimbrough stated that he carries deep empathy for the students that are still currently under distress, facing racism, being ostracized, and being made to feel badly about themselves whose self confidence is waning on a regular bias in terms of micro aggressions and macro-aggressions and racism that is currently happening in this district. Mr. Kimbrough thanked the members of the BSU for having the courage to move forward and to present their best selves with the video that they produced. He added that as a member of this Committee he is deeply saddened and sorry that they were not supported in their effort to come forward; that they deserved better and not to let this discourage them. Mr. Kimbrough then spoke to the parents in attendance stating that the School Committee will work hard with them to ensure that their children are receiving the best possible education. And that our educators will continue to work towards making our district antiracist where all educators have the necessary skills and knowledge to allow growth and prosperity for all students. Mr. Kimbrough asked if Dr. Likis would join the conversation.

Dr. Likis commented that it was great to hear everyone's personal stories. However through the course of her children's elementary school career she saw a lot of the same things happening that were described earlier during public comment. Dr. Likis admitted that CPS is not doing a good job advertising publicly the work that they are doing. She explained how the Cultural Proficiency Leadership Team was created and provided a brief overall view of the work they have been doing thus far. She stated that part of what this team did was to try and figure out how to extend this work into the classroom and engage teachers. The team decided to conduct a survey of all educators in Cambridge around cultural responsive instruction. Dr. Likis shared that this work is very exciting and different for the district because of the following reasons:

- 1) It's a true teacher leadership initiative in an area that we have acknowledged needing critical importance
- 2) It was a decision made at the district level that we will do this work together as a district. That every school will participate and that training is not optional.

She explained how the Cultural Proficiency Leadership Team consisted of two smaller teams:

- The **educator team** developed what they thought the curriculum for the course should be by interviewing principals and others across the district who were doing anti-racism or cultural proficiency work.
- The **training team** put together a course based off of the survey responses. The trainers then went back to their schools to work with their Principals to build action plans for their schools for this spring and for next year.

Dr. Likis explained the current step that the Cultural Proficiency Leadership team is now on where the trainers have received feedback from the instructors about the action plans and they will be getting feedback from the people at the district level that are working on this issue. The district is very excited because these plans are designed by and for each school community and they are sensitive about where each school community is and they are designed to move the work of that school community forward. There are 35 trainers that participated and every school has an action plan. This is also an initiative of our district cultural proficiency training plan.

Dr. Turk spoke about how the district is working closely with Dr. Darnisa Amante, CEO and founder of DEEP (Disruptive Equity Education Project) and Ms. Gene Thompson-Grove on how to bring more cultural competency into our school communities as well as the school district. She explained that the administrative council which includes all the principals JK-12th grade, the educational coordinators, the special education leaders, and central office staff have been working closely with these two individuals.

Dr. Turk commented that the work that this group has already engaged in has been pretty intense. There has to be a trust level with the people in the room and that does not come easily. She stated that the word micro-aggression has been used a lot this meeting and people may not be aware that in December 2017 the School Committee put forth a motion asking that there be a task force or working group launched to specifically look at micro aggressions in and across the district. That working group launched in March, and the plan is to have three sessions scheduled before the end of the school year with some work done over the Summer and three sessions scheduled for the Fall so that they will be able to complete the task that was put forward by the School Committee. She explained that this group will be looking at the state of micro aggressions at CRLS and across the district and making recommendations on what actionable steps can be taken in order to dismantle this kind of behavior and environment. Dr. Turk commented that through her lens what is missing in the community is that prior work that was done has not been sustainable. However she is hopeful because of the people that are coming out, that we can get to a place where the work can be sustainable and the mindset can shift.

Mr. Kimbrough asked if Dr. Turk would also talk about the federal grant from the Nellie Mae Foundation that the district recently received. Dr. Turk answered that the district received a significant grant from the Nellie Mae Foundation to look at the barriers in and across our district to see what is blocking us from making the academic progress that we know we can make and also what is it about this school, district climate, environment and mindset within our entire school community that is preventing us from moving forward. Dr. Turk stated that there will be a small group of teachers and administrators from the district coming together for three days at Babson Conference Center to begin to pull together a plan. This group will be meeting May 2nd, 3rd and 4th at that point she will be able to offer more information about the group's plan of action.

Mr. Kimbrough then turned the meeting over to Ms. Dexter who thanked everyone for coming out tonight, stating that the statements have been very powerful and she has learned a lot just by listening. She commented that this is really deep work for everyone involved and that everyone has to do their own personal work around anti-racism. She acknowledges that there is a lot of structural work that needs to be done around the districts discipline practices especially tracking.

She stated that the district will be de-tracking 7th grade math next year and is working on de-tracking 9th grade math. She commented that there is also curriculum work that needs to be done because the Massachusetts Framework is not an antiracist social studies framework therefore there is a lot of work to be done in our district, not just about how we are teaching but what we are teaching. Ms. Dexter commented that in her experience the only way, as a white person, that she can really learn antiracist behavior is by interacting with adults of color and that training and books are helpful however in our district there are not a lot of adults of color in our schools. For example the district had a lot more paraprofessionals and they were a much more diverse group then we currently have. She stated if we don't hire more adults of color in our schools then the work is not going to move forward very powerfully.

Ms. Aubourg stated that she is here to offer the student perspective and to make sure that the BSU is represented. Ms. Aubourg is very upset, she feels as if we were supposed to be here talking about racism and we have been talking about nothing. At the end of the day she will go to school tomorrow and there is still going to be racism. Ms. Aubourg stated that she has lost count of how many meetings she has sat through with the same conversations. She said that she is sorry and maybe just acting like a teenager however nothing that was said so far is helping her or the other students of color. She explained the reason she is the only student here is because the other students don't feel valued or heard and everybody feels like they are being silenced. She wants to make it clear that she is speaking of black children because everyone here keeps saying students of color however it's the black students that are affected the most in this school. Ms. Aubourg stated that if the district is going to do something about it then they need to do it now. She would like the district to stop saying that the students need to work with the teachers when it's the teachers that need to work with the students. This is why there is a disconnect with the students and they don't feel valued or have a connection with their teachers. Ms. Aubourg commented that she has a little sister that is about to attend CRLS and she doesn't want her to go through the same thing.

Mr. Kimbrough answered that he appreciates Ms. Aubourg sharing her concerns and that he is not trying to be dismissive of anything that she is sharing. He shared that he has also felt challenged as a new member of the School Committee with hearing her frustrations and not feeling like the work they have been making an effort to do is moving quickly enough to address these concerns. Mr. Kimbrough believes that the conversations we are having now and the work that the district is doing will make an effort to try and address the concerns brought up. He wants to recognize that as a school leader it's still not good enough and the work still needs to improve. He appreciates Ms. Aubourg being here and wants her to know that she is not voiceless and that he recognizes that she is hurt and not just her but every student that participated in the video. He is deeply saddened and sorry that as a district we have not been able to move forward with this work in a way that students feel supported. He stated that as adults who make decisions for this district they are certainly responsible to listen to the students and to take action by making sure that their voice is always heard even after they graduate and that this work continues. Mr. Kimbrough told Ms. Aubourg that because of her voice and because of her fellow students voice things will be different. Mr. Kimbrough said that he wants to acknowledge that the district is not doing enough and he wants her to know that as district leaders the School Committee will work tirelessly to ensure that her voice is not only heard but that action will be taken to move this work forward.

Mr. Kimbrough briefly went over the handout entitled: Takeaways from Ramon DeJesus presentation to the School Committee on March 20, 2018, which can be found on file in the School Committee Office. Mr. DeJesus is a new hire in the district as of October, 2017 who has been charged with the responsibility of hiring and retaining more people of color. Mr. DeJesus has brought a new level of energy and a level of district accountability that we are looking to move forward with. Mr. Kimbrough explained how the district is going to be able to use qualitative data to evaluate the anti-racism work the district will be doing. He also commented that when the School Committee decided to suspend the attendance policy it was in relation to the work and the video that the BSU made about experiences with micro-aggressions. Which may have resulted in students not attending class because of this and the School Committee did not feel that students should be punished for not going to classes where they don't feel safe or comfortable. Mr. Kimbrough commented that this is just one decision by the School Committee to recognize the voices of the BSU. Mr. Kimbrough does feel like as a district and member of the School Committee the attendance policy moving forward is in direct relation to the work of the BSU. He stated that as someone who had an African American female Math teacher freshman year and an African American male English teacher who ultimately changed his life that he recognizes and understands the importance that educators of color can have in the life of students of color. He is happy that right now there are 4 schools out of 18 in the district that are currently meeting the requirement of having 30% teachers are of color. He visited the Putnam Avenue Upper School yesterday where half the teachers are of color and math teachers for the grades 6, 7 and 8th are all men of color. The qualitative research that Mr. DeJesus spoke of is low in terms of why the district feels that this work is important and which is why they actually brought someone forward to do this work to be sure that the district is not only hiring educators of color but also retaining educators of color. Mr. Kimbrough also acknowledged that the state exam for teachers is a barrier for the district to be able to bring in teachers of color. He is happy that there is a new plan in collaboration with Boston University to offer a masters degree in teaching with a focus in urban education at 75% off tuition for our paraprofessionals to work on their Masters in Education. Mr. Kimbrough commented that the district wants to support paraprofessionals who want to go forward with achieving their master's degree who also want to come work at CPS. He stated that Mr. DeJesus warned the Committee about being very intentional with using the word intentionality in the context of recruiting teachers of color. Recognizing that 14 of our 18 schools are not reaching the goal of having 30% of the educators be of color so for the first time we have made public our recruiting calendar to ensure that people are aware that we are going to pursue additional educators of color. He explained that Mr. DeJesus will be attending various workshops throughout the year to learn more about recruiting educators of color and will be sharing this information with the district. However it is important for us as a district to recognize that just by recruiting educators of color that alone is not going to solve the issue of racism in the district.

Mr. Kimbrough knows that plans are nothing without action and that it's his responsibility as member of the School Committee and he holds himself accountable to members of the public and the parents that are in attendance to do this work and to hold the district leaders accountable. He also stated that by building relationships with our district leaders the School Committee can also join with them in doing in

this work. He said that together we will feel charged, empowered and inspired by our students and their families to make better on the promise to make this district a place that social justice is happening on a regular basis for everyone. Mr. Kimbrough then turned the floor over to Ms. MacDonald.

Ms. MacDonald thanked Mr. Kimbrough for his comments and explained how as an administrator to CPS for many years, she has attended many professional developments and trainings about anti-bias, anti-racist, cultural proficiency work. She commented that at the time the trainings and professional development was very scarce on these topics and the district would plan on there being multi trainings but then they would just die out after a while. She stated that the one thing that feels different for her about this work is that for the first time it is a part of the district plan and for a long time there was no comprehensive district plan like this plan. The district is not only looking at working with the educators but also the administrators and really holding everyone accountable to complete this work. She understands that can be hard to lead this work and do it well at the same time. Ms. MacDonald has been involved in many initiatives in Cambridge over the years and some of it was not done well and it actually had the reverse effect than expected. Ms. MacDonald acknowledged that the Cambridge Department of Public Health is also lending a hand to help complete this work. She spoke about how Dr. Amante is very inspiring to leaders in this district and that it may be beneficial to have her come speak to the School Committee. She also spoke on the goals that Dr. Amante has created for her DEEP organization: As administrators we have to develop a shared understanding that are connected to equity, privilege, power and expletive bias so that we can support each other as we collectively lead this work with an equity lens.

Ms. MacDonald commented that she believes that as administrators they need to examine their own bias which they have been doing through this work and that it's very important to be able to do if you are expected to lead this work. She mentioned that the district is committed in this work and how they are going to develop a shared understanding of concepts around equity, racial equity, and systematic depression so that we can focus more on race in the conversation. Sometimes in doing this work we start talking about race then we talk about students that are economically disadvantaged and it grows into other areas however this work led by Dr. Amante is really going to focus on race. Ms. MacDonald commented that one of the first steps is to figure out what are the barriers that prevent us from doing the work. She said that we are going to start by looking at our own work with immunity to change what's operating within each of us as administrators as well as the system. She mentioned that it's frustrating because everyone wants change to happen overnight and it's hard because she doesn't think we can promise that and she wants to be honest about that. However for the first time we have a superintendent, a school committee, district administrators and principals all working together towards the same goal. Mr. Kimbrough thanked Ms. MacDonald for her comments and opened the floor any last public comments.

Closing Public Comments Highlights

- The whole three year process that was described earlier is not working. If you ask black students if this process has made an impact the answer will be no. Who gets to determine how long we are going to let this go on.
- How many people of color are actually on the leadership team, how many trainers in the trainer program are of color?
- This is not anti-racism training and is wondering how the district is combining this with multicultural competency. Perhaps the DEEP organization will be able to address this concern
- Wondering if white children are benefiting more from the diversity in the school than the children of color and what does that mean for us as a district
- We are holding our children to a standard that we aren't even holding our teachers too. We have children signing anti bullying contracts but our teachers get to bully children of color and their principals protect them and say that dismissal is not on the table.
- A lot of the experiences that the students of color spoke about are being classified as a mirco-aggression and it's not its aggression.
- That whiteness and white privilege has not come up enough in this meeting.
- The whole process just seems slow and a bit worrisome. "Cambridge is violently silent and silently violent".

- It is not up to a person of color to educate a white person on whiteness or racism. If a white person is looking for that make sure the educator is paid. This is a huge part of why so many educators of color are so stressed because they have to carry everyone on their back and it's not acceptable
- Hopes that people are really hearing Ms. Aubourg because she really is the only voice in this room that matters.
- The district is taking some action but what else could we be doing in the next twenty days. Also wondering how are we showing up for the students how and are we involving the students.
- That the BSU got silenced and received backlash
- The steps the district has been talking about is great but the students need to hear or see something before the twenty days is up and who is it going to come from.
- Glad to hear about the long term solutions that are being put in place however we also need some faster solutions.
- We are really good at admiring the problem in Cambridge and now we have gotten a grant to admire the problem even more. Instead of taking action steps and using the resources this city has to do something. But if we sit for 20 more years and admire the problem about racism in our schools then our grandchildren are going to be at this meeting
- The district can set up lockdown drills which are mandatory and can change the lunch menu to offer healthier options these are concrete examples of how the district has moved somewhat quickly to make mandatory changes that are not negotiable. If we really value what students are going through and really hear their concerns when a child says that they don't feel safe in our schools. Where is our crisis intervention team when do we say we need to shut down daily operations to make this work happen. This is a fundamental question of priorities.

Dr. Turk added that there are five CRLS students involved with the mircoaggression group including Ms. Aubourg. There was also a meeting last night with a much larger group of students from the Cambridge Youth Council and there was an open invitation to all of them to participate in the mircoaggression group as well.

Dr. Likis stated that in terms of who was involved in creating the Cultural Proficiency Educator Team, it was a group made up of very diverse backgrounds. She mentioned that because we are using the term cultural proficiency that does not mean that race is absent. White privilege and supremacy is all a part of the content of cultural proficiency. Several of the trainers are members of the CEA Task Force for Educators of Color. We have been very intentional about who we picked for trainers. She said that she really understands and that she is very sympathetic with the slow nature of this work. But on behalf of the educators in the district that have step up to led this work within their school communities, please understand that it is very challenging work and at times difficult. Dr. Likis wants to encourage us all even though she understands that cynicism is deep and there is reason for it with history to support it. Part of the battle that we fight is getting people to believe that this work can be done. She wants everyone in attendance to have a good understanding of whom these people are that signed on to lead this work and support them.

Dr. Likis commented that one of our greatest barriers to actually making progress is cultural cynicism. She understand everyone frustrations but let's not condemn the work before it even starts. Part of what was asked of the trainers is to think how they are going to gather the data from their teachers to show where they are and also how this is being impacted throughout the school year. This plan is really focused on changing practices and changing student's experiences in the classroom environment.

Mr. Kimbrough motioned, Ms. Dexter seconded to adjourn.

Meeting adjourned at 7:57 PM

Erin Grant
Temporary Confidential Secretary to the School Committee

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

- Print out of Takeaways from Ramon DeJesus' presentation to the School Committee on 3/20/2018
- Meeting Agenda

#18-266, that the Report of the May 8, 2018 Governance Sub-Committee meeting be accepted as presented.

**Meeting of the Governance Sub-Committee
School Committee Conference Room**

**May 8, 2018
6:00 pm to 7:30 pm**

Called for the purpose of reviewing proposed School Committee Hearing Room protocols; reviewing proposed Rights and Responsibility Handbook Policy revision process, reviewing district fundraising policy, revising CEA President Motion #18-06 and reviewing C18-052 on the date of the second Regular Meeting in September.

Members Present: Ms. Bowman Chair, Mr. Fantini, Ms Dexter, Ms. Nolan

Also present: Ms. Maureen McFarlane, Legal Counsel; Mr. Jim Maloney, Chief Operating Officer; Ms Elisabeth Liss, Education Liaison to the Mayor; Mr. Dan Monahan, CEA President

The meeting was called to order at 6:07 by the Chair

Agenda

- I. Committee Hearing Room Protocols
- II. Reviewing proposed Rights and Responsibility policy revision process
- III. Reviewing district fundraising policy
- IV. Revising CEA President Motion #18-06
- V. Review recommendation for new CPSD meeting date in Yom Kippur

Committee Hearing Room Protocols

There was a brief conversation based on adopted Rules of the City Council on Courtesy.

Ms. Nolan commented that part about "the chair may authorize a constable or other officer to remove the person from the meeting" should be changed to a security person since the School Committee does not have access to a constable and it would cost additional money to have a constable. She feels that this is a very rare situation and wonders if this language would force the School Committee to have someone available to escort a rowdy person out. However she does agree with the rest of the document because it helps to establish respect for the meetings. She commented that the School Committee could just put up a sign restricting cell phone usage during meetings. Ms. Nolan also asked what exactly the restricted area is. Ms. Bowman answered that this Sub-Committee would have to actually define what area or areas are restricted and have these areas properly marked as well. Ms. Nolan commented that she would prefer not have any restricted areas because she wants the environment to be open for families and staff. Ms. Bowman commented that she would like to see more structure that people respect structure and it will allow the meetings to be more effective.

Mr. Fantini commented that these rules are already in place so he does not see the purpose of addressing this now. Ms. Bowman countered there was someone at a meeting who sat behind the School Committee and FaceBook Live the entire meeting and that's very problematic.

Ms Dexter asked how we would communicate to the public which areas are restricted. She also asked if the rules could be rewritten in a positive way for example the public is required to sit in the area designated to the public vs. instead of the public is restricted from an area. Ms. Bowman agreed and

asked Ms. Dexter if she would like to reword the document for the sub-Committee. Ms. Dexter agreed to rewrite the adopted Rules of The City Council for the School Committee. Ms. Nolan commented that it would be best to use visual cues like a map to indicate what areas are for the public. Ms. Dexter stated that it might be helpful if Mayor McGovern could advise the public verbally not to sit behind the School Committee since this is not a huge occurrence. Ms. Bowman asked Ms. Dexter if she could please have it rewritten and ready to be resubmitted to the Governance Sub-Committee.

Reviewing proposed Rights and Responsibility policy revision process

Motion by Governance Committee

Whereas the Cambridge Public School Committee executed its power and duties of educational planning and evaluation by voting in favor of the District Plan framework to guide strategic investments and programming within the district to improve educational outcomes for all children,

And whereas the School Committee, as the legislative body of the District, seeks to continue to execute its power and duties in a manner that allows the public to understand the purpose of the Committee and better meet the needs of children, families and the community at large in a strategic way,

And whereas the School Committee seeks to leverage time in the most efficient way possible to position the district to meet the objectives and measurable goals identified in the District Plan Framework,

Therefore be it resolved that the School Committee via Committees or individually identify specific CPSD policies to be reviewed during a beginning of a school Committee term to create clear goals as a governing body and work with the Executive Secretary to ensure the public can access the School Committees identified goals via the School Committee website and in the Dr. Henrietta Attles Meeting Room during Regular meetings.

Discussion

Ms. Nolan commented that the SC Planning Motion had nothing to do with the Rights and Responsibilities Policy and that seems very broad and it was not mentioned as part of the meeting.

Ms. Bowman stated that she wrote this motion to really frame how we would approach revising policies particularly the Rights and Responsibilities Policy within a School Committee term. She stated that the School Committee currently does not have a policy on how we review policies and this would help the School Committee become more proactive and organized. The School Committee tends to mainly talk about revising policies once they are brought to their attention by Ms. MacFarlane instead of being strategic and forward thinking.

Ms. Nolan commented that currently there is a process of reviewing policies once an item comes up it is then reviewed by a subcommittee and then presented to the Committee of the Whole for a final vote. Unless it is an update to a policy then Ms. MacFarlane will bring it to the Committee's attention. She stated that she does not have an issue with listing the policies to be reviewed for the upcoming school now as long as if any other policy issue come up during the school year it could still be addressed. Ms. Bowman agreed that if something should come up then it can be addressed without having to be listed prior.

Ms. Dexter commented that she would like to see the selection of policies happen in a dynamic environment. Mr. Fantini thinks that way the School Committee operates is not overwhelming however it's good to think about framing the process of reviewing policies but keep in mind some issues will still get brought to different sub-Committees throughout the year. Ms. Nolan asked if Ms. Bowman was thinking proactively in terms reviewing all of the policies. Ms. Bowman answered that she is thinking in terms of how does the work that the Committee does connect to the district wide framework. She believes that there is a different way that the Committee can leverage its time so that it is more proactive in addition to addressing concern or issues that may arise. It will also give the public the opportunity to see the items that the School Committee is working on in addition to other things that may come up. Ms. Nolan suggested making this motion more of a how we are going to start with the Rights and Responsibilities handbook has jumping off point before branching into policies. Ms. Dexter commented that the School Climate Sub-Committee has already taken on reviewing of the Rights and Responsibilities handbook

starting with Attendance Violation Policy. Ms. Bowman commented that going forward the Committee needs to be more diligent in making sure that policy changes are not hanging in the middle of the school year unless it's urgent. Ms. Nolan stated that a lot of times it's actually the administration that holds up the changing of a lot of policies and we need to try and work with them on this issue. Ms. MacFarlane commented that the Committee needs to make sure that any policy changes that happen are also updated in the Rights and Responsibilities Handbook. Ms. Bowman will reword this draft motion and present it at the next School Committee meeting.

Reviewing district fundraising policy

Mr. Fantini commented that we need to upgrade our policy to make it more contemporary to reflect in a more favorable light the efforts that are being made by different schools to fundraise. Ms. Bowman stated that we need to first track down the most recent fundraising policy and look it over before the next Governance Sub-Committee meeting so that it can then be brought to the Committee of the Whole.

Revising CEA President Motion #18-06 & #18-35

Ms. Bowman stated that she would like to put motion #18-35 back on the table to be rewritten and present it in the next Governance Sub-Committee meeting. Ms. Nolan commented that part of the reason this motion was tabled is because it would involve having a person at the table that is not an elected official and it could cause legal issues down the road. Mr. Fantini commented that he thinks that this motion would provide the CEA President a voice at the School Committee meeting if they choose to use it and that it would be a good idea. Mr. Monahan stated that one goal of this motion is to have a formalized structure for sharing work that CEA is doing that pertains to the School Committee and secondly it will also bring an educators voice to the table. Ms. Bowman commented that this will also create a working relationship with CEA President and the School Committee which could be beneficial all around. She said that she will revise some of the language of this motion and will resubmit to the School Committee very soon.

Review recommendation for new CPSD meeting date in Yom Kippur

Ms. Bowman will submit a motion to move the School Committee meeting from September 18, 2018 to September 25, 2018 in honor of Yom Kippur.

Ms. Bowman motioned, Ms Dexter seconded to adjourn.

Meeting adjourned at 7:15 pm

Erin Grant

Temporary Confidential Secretary to the School Committee

Documents Submitted: (on file in the School Committee Office)

- Agenda
- Rules of the City Council
- Governance Subcommittee Recommended Motions
- Motion #18-06
- Motion #18-35
- C18-052

#18-267, that the Report of the June 12, 2018 Governance Sub-Committee meeting be accepted as presented.

**Meeting of the Governance Sub-Committee
School Committee Conference Room
June 12, 2018
6:00 pm**

Called for the purpose of a follow up on evaluating a proposed process for the School Committee to revise, change or update CPSD policies, review the current CPSD fundraising policy, and to discuss the deadline for submitting Motions to the Executive Secretary.

Members Present: Ms. Mannika Bowman, Chair; Mr. Fred Fantini, Ms. Patricia Nolan, Ms. Emily Dexter

Also Present: Ms. Doshia Beard, Executive Secretary to the School Committee; Ms. Maureen MacFarlane, Legal Counsel; Ms. Elisabeth Liss, Educational Liaison to the Mayor; Ms. Rosalie Rippey, Family Communications Manager; Mr. Jim Maloney, Chief Operating Officer; Ms. Claire Spinner, Chief Financial Officer

A quorum of the School Committee being present, the chair called the meeting to order at 6:03pm

Agenda

- I. Reviewing District Fundraising Policy
- II. Reviewing proposed Policy Revision Process
- III. Review School Committee Motion submission deadline

Reviewing District Fundraising Policy

Policy on School-Based Fundraising for Student Activities

Ms. Spinner suggested that instead of using bullets, to break the items up into sections to make it easier to refer too. It was agreed upon to make this change.

“No student should be denied participation in enrichment opportunities because of financial inability to inability to pay”:

Ms. Bowman asked how this work out in terms of fundraising for class trips does, how does this work within the district. Mr. Maloney stated that it works largely on a school base level for example this year by adding money to the budget to cover these issues. However in the upper schools if the French club is going to France what will happen if only half of the students can afford to go? He explained that in the past the district/school would limit it to a small group and just do fundraising for that smaller group.

Ms. Nolan commented that we shouldn't use the word enrichment in reference to the school trip policy because it's too broad it includes every single trip that is offered. It could also cause an equity issue within the schools for example if one school was offering fields trip abroad another student in a different school may want to attend this field trip. She would like to take out the phrase “enrichment opportunities” and replace with “any school based activity”. Ms. Nolan believes that the field trip policy specifies for that reason “No student shall be denied participation in a field trip or school-sponsored trip that takes place during the day (and is not an overnight trip) because of financial inability to pay the fee”.

Mr. Maloney commented if that's the policy it hasn't been enforced since he started working here. Ms. Bowman commented that the out of state or abroad trips are more complicated she is mainly concerned about the smaller field trips like apple picking where the student may not be able to afford the fee. Ms. Rippey asked for clarity on school based activities. Ms. Bowman answered that anything led by the school and not by the parents would fall under school based activities.

Ms. Spinner asked if the FMA sponsored a trip how can the district say that no child can be denied because of financial inability to pay. Ms. Nolan commented that she thought the field trip policy stated that if it's during school vacation week then financial inability doesn't apply. Ms. Nolan read the field trip policy out loud and it was agreed upon that the field trip policy does in fact differentiate between field trips and an overnight trips in relation to denying a student because of financial inability to pay. Mr. Fantini stated that the field trip policy should be high on the list to be reviewed next and Ms. Bowman agreed with him.

Ms. Nolan commented that there is a typo on the school-based fundraising for student activities policy it should read “ticket sales for scheduled athletic and fine arts event” instead of ticket sales or scheduled athletic and fine arts event”. Ms. Bowman agreed and said she will make the necessary change.

Solicitation Methods:

Ms. Nolan asked a question in reference to the School Based Fundraising for Student Activities Policy specifically about solicitation methods. She asked if school pictures fall under this policy. She stated that the company that takes the pictures donates a portion of the proceeds back to the school and also advertises heavily throughout the schools which is a violation of this policy.

Ms. Spinner answered that with school photos funding it comes in as a donation though the School Committee and it gets put into a grant fund. Money that is made from fundraising for student activities goes into a student activity account which is held in a City of Cambridge bank account. But it is considered an agency fund that the district is holding on the behalf of the students to be spent on very specific student activities.

Ms. Rippey asked if the district has to complete the procurement process in regards to school pictures?

Ms. Spinner replied no because school pictures are exempt from Chapter 30b.

Ms. Nolan commented that the policy needs to be rewritten to provide clarity between school pictures and student activities.

Ms Bowman asked if Ms. Nolan would like to reword the School Based Fundraising for Student Activities Policy. Ms. Nolan agreed to revise the policy.

Staff may not utilize professional fundraising vendors that engage students or families in the sale of good (i.e. wrapping paper, candy):

Mr. Fantini commented that he knows of schools where this is happening and also wonders if books would fall under this category. He suggested adding "Unless approved by the Principal."

Ms. Nolan commented that if the sale of goods includes books then there is another part of the policy that gives the OK for book fairs. It was agreed upon to take this whole statement out and leave it up to the discretion of the Principal.

Policy on Accepting Donations from Booster Organizations

Ms. Bowman asked if the district's definition of boosters should be spelled out in the policy. She suggested putting this definition at the top of the document. Mr. Maloney suggested wording the booster definition as such: Booster groups include but are not limited to outside groups that wish to support the student activities at CPS such as 501(c)3, friends of groups, or ad-hoc parent groups. It was agreed upon to use this definition at the top of the policy.

- 1. All donations must be recommended for acceptance by the Principal and Superintendent of Schools or designee, and approved and accepted by the Cambridge School Committee:**

Ms. Nolan asked if policy on accepting donations from booster organizations can be revised so that the School Committee does not have to approve and accept every donation especially the smaller donations. Ms. Spinner answered that it's not about the amount of the donation it's about the purpose of said donation that requires it get approved by the School Committee. If the booster organization is not going to pay the bill directly but they prefer for the district to pay it using the public procurement process to do the purchasing then it would have to come in through the School Committee. She commented that there is a state law that states all grants and gifts have to be accepted by the School Committee with the expectation of student activities. Most of the time the "friends of" will write a check to a vendor to sponsor a field trip, occasionally the "friends of" may just want to give a certain amount to a school to broadly sponsor fieldtrips and those donations will come through the School Committee and placed in a grant. Ms. Nolan suggested adding "in ordinance with state law" and it was agreed upon that this would be a good addition to the policy.

3. Financial Contributions from booster organization must be deposited into a Student Activity Account. Appropriate financial procedures must be followed, including but limited to those outlined in the document, *Student Activity Funds Policies & Procedures*.

Ms. Spinner suggested removing the following sentence: Financial contributions from booster organizations must be deposited into a Student Activity Account. It was agreed to remove that sentence.

4. School Personnel should not serve on the Board of Directors of the booster organization due to potential conflicts of interest, A Principal or designee may, however, attend a meeting of a booster organization to provide informal guidance into CPS policies and procedures and the needs and priorities of the school:

Ms. Nolan stated that she knows this applies to “friends of” groups but does it also apply to all other organizations because she knew of principal that was on the board of City Sprouts for a long time. She commented that the reason for that is because it was actually helpful to the organization to have someone from the school practically when it’s an organization directly tied to the school. She does not see this as a conflict of interest but as benefit to both sides.

Ms. Bowman stated that it would be helpful to specify that boosters and “friends of” are groups that have parents or children that are directly related to an institution. Other groups such as City Sprouts are not directly but more indirectly engaged in the schools and they should have the same level of regulations as it relies to fundraising because they are indirectly engaged in CPS.

Mr. Maloney commented that he personally sees room for conflict of interest in helping to raise funds and in also smoothing the way for one group but not another. Ms. Bowman asked for an example on how this situation could create a conflict of interest. Mr. Maloney answered that it could be that someone with check writing abilities is on the board and that particular group is looking to raise funds for their work in Cambridge there are a lot of different scenarios that could be seen as conflict of interest.

Ms. Spinner commented that it could be a administer that is in charge of their own budget and this could influence their decisions about how they allocate their funding.

Ms. Rippley commented that in practice the parent teacher organizations have both parents and teachers and this could cancel out some memberships. She explained that at Cambridgeport one of the math teachers’ was the treasurer for a number of years, attendance of the teachers was high and it created good synergy within the group. It seems difficult to cancel out the opportunity for teachers as part of personnel to be involved in these organizations.

Ms. Bowman suggested changing it so that it reads “teachers and staff members can be a part of the board however should not have any kind of financial or fundraising responsibilities.” This change was agreed upon across the room. Ms. Spinner mentioned that there is also an overlay of the State Conflict of Interest Law which also governs State employees.

Public Comment on School Based Fundraising and Accepting Donations from Booster Organizations:

- Are bake sales included in the Wellness Policy in regards to the School Based Fundraising?

It was decided that bake sales are ok as long as it occurs during off school hours.

- Is it common knowledge that in order to sell raffle tickets one must have a license?

Raffles have been prohibited by State law. It was voted and agreed upon to add this to the policy.

- At a prior meeting there was talk of having two separate policies one for the parent 501(c)3 and one for the organizations like City Sprouts. Has there been any update on either policy.

It was decided for organizations like City Sprouts they have their own policies and liabilities. However the policy was split between what PTO’S and School staff can participate in through student activities accounts. It was decided and agreed upon to clean up the language in the policy to make this very clear.

- The wording on some of the field trip permission forms in terms of “please help donate xyz so that every child can afford to attend the field trip” is very misleading especially since it was already established that no child would be left behind from a field trip due to an inability to pay.

It was suggested to create a “best practice” document to help guide the wording of such forms. It was decided and agreed upon.

Reviewing Proposed Policy Revision Policy

Ms. Bowman briefly went over this policy and opened the floor for discussion.

Ms. Nolan commented that she believes that the School Committee does work proactively. She used the dress code policy as an prime example stating that this policy was worked on for a number of years and that the School Committee worked closely with the students to get this completed. There are a lot of other policies that come forward because we see something that is not working and we act on it. Ms. Nolan agrees that it is good to be proactive and transparent to the school community. However she is struggling to find how this would be operationally wise.

Ms. Bowman replied that this is also a way for the School Committee to be held accountable especially since it took years for the Dress Code policy to be finalized. Ms. Nolan commented that yes it did take a while for that policy to be finalized however most of the delay was the administration. She agrees that it could have been faster but she also want to be mindful of the fact that often when it is decided to make a policy change top priority most of the time it gets completed within a reasonable time frame.

Ms. Bowman commented that that this policy can help the School Committee get to the finish line at a timely pace. She understands that yes the School Committee must work hand in hand with the administration to complete policy changes however it is the job of School Committee members to push when necessary to get things done in a timely fashion.

Ms. Dexter asked how the School Committee would indentify to the public that this work is getting done. It was suggested that maybe having the Sub-Committees give brief reports or updates during the School Committee meeting would be a great way to get this accomplished. This was decided and agreed upon.

Ms. Liss suggested having broader language around the deadline of this policy considering the school year ends the following week. Ms. Bowman agreed to work on the language of this policy before presenting it to the Committee of the Whole to make it broader and to get rid of the deadline.

Ms. Bowman motioned to suspend the rules of the meeting to add an additional five minutes to the meeting time. Mr. Fantini seconded the motion.

Review School Committee Motion Submission Deadline

Ms. Beard briefly went over the motion citing her reasons and concerns regarding this deadline. This was decided and agreed upon.

Ms. Bowman motioned, Mr. Fantini seconded to adjourn
Meeting adjourned at 7:42pm

Erin Grant
Temporary Confidential Secretary to the School Committee

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

- Agenda
- Policy on School-Based Fundraising for Student Activities
- Policy on Accepting Donations from Booster Organizations
- Governance Recommended Motions

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

#18-268 Joint Motion by Mayor McGovern and Vice Chair Kelly, That the Cambridge School Committee send a letter of condolence to CEA President Dan Monahan and his family on the loss of his mother, Dianne Gifford Monahan.

- 11. Announcements:** On Saturday, September 15, 2018, 11 a.m. - 4 p.m. the City will hold its annual Danehy Park Day, a celebration of the Cambridge Community: Roving Performers, Arts & Crafts, Music,

Kites Galore, Amusement Rides, Children's Stage, Food & Giveaways. This year there will be a new and exciting attraction – A DUNK TANK! The Mayor, along with other City Officials including CPS Principals will be sitting in the tank (to be dunked) with the dual goal to entice members of the community to attend the event as well as to gain sponsorship for a good cause. Funds raised by the dunk tank will be donated to the Cambridge City Scholarship Fund.

12. Late Orders:

It was voted to adopt the following:

Motion by Mayor McGovern, that the School Committee hereby goes on record expressing its congratulations to Mr. Kevin Dua on being named a 2018 MTA Red Sox Most Valuable Educator.

- IN SCHOOL COMMITTEE -

September 4, 2018

WHEREAS: *CRLS teacher Kevin Dua will be will be receiving one of the [Boston Red Sox](#) and [Massachusetts Teachers Association](#) 2018 MTA Red Sox Most Valuable Educator Award; and*

WHEREAS: *This award signifies Mr. Dua's contribution to the education and personal growth of CRLS students; and*

WHEREAS: *Mr. Dua is a dedicated CRLS teacher of history and psychology as well as advisor to the Black Student Union; and*

WHEREAS: *Mr. Dua has been a leader in connecting with CRLS youth, fostering civic knowledge, enthusiasm, and perseverance; and*

WHEREAS: *Mr. Dua has become an important community leader, bridging conversations in the classroom, neighborhoods, and municipal government for the benefit of the public; now therefore be it*

RESOLVED: *That the School Committee go on record expressing its appreciation for the work of Kevin Dua and congratulate him on these and his other well deserved awards.*

A true copy:

*Dosha E. Beard:
Executive Secretary to the School Committee*

Motion by Ms. Dexter, Climate Preparedness Week and the nonprofit Communities Responding to Extreme Weather Readiness

13. Communications from City Officers

Marc C. McGovern
Mayor

Phone: 617-349-4321
Fax: 617-349-4320

August 6, 2018

To the Honorable, Members of the School Committee:

I am writing to communicate my position against the introduction and discussion of items at School Committee meetings that have not been published on the agenda. Specifically, I am speaking to the submission of late motions and requests to open public comment on those same items, or various other off-agenda issues through suspension of the rules. I believe the practice is not in keeping with either 940 CMR 29.00 Open Meeting Law or our own adopted School Committee Rules, and that it undermines transparency and accessibility in our public process.

Late Submissions

Allowing late submissions serves the distinct purpose of ensuring public bodies can respond to issues: 1) requiring urgent attention due to their timeliness; and 2) arising from emergency situations. The body should regard the necessity of taking up late submissions that do not fall into either of those categories with skepticism, lest the use of late submissions fall into regular practice. This is underscored by School Committee Rules Chapter II, Section 4.3(c), which states that "late orders [should] be reserved for motions that are ceremonial rather than substantive." The School Committee should also strive to mirror the practices of other public bodies in the city by refraining to take up substantive items when they do not appear on the agenda and are not urgent in nature. For example, the rules of the City Council state that "Late policy orders shall only be considered in an emergency or if action is required before the next regular meeting."

I request that School Committee members keep this in mind before introducing late submissions.

Public Comment on Late Submissions and Items not on the Agenda

School Committee rules require the timely submission of motions by noon the Wednesday before a meeting, and that the agenda be shared publicly 48 hours prior to the meeting. The Open Meeting Law 29.03(1) also provides guidance: "Except in an emergency, public bodies shall file meeting notices sufficiently in advance of a public meeting to permit posting of the notice at least 48 hours in advance of the public meeting." These rules exist to maintain transparency and equitable access to the business of the School Committee, and to ensure that the public shall be reasonably advised of the issues to be discussed at the meeting.

The public is already deprived an opportunity to participate when unpublished late motions come before this body, and that in turn is a detriment to our deliberation. When certain proponents are given notice of a late motion in advance, however, and the general public is not, our public process is corrupted.

Democratic governance is premised on the idea that all participants have equal opportunity to comment and have access to the same information. Circumventing the agenda process for non-emergency items can firmly slant conversations in favor of the few folks who are in the know. It is deeply unfair, opaque, and predisposed to bias. Before suspending the rules to allow public comment on late submissions, we should consider whether the general public has had an opportunity to review materials in advance.

Requests to Open Public Comment to Items not on the Agenda

Similarly, we should only open public comment to items not appearing on the agenda during extenuating circumstances. Allowing off-agenda discussion on substantive issues not only raises transparency concerns, it prevents robust public debate. We should adhere to the public process even when, and perhaps especially when, that opinion is shared by members of the School Committee. Doing otherwise invites an imbalanced perspective void of dissenting and/or inclusive viewpoints.

In closing, I ask that we collectively commit to remain focused and act judiciously as we strive to achieve the goals outlined in our District Plan. I look forward to a productive school year serving all our students and their families.

Sincerely,

Marc C. McGovern
Mayor

Phone: 617-349-4321
Fax: 617-349-4320

August 29, 2018

To the Honorable, Members of the School Committee:

I am writing to share an update on the status of free food service programming for youth across Cambridge enrolled in both CPS as well as DHSP preschools.

Background

As Vice Mayor I lead an initiative that evaluated the cost of living in conjunction with food needs seen across Cambridge. This analysis took a close look at food insecurity, federal income standards and CPS' free/reduced lunch programs. In Cambridge we have a sizable number of people living in poverty within an overall environment of affluence.

Cambridge currently has a poverty rate hovering around 18%, with 30% of our Black and Latino families living below the Federal Poverty Guideline (FPG). As we know, the FPG does little to tell the true story of income insecurity in Cambridge, as our cost of living is so much higher than the majority of the country. For example, the FPG for a family of four is \$24,500 per year. In Cambridge, for a family of four to meet their basic needs (housing, utilities and food), or what we defined in the *Income Insecurity Report (2015)* as the "Cambridge Security Standard," they must earn \$108,800 annually. This demonstrates that there is a significant gap between those who are defined as "in poverty" and those who can barely get by in Cambridge.

In March of 2017, I collaborated with School Committee Member Kathleen Kelly, and then Food For Free Program Director Alanna Mallon on the *Free and Reduced Lunch Program Report*, which looked at food insecurity, the impact of hunger on learning, and the current CPS Free/Reduced lunch program.

The report made three recommendations:

- 1) That the Cambridge Public Schools begin using the income guidelines outlined in the City's Income Insecurity Report of 2015 as the guidelines for determining which families qualify for free breakfast and lunch;
- 2) Eliminate the reduced lunch category; and
- 3) That the City of Cambridge add additional funding to the Cambridge Public School 2018 budget to be allocated for providing free breakfast and lunch to all students who qualify under the new income guidelines.

Current Status

As Mayor, I've continued to bring this conversation forward and have met repeatedly with the Superintendent, CPS Administration, DHSP, and the City Manager's Office to address the three recommendations issued in the 2017 report. Given the complexities in both cost and administration of the first recommendation, we made the decision to focus on the recommendations addressing student meals and nutrition.

Thanks to the support of the City Manager and the School Administration, we are moving forward with an effective and sustainable course of action.

In October, the City Manager will be submitting an appropriation recommendation to the City Council for their approval for \$160,000 from Free Cash for an expansion of free food programming for Cambridge

youth. Funding will be used to eliminate the Reduced Lunch Category in the Cambridge Public Schools and to establish a free breakfast program in all elementary and upper school buildings, thus providing free breakfast and lunch to hundreds of Cambridge Public School students whose families now earn too much to qualify for Free Lunch but who are still below the Cambridge Security Standard. As noted above, the appropriation recommendation will be made to the City Council in October after the tax rate is set, which is scheduled for October 1, 2018.

This appropriation will not result in a reduction or reallocation of funds from the current Cambridge Public School budget or any subsequent CPS budgets.

In addition, in recognizing that hunger is an impediment to learning and development, these funds will also be used to offer free breakfast to all children who attend the preschool programs through the Department of Human Services Programs.

I would like to thank Vice-Chair Kathleen Kelly, Councillor Alanna Mallon, City Manager Louie DePasquale, City of Cambridge Finance Director David Kale, Superintendent Kenneth Salim, CPS Chief Operating Officer Jim Maloney, CPS Food Service Director Melissa Honeywood, Business Manager for Food Services Anthony Grein, CPS Chief Financial Officer Claire Spinner, and Educational Liaison to the Mayor Elizabeth Liss for all their hard work addressing this very basic need.

Consistent healthy nutrition can and will have an impact on the wellbeing of children and families in our community. I hope that you join me in thanking CPS and City Staff for their positive collaboration in service of Cambridge youth.

Respectfully,



Mayor Marc McGovern

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

- Agenda
- CPS District Plan Updates: School Committee Regular Meetings/Roundtables 2018-2019 (Draft)

Statements from Public Comment (copies on file in the School Committee office)

- Mr. Frank Shirley, #18-263

E-Mail communications (copies on file in the School Committee office)

- Sara Jackson Macmanus, #18-263
- Bill Bogstad, #18-263

On a motion by Vice Chair Kelly seconded by Committee Member Dexter, it was voted to adjourn (8:20 p.m.)

Attest:



Dosha Beard
Executive Secretary