CPS
Cambridge Public Schools

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 **August 7, 2018**

Called for 5:00 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 (Remotely), Ms. Dexter, Mr. Fantini (Remotely), Ms. Kelly, Mr. Kimbrough, Ms. Nolan, Mayor McGovern

Also Present: Student School Committee Member Anthony Grassi

Mayor McGovern in the Chair

A quorum of the School Committee being present, the Chair called the meeting to order at 5:00 p.m. After reading the call of the meeting, the Chair announced the following:

The City Manager has authorized the use of remote participation at meetings of the City's public bodies. The Open Meeting Law Regulations issued by the Attorney General on November 11, 2011, 940 CMR 29.10, are to be used as guidelines for the use of remote participation.

Pursuant to the Open Meeting Law Regulations:

1. There is a quorum of the School Committee, including the Chair, physically present at the meeting location.

2. School Committee Members Ms. Manikka Bowman and Mr. Alfred Fantini have, prior to the meeting, notified the Chair of their desires to participate remotely in the meeting and identified the reason for and facts supporting their requests, and the Chair has determined in light of the information provided by the School Committee Members that the School Committee Member's physical attendance at the meeting is unreasonably difficult.

3. Ms. Bowman and Mr. Fantini will remotely participate in the meeting and are in attendance at the meeting via telephone.

4. Ms. Bowman and Mr. Fantini will state for the record that the proceedings are clearly audible.

5. All votes taken at the meeting must be by roll call vote.

Ms. Bowman and Mr. Fantini confirmed that they were able to clearly hear everyone and all assembled clearly heard their response.

1. Public Comment:

The following individuals were heard:

- Meg Maloney, Larch Rd., speaking on behalf of Rose Levine, **#18-247**, **250, 251** and **252**, read the testimony from Ms. Levine (on file in the School Committee office). She is disappointed to see **#18-209, Motion by Ms. Nolan and Mr. Fantini**, on the agenda, and asks what provisions are planned for this.

- Caitlin O'Donnell, Gold Star Rd, first grade teacher at FMA, **#18-252, 250, 247, 251**, regarding **#18-252**, finds the students of BSU to be very brave and should be supported, also in support of our immigrants and the Social Emotional Learners and is asking for a roundtable.

- Linda Yeh, Essex Street, first grade teacher at the Haggerty, **#18-252, 250, 247, 251**, agrees with everything Ms. O'Donnell stated. Around class size policy, Lexington recognizes how important it is, read a section on the students records law from the Lexington School Committee, (on file in the School Committee office).

- Karin Engels, Wendell Street, and Anthea Leverne, **#18-252, 250, 247, 251**, both support the proposed roundtables. They reiterated that there are a staggering number of students with high level needs, the supports are not in place to help these students. There are many models out there that will be effective and CPS should look into them more closely. Ms. Engels stated that teachers do ask for more staff, but they are constantly turned down and lose motivation.

- Rebecca Xiong, River St., re **#18-250**, passed out a statement (on file in the School Committee office) spoke on student records laws, access of third parties in the era of technical communication, asking for more access to data privacy law re: parents' directory using the opt in or opt out system.

- Monica Velgos, Harvard Street, **#18-250**, access to parents' info is needed for many different reasons, teachers, liaisons, and administration appreciate the help that parents give, a contact directory is very much needed.

- Ruth Dresin, Fenno St., **#18-249**, re world language, is requesting an expansion of the number of students that would like to learn Spanish. She feels that French is good, but Spanish is more important.

- Ross Benson, Brookline Street, CRLS math teacher, **#18-248**, CRLS Homework Policy, stated the policy has been a problem since 2010, there are more issues than no homework over long breaks and no homework should be given after class is dismissed. Teachers have many varying views on the amount of homework that should be handed out, it needs to be addressed in the policy.

At 5:30 p.m., Public Comment has officially been left open expecting additional speakers.

2. Student School Committee Report: None

3. Presentation of the Records for Approval:

On a motion by Ms. Nolan, seconded by Vice Chair Kelly, on the following roll call, it was voted to accept the following Minutes as presented: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

- Regular Meeting, June 19, 2018
- Special Meeting, June 19, 2018

4. Reconsiderations: None

5. **Unfinished Business/Calendar:**

On a motion by Ms. Nolan, seconded by Emily Dexter, the Unfinished Business/Calendar was brought forward for discussion and adoption.

#19-209, Joint Motion by Ms. Nolan and Mr. Fantini, whereas the district vision is a commitment to joyful rigorous learning and

Whereas the district has a long history of supporting students who have already mastered class material to be placed in an appropriate class, including students in the middle grades who know the math content, and

Whereas students entering the district are given the opportunity to have their knowledge assessed, that the School Committee supports all students and

Further that the administration is directed to ensure that all students who have completed math studies and have requested a placement test in sixth or seventh grade be assessed either by the end of the school year or by mid-August to ensure appropriate instruction can be delivered.

Discussion followed on **#19-209**.
Ms Nolan stated that this motion is not to change anything already planned with the AMP. It has been her experience that there are always a handful of students in any given grade that already know the material. She also spoke about a time when assessments were not allowed. The question was raised why not other subjects also? It is not a good message to not let them prove what they know in any subject. She would like to have adaptive testing, which is why this motion is needed. Ms. Nolan feels that we are putting roadblocks in the way of advanced learners.
Mr. Fantini added that he agrees with everything that Ms. Nolan stated and he would like to know what the protocol is since we have hired a staff person to take care of gifted children.
Emily Dexter stated she really appreciates this motion; she would like this to be forwarded to the Curriculum and Achievement Sub-Committee.
Vice Chair Kelly believes they are being supported and she would like to have the Superintendent speak to this issue.
Dr. Salim stated that this issue is about placement. He feels this motion would like to see a different placement for all students which may be at odds with what the CPS intent is, not just the grade 7 enhanced math work. There are a lot of changes that are happening right now with middle grades and the major focus is there.
Mr. Kimbrough wants to ensure that learning is joyful and students understand the importance of learning. In terms of staffing, content mastery in math; and the issues that some concerned parents have need answers also.
Ms. Bowman stated this is a very dynamic conversation, and asked how the needs will be met not only for this cohort of students but for all students.
The Mayor stated that advanced learners are a conversation for the Curriculum and Achievement Sub-Committee. He cares about all children, placing children elsewhere leads directly to segregation. Lets' give the program Dr. Salim has in place a chance to work. He supports very highly a diverse classroom.
Vice Chair Kelly stated that it is not only an academic issue, it is also a social emotional issue.
Ms. Nolan stated she appreciates all of the comments, and we do not want to spend a lot of time on a handful of kids, we did this for the SEL, she does not believe that this handful of advanced learners do not deserve the adaptive test without a ceiling.
Ms. Dexter explained she feels the new math model should allow collaboration with Dr. Morgan. Ms. Dexter moved, seconded by Ms. Nolan to refer this motion to Curriculum and Achievement Sub-Committee; on the following roll call vote, **#18-209** was adopted: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern NAY.

#18-214 Motion by Ms. Bowman, whereas the RSTA program prepares students for post-secondary education and careers in some of the fastest growing professions in the world today and

Whereas the CPSD understand there are multiple career pathways that lead to long-term success and

Whereas the city, as well as CPSD consistently acknowledge students who earn college scholarships upon graduation without the same level of acknowledgment for students who directly enter the workforce as a result of the RSTA program,

Therefore be it resolved that the CPSD report out on all students directly entering the workforce as a direct result of the RSTA program and,

Be it further resolved that the CPSD create a 'Signing Day' recognizing high school seniors starting jobs instead of college.
https://www.mnn.com/money/green-workplace/stories/signing-day-recognizes-high-school-seniors-starting-jobs-not-college

Discussion followed on motion **#18-214.**
Ms. Bowman stated we often focus on college, however there is now a huge market for career pathways outside of college. The Mayor is not quite sure what it will look like to have a signing day for RSTA as with the athletic program, he likes and supports the concept, but doesn't understand how to implement it. Dr. Salim indicated he has been in conversation with Dr. Ananis, Executive Director of RSTA, agreeing that this is about career pathways no matter the military, workforce, or athletics and is happy to have the motion referred to him.
Mr. Fantini asked if Dr. Salim has already supplied a report of the numbers on this issue, the answer being in the affirmative, Mr. Fantini observed the numbers were low; and that many RSTA students are going into college instead of directly into the workforce.
Ms. Bowman stated in regards to the technicalities of how it can be done, she sent in documentation from other communities about how they have done it. Her major concern is how to create diverse career pathways, and to focus on how to elevate our program to higher numbers in the job market for our students. Motioned by Ms. Bowman, seconded by Vice Chair Kelly, on the following roll call vote, **#18-214** was removed from the calendar, adopted and referred to the Superintendent: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

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

Attachments:

1-POLICY ON ACCEPTING DONATIONS FROM BOOSTER ORGANIZATIONS

2-POLICY ON SCHOOL-BASED FUNDRAISING FOR STUDENT ACTIVITIES

No discussion. **#18-217** remains on the Calendar

6. Awaiting Reports:

On a motion by Mr. Fantini, seconded by Vice Chair Kelly, the Members passed over all Awaiting Reports:

#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)

#18-249, The School Committee *requests a report from the Superintendent* on the number and percentage of 6th, 7th, and 8th grade students in each CPS upper school and Amigos that have been granted, for school year 2018-2019, their first choice of courses in elective subjects and world language. *by October 2, 2018.* (7-8-18 C18-305)

7. Superintendent's Agenda:

7a. Presentations: None

7b. CPS District Plan: None

7c. Consent Agenda:

Ms. Nolan moved, seconded by Vice Chair Kelly, on the following roll call vote, the Superintendent's Consent Agenda was brought forward for discussion and adoption: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA. Mr. Kimbrough removed **#18-220**. Ms. Nolan removed **#18-225, #18-232 and #18-242**. Ms. Bowman removed **#18-234 and #18-244**. Ms. Kelly removed **#18-243 and #18-245**. On the following roll call vote, items **#18-219**, **#18-221 through #18-224**, **#18-226 through #18-231**, **#18-233, #18-235 through #18-241 and #18-246** were adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-219, Approval of Agreement between the Cambridge School Committee and the AFSCME Council 93, Local 1611, be adopted as follows: that the School Committee approve the Agreement between the Cambridge School Committee and the AFSCME Council 93, Local 1611 in accordance with WR-18-659-CN-A.

#18-221, Approval of a Request from the School Committee to the Election Commission for Mailing Addresses, be adopted as follows: that the School Committee approve a formal request to the Cambridge Election Commission for mailing addresses.

#18-222, Day and Residential Program Services not Available from the Cambridge School Department, be adopted as follows: 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:	36	$3,347,272.46
Residential Program Tuition Contracts:	4	$993,454.78
45 Day Program Contracts	_____	$_____
	40	$4,340,727.24

#18-223, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Special Education Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

ABACS, LLC, 10 Gill Street Suite J, Woburn, for the period
July 1, 2018 to June 30, 2019, in the amount of $80,000.00.

#18-224, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Educational Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Breakthrough Cambridge, CRLS, 459 Broadway, Cambridge, for the period July 1, 2018 to June 30, 2019, in the amount of $79,910.00.

18-226, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Student Support Services: Volunteer Management, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Cambridge School Volunteers, 459 Broadway, Cambridge, for the period July 1, 2018 to June 30, 2019, in the amount of $196,365.00.

#18-227, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Educational Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

City Sprouts, 678 Massachusetts Avenue, Cambridge, for the period July 1, 2018 to June 30, 2019, in the amount of $100,000.00.

#18-228, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Educational Support, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Enroot, 99 Bishop Allen Drive, Cambridge, for the period July 1, 2018 to June 30, 2019, in the amount of $55,000.00.

#18-229, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for FY 19 HVAC Supplies, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Filter Sales & Service, 15 Adams Street, Burlington, for the period July 1, 2018 to June 30, 2019, in the amount of $60,000.00.

#18-230, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Professional Development, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Playworks Education, 67 Kemble Street Suite 36, Boston, for the period August 28, 2018 to June 30, 2019, in the amount of $39,000.00.

#18-231, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Student Transportation Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Hummingbird Transportation, 53 Ridge Road, Upton, for the period July 1, 2018 to June 30, 2019, in the amount of $49,000.00.

The time for additional speakers to arrive having expired, on a motion by Ms. Nolan, seconded by Vice Chair Kelly, on the following roll call vote, at 6:25 p.m. Public Comment was closed: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-233, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Legal Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Parker Gallini LLP, 460 Totten Pond Road, Suite 350, Waltham, for the period July 1, 2018 to June 30, 2019, in the amount of $30,000.00.

#18-235, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Educational Support Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

uAspire, 31 Milk Street, Suite 900, Boston, for the period
September 1, 2018 to June 30, 2019, in the amount of $50,000.00.

#18-236, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Rental of Parking Lot, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

ARE-MA Region No. 61, 385 E. Colorado Blvd, Suite 299, Pasadena, CA for the period September 1, 2018 to June 30, 2019, in the amount of $28,333.30.

#18-237, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Student Information System for Cambridge Public Schools, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Follett/X2 Development Corp, 75 Sergeant William B Terry Drive, Suite 220, Hingham, for the period July 1, 2018 to June 30, 2019, in the amount of $60,812.00.

 # 18-238, Approval of Gifts to Cambridge Public Schools, be adopted as follows: that the School Committee accept and approve the following gifts and receipts as described.

A gift of $558.21 to the Kennedy-Longfellow School and Cambridgeport School from O'Connor Portraiture Inc., as commission for student portraits. Funds will be used for the general support of the school.

A gift of $348.05 to the Kennedy Longfellow School from Recycle That, LLC, in return for items collected in the school's clothing/book collection box. Funds will be used for the general support of the school.

An in-kind donation made from individual donors for a Cello to the Visual & Performing Arts Dept.

#18-239, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Special Education IDEA Allocation, for the period September 1, 2018 to August 30, 2019, in the amount of $2,616,251.00. Project/Grant SC19605
Description: The purpose of this Federal Entitlement Grant Program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. The temporary salaries line is an offset for the Proportionate Share of services provided to private school students. The remainder will be used for out-of-district tuition for students. (Note: amount indicated is $3,000 less than the full state allocation as a membership fee of $3,000 to Mass Urban Project is paid directly by DESE.)
#18-240, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
FY19 Title III: English Language Acquisition for Limited English Proficient (LEP) Students, for the period September 1, 2018 to June 30, 2019, in the amount of $83,279.00. Project/Grant SC19737
Description: This grant will fund three five-week supplemental summer enrichment programs for English Language Learners (ELLs) at the Graham and Parks, Kennedy Longfellow, and Vassal Lane Upper School. The programs will improve educational performance by assisting these students to learn English and meet State academic content standards. It will also provide support for Parent ESL classes, supplies for the programs, and registration for Sheltered English Immersion (SEI) teachers to attend the annual MATSOL Conference. ELLs at a private school who are assessed for eligibility will receive tutoring services on a proportional basis.

#18-241, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Title IV/Student Support and Academic Enrichment, for the period September 1, 2018 to June 30, 2019, in the amount of $76,491.00. Project/Grant SC19732
Description: Part of the Federal Every Student Succeeds Act (ESSA), Title IV grant for FY19 will be flexed into the district's Title I program to provide Putnam Avenue Upper School with a student support teacher who will cultivate strong relationships with at-risk students and provide on-going support for the development of academic, SEL and behavioral skills necessary for success in school.

#18-246, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Popplestone Foundation, for the period September 1, 2018 to August 31, 2019, in the amount of $260,482.00. Project/Grant SC19695
Description: This foundation grant will continue to support the salary of 2.0 full-time music teachers at the Peabody School and the Fletcher-Maynard Academy, as well as contribute funding for 0.4 of a 1.0 teacher FTE at the Tobin School.

8. Non-Consent Agenda:

#18-220, Approval of Revisions to Cambridge Public Schools Rights and Responsibilities Handbook, be adopted as follows: that the School Committee approve the revisions to the Rights and Responsibilities Handbook (first reading).

Discussion followed on **#18-220**. Mr. Kimbrough asked what part we are voting to support.
Emily Dexter would like to see the entire document and wants to know what happens to the Attendance Violation Policy which is part of this document. School Committee Member Dexter provided an update stating that she intends to bring a revision to this policy by way of a recommendation on the Attendance Violation Policy in September.
Ms Bowman is anxious for a recommendation on this also. Revisions can be made at the next Regular meeting. On the following roll call vote, item **#18-220** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-225, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Educational Support, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Cambridge Housing Authority, 362 Green Street, Cambridge, for the period July 1, 2018 to June 30, 2019, in the amount of $180,325.00.

Discussion followed on **#18-225**. Ms. Nolan asked if how we are measuring the success can be explained.
Mr. Fantini noticed we are supporting a certain number of students, are all students that need the support getting it.
Mr. Kimbrough believes this workforce program supports low income students in 8th grade, is it selective?
Dr. Salim answered that he can follow up and can provide a report to the Committee on the success of this contract.
Ms. Dexter stated she thought that was an additional $16,000.00 in the budget for students that are going into college.
Ms. MacDonald answered as part of the workforce program there is some funding to follow students into college and throughout.
Ms. Dexter would like to follow all of our students and keep up with them.
Mayor McGovern stated that the Office of College Success already does that. He can ask for a report.
On a motion by, seconded by, on the following roll call vote, item **#18-225** was adopted: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-232, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Computer Software, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

McGraw Hill Education, P.O. Box 182605, Columbus, OH, for the period July 1, 2018 to June 30, 2019, in the amount of $27,000.00.

Discussion followed on **#18-232**. Ms. Nolan stated she noticed the word adaptive is in this contract. She wants to know if teachers can seamlessly integrate this into the existing math system. Are we going to have to do our own programming to make sure we can use the data base?
Dr. Salim answered that this program was used first at the CSUS for 1 year prior to CPS making broader changes.
Dr. Turk elaborated and explained the term assessment means ALEKS and is a tool. The program is and is adaptive and used because the students are part of an formative and adaptive system. It is not in anyway to be used to replace the math class. The students are using and benefiting from using the program.
Ms. Nolan asked if this integrates seamlessly into our data base, do we have any evidence that it actually works? Has there been any improvement?
Dr. Turk answered that it will take an additional year with more students involved in order to see improvements in outcomes. Seeing the students in action with the program, the students were eager to participate.
Mr. Kimbrough spoke about McGraw Hill Education as a contractor that regularly contributes to ALEC, and is actively involved in movements on the prison industrial complex, and on standardized testing. He supports the use of the technology, but not the work of McGraw Hill. On the following roll call vote, item **#18-232** was adopted: Ms Dexter NAY; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan NAY; Ms. Bowman YEA; Mayor McGovern YEA.

#18-234, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Software Maintenance, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

SchoolCity, Inc., 2900 Lakeside Drive, Suite 270, Santa Clara, CA, for the period August 12, 2018 to August 11, 2019, in the amount of $47,565.00.

Discussion followed on item **#18-234**.
Ms. Bowman asked to hear more about the summary attached to this as it relates to the district wide framework. Can the data be centralized in one place and how it will work with SchoolCity.
Dr. Salim explained how many users will have access to a whole range of assessment results and can generate reports that are useful to teachers.
Ms Nolan asked if SchoolCity is used by all teachers and across all schools, it was answered in the affirmative. On the following roll call vote, item **#18-234** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-242, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Title I Distribution, for the period September 1, 2018 to June 30, 2019, in the amount of $1,077,807.00. Project/Grant SC19604.
Description: The FY 19 Title I grant will fund additional teaching staff at four elementary and one upper school. Intervention teachers allocated to the four elementary schools, Kennedy Longfellow, King Open, Morse and Fletcher Maynard Academy, will provide ELA and Math intervention and targeted support to at risk students. At Cambridge Street Upper School, the Title I grant will fund a student support teacher who will build strong relationships with at risk students and provide on-going support for the development of academic, social emotional learning and behavioral skills for success. (The Title IV grant will create the same type of position at Putnam Ave Upper School.) The Cambridgeport School will receive services on a contractual basis. In addition, the grant will fund two half-time Reading Recovery lead teachers who will

provide professional development for all district early literacy interventionists, a family liaison and the Title I Coordinator. The grant budget also provides funding for services for homeless students, professional development, parent involvement, printing and supplies, and services to eligible students in private schools.

Discussion followed on **#18-242**. Ms. Nolan is looking for backup on how this grant gets distributed. She would like to know how it is allocated in future reports. She is looking in particular at the free and reduced lunches in the upper schools compared to all of the elementary schools having more funding. On the following roll call vote, item **#18-242** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-243, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Title IIA/Teacher Quality, for the period September 1, 2018 to June 30, 2019, in the amount of $199,034.00. Project/Grant SC19731
Description: As part of a comprehensive district initiative that focuses on the preparation, training, recruitment, and retention of highly qualified educators, these funds will provide $110,000.00 in teacher stipends for the mentoring program for new teachers. In addition, the grant will fund a .60 FTE ELA district coach position for grades 6-8; the balance will be for private school staff who will be served in proportion to their school's enrollment.

Discussion followed on **#18-243**. Vice Chair Kelly asked for more information in terms of this grant being split between mentoring program for teachers in the public and the private school staff.
Dr. Salim informed the Committee that this is an allocation from the federal government that funds need to go to private schools.
Ms. Spinner responded that all title grants require that we provide supports to private schools. Last year we had a reduction in the allocation of this grant.
Vice Chair Kelly would like to follow up with **#18-245** allocation. Ms. Spinner stated we will also see that in the IDEA grant. The students have provisions from this also. On the following roll call vote, item **#18-243** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-244, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Young People's Project, for the period September 1, 2018 to August 31, 2019, in the amount of $20,000.00. Project/Grant SC19147
Description: This grant will support .2 FTE of the salary and benefits of the district's Innovation Coordinator who will work with YPP and CPS on STEAM Design Challenges.
Discussion followed on **#18-244**. Ms. Bowman recused herself because she was voted in as the chair of the board of trustees and the vice chair sits on that board with her.
Ms. Nolan asked who the Innovation Coordinator is.
Dr. Salim stated this is a misnaming of the innovation design position, it is actually the Innovation Design Coach.
Ms. Nolan offered an amendment to item **#18-244** that the description be changed to the district's Innovation Design Coach
On the following roll call vote, the amendment to item **#18-244** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman ABSENT; Mayor McGovern YEA. **Description**: This grant will support .2 FTE of the salary and benefits of the district's ***Innovation Design Coach*** who will work with YPP and CPS on STEAM Design Challenges. On the following roll call vote, Contract item **#18-244** was adopted as amended: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman ABSENT; Mayor McGovern YEA.
#18-244, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

Young People's Project, for the period September 1, 2018 to August 31, 2019, in the amount of $20,000.00. Project/Grant SC19147
Description: This grant will support .2 FTE of the salary and benefits of the district's *Innovation Design Coach* who will work with YPP and CPS on STEAM Design Challenges.

#18-245, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:
Special Education Early Childhood Allocation, for the period September 1, 2018 to June 30, 2019, in the amount of $56,007.00. Project/Grant SC19607
Description: This SPED Early Childhood Allocation grant funds a paraprofessional (1.0 FTE) in inclusionary classrooms; the balance will be used for Proportionate Share services provided to private school students. On the following roll call vote, item **#18-245** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

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

On a motion by Mr. Kimbrough, seconded by Vice Chair Kelly, on the following roll call vote, the School Committee Agenda was brought forward for discussion and adoption: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

On a motion by Mayor McGovern, seconded by Vice Chair Kelly, on the following roll call, the rules were suspended for the purpose of a discussion on items **#247, #251, and #252** which involve Roundtables: Ms. Dexter YEA; Mr. Fantini YEA; Ms Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

Discussion followed on item **#247.** Mayor McGovern wants to have these Roundtables sooner rather than later.
Vice Chair Kelly wants to move forward with these Roundtables also. There have been comments from staff that want to participate in Roundtable discussions.
Ms. Nolan would like a calendar of dates for these three Roundtables.
Some of the Members stated they are concerned that these Roundtables will turn into presentations; they want the Roundtables to primarily be discussions.
Dr. Salim requests that he be allowed to come back to the Committee of the Whole by the first meeting in September with a calendar of when these three Roundtables and possibly other Roundtables will happen.
The Mayor is in agreement of referring these three motions to the Superintendent to come back with a calendar date on these Roundtables.
Mr. Fantini motioned to amend motions **#247, #251, and #252** to include language that they be televised.
Mr. Bowman stated that we need to make sure the general public understands how Roundtables are structured. We need to figure out how to set norms and set out what the purpose is for these Roundtable meetings.

#18-247: **Joint Motion by Mayor McGovern, Vice Chair Kelly and Mr. Kimbrough**, WHEREAS: The CPS District Framework views the whole child as an individual; and
WHEREAS: The District Framework strategic initiatives implement social, emotional, and behavioral learning frameworks and multi-tiered systems of support for students; and
WHEREAS: Social Emotional Learning (SEL) is critical in the education of the whole child and for each child's future success; and
WHEREAS: CPSD supports a culture of continuous improvement through monitoring and evaluation of best practices in SEL and multi-tiered support; now therefore be it
RESOLVED: That the District Administration provide information of the current status and planned next steps to strengthen these initiatives; and be it further
RESOLVED: That the School Committee and Superintendent will convene a roundtable on Social Emotional Learning no later than October 12, 2018. Educators and staff most engaged in supporting students' needs will participate in this discussion. On the following roll call vote, **#18-247** was adopted as

amended and referred to the Superintendent to be put on a calendar of Roundtables: Ms. Dexter YEA; Mr. Fantini YEA; Ms Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-247: **Joint Motion by Mayor McGovern, Vice Chair Kelly and Mr. Kimbrough**, WHEREAS: The CPS District Framework views the whole child as an individual; and
WHEREAS: The District Framework strategic initiatives implement social, emotional, and behavioral learning frameworks and multi-tiered systems of support for students; and
WHEREAS: Social Emotional Learning (SEL) is critical in the education of the whole child and for each child's future success; and
WHEREAS: CPSD supports a culture of continuous improvement through monitoring and evaluation of best practices in SEL and multi-tiered support; now therefore be it
RESOLVED: That the District Administration provide information of the current status and planned next steps to strengthen these initiatives; and be it further
RESOLVED: That the School Committee and Superintendent will convene a roundtable on Social Emotional Learning. Educators and staff most engaged in supporting students' needs will participate in this discussion. *This Roundtable will be televised.*

#18-248: 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.
Further that the policy be communicated to all staff and students as soon as practicable (first reading).

Ms. Nolan stated this came from students that have graduated and she is happy to refer this to curriculum and achievement, she agreed with Mr. Benson's comment during public comment, we have two policies related to homework. One is an overall generic policy to reinforce learning which applies to all students. The second is a product of several years of people working on a homework policy to improve equity.

Mr. Grassi stated he was one of the students that worked on this policy. He agrees with Ms. Nolan that it should eliminate disparities between students, be more equitable and to set guidelines. He is happy to answer any questions about the intentions of this policy that any Members may have.

Emily Dexter asked Mr. Grassi to inform CRLS students that we appreciate and value the work.

Mayor McGovern read part of the attachment and asked if the administration has seen this policy? He would like to know for sure that the Principal has seen this document.

Dr. Salim requests more time to look at this too, and he also appreciates the work that has gone into it.

Ms. Bowman asked for a timeline on the referral to the Superintendent to confer with senior administrators and to give the School Committee time to do due diligence.

Dr. Salim stated that if this has been presented to School Council, perhaps he should be able to supply a report by the second meeting in October.

Ms. Nolan agrees with Ms. Bowman and Emily Dexter and believes that the second week in October is good enough. It was agreed to vote it to a second reading. On the following roll call vote, item **#18-248** was referred to the Superintendent and adopted as amended: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.
#18-248: That the following be referred to the Superintendent: 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).

#18-249: 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, 7th, and 8th grade students in each CPS upper school and Amigos that have been granted, for school year 2018-2019, their first choice of courses in elective subjects and world language. The Committee requests this report by October 2, 2018.

Discussion followed on **#18-249**. Emily Dexter did not know that we offered French classes to students more than Spanish. She wants to know if our upper school kids are getting their first choice.
Dr. Salim stated that this information involves a paper process, it is not electronic. Therefore, he does not know how time intensive this request for an analysis report will be. At this time of year our clerical staff is overloaded with various important data entry.
Ms. Nolan suggested that we do not need more than the 6th grade and it would make it easier to supply the data.
Emily Dexter agreed to amend the motion to remove the date of October 2, 2018, have it say to the end of the calendar year and to amend the motion on the area of elective subjects for 6th grade only.

Mr. Fantini exited the meeting at 7:10 p.m.

On the following roll call vote, **#18-249** was adopted as amended: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.
#18-249: Whereas students benefit from exercising some choice in their academic program; and
Whereas one goal in creating separate upper schools was to offer 6th to 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.*

#18-250: WHEREAS: Cambridge is a diverse city that embraces newcomers as equal and valued members to our shared community; and
WHEREAS: As a school district CPS is committed to affirming the dignity and rights of our students, staff and families, specifically taking steps to safeguard student data related to immigration status (please see motion #17-115 from June 6, 2017); and
WHEREAS: CPS strives to create welcoming environments, rigorous, joyful, engaging learning and an understanding, supportive approach to the education of the whole child; and
WHEREAS: Under federal, state, and local law, all students are guaranteed equal access to school regardless of their or their families' immigration status; and
WHEREAS: Equal access to education is bolstered by a strong foundation of shared expectations and practices as well as feelings of safety, welcoming, and connectedness to community; and
WHEREAS: Current national and local events have shown a ramp up in deportations of undocumented immigrants and feelings of uncertainty in the expectation of security of student information; and
WHEREAS: Cambridge is a declared Sanctuary City, respecting the safety and well-being of all people, delivering universal protections of civic life, without regard to immigration status; now therefore be it
RESOLVED: That in order to build on previous and ongoing work CPS go on record to reaffirm our continued commitment to welcoming, educating, and supporting all students and families in Cambridge Public Schools regardless of immigration status; and be it further
RESOLVED: That CPS take all necessary actions to continue to ensure that policies and practices

related to students' immigration status are in optimal standing, securing confidentiality while maintaining students' full access to services. Action steps for Superintendent *to consider* include:
* Review and update (as needed) CPSD policies related to sharing of student data
* Communicate polices clearly to students, families and staff
* Communicate to all staff that they should not share a student or his/her family's immigration status with any federal or state agency, including ICE
* Share widely best practices for supporting immigrant students to all teachers and staff
Example: https://www.nacacnet.org/globalassets/documents/knowledge-center/undocumented-students/e4fc_educatortop10.pdf
* Work with students, families, teachers, staff and admin to create a sign of welcoming in multiple languages to be displayed in each school building foyer
* Prominently display sign of welcoming on CPS website home as well as each individual school homepage, as well as links to resources
* Share out a list of local resources to students/families, that may include: The International Student & Family Center, Cambridge Human Rights Commission<https://www.cambridgema.gov/hrc/discriminationfaqpag>, and Commission on Immigrant Rights and Citizenship (CIRC)
* Work with CET and other services to ensure that materials are/can be translated into the different primary languages spoken in by students and families.

Discussion followed on #18-250. Mayor McGovern mentioned that some of our residents are scared regarding what is happening to our undocumented students across the country. He spoke of some cities that communicate and cooperate with ICE with 1 click on a website; we are being lumped in with those cities. We do not do that; we are trying to protect our immigrant neighbors.
Ms. Bowman stated that she will be bringing in additional motions on how we use and leverage this type of data in order to make sure we protect our students and their parents.
Ms. Nolan stated this is building on work we have already done. This motion is an affirmation of that fact.
Dr. Salim stated that the Cambridge Public School District does not collect information on immigration status.
Mr. Kimbrough stated he wants to make sure that everyone knows of the work that Cambridge does as a Sanctuary City.
Mayor McGovern mentioned talks on immigration do not tend to have a dialogue with people with different views.
Emily Dexter suggested since we do not collect or store any data or information on immigration, perhaps we should write a letter to the Chronicle or the Cambridge Day stating such. Emily Dexter also suggested that the policy on FRIPPA be reviewed.
On the following roll call vote, item **#18-250** was adopted: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-251: WHEREAS: The CPSD District Framework Objective Engaging Learning is supported by maintaining classroom sizes that enable integrated, hands-on, and real world learning opportunities; and
WHEREAS: The January 2018 Elementary Program Review highlighted that many teachers and staff are involved in the curriculum delivery of classroom instruction; and
WHEREAS: Evaluating staffing and class size will provide a deeper understanding of CPSD curriculum delivery and effective teacher-student ratios in our elementary schools and classrooms; and
WHEREAS: Teacher skill set and teacher-student ratios may impact equitable delivery of curriculum across the district and workload size among teachers and staff; and
WHEREAS: Each elementary school's staffing may differ according to the student population's needs and how school improvement funds are used, i.e. for hiring paraprofessionals, interventionists, and interns; and
WHEREAS: The School Committee supports a culture of continuous improvement through monitoring and evaluating best practices with the aim to create joyful and rigorous learning for all students; now therefore be it

RESOLVED: The School Committee and Superintendent will convene a roundtable no later than September 28, 2018 to review current staffing models for each elementary school, which includes use of paraprofessionals, interventionists, interns, and teachers/staff that regularly provide instruction to general education students; and be it further
RESOLVED: Administrators and educators from multiple elementary schools and grade levels will participate in this roundtable discussion.
NOTE: This motion replaces Motion #18-109 adopted May 1, 2018 submitted by Mayor McGovern and Emily Dexter
On the following roll call vote, item **#18-251** was adopted: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-252: WHEREAS: CPSD district framework objective includes providing Equity and Access to Increase Opportunity and Achievement; and
WHEREAS: During the 2017-18 school year the CRLS Black Student Union shared personal experiences of micro and macro aggressions; and
WHEREAS: The School Committee has taken steps to ensure that student voice is a true catalyst to action including:
In March of 2018 the School Committee voted that the ongoing cultural proficiency and professional development provided for teachers and staff explicitly include training on micro-aggressions and implicit bias
In March of 2018 the School committee voted that in addition to teachers and staff training on micro-aggressions and implicit bias be held for School Committee Members and CPSD central administration
In May of 2018 the School Committee voted that a concrete process for reporting matters of cultural competency so that these matters may be handled with care, compassion, transparency, and urgency, providing opportunities for learning and progress is in place by the start of SY 2018-19 and is clearly communicated to both teachers, staff, students, and their families
In June of 2018 the School Committee voted that the Superintendent identify and engage trained diversity and inclusion specialist that can assist the district with appropriately managing issues of racism in real-time within the school district
Student led micro aggressions working groups have been ongoing under the guidance of Dr. Carolyn Turk; and
WHEREAS: Student voice, perspective and experience are vital and highly valued in creating welcoming and engaging environments of learning; now therefore be it
RESOLVED: That together the School Committee, Administration and Educators extend an invitation directly to the students and advisor of CRLS Black Student Union to convene in a roundtable discussion, to be held no later than November 2, 2018; and be it further
RESOLVED: That the goal of the roundtable discussion is to continue to be in conversation with students, actively demonstrate the significance of student voice, perspective and experience with the intent to hear directly on the beginning of the 2018-19 school year, as well as to provide the CRLS community a forum to collaborate and update on relevant work being implemented.
On the following roll call vote, item **#18-252** was adopted as amended: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-253: Whereas the district has a goal of achieving 30% educators of color
be it resolved that all people who are on hiring committees be trained in implicit bias training prior to serving on an interview committee.

Discussion followed on **#18-253**. Mr. Kimbrough explained this motion came about because he wants to make sure CPS is taking the proper steps to insure people on interview committees understand what implicit bias is.
Ms. Nolan asked if we can put this motion into action immediately.
Dr. Salim stated we have begun this work within our leadership team with Mr. De Jesus.

Ms. Allen, Executive Director of Human Resources, stated she was very happy to see this motion on the agenda, it is part of the dynamic diversity initiative, and stated that she is looking at achieving these objectives in a variety of ways. They intend to have some open sessions that members of the community can be part of. It is her goal to expand consciousness in hiring.
Mr. Kimbrough asked if there is any training in place?
Dr. Salim answered the initial work has been with the principals and coordinators because they will be doing the hiring.
Mayor McGovern asked what the requirements are?
Ms. Allen stated that there are no requirements exactly. The principals will put out a notice and Human Resources will try to recruit people of color to interview.
Mayor McGovern asked if parents, teachers, and others are being trained. Implicit bias is not learned from watching a video.
Ms. Allen stated we started with training our administrators and teachers first.
On the following roll call vote, item **#18-253** was adopted: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly ABSENT; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-254: Approval of Invoice for $4,165.00 from the National School Board Association (NSBA) for 2018-2019 annual dues.

#18-255: Approval of Invoice for $7,320.00 for the Massachusetts Association of School Committees (MASC) for 2018-2019 annual dues.

On the following roll call vote, item **#18-254 and #18-255** were approved: Ms. Dexter YEA Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

#18-256: That the Report of the June 11, 2018 AV Policy Ad Hoc Sub-Committee be accepted as presented:

Meeting of the Attendance Violation Ad-Hoc Sub-Committee
School Committee Conference Room

June 11, 2018
3:00 pm to 5:00 pm

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

Members Present: Ms. Emily Dexter Chair, Ms. Kathleen Kelly, Ms. Patricia Nolan

Also present: Dr. Carolyn Turk, Deputy Superintendent; Ms. Elisabeth Liss, Educational Liaison to the Mayor; Ms. Susie Espinosa, Dean of Students Learning Community C; Ms. Maria DiClemente, Dean of Students Learning Community R; Ms. Susie Van Blaricum, Dean of Students Learning Community L; Mr. Jamalh Prince, Dean of Students Learning Community S; Mr. Tal Sebell-Shavit, CRLS Science Teacher; Ms. Kathleen McCormick, CRLS Special Education Teacher; Ms. Anastasia Gentry, Early Education & Care RSTA Teacher; Ms. Jean Cummings Cambridge Day Reporter & Parent

The meeting was called to order at 3:07 by Ms. Dexter
Ms. Dexter started the meeting by reading the call of the meeting followed by brief introductions around the table. Ms. Dexter handed out a packet of information that was compiled from meetings of previously held Ad Hoc Attendance Violation Sub-Committee meetings, snippets of minutes from two Regular Committee of the Whole meetings. The packet also contained a graph of AV Grade Reductions for the 2016-2017 school year, a memo from Principal Smith and an email from a community member all of which can be found on file with the School Committee office.

Ms. Dexter stated the purpose of the Sub-Committee is not just to force the students to come to class on time and on a regular basis but to make them want to attend class on time and *frequently*. She commented that sometimes it can be easy to just focus on creating a policy and forget the bigger picture.
Mr. Sebell-Shavit, a science teacher at CRLS commented that if you're tardy you are most likely to be tardy to 1st period he also asked if the chart in the packet showed whether or not it is the same group of students being late to all four classes or is it a different group of students all together.
Ms. Nolan asked of the 437 total assigned instances based on the table included in the handout how many students completed a buyback and also how many students make up that total. Ms. Dexter answered that because this data is from the second quarter of fall around the time that the buyback program was on hiatus. Ms. Nolan then asked if the data from the last two semesters was available yet. Dean Prince answered that that data has been turned into Principal Smith already but his number is 128. Dr. Turk was able to provide the following numbers for the 3rd quarter by learning communities C97 R125 L111 S128.
Ms. Dexter asked the Deans whether or not the grade reduction was the right punishment going forward and also for a quick update on how they think things are going in regards to attendance. Dean Van Blaricum answered that there are students that are trying to learn some healthy habits but the natural consequences may not be the best teaching tool. However there are some students struggling with some outside issues and we need to focus our time and energy and finances towards getting some support programs geared towards these students.
Dr. Turk asked what are some things that you have observed during the past year especially since there was a time that we did have a policy in place and a time when there was no policy in place. Dean Prince answered that from what he sees some of the higher achieving students didn't bother doing the buyback option because they felt their grades were good enough they could just sail through however some of them were very concerned about the buyback option because they understand accountability. He stated that they all had different reasons about why they needed to buyback but no one complained that it wasn't fair. Dean Van Blaricum commented that her experience was that for once she had students coming to her concerned about their attendance as opposed to previous years when she had to chase the students down and make repeated phone calls to parents and guardians. She also mentioned that it felt really good to see the students take on more responsibility for their attendance. Dean Espinosa echoed her fellow deans by saying she also saw a lot of the same things especially with the seniors if they didn't need a class to graduate then attendance was very sparse. She said that *unfortunately there is a culture at the school where a lot of students feel like oh well I'm already late might as well grab a bagel or oh well I'm failing this class anyways so why show up. She commented that if students were more engaged with their first period teacher there is a better chance they will be on time for school and for the remaining classes throughout the day*. She does think that there is a lack of understanding what's going on with the students but there needs to be more focus on what we need to do to help these students be on time for class.
Dr. Turk mentioned there was a group of students that were trying to be defiant once the attendance policy was in place however it seems to have died down and she was wondering if the any of the Deans had any thought in regards to this particular group. Dean Espinosa answered that what happened is that since the buyback policy was placed on hiatus a lot of students seem to think there is no attendance policy and that it doesn't' matter if they show up or not to class/school. There is also a group that feels that they can just come and go as they please. Dean Prince answered that there are students that show up for school but they never make it in to the classroom they have been labeled the in-school dropouts because they are in the building they just don't make it to class. Each Dean can name at least five of these in-school dropouts and even after working with the families there are barriers in place that we are struggling with and it's a major concern.
Ms. Dexter asked if the buyback policy encourages students not to be on time since there is a forgiveness already built into the policy.
Ms. Gentry explained that 25% of the total grade of her class is based on class participation. If they are absent or late they start the day with 5 points. Each student has the chance to earn up to 15 points for class participation every day. She explained that by grading her students this way she is able to connect be on time and being present to classroom learning. She further explained that if she sees that the student is coming to class each day and that they are truly trying to make up the missed work she will

bump up the class participation grade to 10%. Ms. Gentry does realize that she does have a much smaller group of students then most teachers which is why it may be easier for her to keep up with her students attendance. She does try to be transparent with her students so they will know exactly where they stand in her class. Dean Espinosa commented that she thinks Ms. Gentry approach is great and she wishes that more teachers have the time to do the same or similar approach. *Unfortunately* a lot of teachers are unable to grade this way because they have bigger classes and it can be time consuming.
Mr. Sebell-Shavit commented he doesn't do his grades weighted that he uses a point system and that it will be very hard for him to figure out how to assign points for class participation. That the double penalty of missing class and your grade still being reduced still has a part of a buy back attached to it. After the last meeting he started to rethink what it means for grades going forward. He mentioned that there has been a discussion amongst a few teachers about adding a citizenship piece to graduation and that one of the components to that would be attendance. However it would not be tied to a grade but to graduation. If the double penalty is a concern then by embedding into each student's syllabus it is still a double penalty instead of it being an AV policy it is just a built in policy. One way or another it's still a concern. Mr. Sebell-Shavit also spoke on the lack of accountability for attendance at the CM/ Home Room Community meeting because he has students that he has seen twice this whole quarter. Even when they were doing the MCAS review he had one student that wanted to go to a different CM room because he had more friends in that room and Mr. Sebell-Shavit insisted that he was to remain in his assigned CM room. He stated they need to come up with a universal way so that if it's not related to a grade that there is some type of accountability.
Ms. Gentry commented that she agrees a lot with Mr. Sebell-Shavit that in her class she calls it participation and that attendance is just one piece of the pie. There are others things that come into play when she is grading on participation; for example how helpful is the student during class, do they come to class prepared to learn. She went on to explain that over the course of the entire semester participation counts as 25% of the entire grade. Most students that 25% does not really make a dent in their grade unless they have poor attendance and poor citizenship skills it would probably take your participation grade from an A+ to a B or a B-.
Ms. McCormick commented that one of her concerns was when one of her students stopped coming around the same time as the seniors graduated and when she finally checked in with this student they told her not to worry that they already locked in passing her class early on that they did the numbers and they are not worried about failing her class. She also mentioned that the kids that are rolling in late come into the room and they are still socializing and it's difficult to get them settled in because they missed all the previous work and they are not interested in making up the work but they need to be there so that that they don't AV. A lot of times these students are at an advantage because by coming late they get that one on one time with the teacher they also are able to get the information quicker and go through the problems one on one with the teacher without having to do a lot of the hard thinking like the other students.
Ms. Dexter commented that she likes how Ms. Gentry is having the conversations one on one with the student and there is no third party involved. It allows for more accountability among the students and it gives Ms. Gentry the opportunity to really get to know her students on a different level.
Mr. Sebell-Shavit commented that he definitely has more issues in core classes that his electives because the students actually get to pick the electives and chances are that they will be invested being on time to a class that they get to pick.
Ms. McCormick mentioned that school has so many different things in place for students that are having trouble with their grades, for example study halls, tutoring sessions even some teachers staying after school to assist these students that there really needs to be a push for more accountability in regards to attendance.
Dean Espinosa commented that a lot of students just come late to school and that 80 minutes is a long time for one class. She said that she is kind of anti-block scheduling that doesn't rotate and that she would be interested having a conversation about that further down the road.
Ms. Liss asked if there is any kind of data that shows the core classes with the worst attendance VS the electives with the worst attendance. The answer was that we do not have that kind of data as yet.
Dean Espinosa also answered that it may not make that much difference if we had that type of data because for some students if they don't like the class core or elective they aren't going either way.

Mr. Sebell-Shavit commented that he would like to see some type of data on core VS elective because it would be interesting to see if it's the same 25% not attending both classes and if not what is the overall percentage of attendance.
Dean Prince commented that the law says they can be absent up to 7 times or have 14 half day sessions in a six month period. He also spoke about the academic piece to this policy and how he is against it because you do not know how a student has come to their achievement but what we do know is what we expect in the classroom in terms of attendance. He mentioned that years ago CPS was looking into no credit vs an F and how at the time a lot of people were against it because colleges did not want both showing up on a transcript. However in Boston at some of the schools they would allow you, during the following marking period, to re-take a class to get your credit however if you don't have the credit by the end of the school year you would receive a no credit for that class. He also spoke about the citizenship piece and the possibility of making CM attendance a citizenship grade and having it be a part of the graduation requirement. Lastly he spoke of how he was on the credit committee years ago that they realized that if they kept the traditional 7 periods of 42 minutes each daily schedule that students would be able to fail up to half of their classes and still is able to graduate. So at that time they decided to change the credit amount to 260 credits which meant that students don't have the opportunity to fail as many classes and still graduate even though it still leads to 1/3 of their classes that they can blow off. There are a lot of issues and factors that need to be looked at and addressed in terms of attendance.
Ms. Kelly spoke about unexcused absences vs excused absences and how sometimes because some students have their parents calling their absences in to the school they are able to graduate with far more absences than allowed by the state.
Mr. Sebell-Shavit commented that he has a student right now that has 24 absences this semester however every single one has been excused because the parent called it in to the office. His understanding is that once a student gets to a certain amount of absences that their needs to be some sort of medical clearance but that's not happening at all.
Ms. Dexter then asked for more feedback on the buyback policy is it working or not. The answer was that there was a student that the teacher never thought would have ever fallen into the AV bucket but somehow she ended up in that bucket her senior year and considering the growth of a student 9th grade vs 12th grade maybe there should be a stricter policy starting second semester for 12th grade.
Ms. Dexter asked if there were any last thoughts about the buyback policy especially if it was encouraging students not to be on time or attend classes. Ms. Cummings answered that there are so many different profiles of students that a part of the chronic lateness/absence issues that for some kids AV-ing is helping them develop healthy habits but there are other students where we are trying to make this school fit for them as a educational system but it's not working for them; that it doesn't matter what rules or regulations we put in place it's just making it harder for them especially if we are going to try to obligate staying after school when they can't even get to school in the first place is not a solution that's going to help. So basically you really have to tackle this issue from multiple angles.
Dean Espinosa commented that back in the 2000's we had the right not to issue credit to students if they are skipping out on classes and now that it's not longer on the table students are feeling as if they don't need to come to every class because they can still graduate regardless.
Ms, Dexter asked if a student is issued a no credit does that affect their GPA. Dean Espinosa answered that no it wouldn't affect GPA's however they would need to make that class up at another time in order to receive that credit. Ms. Kelly also commented that unless it's a core class the student does not need that credit anyways to graduate they could get the credit in a different elective which is part of the ongoing problem. Ms. Nolan added that she understands the need to give harsher consequences to seniors however part of her feels like we should be giving them fewer consequences. She has two children who have already graduated and she remembers getting a phone call every time they were late or absent to class however once they started college they could be absent for months before she received a phone call and it just seems to her that there is too much of a change between high school and college. She has heard from other parents whose children have struggled with different issues in college like binge drinking and it's partly because kids are looked at so much in high school that when they get out in the real world and attend college it's too much freedom for them and it can become too much of a shift for some students. It may make more sense to have a stricter policy for the 9th and 10th graders instead of the upperclassman.

Dr. Turk commented that at the last meeting Mr. Sebell-Shavit had the same idea of having different policies for different grades with the idea that underclassmen need more guidelines than the upperclassmen and it will help them prepare for college as well. Mr. Shebell-Shavit commented that yes he did make those suggestions along with not having a buyback policy for the seniors it will be less to follow up with them but with harsher consequences. He mentioned that right before today's meeting he was speaking with Ms. Dexter about lowering expectations, what supports need to be put in place so that we can give the population that needs the assistance the tools that they need to be on the same field has their peers. We need to figure out how to show them that in the real world not showing up or being constantly late that the consequences can be grave. Lowering the consequences doesn't solve the issue we need to figure out what system needs to be in place; what are different students going to respond to how do we make it a system so that all the students will realize that they need to show up for class everyday on time. Mr. Shebell-Shavit gave an example of how he has a no cell phone policy in his classroom and a student got upset saying that their mother is in the hospital when all they needed to do was inform him of this in advance before the class started. We need to teach students how to have these types of conversations in advance. How are we teaching students to have these types of conversations to be able to hold their selves accountable as well?
Ms. Nolan commented that once we teach them how to communicate in this way it will help them once they get to college because it teaches them how to advocate for their selves in a healthy way.
Ms. McCormick commented that plays into how they go about completing work assignments as well because they may think that it's ok not to put the full effort into completing a group assignment especially if they know they can just skate on by with the minimal effort and that type of attitude will follow them everywhere they go especially since most people get hired by word of mouth now.
Ms. Cummings asked if there is a special reason that the seniors get to graduate early every year.
Dr. Turk answered that no there is not a special reason it has just been that way for generations it has become somewhat of a tradition.
Mr. Shebell-Shavit said that as a teacher it becomes a problem because there are still 3 weeks left of school and he only has 3 juniors left in his class which makes it hard to prepare his lesson plans since they already taken have their finals along with the seniors in his class so he ended up giving them a research project just to keep them busy.
Ms. Gentry commented that for her students she has a voicemail system set up on her phone that goes straight to her email that time, dates and location stamps each message so that when her students call her from their practicum everyday they are being held accountable because she expects them to call every day and if they can't make it they are excepted to email her and their supervisor in a timely fashion. She said that about 95% percent of the class does it 95% of the time.
Ms. Dexter suggested that Dr. Turk and the committee have a smaller meeting in August since it's the last meeting of the school year just to see where they are right now with the policy.
Ms. Kelley suggested that maybe after this meeting the committee should have a good idea of where they stand with the policy.
Ms. Dexter then asked for Dr. Turk to give her options on the policy. Ms. Cummings also commented that according to the minutes from the previous meeting there has been some work done with the student government in regards to the attendance policy and that it would be great to hear an update from Dr. Turk.
Dr. Turk answered that she knows that Mr. Smith has meet numerous times throughout the year with student government members and other interested students about the attendance policy just to try and get feedback from the students. She thinks that the deans have really covered the bulk on what type of conversations are going on amongst the students in regards to attendance. After listening to Mr. Smith and the deans on multiple occasions she realized that wherever we land on this we need to understand that there is no one fix for some students it will help them get stronger, for some students it won't make any difference but for some students is will actually encourage them to have behaviors that we are trying to get away from. The bottom line is what we continue to talk about is making sure that we are strengthen the relationships with the students so that they want to be here and understanding their role and responsibly in their own success going forward. She went on to mention how she and Dr. Salim are familiar with the bar model group or the The Building Assets and Reducing Risks Model Group, this model is used by the Snowden International School in Boston which Dr. Turk and Dr Salim are very

interested in visiting to learn more about this model. This model may help students see that success is in their reach and that there are people to support them, while teaching students that the adults are there to assist them and to work with them. Dr Turk is confident that by adapting this model and by putting different structures in place we can continue to make a difference in the students' lives. She also mentioned how a young lady at the last meeting told the committee that with all due respect, the adults can not just let the students do whatever they want when they want and the fact that it was a young person that was speaking speaks volumes. We need systems and structures in place and working very hard to make sure that that those relationships are built so that students feel that they have ownership over their own personal success.

Ms. Dexter pointed out that one of the problems with the buyback policy is if the student just goes to the dean when they are AV-ing they are not building that relationship with their teachers and it allows them to side step responsibility.

Mr. Shebell-Shavit asked when does the buyback start because he had an issue last quarter when students were trying to buy back their time with only a week before the end of the quarter. He explained that it's really unreasonable and that it's setting the students up to fail at buyback.

The answer was that buyback can be extended beyond the term so the student may get the grade with the AV attached but they can continue the buy back into the 4th quarter.

Ms Dexter commented that the buyback is sending a very unrealistic message that there is a whole group of adults that are going to be your safety net if you decide not to attend class. Buyback is becoming too time consuming for the teachers and the deans because you are constantly have to "babysit" the students. Dean Prince commented that this is the policy that the students came up with. Ms Dexter replied exactly they came up with a policy to help themselves and give everyone else more work.

Ms. Gentry commented that a lot of the students are trying to use the buyback policy but they really don't understand the actual policy and it is becoming very frustrating for the teachers. She also mentioned how buyback needs to tie in with the class they are buying back from. Ms. Gentry has no problem staying after school for her students but she doesn't want to stay after for a random student who never shows up so that they can pretend that they attended her class. Mr. Shebell-Shavit commented that staying after is not an option for him because he has a 2yr old and needs to pick her up from daycare after school.

Dean Prince commented that the original buyback policy was based on whether or not the student showed marked improvement from the previous quarter in order to buyback the lost credits. However it started to fall apart during fourth quarter since there was no way to carry the credits over.

Mr. Shebell-Shavit asked how do we keep equitable accountability in the classrooms because he had a lot of push back from students when they would get and unexcused absence on their midterm or final exam and they would expect to be able to make it up. He would tell them no because you missed it but he would allow them to still sit for the midterm or final in case they are able to provide proof to get the absent changed to an excused absent. The problem is that there are quite a few students who will have some one call in a week or two before the end of the quarter and will provide them with a quarters worth if excused absences which is unfair because how do they remember what that student was doing two months ago. There should be a deadline like a week for an absence to be called in and changed to excused and after that it just stays on the record as unexcused. It also makes it really difficult for a teacher to have to go back and re-teach a lesson from three weeks and it's also unfair to the rest of the class. The guardians also need to be held accountable as well.

Ms. Dexter replied that there is policy and there is process and part of that policy can be that there is an automatic calling the parent into the school for a sit down with the Dean and the student. Mr. Sheball-Shavit replied that it's really hard to teach an accountability lesson when the attendance piece is not accountable therefore there needs to be a deadline for calling into excuse an absence.

Ms. Dexter then asked if there were any parents that may have something to add to the conversation. Mr. Shriver a concerned high school parent shared that the concern and thought process that goes into making an attendance policy is amazing but that there are too many different solutions and it can be overwhelming. Ms. Nolan commented that it really does depend on who the parents and students are and what their sense of being a student is all about, there is no one right way to solve this.

One of the Deans commented that by policy a phone call is required within 24 hours of an unexcused absence in order to change it to excused however by practice parents typically call within a week to excuse the absence. We typically will talk with the students first and we try to give the kids a few buffer

days to have a parent/guardian call in. Once it goes past those buffer days we start asking for doctors notes and those type of things so that hopefully less students are skating by without actual follow-up.
Mr. Shebell-Shavit commented that teachers also need to be held accountable and all on the same page regarding the attendance policy and protocol. The school also needs to decide what skills are we trying to install in the students for the real world and how do we improve on these skills and hold the students accountable at the same time. Ms. Gentry replied that for her she would much rather have the student do the work even if they are not receiving credit for it that way they will learn that even if they don't show up for class the work is still expected to be completed credit or not. Mr. Shebell-Shavit commented that for him quizzes and tests are set at certain times during the curriculum to assess where the student is at the point which therefore makes it hard to assess if they are not showing uo to complete the quizzes/tests which is why the student needs to held accountable at all times. He believes that Dean Prince idea of credit and grade being to separate things is a very interesting avenue that should be explored more.
Ms. Liss stated that she appreciates that amount of work that went into the earned and assigned category and how it may be a way for us to connect with students more.
Dean Prince commented that a lot of times students would say how shocked they were once they got the AV because they assumed that their parents would just call it in to the school however it also brought more kids into his office to try and rectify the AV and that would allow for him to have one on one conversations about their attendance.
Mr. Shriver commented that the Community Meeting really needs to be mandatory because if not it allows for the breakdown of attendance across the board.
Ms. Liss asked Dr. Turk if The Bar was something that is built into the community meetings. Dr. Turk answered that she is correct in that assumption.
Ms. Nolan suggested we figure out if there are changes that need to be made before the beginning of the 2018/2019 school year because we do not want to be in a situation again where the policy gets made or changed late in the school year. We should look at the block schedule and how it affects a range of students. There are advantages of block scheduling it's also about the fact that it's the same period every single day. Ms. Nolan also asked if there is any data about block scheduling and the affect on students and If Dr. Turk had any recommendations.
Dr. Turk answered that there are definitely some ideas being floated around however she would be reluctant to share them now without Principal Smith being in attendance due to conflicting staff meetings.
Ms. Nolan commented that she wants to thank everyone for all the work they have put in and for recognizing that that not all students are the same and that sometimes things need to be dealt with on a case by case status.
Ms. Dexter thanked everyone for coming out and suggested that if anyone is available in August that they should meet to go over things before school starts.
Ms. Dexter motioned, seconded by Ms. Kelly, to adjourn at 4:29pm.
Erin Grant
Temporary Confidential Secretary

Documents on file in office: Documents from Ad hoc Attendance Violation Subcommittee Meetings (Minutes, Graphs, Memos and Emails): 2017-2018 School Year

#18-257: That the Report of June 20, 2018 AV Policy Ad Hoc Sub-Committee be accepted as presented:

Meeting of the Attendance Violation Policy Ad Hoc Sub-Committee
Wednesday, June 20, 2018
School Committee Conference Room 9:30 A.M.

Called for the purpose of discussing the Cambridge Rindge and Latin School Attendance Policy.
Members Present: Ms. Dexter, Ms. Kelly

Also Present: Ms. Jean Cummings, Principal Smith

Ms. Dexter In the Chair

A quorum of the Sub Committee being present, the Chair called the meeting to order at 9:40am

Ms. Dexter started the meeting by giving a brief over view of what has happened thus far regarding the attendance policy stating that there have been five meetings since December, 2017 about the attendance policy and she has come to realize that this is a deeper issue than just attendance it's about presence and engagement in school. Ms. Dexter passed out a handout entitled CRLS Attendance & Engagement Policy Issues something that she had worked on the prior night in an effort to help push this agenda along. (On file in the School Committee office).
Ms. Dexter briefly went over the document explaining that this is a first draft and changes can be made along the way before it's finalized.
Ms. Dexter stated that we have a lot of capacity between RSTA and the high school extension program but that we are not using it. Ms. Cummings states that another issue is that we don't look at the overall balance of the class semesters because some kids may be burned out if they have a course heavy semester load. Ms. Dexter went on to say that each semester is about 93 days and that the State's requirement for obtaining credits is that they are present at least 95% of the time. So by the time you get to five absences you are falling under the State's requirements. If you do the math, it averages to having to be on time at least 500 times a semester which is a lot to expect of anybody; especially when you compare it to having five back to back meetings with four minutes in between its a lot. Based on the data from the fall the big issue is really period one when a quarter of the students are tardy twelve times or more that's a big number. Ms. Dexter thinks that we need to think more about the bus schedule and start times. For the other periods it's more about ten percent of the students being tardy it's a lot easier for them to be on time for these periods because they are already in the building. Ms. Dexter stated that these are two different issues that need to be looked at more closely. Students don't feel connected to their teachers. A policy is seen as just another bureaucratic thing it comes across as uniform and automatic and it doesn't help forge relationships between the teachers and students. The problem with relationships is that they are subjective and it's hard to find a balance between the two but it has to be done. Teachers have to work on the bias they can't get away with that.
Students say that they want a firm policy but no firm policy can be applied objectively if you come in 6 minutes late vs. coming in 5 minutes there will always be wiggle room objectively and subjectively.
Ms. Dexter then went on to explain how she came about creating the proposed CRLS Attendance Policy, she started by asking the student to inform the school in advance if they know they are going to be absent or late. She stated that parents/caregivers should be receiving an automatic phone call if their student is late or absent to class. The difference between excused or excused absent is not the issue. If the student misses five days because they are sick it's still five days that are still missed. We also need to look at the fact that some students have an easier time getting an absence excused because of parents/caregivers informing the school. She also talked about how students need to sign out with security if they are leaving the building because once they come into the school building we are held responsible for them until the end of the school day.
Ms. Dexter then started thinking about what a more supportive and rounded policy might look like that is grounded in communications and relationships. She stated that she doesn't like the word tardy it has a very cold bureaucratic feel to it. Ms. Dexter then stated that she would prefer the word late instead of tardy. Ms Dexter went on to say that attendance is taken every day in order to keep track of students' whereabouts and that once a student gets to three absences, a phone call to the parent or caregiver should take place. Since there is an allowance of up to five absences per semester a phone call at three absences would be best. The teacher should always be involved in the first sit down since the student is more connected to the teacher than the Dean. That way the student will also feel more comfortable letting their teacher know what is going with them in regards to lateness or absences. Once there are five absences the student may be in danger of losing credit for that class based on the teacher and dean's judgment. Ms. Dexter also does not like the term buyback because she feels that it implies that being in class can be exchanged for something else as if it is a mercantile exchange. There seems to be a disconnect between the teachers and the deans with the current policy. Sometimes the student will go to the dean and arrange some sort of buyback and the teacher may not even now about it therefore the

student can be buying back time doing something completely unrelated to the actual class that they owe the time too.
Ms. Cummings added that the dean should absolutely be on the same page with the teacher, especially since a lot of the time the deans might be more connected to the student and know exactly what is keeping them for being on time or being absent because the student may feel more comfortable with the dean. Ms. Cummings also stated that teachers should be informing the deans when they have these conversations with the students. Ms. Dexter answered that all of this information goes into to Aspen so that the entire team can see what is going on.
Ms. Kelly stated that the learning communities are set up to work as a team. That way if there is an issue with a student the guidance counselor or even the social worker can be pulled in to assist the team. Ms. Kelly feels as if the entire team should come together to have any conversations that may result in a student losing credits due to attendance issues.
It was said that it is everyone on the team's responsibility for a student to be in class and school on time
Ms. Kelly stated that relationships between families and the school are critical to student's success. Guidance Counselors are also a big part of the team because they are typically with the student over the course of four years and probably have the best insight in terms of what is going on with a particular student.
Ms. Cummings stated that her daughter never talks to her dean she prefers talking to her guidance counselor about issues.
Ms. Kelly shared that her child also preferred going to his guidance counselor because he felt connected more after spending four years building up a relationship.
Ms. Dexter brought up using the term credit recovery stating that it may not be the best term to use because it implies that the credit has already been lost. Ms. Dexter feels as if the term credit protection might be better because it implies that while you are in danger of losing your credits there are still steps to take so that this doesn't happen. Ms. Dexter also went on to explain that teachers have the option of grading students on class participation and engagement. Teachers have the option of taking into account attendance and on time arrival in determining the class participation grade for each student.
Ms. Kelly agreed saying that high school students do need to learn how to participate in a classroom discussion because in College that is going to be expected of them.
Ms. Dexter remarked that we should be careful not to just make it about being in class but also participating in the class because that's the only way they are going to learn. Ms. Dexter also pointed out that it is the teacher's responsibility as well to make sure that the classroom is an engaging environment which would encourage students to want to attend and participate.
Ms. Kelly spoke about her personal experience with CRLS In regards to her son who is very good with math and he was placed in Algebra 2. However his grades weren't as high as she was expecting so she went to speak with his teacher and it took a really long time for the learning community to finally realize that something else was going on with her son. It turned out that the learning community did not understand the social emotional barrier that her son was experiencing.
Ms. Cummings stated that she wonders why is there so much "freedom" allowed in regards to the student s be able to roam the halls, drift in and out of class whenever they like ,she is wondering where is the discipline and why is this even happening.
Ms. Dexter commented that this can also be a reflection of the teacher's skill at engaging students and setting down rules. Ms Dexter sometimes feels as if the teachers are expecting the rules to do the hard work for them. Teachers should be speaking to these students to get down to what the issue really is and that might require a lot of hard conversations.
Ms. Cummings stated that she knows of a few parents that have voiced their concerns with the teachers as was told by the teachers that they aren't getting any support from the administration to invoke these rules.
It was said that maybe the principal feels that the teachers should be making the rules not him or administration.
Ms. Dexter stated she feels as if there is disconnect with the teachers and the principal since both groups seem to think that the other is responsible for making and enforcing rules; which cause people to think that the policy is not working when it's actually the communication that is not working. Ms. Dexter also questioned the fact that some of these students that are roaming the halls may need to be placed in

RSTA or in the High School Extension program; maybe the general classroom is too much for them. The team should be looking at all of the different factors and also different programs that are offered to the students so that they are not missing out on the educational aspect of school. The teams also need to be aware if this is happening in just a class or is it all classes. However this discussion needs to happen in a way that the students aren't feeling as if to be referred to RSTA or the high school extension program is a punishment.
Ms. Dexter feels as if the School Committee of the Whole should be getting some more feedback information about attendance on a more regular basis in order to keep everything in check. She also feels as if teachers need to be held more accountable for having these conversations with their supervisors about attendance. Ms. Dexter also realizes that there may not be enough time available for the teachers to have these kinds of conversations.
Ms. Kelly spoke about how one teacher stated that seven students were absent for weeks without any prior knowledge and that one day they just showed back up in class. Ms. Kelly is concerned that no one is following up and wonders who should be held accountable when these things happen.
Ms. Dexter stated that the response has to come from the teachers that they need to work on becoming more comfortable having these type of conversations with the students. She also mentioned that we need to look at school climate as well because that is another factor that comes into play in regards to absences.
Ms. Kelly stated that she thinks this is a good place to start and that school climate really does play a big part here as far as whether the students are engaged or not during class. She said that we spend a lot of time talking about school climate as a whole but not really discussing it in terms of individual classrooms. We should be talking about how to build a classroom so that the students feel as if they are part of the classroom community.
Ms Cummings stated that out of her daughter's eight classes only three classes have been successful in terms of engaged and high quality teacher community like classroom. It's really hard to get this type of environment in the high school because it really big with a lot of teachers and we don't plan ahead for population growth. So what ends up happening is that a lot of new teachers get hired over the summer who suddenly is teaching a topic that they never taught before. Everyone is saying to wait for junior year but it's been very frustrating.
Ms Dexter commented that when her daughters went to this school that is was three out of four classes a semester that were really engaging and I thought that was great because it was better than what I had back when I was in school. This is really about the support the teachers are getting.
Ms. Kelley agreed that it really is about how much do the teachers feel supported and are they being held accountable for things that are really out of their hands. She mentioned that her son's experience was good for the most part but then he also had really good teachers to support him. She also went on to speak about her own personal experience in high school how she used to cut classes even though she was very engaged in her classes however she had a really good teacher who sat down with her and talked about why she was skipping class and that made all the difference.
Ms. Dexter commented that there is a lot of "batch processing" happening in the classrooms and some teachers are teaching a subject instead of teaching a student
Ms. Kelly stated that sometimes all it takes is for one teacher to find out what an unengaged student is passionate about for there to be a complete turnaround.
Ms. Dexter stated that she thinks we under estimate student's academic abilities and over estimate their behavioral abilities. We expect students to act a certain way all the time and the truth is that they can't all the time it's too much.
Ms. Cummings stated that the main piece is that in worst case scenario there will be lost credit. However given that this all came about because parents were upset over their child losing credit this may be a tough sell to the parents.
Ms Dexter remarked that there does need to be a judgment call so that students are not just passing classes without participating.
Ms. Cummings agreed adding that we are putting in more steps to ensure that loss of credit doesn't happen by adding these additional measurements.
Ms. Dexter stated that some out of district schools may be a better fit for those with severe learning disabilities they may have more leeway in what and how they teach different students.

Ms. Kelley commented absolutely when my son was at Beacon the teachers there were able to reach him because they saw how much he loved engineering that they made him an assistant teacher and he really flourished after that.
Ms. Cummings commented that part of the problem is that it's a lot easier to get rid of "bad" teachers at private and out of district schools, for example an engineering teacher at RSTA is really bad and wildly sexist and a lot of students get turned off by him. He told a female student that was a ninth grader that she might want to do culinary instead because we don't get a lot of girls in this course. She also went to on to say that there is a structural issue in the high school and even though Principal Smith has said he was working on it nothing has happened yet. The school is not planning well enough for hiring enough teachers to meet the demand of the incoming students which result in last minute hires and not enough support for these incoming teachers who a lot of times are teaching a subject that they are not used too. The head of the Science department complained that he never had a free period so that he can give support or feedback to the new teachers because of over scheduling and lack of proper planning from the administration. It is also becoming a bigger problem with the rising seniors not getting their choice of classes because they have been shut out.
Ms. Dexter and Ms Kelley agreed that this is a big engagement problem and that we should push more for every class to be co-taught. It would be easier if everyone was on the same page in regards to resources the students, teachers and deans are saying that their educational needs are not being met however the administration is insisting that we have more than enough resources.
Ms. Dexter inquired about when the handbook printed will there be enough time to get this policy up and running to be printed in the handbook for the upcoming school year. Ms. Nolan commented that the handbook may have already been printed. Ms Dexter stated that if we are able to get it approved by August 7th we can have the handbook revised and the online version updated for the incoming school year. In the meantime we should work on getting the wording just write and start creating recommendations for the August 7th School Committee Regular Summer Meeting.
Ms. Cummings suggested that it would be great if the School Committee can put the date of posting on the actual document.
Ms. Dexter commented that one of the recommendations that she would like to put forth is to have school start later in the day. Ms. Cummings commented that even if we go with the later start time we are still going to have students being late. It was also said that we start school pretty late in comparison to other districts. Ms Dexter stated that she has seen some districts change to later start times and they have reported better attendance in regards to tardiness. Ms. Dexter would like to see the Committee as a Whole have a real serious decision about later start times.
At this point in the meeting Principal Smith arrived apologizing for being late and explained that he is also attending an all staff meeting that was scheduled at the same time. He stated that he was able to look over the handout earlier that morning and that he just wanted to provide some insight in regards to the attendance policy.
Principal Smith stated that he wonders what the message would be to the student body in regards to the policy that they put together, we need to be careful with how we to approach the student body; we need to recognize that they took the time and put the work in to create the current buy back policy that we need to give them a voice on the proposed policy. Principal Smith also said that he felt very proud of the fact that students and faculty members were able to sit down and come up with the buyback policy, even the head of CYC "Cambridge Youth Council" said that they were also very impressed with the collaboration that helped to create the buyback policy. Therefore we really need to present it first to the CYC before putting it into effect.
Ms. Dexter commented that she completely agrees that the School Committee needs to first present the proposed policy to the CYC especially since they created the current policy.
Ms. Cummings stated that at the last meeting one of the deans commented that the students came up with the whole buy back policy that they had nothing to do with it at all.
Principal Smith answered that there must be some kind of misunderstanding because even though the students were very vocal about the buyback plan Dean Jamal Prince and Dean Susan Espinosa were very much involved in the process. However the students did go around the dean of students and went directly to him which may be why some of the deans felt like they were just along for the ride. However it was done with students at the table shaping the entire process and I appreciate the idea of having a team

conversation. Principal Smith added that he feels that the absences are also signals not just absences. He sees the role for staff members and students in this policy but what about family involvement. There can be lot of things going on with a student that may result in them being late for first period therefore we need to involve the families. We also need to realize that if whatever's happening outside of school is so impactful that a negative consequence may not change that behavior. It is then up to the entire team to sit down at the table and try to figure out a better solution.
Ms. Kelley stated if there are things that are going on in the home having an open line of communication between the student family and the school team will be impactful
Principal Smith responded that some of these absences could be signals of some real hard issues that the family doesn't want to disclose but we need to figure out a way to make them feel safe and comfortable to share this information so that we can assist them.
Ms. Kelly asked what are the community services that we can connect the family to that may need additional assistance. She spoke about a situation that took place a few years ago that involved a family that was pushed out of their apartment in Cambridge and was living in Somerville and yet the school turned a blind eye so that the student would not have to attend a new school while their family was transitioning. Ms. Kelly spoke of how great it was that the school was able to do that for the family and how that's the type of thing that she would like to see happen more going forward.
Ms. Dexter agrees that in an acute situation the team should be able to call in a social worker to assist the family. She feels that part of the meeting should be what the work is around so that the student is still learning; it should not be about getting into the families business. The team also needs to look at if the students are placed correctly maybe they should be in Honors or RSTA.
Principal Smith commented that he was very happy to hear the issues and ideas that this Sub-Committee has brought to the table. Principal Smith admitted that's it going to be tough trying to figure when teachers are available to have these meetings or even the families but that it's something that could be done. He commented that the team members need to be carefully picked to make sure that each student/family feels supported. Principal Smith also commented that something is very wrong with 20% of the student body being tardy for 1st period. This is an issue that really needs to be handled on a personal basis.
Principal Smith verified that the handbook for the upcoming school year is printed over the summer.
He would like for the Sub-Committee to first sit down with the student body and faculty before just putting this policy in place. Principal Smith stated that we should keep the current buy back policy and set a framework for having conversations around the proposed policy to have in it in place by for a final vote in December 2018 and in the meantime we need to really to sit and down and spell out the buyback plan.
Principal Smith informed everyone that he will talk with the Dean of Students about the language of the current buyback policy and he will send the sub-committee this information over the summer so that it can start to be reworded for the upcoming school year.
Ms. Dexter and Ms Kelley both commented that the engagement piece really needs to be included in the policy.
Ms. Cummings commented that loss of credit is going to be hard sell with the CYC.
Ms. Dexter stated that we can make them understand that if you expect to get an A if you don't show up and participate in class that's now how things work.
Ms Dexter motioned to adjourn the meeting and Ms. Kelly seconded.
Meeting was adjourned at 11:20am
Erin Grant
Temporary Confidential Secretary

Documents on file in office: CRLS Attendance & Engagement Policy Issues

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

#18-258: That in recognizing the contributions Dr. Lori Likis has made to public education and to the Cambridge Public School District, the School Committee hereby goes on record in expressing it's

appreciation and thanks to Dr. Lori Likis and that the Executive Secretary be and hereby is requested to forward a suitable resolution on behalf of the entire School Committee.

Discussion followed on **#18-258**. Ms. Kelly stated she had the pleasure of working with Dr. Lori Likis on the Family Engagement Committee. She made sure we had a very diverse group and we were able to learn and share with each other. She contributed a lot of humor to the process. Vice Chair Kelly also added that Dr. Likis has just had a new grandchild and wishes her much happiness with that new addition to the family.
Mayor McGovern made a public apology to Dr. Likis for not going around the room and letting all Members speak individually on her merits. It is a great loss for us as a district.
Mr. Kimbrough mentioned that her two boys are graduates of CPS and are working in public education. He had the pleasure of working with her son Ben.
Ms. Nolan agrees with all of her colleagues and her contributions to the district have been quite a testament to who she is.
Ms. Dexter thanks Dr. Likis for her service.
Ms. Bowman stated that she has done tremendous work in the district and through her consultant work, she will go on to have an even more dynamic impact with the people who will have the pleasure of working with her.
Dr. Salim stated she has been a master facilitator, and has many other attributes, including her values to struggling families. He is happy for her and her new grandchild. The members of the cabinet already miss her.

On the following roll call vote, item **#18-258** was adopted: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

-IN SCHOOL COMMITTEE-

August 7, 2018

WHEREAS: Dr. Lori Likis served as Chief of Staff for the prior Superintendent Jeff Young. She also was the Chief Planning Officer under Dr. Young and was pivotal to the planning and implementation of the Innovation Agenda. She was a Public School District planning consultant for DESE and led the planning process for several districts. Her strategic plans were individualized to the strengths and needs of a particular district; and

WHEREAS: Dr. Likis began the Cambridge Public School District planning process during Dr. Young's tenure. She met with the individual School Committee Members to explore their understanding of equity and how that would influence the planning process; and

WHEREAS: Dr. Likis in her role as Chief Planning Officer, led the development of Superintendent Salim's entry plan and the Cambridge Public Schools District Strategic Framework. In addition, she wrote the FY2019 action plan that aligns with the FY2019 budget; and

WHEREAS: Dr. Lori Likis was pivotal to the success of our present Family Engagement initiatives. She built a Family Engagement Committee that brought together a cross-section of individuals who worked with families on the City side and the School Department. The Committee conversations were rich and deep. Her planning and organizing skills helped the Committee work together and assisted the School Councils, who were responsible for developing Family Engagement plans for their schools. The Family Engagement Committee with Dr. Likis's leadership created a plan for every city-wide Family

Engagement School Council Meeting. Dr. Likis assisted School Councils with structure and allowed them space to flounder at first and find their own way. Each school's family engagement plan is included in the FY2019 School Improvement Plans; now, therefore, be it

RESOLVED: That a formal copy of this Resolution be prepared by the Executive Secretary to the School Committee to be presented to Dr. Lori Likis.

A true copy:
Attest:
Dosha E. Beard
Executive Secretary to the School Committee

11. Announcements:

- Ms. Nolan informed the assembly of the iCan Bike Camp, August 13th – 17th and invited all to show up participate and contribute to this camp as a volunteer for a 90 minute session.
- Mayor McGovern informed the assembly of the Old Time Baseball Game on August 16, 2018 at the St. Peters Field on Sherman Street at 6:00 p.m. proceeds go to a charity.
- The Mayor also announced the new program called Next Up program for 18 to 20 year old high school graduates in Cambridge begins Sept. 17, 2018 nextup@cambridge.gov. It helps to get into college or find a job.

12. Late Orders:

On the following roll call vote, it was voted to adopt the following late orders: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.
Motion by Ms. Nolan, Letter of congratulations to two athletes that won the Sailing Regatta in Texas
Motion by Ms. Dexter to send a condolence letter to the family of Richelle Robinson

13. Communications from City Officers: None

On a motion by Mr. Kimbrough, seconded by Ms. Kelly, it was voted to adjourn the Regular meeting: Ms. Dexter YEA; Mr. Fantini ABSENT; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern YEA.

Adjourned (8:00 p.m.)

Attest:
Dosha E. Beard
Dosha E. Beard
Executive Secretary

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

- Agenda
- Education Laws and Regulations 603 CMR 23.00

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

- Monica Velgos **#18-250**
- Nina Nolan **#18-250**
- Caitlin O'Donnell **#18-252, #18-250, #18-247, #18-251**
- Karen Engels **#18-247, #18-250, #18-251 and #18-252**
- Rebecca Xiong **#18-250**

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

- ✓ Rose Levine Motion **#18-209**