

SCHOOL COMMITTEE

(Official Report)

Regular Meeting

June 5, 2018

Called for 6:00 p.m. in the Dr. Henrietta S. Attles Meeting Room, Cambridge Rindge and Latin School, 459 Broadway, Cambridge, for the purpose of discussing any and all business that may properly come before the Committee.

Members Present: Ms. Bowman, Ms. Dexter, Mr. Fantini, Ms. Kelly, Mr. Kimbrough, Ms. Nolan, Mayor McGovern

Mayor McGovern in the Chair

Also Present: Dr. Likis, Chief Planning Officer; Ms. Spera, Interim Assistant Superintendent of OSS; Ms. MacDonald, Assistant Superintendent for Elementary Education; Ms. Spinner, Chief Operating Officer; Mr. Maloney, Chief Operating Officer; Ms. Rippey, Family Engagement Coordinator, Ms. Liss, Educational Liaison to the Mayor

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

1. Public Comment:

The following individuals were heard:

- Ashley Herring, Jackson Street, **item #18-146**, a Black Lives Matter advocate, explained why she will not put her son in CPS, in her opinion, reducing the grades of children of color for being late is racist. It is also her opinion that many do not feel welcome to voice their opinions at School Committee meetings on this issue.
- Adam Seidel, Jackson Street, **item #18-146** feels we need to speak at a micro and macro level when we speak of racism in our schools. There should be consequences when people misbehave. He wants to encourage the Committee to add more initiatives. He finds that some of the motions that are put on the Agenda are frivolous and the Members should collaborate to not waste time on unnecessary motions.
- Erin Howell, Shea Rd. **item #18-146**, spoke on the emotional reasons for children's tardiness, she witnesses parents taking their children out of the CPS system. Systemic racism runs unchecked in the district. She mentioned an article from the Journal of School Psychology on How School Climate Relates to Chronic Absenteeism and asked the Members to listen and talk to the kids and their parents.
- Maggie Shultz, Clifton Road, **item #18-146**, Clinical Social Worker, AV Policy is unfair to children of color; school conditions are sometimes the cause of attendance problems. She read part of the AV Policy regarding being sent to safety and security and then to the juvenile court and then to a probation officer under a CRA. Willfully truant kids can be placed in the custody of Children Services which can lead to placement in a group home and permanently removed from their homes. These are triple punishments for children. There are better ways to handle this issue.
- Jen Richards, Aberdeen Ct. **item #18-140**; spoke about expanding the JK program for all 4 year olds. Wants CPS to teach reading and math through play, stating that Boston has a very good model we can look at. We need to reach our younger students' needs so they can be set up for success. The rules were suspended to allow more time, the Mayor being recorded in the negative. Off topic: she thanked Dr. Salim for his podcast; she would like to hear more about the work with the BSU and wants to know steps the Committee has taken to rectify this issue.

- Paul McGuinness, Wheeler Road, **#18-172**, as part of the travel committee, he can see how international travelling can change students lives, the mission is focused around working with FOCRLS, for the seed funding portion in this motion for \$50,000,00; in order to support more of our underrepresented students.
- Elaine Shearer, Executive Director FOCRLS, Amory Street, **item #18-172**, stated these experiences are mind blowing; all kids cannot participate, what can we do to make it happen for all. Far too many motivated students are left behind for lack of funds. Fundraising does not even begin to cover the needs of our lower income students. CIEE has been providing scholarships since 2001. This is a non-profit 501(c)3.
- Joe Modzelewsky, Pepperel Road, Groton, **item #18-172**, represents CIEE, expanding cultural exchange. Some districts get over \$750,000.00 to cover students travel except for airfare. There are various opportunities to expand their education. He gave examples of benefits for students to have life altering experiences with the opportunity to travel around the globe.
- Marilyn Attles, **item #18-172**, Huron Avenue, graduating senior of 2018, spoke about her experience with CIEE when she went to Spain, visiting Valencia and Madrid, her parents were supportive; but if it were not for the \$5,000.00 scholarship she would not have been able to go.
- Rebecca Bailey, Alberta Terrace, in support of **item #18-146**, feels the AV policy, needs to be revised. In support of both **Item #18-140** and **#18-149** universal JK is so very important, the School Committee needs to make sure it is a powerful experience for the kindergarteners. She is very proud of the work that is done for these 4 year olds. Let us look at equity and focus on those students and families. Please continue to work with the BSU, the issue is very important; the School Committee needs to take the next steps seriously. Encourage the School Community to make this the laser focus on all agenda items before it.
- Katherine Krevitz-Carr, Garden Court, has two students in the King School, **item #18-150**; she would like to work with the School Committee and Putnam Ave Upper and wants to give teachers more of a voice. She thinks it may need more stakeholders, they have received feedback that they are not performing as well as they should be. There is very little communication between families and teachers, also is in support of **item #18-146**. Mayor McGovern is recorded in the negative for the suspension of two rules: 1. for this item not being on the agenda, and 2. going over the 3 minute time limit. On a voice vote, the motion carried. Ms. Carr wants to turn PAUS into a school that is not in trouble. She is happy to facilitate in any way that she can.
- Wendy McDowell, Dudley Street, **item #18-146**, in support of all of the prior reasons that have been given, stating these are double jeopardy punishments for students, it is a bad idea to penalize them twice. Try to get at the root of why they are late or skip class. Students themselves cite that they are bored, irrelevant courses, academic troubles, there are plenty of reasons that make these students not want to come to school.

On a motion by Ms Bowman, seconded by Ms Nolan, it was voted to close public comment.

2. Student School Committee Report: None

3. Presentation of the Records for Approval:

On a motion by Vice Chair Kelly, seconded by Ms. Dexter, it was voted to accept the following Minutes as presented:

- Regular Meeting, May 15, 2018
- Roundtable on Athletics Program May 22, 2018

4. Reconsiderations: None

The Mayor turned the chair over to Vice Chair Kelly in order to open an event at City Hall, stating he will return. Mayor McGovern exited the meeting at 6:55 p.m.

Vice Chair Kelly in the Chair

The Rules were suspended to bring the Panorama Education presentation forward (on file in the School Committee office and online on School Committee website).

7b. CPS District Plan: Dr. Salim started the presentation stating that the School Climate survey for families is the bulk of this presentation, he will be giving some explanations of what to expect tonight. He began with whether the students have someone they can go to if they have a specific problem is an important issue that they will go over, including their work around cultural proficiency. Dr. Salim went through the list on the Agenda. He introduced the panel:

Ms. Jennifer Amigone – CPS Director of Research, Assessment & Evaluation

Ms. Irene Chen – Account Management, Panorama Education

Dr. Sam Moulton – Research, Panorama Education

Mr. Kevin Hazel – Client Success, Panorama Education

Mr. Doug Hassett – Teaching & learning, Panorama Education

Ms. Irene Chen, thanked everyone for their time this evening, and framed Panorama Education by explaining that they have a really robust reporting system to record student outcomes. They are going to talk about the survey instruments they provide. The data that is most commonly brought up is how things are going school by school.

Dr. Sam Moulton spoke about survey instruments being of primary importance. Panorama's research-backed survey tools, they partnered with Dr. Hunter Gehlbach, and Dr. Karen Mapp, both Researchers at Harvard University. They have a labor intensive process to understand the existing measures and what matters to the practitioners. They don't use numbered scales, they use verbal labels. They iterate every year on the data they receive.

Ms. Chen spoke about best practices, stating they want to be certain they align with key stakeholders being involved in what CPS is doing. Panorama makes sure that all families take the surveys and that the surveys are of an impact to them.

Ms. Amigone spoke about how School Climate works from different angles. A family survey was launched last May and is still going on right now. There are some student surveys that will be launched in June and in the fall there will be an educator survey.

On the Survey Design, the Nellie Mae Education Foundation has been very helpful as partners. Building Equity Bridges team, create anonymous surveys which include a large section on Social Emotional Learning; Ms. Cohen has been involved in making sure this section is represented properly. There are going to be some changes in out of school time participation and upper school math is going to be looked at also. Mr. Ramon De Jesus, Program Manager for Dynamic Diversity has also done a lot of work on this.

Questions:

Ms. Bowman asked when it comes to social/emotional behavior, how would one shape questions that will allow students to assess their own behavior.

Dr. Moulton responded to the first part: focus on the fundamental needs, not adult expectations or student teacher relationships; there has been a lot of work not to use some traditional language that has been shown to be harmful. The staff share the data to engage in professional development. In August, during professional development, appropriate decisions should be made from the data.

Ms. Bowman asked if in a 5th grade class, the student may have different expectations from the teacher and the principals. Comparing the surveys of adults and students; is the data information she is looking for going to be there.

Ms. Amigone stated that the School Climate area is what she is specifically probing into. They need to include some SEL questions into their surveys.

Ms. Chen added that aggregate and school level responses can be seen.

Ms. Nolan asked when the data will be available. Dr. Salim stated they will talk about that during next steps and timeline.

Ms. Nolan also wanted to know whether or not the data will be aggregated by school.

Dr. Salim stated that they will look at the data and see what they reporting on. She also asked how many questions were custom to Cambridge and how many came from a menu?

It was answered that most were from a menu, they need to be benchmarked against the national system. In terms of school climate, panorama has a school bank of questions and a definition of school climate. Dr. Moulton stated that school climate is a confusing term. The questions themselves clarify what they mean.

Ms. Nolan asked about the actionable aspect of a particular classroom. If there is a question about general teaching, how are teachers going to be able to know what the feedback is.

Dr. Salim stated that the next part of the presentation will answer her question. Since this is the first year, if there is no base line, what good will it do, how are we going to use it to make sure our goals are being met.

Dr. Moulton stated that there are two forums, one focus on the classroom, and one focus on the school. Kids get to choose where they want to be more, school or class. Emily asked about racism and stated she loves surveys and understands that there is a science to it. She wonders if there are questions that ask parents if their children are experiencing racism in the schools.

Ms. Amigone answered in the negative. There is a little bit more along those lines in the student survey.

Mr. Fantini asked if they have to go on Panorama's software to have access to results. It was answered that when they leave, the data stays with them even though we own it. We will have a hard copy; we don't have a data system in place to host it. He asked how people take the surveys.

Dr. Salim answered that both are online, and paper and pencil options are allowed.

Mr. Fantini asked if people can take the survey multiple times.

Ms. Chen responded that they don't see a lot of people doing that. The students have an ID code so they can only take the survey one time.

Mr. Fantini asked if taking a survey once a year is standard or is there more or less time needed to take a survey. The team agreed that they see one to two per year.

Dr. Moulton stated that an exceptionally small number of clients administer surveys a lot, when that happens, they change the way they ask the questions. There have been no phone surveys.

Dr. Salim on frequency of survey and how the data is used in an effective way; stated that there needs to be more of an investment on making decisions and improvements.

Ms. Chen spoke on moving to action and what the Panorama platform offers she also wanted to highlight the disaggregated sections. She compared a school system in Wade County, North Carolina, which has 183 schools, to the way they use their data in the area of School Climate.

Dr. Salim responded about data resulting in a committee being formed, it depends on having the right people formed to make the committee. The process can be more robust when school climate data is analyzed to decide on whether or not the information can go to existing committees.

Vice Chair Kelly added that there is no need to form a new committee, the information is gathered and sent to existing committees, and agreed with using what is already in place.

Emily asked what the response rate is. What parents are the hardest to get to do surveys?

Ms. Rippey answered that according to Panorama, a 20% response rate is the national norm. Cambridge as a whole has a 30% response rate as a whole. The survey can be taken on a mobile device; which works at each school so that families can do it during events, including drop off and pick up times. Since this is a pilot year, they are experimenting with how to capture the most data possible and doing the survey in multiple languages. The Peabody school has a 64% response rate. The later response may be more diverse. It has been 50% white and 50% people of color. The income distribution is a factor.

Emily was hoping for a 50% response rate, she is disappointed with the 30% response rate. She asked Dr. Salim how this data will be made be available to the parents, there are issues of transparency and the freedom of information act.

Dr. Salim responded that to be clear, in response to the district level data, he will request how we are recording as a district outcome. As far as data for schools are concerned, it should be the school leadership, families and the administration looking at the data.

Ms. Nolan asked on the peer districts, where do we rate for spending? Other districts also have a per pupil district not just Cambridge, can they tell us what other districts are spending?

Dr. Moulton responded they do not have an economic model.

Ms. Nolan inquired if I'm comparing myself to another district, how do we know what a certain school is doing? We only know what we are doing.

Ms. Chen asked if Panorama collects data results from different districts.

Dr. Moulton answered that he wishes they did have that level of data but no they do not. In order to know that a district would read what is published about others districts and extract the desired info.

Ms. Nolan wants to know how we know what to reach for without seeing where we are in relation to other districts.

Ms. Bowman stated that the data dashboard for the school district should have this as a component of this dashboard and suggested the Communication Sub-Committee is a vehicle to make it happen.

Dr. Salim informed the assembly that this is one of 7 measures. There is no one measure that will answer all questions. In addition to the national benchmark piece, there are many variables from community to community and state to state.

The presentation ended. The Vice Chair thanked them for their time and the meeting returned to the Regular order of business, returning to the Agenda at Unfinished Business.

Emily and Ms. Bowman offered a substitute motion for **item #18-140** and **item #18-149**.

Emily spoke that for efficiency they put these two motions together. Ms. Bowman added they are working with the City and Schools to know what is being offered for 3 and 4 year olds for universal pre K based on the body of work that is happening on the city side. Vice Chair Kelly added that it is already

combined as far as the work that Ms. Spinner, Councilor Siddiqui, and Councilor Mallon are doing on Early Childhood Education.

Mr. Fantini stated it is a great motion, but space is an obstacle so we cannot provide universal day care in Cambridge. If we did this we may put a lot of non profit day cares out of business.

Ms. Bowman stated she is fully aware of the many challenges for space and they intend to partner with those businesses not put them out of business. There will be some hard conversations regarding the ages of these children and whether we keep the 3 year olds or make more space for the 4 year olds. The developmental changes are of high concern. On a voice vote, **the substitute motion for item #18-140 and #18-149** was adopted: That whereas the CPS district plan prioritizes equity of achievement and opportunity to learn; and

Whereas preK education has been shown to have a positive impact on kindergarten readiness and longer term student outcomes; and

Whereas the City of Cambridge and CPS have issued a joint RFP for a study of the City's mixed delivery system of preK education for 3 and 4 years olds; and

Whereas the study will include an analysis of projected public school enrollment growth and projected space needs of CPS; and

Whereas this study will involve one or more representatives from the CPS administration: and

Whereas the results of the study will inform efforts by the City's Department of Human Services and CPS to establish universal preK education in the City of Cambridge, including by defining and establishing a frame work for universal preK in Cambridge; and

Therefore be it resolved that there will be a joint roundtable of the City Council and School Committee to discuss the findings of the completed research , with a target date no later than May 1st, 2019; and

Be it further resolved that the study will include a review of all current CPS programs for 3 and 4 year olds, including the Junior Kindergarten program for 4 year olds born between September 1st and March 31st , to determine if changes needed in the CPS preschool and Junior Kindergarten program in order to create a citywide universal preK program for 3 and 4 years olds.

#18-140 Motion by Ms. Dexter Whereas the CPS district plan framework prioritizes equity of opportunity to learn and achieve; and

Whereas the City of Cambridge administration, in collaboration with the CPS administration, will soon commission an outside consultant to make recommendations about expanding access to Early Childhood Education in Cambridge;

The School Committee requests that the CPS administration request that the final report include explicit recommendations about the CPS JK program currently for 4-year-olds born between September 1 and March 31, specifically whether to:

- retain the current JK access and eligibility rules beyond 2018-2019;
- increase JK access to include all 4-year-olds, regardless of birth date, beginning in 2019-2020;
- provide JK access to all low-income 4-year-olds, regardless of birth date, beginning in 2019-2010;
- other options.

On a voice vote, **item #18-140**, was removed from the Calendar and placed on file.

#18-142 Motion by Ms. Nolan That whereas the district invests money in School Committee Member attendance at an educational conference each year, and whereas good management practices set up systems to capture lessons learned from such opportunities and ensure that relevant ideas are communicated, disseminated and considered for implementation, the School Committee wishes to establish a formal way for each conference attendee to report back, verbally and/or in writing, a summary of what was learned at the conference that might be helpful to achieve district goals and improve practices.

Ms. Nolan spoke to this one as to how do we convey back to the district what they learn at the conferences. She suggested they work with the Executive Secretary to make sure the lessons they do learn are made public. On a voice vote, **item #18-142** was removed from the Calendar and adopted.

#18-143 Joint Motion by Ms. Nolan & 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.

Ms. Nolan stated that a summer program done well can move the needle. The compass summer program is a good model. The Superintendent of Schools offered an amendment to *replace last meeting in June with the summer meeting*. On a voice vote, the amendment to **item #18-143** was adopted. On a voice vote, **item #18-143** was removed from the Calendar and adopted as amended:

#18-143 Joint Motion by Ms. Nolan & 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 summer meeting 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.

#18-144 Joint Motion by Mr. Fantini & 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.

Mr. Fantini spoke on this regarding internships.

The Mayor returned to the Regular meeting at 8:30 p.m.

Mayor McGovern in the Chair

Mayor McGovern stated that the Volpe project with MIT is building a community center with a jobs program for students to work on the buildings during the summer in Kendall square. He went on to state that college is not the only option for our students, kids can go to high school, participate in internships, and come out of high school with a license to start work at \$30.00 per hour at 18 years of age. Mayor McGovern added we should keep information on the RSTA program in the data base.

Mr. Fantini responded that Mr. Andrew Fishman, of The Big Picture Initiative, sells software that Ms. Kathleen Fitzgerald and Ms. Sara Reece, Career Counselor in RSTA, are keeping track of.

Dr. Salim stated that he and the City Manager co-chair a STEAM Advisory Committee that includes looking at the ways companies with internships deal with students that are under age and OSHA comes into play around underage requirements. The Workforce Investment Board and Job Shadows help to expose students to these types of opportunities. We are fortunate to have the RSTA program. On a motion by Ms. Bowman, seconded by Vice Chair Kelly, on a voice vote, **item #18-144** was removed from the Calendar and adopted.

#18-146 Motion by Ms. Dexter that whereas the district's strategic plan framework prioritizes equity of opportunity and achievement; and Whereas students' Grade Point Average in high school can have a strong affect on their post-secondary opportunities; The School Committee encourages the administration working collaboration with the CRLS Faculty Council to recommend a final Attendance Violation Policy that specifies consequences other than grade reduction for students who are frequently late or absent to class without acceptable reasons.

Emily responded to this motion by reminding everyone that we voted a temporary amnesty policy, but there is still the final consequence that if the student does not participate in that process, the student still ends up with a grade reduction. She asked her colleagues what they think of the grade reduction.

Vice Chair Kelly stated that rather than discussing this on the floor now, have another meeting with the Sub-Committee Members, agree what they want as a solution and bring a written recommendation to the Committee of the Whole. If Dr. Turk or others from the administration and leadership team want to be a part of the discussion that would be and then they can also submit a recommendation from the AV Policy Ad Hoc Sub-Committee.

Ms. Bowman stated her concerns, from a Governance perspective, that discussing this issue abstractly is not due process.

Ms. Nolan agrees with the idea of having the AV Sub-Committee weigh in on this.

Ms. Bowman reemphasized the Sub-Committee is expected to do the work and bring a recommendation to the Committee of the Whole.

Mayor McGovern appreciates everyone's input, you get the communications and you know how to participate. On a Motion by Ms. Bowman, seconded by Ms. Dexter, on a voice vote, **item #18-146** was removed from the Calendar and referred to the AV Policy Ad Hoc Sub-Committee.

#18-147 Motion by Governance Sub-Committee whereas Yom Kippur falls on a School Committee Regular Meeting, and

Whereas the School Committee seeks to reschedule the Regular Meeting in observance of the holiday, Therefore be it resolved that the School Committee reschedule the September 18, 2018 Regular Meeting to September 25, 2018. On a voice vote, **item #18-147** was removed from the Calendar and adopted.

#18-148 Motion by Governance Sub-Committee be it resolved that the School Committee adopt the Governance Sub-Committee's Public Participation at School Committee Meetings guidelines.

1. All members of the public are welcome and invited to attend Cambridge School Committee meetings and Sub-Committee meetings. The only meetings not open to the public are Executive Sessions, which usually focus on personnel issues, not school policies.

2. All members of the public are invited to speak at Regular School Committee meetings during the Public Comment period at the beginning of the meeting. Remarks should be limited to 3 minutes and should address a topic on the agenda. Anyone wishing to speak about a topic not on the agenda, or wishing to speak for more than 3 minutes, must request permission from the chair of the meeting. For Sub-Committee meetings, the chair of the meeting decides if members of the public can offer comments or participate in the discussion.

3. Please turn off your cell phones and pagers and refrain from private conversations during the meetings.

4. Members of the public attending School Committee meetings shall sit in designated public seating areas.

5. Those speaking at Public Comment should speak into the microphone and should begin by stating their name, address, and the topic on the agenda they are speaking about. If they wish to speak about a matter, not on the agenda, they must request permission from the chair of the meeting.

6. Those speaking at Public Comment should address their remarks to the entire School Committee, not to any individual Member or Members. In order to protect privacy, speakers may not speak about any school department staff, students, or parents by name.

7. Members of the public are asked to speak in a calm and respectful tone and to avoid shouting or acting in ways that might disrupt the meeting.

8. Members of the public attending meetings may wear buttons or clothing with messages, but may not bring posters or signs into the meeting room.

9. Anyone unable to attend a meeting in person may watch the proceedings live on Ch. 99 or live-streamed via the School Committee Meeting webpage. Videos of regular meetings are also archived on the Committee Meeting webpage: https://www.cpsd.us/school_committee/school_committee_meetings

10. Regular School Committee meetings are typically held the first and third Tuesday of every month. Meeting information, including agendas and meeting minutes, are found on the CPSD School Committee webpage.

Ms. Bowman and Ms. Nolan agreed on some amendments to motion **#18-148**.

On a voice vote, the amendment to *remove numbers 7, 9 and 10*, were adopted.

On a voice vote, the amendment *to the language in number 7* was adopted.

On a voice vote, **item #18-148** was removed from the Calendar and adopted as amended: Be it resolved that the School Committee adopt the Governance Sub-Committee's Public Participation at School Committee Meetings guidelines

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6. Those speaking at Public Comment should address their remarks to the entire School Committee, not to any individual Member or Members. In order to protect privacy, speakers may not speak about any school department staff, students, or parents by name.
7. Members of the public attending meetings are expected to act with respect and will speak only during their designated time for public comment. They may wear buttons or clothing with messages, but may not bring posters or signs into the meeting room.

#18-149 Motion by Ms. Bowman, whereas the City of Cambridge released a Request for Proposals (RFP) to conduct a study of the existing and mixed delivery system of a pre-school program serving three and four-year-olds in the City of Cambridge; and

Whereas the RFP identifies an analysis of the impact of projected public-school enrollment growth on the space needs of Cambridge Public Schools; and

Whereas this study will provide crucial information that will impact the City of Cambridge Department of Human Service and the Cambridge Public School Department efforts to define and establish a framework for Universal Pre-Kindergarten in the City of Cambridge;

Therefore be it resolved that a Cambridge Public School Department representative be directly involved in this research effort and a Joint Roundtable between the City Council and School Committee be conducted to discuss the findings of the research;

Be it further resolved that the school department evaluate the current delivery model for the three-year-old and Junior Kindergarten program to determine if any adjustments will be needed to accommodate a future citywide universal pre-school program. On a voice vote, **item #18-149** was removed from the Calendar and placed on file.

#18-150 Joint Motion by Ms. Bowman, Mr. Fantini and Ms. Nolan, whereas, the School Committee is interested in continuing to foster a good working relationship with the Cambridge Education Association; WHEREAS, the School Committee is interested in providing opportunities for the voice of educators through input from the Cambridge Education Association:

NOW THEREFORE, the School Committee amends the Rules of the School Committee as follows: Section 4.2 of Chapter II of the Rules of the School Committee shall be amended by adding the following sentence to the end of the first paragraph of this section:

In an effort to encourage input from the Cambridge Education Association regarding items on the School Committee agenda, the Cambridge Education Association President may, at the discretion of the Chair of the School Committee, be allowed up to six (6) minutes during the public comment period to address items on the School Committee agenda. and

Section 7 of Chapter I of the Rules of the School Committee shall be amended by adding the following sentence at the end of this section:

The Cambridge Education Association President will be invited by the Governance Subcommittee, on a periodic basis, to provide an update on the work of the Cambridge Education Association at a scheduled Governance Subcommittee meeting.

Further, that the School Committee will review these additions to the Rules of the School Committee after one year of implementation in order to determine whether these amendments should continue in place or be otherwise modified or deleted (first reading). On a voice vote, **item #18-150** was removed from the Calendar and placed on file.

#18-151 that the Report of the April 23, 2018 AV Policy Ad Hoc Sub-Committee be removed from the Calendar and accepted as presented.

**Attendance Violation Policy (AV Policy)
Ad Hoc Sub-Committee Meeting
CRLS Attles Meeting Room**

**Monday, April 23, 2018
3:00-4:30 p.m.**

Called for the purpose of discussing the CRLS Attendance Violation Policy.

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

Also Present: Dr. Turk, Deputy Superintendent; Mr. Tynes, Assistant CRLS Principal; Ms. Low-Fleury, Student Representative; Ms. Liss, Educational Liaison to the Mayor; Ms. Chris Newton, Teacher; Mr. Tal Sebell-Shavit, Teacher; Ms. Sharon Lozada, AVID Teacher; Ms. Corinne Espinosa, Parent; Mr. Jim Corrine, Parent.

A quorum of the Sub-Committee being present, the Chair called the meeting to order at 3:05 p.m. She read the call of the meeting and invited everyone in the room to please feel free come to the table and speak. She turned the meeting over to Dr. Turk, who explained that despite the small amount of people in attendance, please do not feel that the small number represents small interest; there have been a lot of different meetings scheduled for this day and time. There have been a number of separate meetings that have happened since we had the AV Sub-Committee meeting back in December. Dr. Turk outlined the reason for being here today, informed those in attendance that she sat in on meetings with leadership with the school to look at protocol and strategies to improve how things are going. There are a few people here that want to share their thoughts and comments on how they would like to see things go. Hope fully there will be additional educators here tomorrow for the second part of the AV Policy meeting. There was a general discussion on the following issues, questions and concerns:

Assistant Principal Tynes stated that he actually came to sit in to listen and cover for Principal Smith, because there are a number of other meetings going on at this same time. He is prepared to answer any questions people may have.

Emily asked Mr. Tynes to give us a sense of the policy that is in place now and also a feeling of how things are going with the policy.

Assistant Principal Tynes explained that the same policy that was voted on is still in effect. Regarding tardiness, transportation is a problem with the T; for example, students got in close to 8:30 this morning due to problems with the red line. Regardless of whether or not we have policy in place, the MBTA is up and down, creating an issue we are struggling with. He is not sure what will change when the bicycles become more of a mode of transport during the better weather. Bike lanes also create more traffic therefore slowing down cars and buses. They get a biweekly report on absences and the whole school is running at about an average 13% absences. He does not have any data with him to compare to other years as being higher or lower. In terms of the buyback policy being more public, there are not as many students failing, more are taking advantage of the buyback policy since the word got out from the meeting in December.

Emily asked Dr. Turk about her feelings on the AV policy.

Dr. Turk responded that right after the vote, she saw a small increase in the number of students late for school. There are some areas that we need to work on with students to help them understand the importance of getting to class and the consequences of being late. There is still work to be done; there are still frustrations, the students need to get to class on time because they want to, not because they have to.

Emily asked if there are intermediate steps before the twelve tardies before you get to the consequences.

Mr. Tynes stated that calls go home everyday and the tardiness and absences also go into ASPEN. The Deans intervene on a regular basis and communicate with the teachers.

Ms. Nolan asked Mr. Tynes if we have been documenting the MBTA problems, if not, maybe we should begin to.

Vice Principal Tynes responded that he has information in email format but not anything he can pull up from one single source, but it happens quite frequently. Those tardies are always excused.

Ms. Nolan asked if the 13% absences are distinguished between 3 minutes tardy and 55 minutes tardy, or is it just here are the absences here are the tardies all in two groups.

Ms. Newton responded that the teachers put down a time when recording tardies.

Dr. Turk added, looking at data that we are receiving weekly (on the district level), it is becoming clear that they need to have meetings with the MBTA and the School Department.

Vice Chair Kelly stated that she agrees there needs to be some discussion between the school department and the T; it is a macro problem related to the lack of funding that they are getting from the State, however, we need students to get to school on time. She may bring it up at the upcoming Joint School Committee and City Council meeting.

Emily brought up that Councilor Jan Devereux is the head of the transportation committee on the City Council and she will make sure she knows about this issue with the students.

Mr. Tal Sebell-Shavit stated in terms of transportation, he gets a blanket email that there was a problem on the T and students are going to be late; it does not specify which students are on the T. Any student that is lucky enough to blend in with the T crowd automatically is excused because the teacher cannot know how they commute each day. He does not think the T will make or break our AV Policy. He read the first and third parts of the motto of CRLS. The first is by pursuing academic social and civil responsibilities. The third is by demonstrating respect by taking total responsibility for our actions in our learning environment and the community at large. For teachers, there must be an AV Policy to aid in

teaching students their personal and social responsibilities. Punctuality may be a low stakes environment in high school but if the pattern starts and becomes habit, this bad habit can cost a person a job later in the world after high school. He stated that the School Committee added buy back with out communication with teachers. You missed academic time, what are you doing to buy it back? Teachers don't have any idea what the conversation is with the deans and students, other programs have their sign off sheets; the Athletic department has sign off sheets, AVID and STARS have sign off sheets. There has to be something where the students live up to the policy of buying back the actual missed academic time.

There seems to be a misunderstanding as to the lifespan of the AV Policy. Some are under the impression that this meeting is to determine whether or not to keep the policy. It was made clear that all agree there is no question as to whether or not there will be a policy, the questions is about buyback or not.

Mr. Tal Sebell-Shavit does not receive information from the deans about buy back. He enters tardy and absent students per class in ASPEN and he receives no feedback. The valid issue of 5 minutes or 55 minutes being counted as the same AV makes no sense. Most students are late in the morning, later in the day most students are on time for class.

Ms. Nolan stated that the purpose of this meeting is not to change the policy for this semester; we want to have the best policy for the future, not to implement anything immediately. However, in the future, we may need to re-examine what we have in place. Many students did not know about the buy back which is why these meetings were scheduled in the first place.

Ms. Kelly asked how the school can inspire students to be motivated to be here on time. It may play into the social/emotional aspect of learning. Developing intrinsic motivation is imperative.

Mr. Sebell-Shavit responded the AV policy has nothing to do with creating learning or motivated learners. This policy goes directly into being in the seat you belong in at the right time regardless of whether or not you want to be or there are serious consequences.

Ms. Kelly stated she cut classes, adolescence can be a tough time, it can be tough on the family etc. there are multiple layers to what goes on in an adolescent mind and we need to remember that.

Ms. Lozada stated that buy back can look like a band aid if we are only buying back time. If there are chronic issues, we need to look at that and whether the MBTA is enhancing that problem. Some students are trying to buy back time through STARS even though they don't have AVs with her. They are trying to use multiple doors to buy back.

Ms. Low Fleury stated that she will get a message from her dean informing her of being close to an AV. She knows that she can buy it back and get 10% of her grade back. She stated that she can sit in her dean's office and write a paper for a different class, not the one she missed; it still counts as a buy back of the missed class and she will get her credit.

Ms. Newton stated the communication needs to be worked on much more; traditionally it has been between the dean and the student without input from the teacher. She feels the teacher should have more of a say in the buy back subject and teachers cannot always be the ones sitting through the buy back, for example when a student informs a teacher that they need to buy back 6 hours. Another issue is a long time ago, in the original AV policy, there was a limit on excused absences. She has heard students complain that it is not equitable. The kids are saying only the black kids are getting unexcused absences. She feels attendance is getting a lot worse and was more equitable under the original policy. Tardiness is an issue with her students in the mornings, not in the afternoons. There is a large population of students that are not having their needs met and do not come to class, which has nothing to do with the policy.

Ms. Corrine Espinosa, a parent of a CRLS graduate, suggested that the policy should be rewritten from scratch, how would a new policy look that would be best for teachers, deans and students. She asked

why we need to know about attendance? Is it a law? Is it federal funding? She feels it is not fair to punish students of color with a policy that discriminates so openly and adds an academic punishment on top of the normal consequences. High school may be lower stakes than a job, but it does affect scholarships and the students of color need them more than white students. Can an age 17 Latino male with a single mom get the same access to mobility and health resources as a White girl with both parents in the home? She asked with the buyback system, if you miss a certain amount of time, can we get creative with a buy back opportunity and are we double penalizing?

Mr. Tal Sebell-Shavit wants the buy back to relate to the subject to which you are buying back. He asked if we are using a buy back opportunity to not lose 10% of a grade, is this being seen as a double penalty?

Ms. Espinosa stated yes, if you have a lot of little brothers and sisters and/or take care of disabled parents this is very different from the lazy kid that just doesn't care. She requested to take the academic penalty off the table. Threatening them with loss of scholarship is not a good solution.

The question was asked what should the incentive be? In Ms. Espinosa's opinion the answer is to start from scratch and try something very different.

Mr. Jim Corrine, has a 9th grade daughter. He stated that she is consistently late and is very smart. They live 5 minutes away from the school. If he can't get her motivated enough to make up the time, the same may hold true for a lot of kids. The consequences are not meaningful to these kids. His wife works with students at Bunker Hill that are starting to catch on that they are hurting themselves but it is late by the time a student is on a college level. What do we have to hold over them. When he was in school, there was detention. There may be a lot of kids that don't want to fail but are not that concerned.

Emily stated that data from last year has shown that 1/3 of all African American students were having their grades reduced and 11 percent of White students were having their grades reduced, this data was shocking and the thought came up that corrections should be made to the policy. She asked if the buy back option is an improvement over grade reduction.

Ms. Newton said there has been something called buyback earlier than this year, but it worked differently. It was not an hour for hour buy back.

Mr. Sebell-Shavit stated that buy back is better than automatic grade reduction. He also stated that in his CM, his students didn't know they were close to an AV until they had done it instead of being halfway there. For some students, that can be the wake up call. He feels the students should be notified when they are halfway there. By the time the students are being notified it is too late to save them from the AV.

Dr. Turk mentioned that at a faculty meeting, there were some very strong feelings. As strong as the feelings were, teachers were also talking about really knowing the kids to regulate flexibility in order to account for the fact that life happens. The challenge is to figure out what is a policy that works for students, families and staff and will provide support when things do not go well.

Ms. Lozada agreed that yes it is about relationships and knowing the students. It benefits all of us, students and staff, to be proactive instead of reactive. Being a partner in school engagement would help the most. Consistency and communication needs to be improved.

Emily would like the teachers to not only have to rely on relationships with the students, she would like to know there is a back up system with the deans etc. that ensure all are being supported.

Juliette asked what exactly is the goal with attendance? Is the most important part being in class in the seat or getting a good grade? She can do a lot of her work at home.

Ms. Newton stated that teaching science cannot be done at home. Science is group work and all of the skills that go along with the content around a group of people and collecting data should not be done without the benefit of a lab.

Mr. Tal Sebell-Shavit stated that reading the minutes of a meeting will not help him; he needs the ability to ask questions and hear answers at the meeting. If he is confused, he cannot get a clarifying answer. You cannot mirror what happens in a class with being at home. A student's value comes from being in the class, there is no value at home, there are no benefits that allow clarity from reading minutes or being at home. At the end of the day, he wants to be sure he was able to engage in what he is learning.

Vice Chair Kelly stated the gift from teacher to student is making sure the kid knows they are valued.

Ms. Nolan asked how we are collecting the voices of the teachers and students and parents. We are building on an understanding of appeasing all three.

Dr. Turk answered that are sets of notes from all of the meetings; we need to gather and centralize the minutes.

Emily asked how to fix the issues of Mr. Corrine's daughter. Mr. Corrine stated that she responds to detention. He said calling the guidance counselor was not who he should have spoken to. He shared that he wished he would have called the dean.

Ms. Newton has students that she hasn't seen in weeks. She tries to engage with the dean to find out what the issue is.

Emily wanted to follow up with the kids that are not in class but are in the hallways.

Mr. Tynes stated that he has been taking down questions for the deans. He notices a disconnect; the deans know which students are chronically absent and they know which kids have been in the hospital and then go to a program before returning to school. In terms of kids in the hallways, students are given break time in their IEPs over the past few years. Some kids will take advantage of that, they are teens after all.

Ms. Newton said some kids are required to take their IEP breaks in the classroom. They take a long time to go to the bathroom. She has a co-teacher so she can go look for the kid that went to the bathroom 20 minutes ago.

Mr. Tynes let it be known that what Ms. Newton does is not a school wide practice yet; they are working to make it become the normal school-wide practice.

The four minute passing period is also a problem, and Dr. Turk spoke on the time on learning sub-committee – you are able to input everything that happens over the course of the school day and see the gaps and the overlaps.

Emily wanted to know if there are some conversations about starting CRLS later.

It was answered in the negative. The conversation has been more looking at the length of day as being longer is the issue.

Juliette Low Fleury does not know how many are late to class for 3rd and 4th period, she has to knock over some freshmen in order to get to class on time. It is a lot of pressure going from the basement to the 5th floor in 4 minutes or going from the corner of one building to the opposite corner or another building.

Ms. Espinosa wants us to think about support rather than punishment. She knows the teachers and deans are overworked, but it could be a full time job to support students with chronic tardiness. How do we support attendance, no matter what it is related to? She asked that administrators try to remember

that some kids cannot tell you what is happening in their home because they will be taken away from their family. She knows from experience that it can be trust or a safety issue that requires their silence.

Emily thanked everyone for coming.

On a motion by Ms. Nolan, seconded by Vice Chair Kelly, the meeting adjourned at 4:30 p.m.

Dosha E. Beard
Executive Secretary to the School Committee

#18-174 that the Report of the Communication Sub-Committee, April 23, 2018, be accepted as presented.

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

**April 23, 2018
6:00 pm to 7:30 pm**

Called for the purpose of setting priorities for the district

Members Present: Ms. Bowman, Chair; Ms. Nolan

Also present: Mr. Jim Maloney, Chief Operating Officer, Ms. Elisabeth Liss, Educational Liaison to Mayor; Ms. Rosalie Rippey, Family Communications Manager; Ms. Casey, Boston Resident

A quorum of the Sub-Committee being present, the meeting was called to order by Ms. Bowman at 6:03 p.m. who read the call of the meeting. Ms. Bowman briefly went over how she likes to conduct her subcommittee meetings. Ms. Bowman likes to allow the general public to speak on an agenda item after the official body has a chance to speak she will then open the floor for public comment. At that time she will allow the general public up to three minutes to make any comments or ask questions about the agenda items.

Ms. Bowman then went on to say that the purpose of the Communication SubCommittee is to take a step back and really look all the different communication aspects of the school district and figure out what the main priorities are to focus on for the term. Ms Bowman then referred everyone to the agenda so that they can see what issues will be discussed at this meeting.

Agenda:

1. Potential Communication Priorities for 2018/2020
2. District Framework Engagement
3. Data Dashboard
4. Social Media Policy Review
5. Communication as Community Engagement
6. Technology Policy Review

Ms. Nolan stated that the website in general made great progress with written communication and with having webmaster for our website keeping everything updated. However Ms. Nolan does find it hard to navigate, it is not very user friendly. Ms. Nolan thinks that we should see if there is already a MASS school that already has a website that we may be able to mirror. Ms. Nolan stated that it would be easier to do that instead of trying to build one from scratch.

Ms. Bowman agreed with Ms. Nolan adding that she too finds it hard to navigate the website even though she is constantly using the website adding that there is just entirely too much information on the website. Mr. Maloney stated that we are actually working on updating the website as we speak.

Ms. Nolan stated that it sounds like this SubCommittee could be a good sounding board going forward especially because we have a new parent, a parent of a graduate and an in between parent all on this board to get feedback from.

Ms. Nolan asked if the Agenda item 5# "Communication as Community Engagement" had to do with the communication mechanisms we use for parental and family engagement for the community.

Ms Bowman asked if she was asking if it was separate from the website.

Ms Nolan commented that it is separate from the website and that it pertains to how we are communicating with the parents but then there is also community engagement to talk about as well.

Ms. Bowman moved on to Agenda item #2 District Framework Engagement saying that we went through this progress where we had a lot of community engagement when it came to setting the priorities for the district wide framework would be which then shapes how we approach the budget and how we allocated resources moving forward over the next three years. However she is finding that a lot of people don't really understand the framework that we use when it comes to making decisions for the district. Ms. Bowman stated that there is a huge information gap and it's our responsibility to figure out how to close it. Some of our challenges may be answered with how we approach framework with how we allot resources and our strategic plan as it relates to being able to tackle some of the challenges around the achievement gap, especially with the issue of race and diversity that has really bubbled up a lot this year. We can talk about this not in a way that it could be pushed aside but we should connect it to the action steps. We really need to shift our communication as a district around the work that we do. We are used to reacting all the time instead of telling people of the good work and the work that we still need to do.

Ms. Nolan agrees with Ms. Bowman that we should continue to develop that frame work Ms. Nolan thinks that we are already have some beginnings of this in our budget books and budget guidelines that we send out. Ms. Nolan stated that in the front of these books it starts a narrative around the district framework so we have the pieces that we can build on. The challenge will be how to get people to engage with it. Some people will read through the budget book or budget guidelines that we send out and some people will access everything on online but still other people won't have access to any of the information which then leads to them not knowing it during conversations.

Ms. Bowman thinks that every single budgetary conversation going forward should start with that frame work to set the conversation around how we approach the budget. That way it will allow people to see how their comments tie into the framework we will be using for the next few years.

Ms .Nolan stated that we used to have budget guideline, that would fill that purpose. And now we have a new vehicle that should fill that purpose.

Mr. Maloney stated that in his entire time here that he has never been through something as focused as the strategic plan. He has been here through some interesting changes schools closing new middle school being created just to name a few and eventually everything tends to die out like wild fires they fire up and then just die down however a strategic plan is not like that. He thinks the issue of getting better at letting the public and families know what's going on is very important. He's not even sure if our own staff really appreciates it sometimes.

Ms. Rippey stated that a new draft of the dashboard is been worked on right now with the hope of submitting the draft to Superintendent Salim by the end of April.

Ms. Bowman wanted to know if we need to lead with this framework at the upcoming August preliminary.

Ms. Rippey and Mr. Maloney both agreed yes especially since this is the first year that the framework will be in place before the start of the new school year.

Ms. Bowman then asked if the students have been engaged with the framework.

Mr. Maloney commented that it depends on how you define or look at engagement but that it was brought up in an earlier meeting that more can be done partially when you look at chronic absentee in the high school.

Ms, Rippey indicated that the website does currently talk about the district plan but there is not an illustration graphically of what our outcomes are or of what we are trying to accomplish. Our web master has come up with a way for us to say here is the objective, here is what the initiatives are and here is the latest news in that area which will allow us to connect it visually when we hand out newsletters among other items. Ms. Rippey is very interested in how we will continue to facilitate the conversation that we need everyone to have for example; if the Principals are talking about work they are doing do they have a "toolbox" of everything that they need to be able to easily say here is our plan She was also thinking

about the summer mailing and maybe mailing out something separate about the district plan and how can we take the budget information that we already send out and make it more user friendly.

Ms. Bowman stated that what she is hearing is that we need to come up with a more dynamic way to engage people using some of the tools we already have, and also figuring out how to engage students about the district wide framework. We need to see our students as our allies they should want to be more involved in the frame work.

Ms, Rippey wanted to know if Ms. Bowman has any ideas about how to engage the high school students in particular.

Ms. Liss added that a model that we may want to look into is how the Cambridge Health Alliance and the health survey they conduct every year that information is shared back in a graphic friendly way and its empowering for the student to see this information. It would be helpful if we can do something similar on a small scale in regards to objectives it would be good for them to see this information and help them to feel more connected to the framework.

Ms. Nolan stated that you cannot over communicate and that we just need to be more creative in our approach.

Ms. Bowman stated that most parents and students do not know some of our academic outcome. She added that when she tells people that eighth grade math for black students is at a 10% *proficiency* rate people are stunned. She feels that if people know these things from the beginning we can inspire and not shame students and teachers to do better especially around academics. It may be something as simple as putting a banner in every school so that people will see our goals for the next 3 or 4 years, She stated that it is hard to motivate someone if they cannot see or understand why we are putting such a high stack on our academic outcome if they are unaware.

Ms. Bowman then moved on to speak about the data dashboard asking if there is a realistic timeframe to create something visually appeasing that captures the outcome of our growth.

Ms. Rippey answered by saying that the Superintendent Salim is expecting for a draft to be ready for him by early May they are planning to revamping the data dashboard to include more of the district framework hope fully over the summer.

Ms. Bowman asked if there is any type of big event that we can pull in other partners and stakeholders to tie in with releasing the new data dashboard.

Ms Rippey agreed this is great idea it hasn't just hasn't been discussed yet.

Ms. Nolan was wondering if we would have any of the data to actually populate the board.

Ms. Rippey mentioned that most likely we would not have the testing data back in time to populate but that she knows the State is looking to hopefully release the information earlier this year. The visuals of where we are right now will be posted along with a breakdown of subgroups.

Ms. Bowman wants to know if our goals and objectives will be on the dashboard, it was confirmed that both items will be on the dashboard.

Ms. Nolan asked if we were using other dashboards from the district to help build ours.

Ms. Rippey stated that yes we have been working with an outside communication development firm and also with Ms. Jennifer Amigone who has been making recommendations for better ways to design the dashboard however it will not be a live data dashboard because the amount of investment to have that kind of data will take away from her other priorities. We will be able to represent the higher level outcomes that the School Committee already agreed to in a graphical way.

Ms. Nolan commented that you would be able to use a green light red light kind of approach to presenting the information for example green light means we are at our goal and red light can mean that we haven't met that goal yet.

Ms. Liss asked if it was focused on the seven outcomes.

Ms. Rippey answered that yes it would be and in some instances it may be more than seven outcomes. and that the best person to speak to would be Ms. Lisa Waters since she is the main person doing the design piece.

Ms. Bowman stated that this is our first meeting to just set some priorities and the key piece is about the static vs real fluid real time data and we should be having a conversation as a committee to see if this is a first step or do we need to move to a place when we want real-time data.

Ms. Rippey answered that maybe this subcommittee should have a meeting with Ms. Amigone to kind of get an understanding of where she is coming with her options about static vs. real time data.

Mr. Maloney stated that because this plan just got approved it's going to start slowly but then it will be full steam ahead it's just of matter of where we are trying to head.

Ms. Nolan commented that we have a lot of data that has been created we just need to really sit and focus on what and how we want to present it.

Mr. Maloney stated that he doesn't think the staff fully appreciates the public focus on the outcomes and goals that will be on the dashboard. The problem is that some plans are not as engaging or visual as other plans and people tend to forget about longer plans, they like to focus on quick fixes.

Ms. Bowman answered that this is the very reason for this Sub-Committee to figure out away to engage others and also figure out how to be thoughtful and strategic in how we go about changing these big systematic issues we are facing as a district.

Ms. Nolan wanted to know if goal focus is on district wide data but in order to get there each additional school has their own goals or school improvement plans so our data dashboard is only going to show the district. But we are going to have each individual school show their contribution just on those measures to the district. Because if you are a parent in the district then you are going to want to see how your district is doing and also your child's school is there a way for both items to be accessed as well on the dashboard.

Mr. Maloney suggested the issue is how do you do it a way that doesn't seem punitive but yet informative.

Ms. Nolan wanted to know how much different is this by school than district.

Mr. Maloney answered that by school it's a much smaller cohort than by district.

Ms. Nolan commented that the State does put it out there but they don't put it out past a certain cohort and maybe we can follow suit.

Ms. Rippey stated that we are experiencing a cultural shift at CPS and that there is an automatic reaction among educators who want to be improving their practice but they don't want to be put on the spot or somehow be shamed into improving. This is information for our learning and growth not be used for accountability of staff. She thinks that the conversation is about having maximum transparency within the community so that people can understand what's happening and at the same time being sensitive about how to raise this type of information and bring it out in transparent way. Dr. Salim has spoken about the need to focus on the data dashboard at a district level and at the school level they can focus on how the schools are going to look at their own data and ways to make improvements. Dr. Salim is hesitant to make a discussion about exactly what to put on the website and where on the website to put it. But that it has to be transparent to the community at the same time.

Ms. Bowman questioned how do we have conversations with the teachers union. Because in general there is no way that trying to improve can impact your job it does not automatically mean a penalty for the teachers when you have a contract in place. We need to figure out how to shift from that type of mindset.

Mr. Maloney stated that a lot of parents are only looking at a subset level but not a school level in terms of the testing results.

Ms. Nolan commented that we need to figure out a balance of support for under performing schools and schools that are performing on level.

Ms. Bowman stated that are a lot of recommendations already in place, we need to see what happens and if it doesn't work out then we need to regroup and try something different. She stated that people also need to come out of their political corners as well in order for us to move forward.

Ms. Nolan suggested that we have more thinking to do about what level and how to go about doing it. It's hard for people to address what's not in front of them.

Ms. Bowman stated the is exactly the kind of conversation we should be having in our Regular meeting and if we put a motion forward from this Sub-Committee it will help us to have more meaningful conversations about these issues. Then we will be able to focus more on how to frame everything.

Ms. Rippey commented that there may also be some trainings coming up once the results of the School Climate survey comes in.

Ms. Nolan added that the school climate surveys in the past have never been on this level and that this should be interesting to dive into once we have the information

Ms. Rippey stated that they used a new vendor this year to conduct the school climate survey so this all feels very exciting.

Mr. Maloney mentioned that it's easy to take eye off the overall focus plan he is very hopeful that it seems like there should be less of a chance that focus gets diverted now that we have a formal committee.

Ms. Bowman stated that the body work we bring forward no matter what committee it comes from we have to connect back to it if it's going to have any type of impact on the outcomes of our targets.

Ms. Bowman then moved the conversation to Social Media Policy review which is really geared more towards CPSD staff and we don't really have anything in place for students. However I understand that we can't really regulate what students do in the broader community but it's worth having a conversation with our community about how we leverage all these different platforms that we use and what are some of the community standards that we want to put in place and what are some of the risks of stated platforms. There was a safety hiring the other day but that was really about physical space we should also be talking about safety in digital space and discussing how we interact with these tools. Ms. Bowman's recommendation was that over the next few years to try and figure out how to have conversations around this and in addition to if we have the capacity to be able to create some guidelines for our CPSD community when it comes to interacting with these tools when it comes to keeping safe in a digital world.

Ms. Nolan asked if this goes hand and hand with the antibullying policy or is this a separate issue all together.

Ms. Bowman answered that in a way it does kind of flow into the antibullying policy however this is a broader piece in the CPSD community we have this policy in place but how as a community do we go about using these tools, how can we protect ourselves from the risks involved in using these tools. She stated that bullying is more something that you would talk to the students about in regards to being nice and respectful in these digital spaces. However that is not really touching these other issues that are starting to surface over the past 3 to 4 years like data being stolen.

Ms. Rippey stated that we have these Facebook pages that are being tightly managed by staff members and people that may join these pages are not really realizing that they are now indentifying themselves with CPSD, which may provide a data point for an another vendor to misuse the collected data.

Mr. Maloney stated that for staff and students your legal rights vs how wants to viewed or professionally or academically. Sometimes people will have on their Facebook on their public page they may have statements or beliefs posted that may not come across as being very professional. It would be helpful even though we can't really write it down in stone but people need to have to broader education when it comes to posting online because a child or a parent may come cross that very post.

Ms. Nolan asked if this was already created and needs to be revamped or does it need to be created. Ms. Bowman stated that the guidelines are mainly about internal staff usage it doesn't really say much about social usage during personal time.

Mr. Maloney suggested that it would also be helpful for parents as well because it can create issues among the teachers and parents if some guidelines aren't created then lines may be crossed.

Ms. Nolan added it's a matter of teaching healthy ways to behave on social media.

Ms. Bowman added we can still create guidelines even though we can't control them.

Ms. Liss stated that we should be able to make a value statement about wanting to uphold a certain standard it could at least be a stepping stone for a conversation when and if someone goes into a grey area.

Ms. Bowman agreed that we can't police what people are doing but we can at least set a standard for what they should be doing.

Ms. Bowman continued by saying that there are other safety issues about cyber security that need to be talked about for example family dynamics taking picture of the students in a class play and posting it online can be security risk for some families that in general the public does not think about it we really need to have some conversations in the next year and half about this issue.

Ms. Bowman then moved on to Community Engagement- by saying that as a Committee of the Whole that we don't do a good job being a unified body to go out and have strategic conversations with the community or even listening sessions with the community. It's the nature of the beast of how we get elected and we kind of all go out there and do whatever we think is necessary to get reelected it's not a judgment but it's just the way that it is and she would like to see in the framework that has a school committee that we make the decision to engage the community in a formal way for example open coffee hours in the different communities around Cambridge.. She feels that there should be a way to function more as a unified body around Community Engagement.

Ms. Nolan stated that this overlaps with Community Relations that there are really two separate issues here the first is a more broad reaching out to the community but then a more specific community from that

can relate to the district plan. Which we haven't done in a while; normally we will address it in our Committee as a Whole in the past we have the state of the school address to reach out to the community. We might be able to tie this in with the launch of the data board *announcement*.

Ms. Bowman agreed saying that if we connect it to the launch of the data dashboard we would be able to leverage our time efficiently.

Ms. Rippey stated that currently there is nothing on the books for this to happen but that we can certainly try to plan something going forward.

Ms. Bowman mentioned that she was very comfortable with even just two school committee members going out to different communities together.

Ms. Nolan agreed saying that it sounds like a good idea that it can even be something as simple as having "open office hours" and letting the public know though it might put a strain on Mr. Maloney.

Mr. Maloney commented those previous experiences of trying to engage community that is not that much involved has been mildly successful to say the least. He stated they have had meetings at Winter Street on a Saturday morning and the turnout was 95% middle class that really overwhelmed the room. He thought maybe going to go Rindge Towers or Roosevelt Towers would be a better way to reach some families.

Ms. Bowman suggested that even something less formal like going to Rindge Towers on a Saturday morning there is a playground right across the street that a lot of families go to. We need to go to the places that the families are at.

Ms. Liss agreed that sounds like a great idea.

Mr. Maloney stated that the main challenge is picking a venue that will offer a good mixture of families from different backgrounds.

Ms. Nolan suggested we also need to figure out our message and how to deliver it.

Ms. Bowman stated that we would do a push in neighborhood to alert them that we will be there in the community we need to a motion or maybe even a joint motion from this committee to move this idea forward.

Ms. Nolan asked if we have too many different avenues to communicate with families we need to have general understanding of all the different ways we are reaching out the parents and also figure out which ways are more successful and user friendly. She mentioned that she heard at one of the last meeting that we now have the ability to text and will be going live very soon.

Ms. Rippey stated that we already have the ability to text and we are working on two way texting so that teachers would be able to text anonymously but that they are waiting to see if this will be provided to the entire district or just the schools that have asked for this.

Ms. Bowman stated that if we are going to give them the technology for teachers to text we need guidelines about how when to best use this technology.

Ms. Nolan stated that we need to make sure that the parents know what they are signing up for are they signing up for just the overall school messages or the more in-depth personal messages.

Ms. Rippey added that we have been working on pulling together what are we doing and what are the best practices data because what we do at a district level will not be the same as what we do at a school level but schools should have a some kind of baseline that is consistent across the schools.

Ms. Liss stated that the parameters should also go the other way to be respectful of the teacher's time as well.

Mr. Maloney informed everyone that right now we don't have the rights to demand that a teacher has to answer text messages during the day and we also don't want the parents to get flustered if their child's teacher isn't texting them back right away. He mentioned that while some schools have this two way texting a lot of districts do not.

Ms. Bowman stated that there is some legislature being created on Beacon Hill now around not penalizing employees if they don't respond right away. The public also needs to understand all these different nuances so that they will have a sense of how we are using this technology instead of just implanting it.

Ms. Nolan added that they also need to understand the perimeter and the expectations regarding this technology.

Mr. Maloney mentioned that it goes back to expectations on both sides you have respect people and their time.

Ms. Bowman stated that's its really hard for the teacher because their job is really to be interacting with our kids not sitting behind a desk all day answering text messages. It adds a whole other layer of

pressure to a job that 20 years ago wasn't there. We need to figure out a way to have a conversation that is sensitive to the needs of the parents and also the teachers.

Ms. Nolan commented that texting and apps is a new thing and because it's really helping kids we are going to need to set limits which will also allow us to show the educators why this technology is needed as well.

Mr. Maloney suggested that one way would be to have the teachers set up preferred ways of communications so the parents will know what each teacher prefers.

Ms. Bowman stated that as a district we need to be careful there are not too many different ways to communicate and we need to have these conversations before just rolling out new technology.

Ms. Rippey- mentioned that it would be great to have guidelines that detail what we mean by using communication for family engagement and what is the minimum standard that is important for student learning and what is the amount of time that educators need in order to do that minimum standard and are we making sure that they have that time. And also how do we communicate with families letting them know of these expectations. She also commented that there are way too many different means of technology offered for communication and at some point we need to eliminate what's not useful.

Ms. Bowman commented that she agrees if we bring something on we then need to get rid of something.

Mr. Maloney added it is hard to find the balance between the parent that complain, about to many robo calls and those that want more robo calls.

Ms. Rippey stated the main problem is that there is not one system that does everything that we need it to do and if there was it would be extremely expensive to invest in something like that.

Ms. Bowman stated that the goal to go deeper in our technology policies as we have these new forms of communications that come online is a conversation to first have with the administration so that we can shape the conversation that we would need to have with the public.

Ms. Rippey stated that she has a lot of data that could be helpful to us that her office has been collecting all year.

Ms. Bowman asked Ms. Nolan if she had any questions or comments before closing the meeting.

Ms. Nolan wanted to know what is the website moving to and commented that she can even send out a list of really good websites for example Brookline, Lexington Newton, have much better websites than we currently have and it would be helpful to look at these because again there is too much info and it's hard to access and our website it's not very user friendly.

Ms. Rippey stated it would be great to get your suggestions however it's not the webmasters job to make sure that everything is current that falls on the different department heads. She added that it's really challenging to keep the information relevant it may be that we move towards just keeping the most up to date information at the top.

Ms. Nolan also suggested that there maybe be guinea pigs in the community that may help us out they maybe really good about web design.

Ms. Bowman stated that we should get more information the data school vs district level, and static vs real-time data dash board we should do that here and then bring it to the larger meeting.

Ms Bowman motioned, seconded by Ms. Nolan to adjourn.

Meeting adjourned at 7:31 PM

Erin Grant
Temporary Confidential Secretary to the School Committee

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

- Agenda

#18-152 that the Report of the April 24, 2018 AV Policy Ad Hoc Sub-Committee be removed from the Calendar and accepted as presented.

**Meeting of the AV Policy Ad Hoc Sub-Committee
Henrietta S. Attles Meeting Room**

**Tuesday, April 24, 2018
6:00-7:30 p.m.**

Called for the purpose of discussing the CRLS Attendance Violation Policy

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

Also Present: Mr. Robert Tynes, Assistant Principal CRLS; Ms. Van Blaricum, Mr. Prince

Emily Dexter in the Chair

A quorum of the Sub-Committee being present, Emily called the meeting to order at 6:05 p.m. She read the call of the meeting, thanked everyone for coming and invited all in attendance to sit at the table in order to have an open discussion.

Dr. Turk informed the assembly that she is glad to have had a chance speak to some students before this meeting; and that the information, suggestions, recommendations and criticisms from the students in the past were very powerful. She appreciates hearing a diverse range of opinions; it helps a lot, in order to make an effective change.

Mr. Tynes thanked everyone for being here; he has had an opportunity to meet with the deans this morning and is happy to see two deans in attendance this evening.

Ms. Nolan stated that it is clear from the students that part of this policy was not well known, she really appreciates that it brought this to our attention and there are still some glitches. Not knowing about the buy-back is why we have had to revisit this policy. We are now talking about what ways we can honor student voice and improve the policy.

Elaina Wolfson, a senior and a CYC member who has worked on the policy change last year, stated that students are always going to be late; suggesting it might help if the policy has some incentive to come to school on time to gain knowledge and reflect the values of the school it could contribute to being prompt.

Rory Millar asked to know what was discussed yesterday since he was not at that meeting.

Ms. Dexter explained that they discussed the fact that all students did not know about the buy-back section of the policy, MBTA issues, and general non-communication.

Ms. Nolan added that we heard the experiences of the four teachers. Specifically, if you are about to AV, the student arranges the buy-back with the dean and the AV is not always related to the class that was missed. The goal is that we want the students to come to school on time and enjoy learning so they are open to all suggestions.

Elaina asked if the goal of this Ad Hoc Sub-Committee to re-write a policy or to better advertise the buy-back.

Emily answered the goal is both, taking what we have right now and refining it to work better; certainly with communication and anything else that would improve it.

Dr. Turk stated that since the students are living the policy, it makes sense to hear how it impacts them. What worked well and what worked badly. Was the change better? No? Tell us what change was the best.

Rory stated that one of the original proposals last year included having the buy back include something to do with the class that was missed. Why is this fair to the teacher? Are we sure the teacher of the subject should have to stay late just because that student did not get to class on time.

Elaina made the point that the student can still AV the same way, changing the solution will be a different conversation. At one time a *minutes policy* was being considered.

Emily asked if she could think of any way to incentivize students to get to school. Either you run out of all of your minutes or you don't.

Mr. Kimbrough asked if there are any experiences where the environment made you not want to be late?

Marly Sicolo answered that criminal justice is her first class and it is also what she wants to do for her career so she is motivated to be in that class on time.

William Reed, also in that same class, was in agreement. He wonders if the buy back policy was being implemented in quarter 3 grades? There has been no conversation about this in the classes.

Ms. Van Blaricum (Ms.VB) stated yes it is being implemented. There is still room for growth. Dr. Turk mentioned an email about almost ready to AV. Ms. VB stated that they have tried many different ways to send emails since they went to Gmail; there is also an AV warning slip (on file in the School Committee office).

Ms. Nolan conducted an impromptu survey. She asked for a show of hands for how many students checked their email today? Seven out of thirteen raised their hands.

Juliette shared that her friend AV'd she went with her to seek a remedy and the teacher didn't know what to do, the student didn't either. Everyone needs to be informed of the rules of the policy.

Andrine Pierresaint shared that she was encouraged to get to school on time after she created relationships with teachers because they showed interest in her as a person, not only her academic ability. Andrine currently attends to Boston Arts Academy. Sitting down and writing plans and activities together with the teacher makes the students want to be more involved.

Uma Eddlburaam, a sophomore shared that her first period teacher created a welcoming environment, which inspired the students to be on time. She asked if a student wants to do a buy-back, who do they approach first dean or teacher.

Mr. Prince answered that the student should go to the dean first. The deans don't generally go to the teachers about a buy-back issue. Mr. Prince stated that although there is not always a fluent line of communication, their doors are always open.

Ms. Liss asked the deans about the data shared from a meeting in February on the earned vs the assigned AVs. She made reference to the fact that there was lot of work done at that meeting and she is very interested in knowing how that work would fit into this conversation.

Ms. Van Blaricum, (Ms. VB) replied if the deans have kids that have earned the AV, the dean knows why they AV'd because they know their students better by knowing more of their personal story. The dean is the keeper of a lot more delicate or private knowledge than the teacher. The deans typically know their students for four years, the teacher may only know the student for one semester or one year. There is not always a strong enough bonding between teacher and student. The buy-back contract has been given out to teachers (on file in the School Committee office).

Mr. Prince explained that the lines of communication between dean and family are not always open and clear. Sometimes there are special circumstances that are not known involving extra curricular activities. Some dates and reasons for an AV need to be cleared up. Some students get AVd because he didn't know of a students' special circumstances. Since the dean cannot make a student be with a teacher that doesn't want to be here, other willing teachers have supplied the presence required for the AV.

Elaina stated that relationships come with communication. Sometimes the teacher doesn't feel connected enough to facilitate a buy back.

Andrine stated it feels weird to say all teachers will not put in the extra work. Teachers should do it even if they don't want to. She does not want to learn from a teacher that is not willing to ask questions and have conversations about the students needs outside the regulated class time.

Patrick and Marisa Riley are parents of an incoming 9th grader, very excited about their child attending CRLS. He is concerned about the literature that says the kids perform well when they are well rested. The day starts earlier here at the high school. He feels the school will benefit from starting 30 to 45 minutes later.

Dr. Turk stated that this issue came up yesterday about starting later. On the district level and the school level, they have been engaging in a task force with the CEA looking at extending the length of the school day. Looking at all of the variables that go into a school day, looking at inefficient use of time, and looking at the requirement from the State of MA, we are not ready to make a recommendation at this time, she wanted it known that this also includes extra curricular time.

Mr. Riley asked if it would help to circulate a petition. He also wonders if the students have an opinion. Andrine wanted to know if the whole day would be pushed back.

Ms. Nolan reminded the assembly that the purpose of this meeting is for discussing the AV policy only.

Rory suggested that there needs to be more attention paid to next steps. Twelve tardies make the need for a buy-back. On the topic of transportation, \$30.00 per month for a bus pass is more than some students can afford to pay. It was brought up that the City Council went on record stating that students that are currently allocated for free and reduced lunch should also receive free or reduced T passes. As it stands, students are always trying to beat the T system to get into the station without paying.

Ms. Liss clarified that in 2017 there was a transportation committee to discuss the cost of the MBTA passes. The agenda is not set for a meeting in May, but it will be moved forward. The equity of the #68, #69 and #72 buses are a big issue regarding coming to and exiting the schools at different times.

Dr. Turk asked which bus is the most problematic, it was answered that the # 68 bus is the worse.

Lorra Marseille shared that she thinks the #69 is fine; she informed everyone that because the #72 bus usually does not run on schedule, a long line of students end up standing at the tardy desk (being made even more late).

Ms. Tara Edelshek a parent, stated she is very impressed by all of the work that has already been done. Her larger concerns are about equity. She does not think it is the policy. She would like the administration to be more creative about why kids are late and lose their incentive to be prompt. She asked who does it help and who does it hurt? There has been a lot of research on late start times and being on 504 plans for being late. She suggested that chronically late and AV get to chose first what they want for their first period class.

Andrine stated there is always a sacrifice to make things better. Some students will want to go to the teacher first and some kids will want to see the dean; she feels that both should be allowed.

Elaina feels it is great to have a space to give feedback. It is possible that the buy-back can make students feel like the school does not value punctuality. All through middle school you are bused from the end of your street, then you get to CRLS and you are suddenly on your own, good luck; it is a drastic change for a lot of students.

Lorra stated that kids, for different reasons, don't want to be here; which is the root of the problem. Bus passes will help somewhat, but it will not fix the problem. If a student wants to be at school, they will be.

Naia Augorg agreed that if you don't feel valued at school, you don't want to come. Some teachers are disrespectful, it does not promote an incentive to be here at all, especially on time. Students of color are feeling that the energy in the classroom is not geared toward them and they shut down.

Emily asked if you don't buy back your time, you get a grade reduction, how do you feel about grade reduction? Does it give you an incentive?

Naia stated that every student wants to do well. If there is too much negativity at school and/or there is not always a support system at home; students begin to slide down the hill. She realizes that the policy cannot fix everything that is wrong in the school and at home, but it gives you some insight as to why students shut down.

Andrine agreed saying there does not seem to be much room for community building. She feels that having more opportunities to come together and provide a space for the students to feel like they can make a difference or that a person in authority really cares about their needs to be improved.

Dr. Turk remembered that Andrine made a powerful statement when she suggested that faculty get to know their students beyond acadamia; care enough about their individuality and find out who she/he is.

Elaina stated that some kids don't care about their grade because they don't think it will do them any good anyway. She made it clear that there is a lot more that needs to happen to fix the climate and culture; it is not realistic to believe just because there is no longer AV, students will now feel safe in class. Emily asked Dr. Turk to provide next steps.

Dr. Turk responded that they have been having periodic meetings with Principal Smith; Mr. Smith along with the deans have been looking at both the AV policy and attendance in general and with Angie in the design labs. Principal Smith also meets with Student Government to keep their voices in the mix.

She wants people to understand that there are several different groups working on this same topic, so in terms of next steps, it will be a matter of taking information from the student government group and from the deans and all others; looking for patterns and trends, from cross referencing all notes and deciding on what needs to be changed, modified or deleted. She believes there will be recommendations for language and process change.

She concluded that it is not rocket science that mindset cannot be put into a policy. However, it is something that does need to be worked on separately from AV.

Emily summarized the most important issues of this meeting with the following five points:

Policy – how AV and Buy-Back work	Start time and the extended day
Communication between deans and teachers	Culture of the school
Transportation issues with the MBTA	

On a motion by Ms. Nolan seconded by Mr. Kimbrough, the meeting adjourned at 7:30 p.m.

Dosha E. Beard
Executive Secretary to the School Committee

On a motion by Mr. Fantini, seconded by Ms. Dexter, on a voice vote, the rules were suspended to bring the School Committee Agenda forward for discussion and adoption.

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

#18-171 Joint Motion By School Committee Member Dexter & Mr. Kimbrough, that whereas the CPS district plan supports the whole child, socio/emotional and academic learning for all students, as well as equity of curricular and extracurricular learning opportunities;

The School Committee's School Climate Subcommittee will work with the CPS and CRLS administration to review and revise the eligibility requirements for participating in all CRLS-sponsored extracurricular activities, including athletics and theater. The goals of the review will include ensuring that:

- 1) The requirements support students' academic motivation, academic achievement, positive attitudes toward school, and sense of belonging; and
- 2) The requirements are equitable across students and across extracurricular activities.

Ms. Nolan stated that she appreciates the motion; however she would prefer it be reviewed, with possible recommendations for change; however it needs to be in conjunction with the students and the School Climate Sub-Committee.

Dr. Salim explained it may get complicated when we talk about sixty two clubs and activities. It may look like the responsibility of advisors which may not be in their course of work. Central Administration needs to engage student voice first and see if they understand eligibility requirements.

Mr. Kimbrough stated there are only two significant extra curricular activities that will relate to this motion; they are theatre (the fall production) and athletics. He offered an amendment to remove the other student activities out of the motion, and refer it to School Climate Sub-Committee to rephrase it.

Ms. Dexter stated it is very similar to what is being done in the AV policy.

Vice Chair Kelly agreed that athletics and theatre are the two big issues.

Item #18-171 was placed on the Calendar by Mayor McGovern.

#18-172 Joint Motion by Mr. Fantini, Mayor McGovern and Vice Chair Kelly, Whereas, CRLS has had a two-year relationship with The Council on International Educational Exchange, a non-profit organization (CIEE) promoting international education and exchange that was founded in 1947 and headquartered in Portland, Maine and

Whereas, CRLS has already been accepted as a GNS Partner School (Global Navigator School) qualifying CRLS up to \$25,000 in scholarship opportunities each year and

Whereas, CRLS has participated in a Summer Abroad program <https://www.ciee.org/go-abroad/high-school-study-abroad> with 8 students in 2017 and with 9 students in 2018 (this coming summer) traveling to many different nations and

Whereas, 13 of our students received \$50, 155 to date in merit need based scholarships and

Whereas, students can participate in three different kinds of opportunities: Language and Culture, Service and Leadership and Global Discovery and

Whereas the costs not covered for students are airfare, passport/visa, baggage fees or spending money provide obstacles for students and

Whereas global travel and understanding along with language learning skills are critical for success today for our students that

The School Committee vote to establish "Falcon Travel Fund" to be operated by Friends of Cambridge Rindge and Latin (FOCRLS), whose 11-year partnership with CRLS as a 501c3 organization providing funds that enhance access, equity, and opportunity at CRLS includes 8 years of administering financial support for academically-proficient, motivated, low-income students to participate in CRLS-authorized international and domestic trips is well established. And make a onetime payment, to be determined by the Superintendent, to be used as "seed funding" to provide scholarships for need based students with the expectation that FOCRLS will raise needed funds in the future to replenish this fund. Such funds to come from available year end balances or from Fiscal Year 2018 budget And Further,

That we seek school wide participation in the program especially thru our Guidance, Language and Administration departments and finally

That our participation after two years of participation in the program be reviewed

Mr. Fantini stated we heard a lot of great testimony tonight and we need to support this motion; the Superintendent has great flexibility to add as low as \$1.00 or more. He read a statement in support of this motion (on file in the school committee office) to send students across the world. He ended with the fact that the School Committee just passed a union agreement for our staff, our students do not have a union agreement and we need to support them. CIEE has a strong desire to partner with Cambridge.

Ms. Bowman stated this is a great program and they do great work; and she is fundamentally opposed to the way they are doing this work. This is not equitable or transparent; she does not understand how this can be allowed after the budget has been passed, and it takes advantage of marginalized people. She suggested that this organization can fill out an application and be considered with other organizations that also have an opportunity to partner with us.

Ms. Nolan stated that she has to echo a lot of what Ms. Bowman stated. She was an exchange student also. She cannot in good conscience vote for this. We already passed the budget. Where is the money going to come from, who will be served? We turned down Breakthrough for getting another \$40,000.00 which is transformative, its not as attractive as going abroad. This is not equitable; we cannot subsidize seed trips. These programs are great, but they are very expensive. Our kids are getting a lot of scholarships. We are being asked to fund a lot of money for airfare. She would rather fund a handful of kids or an entire program to pass math or we could fund all of our 8th grades to Washington DC instead.

Emily is in agreement with the statements of her previous two colleagues. She loves FOCRLS but cannot say yes to this motion. She asked the Superintendent how much is in our end balance, Dr. Salim stated that he does not have that final information at this point, he will get back to the Committee of the Whole with an answer. **Item #18-172** was placed on the Calendar by Emily Dexter.

#18-173 Joint Motion by Ms. Nolan & Vice Chair Kelly That whereas the budget included a new position for guidance at CRLS, that the School Committee asks that any recommendations by the Superintendent on the policy of allocation of guidance counselors to include input from CRLS staff, students and families as well as School Committee prior to adoption.

Ms. Kelly stated that prior to adoption, after a few conversations, the guidance dept is in the process of making decisions, they would like to hear within the first couple of weeks in October how the new implementation is working.

Dr. Salim stated that at the end of last week, there was a discussion with Principal Smith and Ms. Williams about working with a range of data on drop out, retention rates, early warning indicator system, graduation rate data and surveys were part of the analysis, the new counselor cannot be part of the existing model, instead, two counselors will support the 9th graders, and he will provide the other new ideas later.

Ms. Nolan stated that the reason they put this on is because parent's have asked why their upcoming 9th grade student is going to have a different counselor, she still has questions about the rationale, she hopes to have answers. One counselor for 4 years has been the norm, changing to a counselor for one year and a different counselor for the next 3 years seems difficult. She would like to know the rationale; she thought an extra counselor was to reduce the caseload across all grades.

Ms. Bowman stated that this new counselor role may be for kids that need more help, not for all 9th graders. This is in the weeds, it feels like micro managing. We hired people to do this; she suggested the Committee only ask for the progress reports and updates.

Emily stated that the Committee pass it or refer it to the Superintendent.

Mr. Kimbrough agrees with Bowman, as a former guidance counselor, he wants to support the counselors in what they feel is the best idea for our students. It is important for us to trust them to support all students. We should just ask for updates.

Mayor McGovern asked if parents are getting information before School Committee that is problematic in one way, because we don't know what is going on. Also, if staff is talking to parents about rumors that may or may not be true, this problem could be a personnel issue more than a systemic issue. On a motion by Mr. Fantini, seconded by Ms. Bowman, **item #18-173** was placed on file.

6. Awaiting Reports: None

7. Superintendent's Agenda:

7a. Presentations:

7c. Consent Agenda:

Vice Chair Kelly moved, seconded by Ms. Dexter, to bring forward the Superintendent's Consent Agenda for discussion and adoption. Mr. Fantini removed **#18-157**. Emily Dexter removed **#18-159**. Mr. Fantini removed **#18-164**. On the following roll call, **items #18-161 to #18-163 and #18-165 through #18-170** were adopted: Ms. Nolan YEA, Ms. Bowman YEA, Ms. Dexter YEA, Mr. Fantini YEA, Ms. Kelly YEA, Mr. Kimbrough YEA Mr. Mayor YEA.

#18-157 FY2018 General Fund Budget Transfer to Capital Fund that the School Committee approve a transfer of \$425,000 from the FY 2018 School Department General Fund Other Ordinary Maintenance Statutory Account to the Capital Fund. The funds will be used to upgrade wireless infrastructure in school buildings (\$125,000), and to support school facilities repair and maintenance projects (\$300,000). Mr. Fantini placed **item #18-157** on the Calendar.

Mr. Fantini has moved suspension of the rules to withdraw his motion to place **#18-157** on the Calendar. On a voice vote, **#18-157** was removed from the Calendar for discussion and adoption.

Ms. Spinner discussed this with the City Manager, who wanted CPS to ensure that we do not go to zero dollar amount. It would be impossible to have a salary line to go to zero; in final after all of the expenditures and all salary payments, we will be at around 300,000.00. Then we know we will not go into the red.

Mr. Bowman asked for a point of information, regarding when previously asked how much money was left, Dr. Salim stated he didn't know, Ms. Bowman wants clarification on how it is that we now know?

Ms. Spinner stated it is being transferred from our general fund to the capital budget with many moving parts.

Emily stated we are going to approve it, only because we don't have any choice, but to be frank, she wants the money back.

Mr. Kimbrough wants to know what the city is going to use this money for. Ms. Spinner stated that we will be using the money to upgrade and expand the wireless capabilities in all of our schools. So the money is still ours. It is for CPS to have the funding to make capital expenses; some are cosmetic like bathrooms and flooring. Essentially we are actually keeping it.

Ms. Nolan stated that there are several millions of dollars that have been waiting for work to be done. There are some very high needs in some of our buildings.

Ms. Spinner explained that the salary line is not at zero; CPS will have \$300,000.00 to remove from our General Fund Budget and move it to our Capital Fund Budget.

Ms. Dexter asked where exactly will this money go? Even though she is prepared to pass this recommendation, she already wants the money back.

Mr. Kimbrough asked what the city is going to use the money for.

Ms. Spinner explained that it will go to a Capital fund for the school department to use on wireless and miscellaneous projects. On the following roll call, **item #18-157** was adopted: Ms. Nolan YEA, Ms. Bowman YEA, Ms. Dexter Mr. Fantini YEA, YEA, Ms. Kelly YEA, Mr. Kimbrough YEA Mr. Mayor YEA. The Rules were suspended to bring **item #18-158** forward for discussion and adoption.

#18-158 Approval of Cambridge Liaisons Invested in Families & Education AFSCME/AFL-CIO (LIFE/AFSCME) Collective Bargaining Agreement 9/1/19-8/31/21 That the School Committee approve the agreement between the Cambridge School Committee and the Cambridge Liaisons Invested in Families & Education, AFSCME/AFL-CIO (LIFE/AFSCME) for a collective bargaining agreement for the period of September 1, 2018 through August 31, 2021, which was ratified by the members of the bargaining unit.

On the following roll call vote **#18-158** was adopted: Ms Nolan YEA, Ms. Bowman YEA, Ms. Dexter YEA, Mr. Fantini YEA, Ms. Kelly YEA, Mr. Kimbrough NAY, Mr. Mayor YEA, Ms. Keedy Rawson YEA.

#18-160 Day & Residential program Services not available from the Cambridge School Department that the School Committee award contracts to the institutions as detailed in the list in amounts not to exceed the shown rates, having been approved by the Operational Services Division of the Commonwealth of Massachusetts, funds to be provided from the General Fund and/or Grant Fund Budget.

	<u># Active Contracts</u>	<u>Amount</u>
Day	1	\$37,871.10
Residential		\$
45 Day Program	<u>1</u>	<u>\$</u>
		\$37,871.10

#18-161 Contract Award: PJ Systems d/b/a HiQ Computers: Computer Hardware that the School Committee award a contract to the following vendor for computer hardware, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with

PJ Systems d/b/a HiQ Computers, 477 Riverside Avenue, Medford, for the period July 1, 2018 to June 30, 2019, in the amount of \$485,000.00.

#18-162 Contract Award: Apple Inc.: Computer Hardware that the School Committee award a contract to the following vendor for computer hardware, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Apple Inc. 5409 Stevens Creek Blvd. Cupertino, CA, for the period July 1, 2018 to June 30, 2019, in the amount of \$329,000.00.

#18-163 Contract Award: Central Paper Products: Food Service Paper Products that the School Committee award a contract to the following vendor for paper products for food service, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Central Paper Products, 350 Gay Street Manchester, NH, for the period July 1, 2018 to June 30, 2019, in the amount of \$140,000.00.

#18-165 Contract Award; New England Ice Cream Corp. Milk Products: that the School Committee award a contract to the following vendor for milk products, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

New England Ice Cream Corporation, 555 Constitution Drive, Taunton, for the period July 1, 2018 to June 30, 2019, in the amount of \$130,000.00.

Ms. Spinner stated that the language may be changed to say "Lowest qualified bidder" should probably be the language.

Ms. Bowman stated that she has a day job working with a lot of developers and contractors and there need to be requirements that there are women and minorities, what language can we use. Ms. Spinner would rather come to a Governance Sub-Committee meeting and talk about the things that she is doing on her job and they are doing with the City.

Ms. Bowman asked for clarification regarding the term lowest bid on most of the contracts in terms of criteria that can be added when they go out to bid. In some ordinances there are requirements about minorities and women owned contractors, can that be explored in the school contracts.

Ms. Spinner explained that it always says lowest qualified bidder, under Chapter 30(b) of the MGL adding that it will be best to bring some of what she is speaking of to a Governance Sub-Committee and she will like to get the questions in advance so she can come to the meeting prepared.

#18-166 Contract Award; Thurston Foods, Inc.: Groceries that the School Committee award a contract to the following vendor for groceries for food service, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Thurston Foods Inc, 30 Thurston Drive, Wallingford, CT, for the period
July 1, 2018 to June 30, 2019, in the amount of \$600,000.00.

#18-167-Contract Award: A. Russo & Sons, Inc. Fresh Produce that the School Committee award a contract to the following vendor for fresh produce, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

A. Russo and Sons Inc, 560 Pleasant Street, Watertown, for the period
July 1, 2018 to June 30, 2019, in the amount of \$140,000.00.

#18-168 Contract Award: Sterling Business Products: FY19 Printing & Mailing Services that the School Committee award a contract to the following vendor for printing and mailing services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Sterling Business Products, P.O. Box 845 Medford, for the period
July 1, 2018 to June 30, 2019, in the amount of \$150,000.00.

#18-169 Contract Award: School Specialty: FY19 Classroom Materials that the School Committee award a contract to the following vendor for classroom instructional materials, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

School Specialty, P.O. Box 1579, Appleton, WI, for the period
July 1, 2018 to June 30, 2019, in the amount of \$325,000.00.

#18-170 Gifts Miscellaneous Receipts that the School Committee accept and approve the following gifts and receipts as described.

1. A gift of \$500.00 to the Vassal Lane Upper School to support an Anti-Bullying Media Advocacy Project from the Cambridge Public Health Commission.
2. A gift of \$500.00 to the Rindge Avenue Upper School to fund a Mental Health Awareness Night for parents from the Cambridge Public Health Commission.
3. A gift of \$249.37 to the Kennedy Longfellow School made 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.
4. An in-kind donation to the four upper schools and Amigos libraries from an individual donor of 15 copies of the book *Ghost Boys* by Jewell Parker Rhodes

8. Non-Consent Agenda:

#18-159 Approval of Revisions to Cambridge Public Schools Rights & Responsibilities Handbook

That the School Committee approve the revisions to the Rights and Responsibilities Handbook and to make the same revisions in all of the policies in the School Committee Policy Manual that are complied within the Rights and Responsibilities Handbook (first reading) .

Emily stated that she wants to have this policy in order however, she would like to remind everyone that we will need to make changes on this. On a voice vote, **item #18-159** was adopted.

#18-164 Contract Award: Fantini Baking Company Bread Products: that the School Committee award a contract to the following vendor for bread products for food service, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Fantini Baking Company, 375 Washington Street, Haverhill, for the period July 1, 2018 to June 30, 2019, in the amount of \$60,000.00.

Mr. Fantini recused himself and left the room so that he would have knowledge of the vote on this item regarding his distant cousin.

Dr. Salim stated that this is one of the contracts on the Agenda tonight that is involved in a regional bidding process with the Metropolitan Area Planning Council in order to have more competitive bidding process.

Ms. Bowman asked if there are more contracts that are going through this same process. Dr. Salim answered in the affirmative in terms of the process of procurement.

On the following roll call, **item #18-164** was adopted: Ms. Nolan YEA, Ms. Bowman YEA, Ms. Dexter YEA, Mr. Fantini ABSENT, Mr. Ms. Kelly YEA, Kimbrough NAY, Mayor McGovern YEA.

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

Resolution by Ms. Nolan, that the School Committee hereby goes on record in expressing its congratulations to the class of 2018 Super Seniors for their leadership and for serving as role models for the school, city and world and; and that the Executive Secretary be and hereby is requested to forward a suitable letter of congratulation on behalf of the entire School Committee.

Resolution by Ms. Nolan, that the School Committee hereby goes on record in expressing its congratulations to all students named as Posse Scholars and Colby Sawyer Progressive Scholars. The recipients of these scholarships get funding for tuition and fees enabling them to be successful in college. The recognition of stellar academic and leadership accomplishments are well deserved.

Resolution by Mayor McGovern, Mr. Kimbrough and Mr. Fantini, that the School Committee hereby goes on record in expressing its deep condolences to the entire family of Irv Dottin for their loss; and that the Executive Secretary be and hereby is requested to forward a suitable letter of condolence to the family of Irv Dottin on behalf of the entire School Committee.

Resolution by Mr. Kimbrough, that the School Committee hereby goes on record in expressing its deep condolences to the family of Vince Spencer for their loss; and that the Executive Secretary be and hereby is requested to forward a suitable letter of condolence to the family of Vince Spencer on behalf of the entire School Committee.

Resolution by Mayor McGovern, that the School Committee hereby goes on record in expressing its deep condolences to the family of Skip McCarthy for their loss; and that the Executive Secretary be and hereby is requested to forward a suitable letter of condolence to the family of Skip McCarthy on behalf of the entire School Committee.

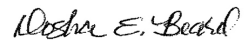
11. Announcements: Wednesday, June 6, 2018 is the HSEP Commencement Ceremony, Thursday, June 7, 2018 is the CRLS Commencement Ceremony, and Saturday, June 9, 2018 is the Pride Breakfast at City Hall.

12. Late Orders: None

13. Communications from City Officers

On a motion by Ms. Bowman, seconded by Ms. Nolan, it was voted to adjourn 9:50 (p.m.)

Attest:



Dosha E. Beard
Executive Secretary

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

- CPS District Plan Update Panorama Education PowerPoint presentation

Email communications received

- Elaine Schear – CRLS Global Scholars program
- Jennifer Richards – in support of JK for all 4 year olds.

The communications are on file in the Office of the Executive Secretary to the School Committee and can be viewed.