

SCHOOL COMMITTEE

(Official Report)

Regular Meeting

May 15, 2018

Called for 6:00 PM 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: Student School Committee Members Juliette Low Fleury and Paul Sullivan

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

1. Public Comment:

The following individuals were heard:

- Christian Perry, Jackson Street, re 18-145, Cultural Competency, ceded his time to Ashley Herring
- Ashley Herring, Cambridge Street, #18-145, read a statement with parts of a poem A Black Boy Flourishes and parts of the song, Bag Lady by Erykah Badu (on file in the School Committee office), stating that the young people are not being included in the changes needed to overcome the micro aggressions and racial disturbances in Cambridge, she made a statement about bullying being on tonight's Agenda. Ms. Herring ceded 1 minute and 9 seconds of her time to a moment of silence to represent the silence that people have done to Black youth by doing nothing to correct the hateful behavior towards students of color
- Monica Yudron, Brattle Street, #18-145, asking for social justice for our Black and Hispanic Youth, asked the district to take concrete and explicit actions toward social justice for a safe climate for all students, and asked the district and the School Committee to partner with the parents in doing so
- Anselan Kizza-Besigge, Harvard Yard Mail Center, #18-145, Cultural Competency, ceded his time to Ashley Herring
- Ashley Herring criticized outdated workshops that protect white teachers and hurt students of color, asked for the hiring of more teachers of color and chanted CRLS is violently silent and silently violent
- Jackie Bryant, Jackson Street, ceded her time to Ashley Herring
- Ashley Herring repeated parts of her statement, her Black Boy flourishes poem and the song Bag Lady by Erykah Badu, asked the district to require all staff to engage in mandatory anti-racism training, compared Harvard Police to CPS, ending with silently violent and violently silent chant and Bag Lady song
- Luna Mehta Lakhani, Harvard Street, parent of a 2 year old, #18-145, Cultural Competency, she attended a School Climate Sub-Committee, spoke about a student of color that stated no one listens to her, the student confessed being shaken and hurt, this parent could not stop thinking about this powerful meeting, and the mom in her wanted to give the student a hug. This student was the only one of her peers at the meeting because the others have shut down. She found from attending the Parent Summit meeting over the weekend that parents of all colors are concerned about this very important issue, they are looking for School Committee leadership on this issue. social/emotional climate and racial climate is a huge part of student success

- Phuong Pham, Highland Ave, #18-140, JK Lottery, stated she is glad her son is in the JK program; unfortunately her daughter will not have the same opportunity because her daughter is born in August. She has data on the many families impacted a survey she conducted (on file in the School Committee office). Families are not able to have equal educational opportunities, it is unfair, odd, and discriminatory, not inclusive
- Rebecca Bailey, Alberta Terrace, parent of two students at the Peabody school, #18-145, Cultural Competency, stated it is unacceptable the way things are for our children of color, she wants to know how the students have been supported and how their voices will be involved at every step. Many are angered and dismayed by the lack of action on the BSU video, the students don't feel safe and it shows us where we have fallen short of our commitment to them
- Jen Richards, Aberdeen Court, #18-145, support of the BSU, the Haggerty School community watched the BSU videos and could not believe the response they got for speaking out, the videos were powerful and shocking, more shocking was the backlash they received for being honest
- Adam Seidel, Jackson Street, CRLS graduate, Boston educator and parent, #18-145, connected the incident on April 13, 2018, and the way the police took a young Black man into custody and the actions of micro aggressions at CPSD, the commissioner stated that non of the officers did anything wrong, he states it was legal but not just, CPS students are not free to discover their genius, asked the School Committee to explain the difference between the police incident and the commissioner's approval and the silence that followed the BSU videos. The School Committee has the opportunity to do better tonight, the policies need to be updated
- Hermella Kebebe, Sidney Street, #18-145, represents the BSU, wants to discuss policy revisions, and has been repeatedly victimized by the Cambridge community and its policies. She used to be a part of the METCO program in Wayland, when she compares the two, they are not that different; we need to find other means of supporting students of color, asks that we be less tolerant of racism and more tolerant of one another
- Jennifer Phau, Trowbridge Street, #18-140, Immersion Lottery System, in the Nihau program for students with siblings in the school, the younger siblings are guaranteed a space. Logistically it should not be a problem to drop off and pick up students within the same household. The norm is that if one is in an immersion program, the other should be also, she disagrees. She has done a survey (on file in the School Committee office), she feels responsibility should be on the family, not the government.
- Stacy Carrot, Hollworthy Street, #18-145, parent of Haggerty and Vassal Lane students, students are being harmed by a lack of a safe place to be supported, if we have the resources we will see the results, an email went out about the conversations on race. She felt reassured.
- Helen Mascadakis, Lakeview Avenue, #18-145, she was not surprised by the video, but was deeply saddened about what happened to students after the video
- Meredith, Hubbell, Aberdeen Ave, FMA parent, re #18-145, how does a district repair the harm that was done to the students that made the video. She is very angry that there was silence from the district after the videos were released
- Mary, Shalou, Clifton Street, Peabody parent, #18-145, in particular mandatory composting struck her, there should be a resolution to report grievances, she watched the videos in horror, she expected responses and did not see them, is looking forward to hearing more from the district
- Erin Howell, #18-145, intends for this to keep going, it is not just an Agenda item

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

On a motion by Mr. Fantini, seconded by Vice Chair Kelly, to suspend the rules in order to bring **item #18-145** forward for discussion and adoption, on a voice vote, the rules were suspended for the reason stated.

#18-145, Joint Motion by Mr. Kimbrough and Mayor McGovern,

WHEREAS: Students, including those within the Black Student Union, as well as CPSD parents, have asked for more transparency in the reporting of concerns to school leaders regarding cultural competency, and have called for greater clarity in the process that occurs after a concern is expressed; and

WHEREAS: The creation of the Innovation Agenda in 2012 supported the district's dual goals of academic excellence and social justice (https://www.cpsd.us/schools/innovation_agenda); and

WHEREAS: The Superintendent and School Committee are committed to the district vision and strategic initiatives centered on culturally responsive learning, partnerships, progress monitoring, and engagement; and

WHEREAS: CPSD is a learning environment, involved in vital social justice and equity efforts, with the aim of continuous improvement; now therefore be it

RESOLVED: That the Superintendent will work with school administrators to create a concrete process for reporting matters of cultural competency so that these matters may be handled with care, compassion, transparency, and urgency, providing opportunities for learning and progress; and be it further

RESOLVED: That the process of reporting matters of cultural competency is in place by the start of SY 2018-19 and is clearly communicated to both teachers, staff, students, and their families.

The Superintendent stated this is not the first time there have been discussions throughout the district and in the schools; they have recognized the importance of engaging student voice on many levels from the beginning and will continue to do so. CPS has been looking at this work constantly and in many ways; sadly this is not new in Cambridge or other districts. As a result of the BSU video, all teachers have come together to learn about cultural proficiency and anti racist approaches. Another result of the BSU video was the creation of a Micro Aggressions Working Group, which includes members of the community, educators and students. The Superintendent made it clear that the most recent meeting of this group was held last Wednesday, May 9, 2018, with 12 students participating. Their voices and perspective have been and continue to be very powerful. He is sorry that people thought there was no response, we have responded multiple times and continue to respond. He asked Dr. Turk to speak to some of what has happened at the meetings.

Dr. Turk said there was a meeting last Wednesday, 12 students ranging in grades 9-12, responded to what steps, actions we can take starting today to help eliminate micro aggressions. The solutions fell into 5 buckets which are: staffing, trusted adults, curriculum policies and consideration. She also shared what she felt was very powerful, that the students asked: Listen, believe and validate. They will be meeting again in June and come up with more dates to continue the work.

Student Representative Paul Sullivan stated he thought the most important thing is trouble with the placement of youth involvement at the meetings. In School Committee meetings, they cannot vote. Involving students is said, but not done.

Ms. Bowman stated the school district did have responses to the video; they were mortified and heartbroken. She wants everyone to know that we hear you and your pain matters. We have done a lot but we need to be trained to change it; we have to be careful about every word we use in all conversations that can produce hurt and pain or reconciliation. We need protocols to make sure we can come to a solution. She wants to know if this motion is in line with our Legal Counsel and our policies.

Mr. Kimbrough responded he was very intentional around using the language of cultural competency because it is the language that has been used from the beginning and it is about racism. The Chair stated that we all have a different role to play; we do not get to hire and fire teachers. We have policies in place for other issues like bullying but not racism. The anti bullying policy is less than 10 years

old. If there is a sub-committee that wants to take this on and grapple with it, it needs to be implemented by September.

Juliette shared that she has been in an awkward position as a member of both the BSU and the student rep for the SC. She would like the motion to include school administrators.

Mr. Fantini asked the CEA President to speak about the Nellie Mae Grant.

Mr. Monahan explained how the micro aggressions affect the outcome for our students. There are a lot of components to it that will reach out to students. They are going to work with the mayor's youth program over the summer to try to understand it on a larger frame. He has heard frustration on not moving quickly enough but he is frustrated too and hesitant to move too fast and not do it right. Teachers will also be doing critical participatory action research to understand equity.

Ms. Nolan thanked everyone for coming out. She shares the urgency. We seem to have failed to demonstrate or communicate our support for the BSU; there were a number of communications. The leaders did support these issues and it was not easy to hear it.

Emily addressed the audience saying we have fallen short by not being more outward in our responses. She feels very bad about the fact that they didn't know that work is being done. She is grateful for being shown the anger and the emotional sadness.

Mayor McGovern offered considerations for possible amendments to the motion. There will be no policy or line item in the budget that will make it go away. We pass policy and approve budgets. Public comment is not a good way to have a conversation this important. They are doing the micro aggression training for teachers; the city council is also doing it. He appreciates all people that spoke.

Paul Sullivan stated people came here tonight to know what is going happen going forward.

On a motion by Ms. Bowman, seconded by Ms. Nolan, on a voice vote, the amendment to **#18-145**: on the first RESOLVED:cultural competency *add is reviewed in the context of the CPSD Non-Discrimination Policy* so that these matters may be...was adopted.

On a motion by Ms. Nolan, seconded by Ms. Dexter, on a voice vote, the amendment to **#18-145**: on the second RESOLVED: *both be eliminated and their families be changed to and the greater community* was adopted.

On a motion by Ms. Nolan, seconded by Mr. Fantini, on a voice vote, the amendment to **#18-145**: That the Superintendent will work with *be added students, stakeholders, and* school administrators to create a concrete process...

On a motion by Mayor McGovern, seconded by Vice Chair Kelly, on a voice vote, **item #18-145** was adopted as amended: **#18-145, Joint Motion by Mr. Kimbrough and Mayor McGovern**,
WHEREAS: Students, including those within the Black Student Union, as well as CPSD parents, have asked for more transparency in the reporting of concerns to school leaders regarding cultural competency, and have called for greater clarity in the process that occurs after a concern is expressed; and

WHEREAS: The creation of the Innovation Agenda in 2012 supported the district's dual goals of academic excellence and social justice (https://www.cpsd.us/schools/innovation_agenda); and

WHEREAS: The Superintendent and School Committee are committed to the district vision and strategic initiatives centered on culturally responsive learning, partnerships, progress monitoring, and engagement; and

WHEREAS: CPSD is a learning environment, involved in vital social justice and equity efforts, with the aim of continuous improvement; now therefore be it

RESOLVED: That the Superintendent will work with students, stakeholders, and school administrators to create a concrete process for reporting matters of cultural competency and is reviewed in the context of the CPSD Non-Discrimination Policy so that these matters may be handled with care, compassion, transparency, and urgency, providing opportunities for learning and progress; and be it further

RESOLVED: That the process of reporting matters of cultural competency is in place by the start of SY 2018-19 and is clearly communicated to teachers, staff, students, and the greater community.

Mr. Kimbrough stated the School Climate Sub-Committee is already in the process of reviewing this work and will continue to do so moving forward.

On a motion by Mr. Fantini, seconded by Ms. Nolan, to suspend the rules in order to bring **item #18-118** forward for discussion and adoption, on a voice vote, the rules were suspended for the reason stated.

#18-118 Approval of Cambridge Professional Safety Specialists Association Collective Bargaining Agreement 7/1/18-6/30/21, that the School Committee approve the agreement as detailed in the document between the Cambridge School Committee and the Cambridge Professional Safety Specialists Association for a collective bargaining agreement for the period of July 1, 2018 through June 30, 2021, which was ratified by the members of the bargaining unit.

Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mr. Mayor YEA; Ms. Keady Rawson YEA.

The Mayor called a recess at 7:50 for 5 minutes.

The time for recess having expired, the meeting returned to the regular order of business.

2. Student School Committee Report:

Ms. Juliette Low Fleury reported the students are wrapping up their year. This week is AP testing for all students who are in AP classes and have elected to take the test. We are coming close to the performances of the final play of the year (the spring play), written and performed by students.

Mr. Paul Sullivan proudly announced that he took his last test ever for high school, the senior prom is this weekend, this is Senior Spirit Week, which will include twin with your prom date Wednesday, throw back Thursday, and future Friday.

Mayor McGovern thanked Juliette Low Fleury and Paul Sullivan for their service and expressed appreciation for their input, passion, and activism during their time as student Members. He congratulated them both for being accepted to Harvard. The Members, Superintendent and Deputy Superintendent individually thanked, praised and congratulated the students and wished them well. On behalf of the Committee and in appreciation for their hard work and dedication, Mayor McGovern presented an engraved clock to Juliette and an engraved gavel to Paul.

3. Presentation of the Records for Approval:

On a motion by Ms. Nolan, seconded by Ms Bowman, on a voice vote, the following Minutes were accepted as presented:

- Special Meeting, April 24, 2018
- Regular Meeting, May 1, 2018

4. **Reconsiderations:** None

5. **Unfinished Business/Calendar:** None

6. **Awaiting Reports:** None

7. **Superintendent's Agenda:**

7a. Presentations:

Vice Chair Kelly in the Chair at 8:15 p.m.

The Superintendent spoke on the series of updates on the district plan, in particular for tonight, the Design Lab. This work happens at all levels. The members of the team were introduced: Kaitlin O'Donnell, first grade teacher at the FMA; Alexandria Grant, first and second grade teacher at the Cambridgeport; Angie UyHam, District Design and Innovation Coach; Khari Milner, Co-Director of the Agenda for Children; Adrienne Stang, K-12 History Coordinator.

Angie explained their goals, framed the Design Lab presentation, stating that teachers needed a space to share open honest decisions and being outside their comfort zone to learn how to leverage everyone's goodwill and to move forward and improve on any current situation.

7b. CPS District Plan:

District Plan Update Presentation on the Innovation and Design Lab.

Cambridge Public Schools Design Lab A powerful model for local innovation May 15, 2018

Khari explained the "dLab" did not want to create a silo with different groups working separately, they wanted all participants working together. Participants are diverse because there is no standard group; participants are made up of students, community members, teachers, coaches, coordinators, cabinet members, families etc. There is intergenerational diversity.

Strategic Objectives

Equity and Access

Provide Equity and Access to increase Opportunity and Achievement

Engaging Learning

Provide engaging learning for students and staff to strengthen instruction for all Types of learners

Whole Child

Support the whole child as an individual

Partnership

Expand and strengthen family partnerships and community Partnerships

Improvement

Improve implementation and progress monitoring

Goals

Emphasize human-centered design
Build a Culture of Innovation

Invent Novel Solutions
Leverage Community partnerships

Process

1. Define a challenge

2. Be Aware + Learn
3. Interpret + Brainstorm
4. Prototype + Improve
5. Story tell + Share

Accomplishments

300 participants have enrolled in workshops, courses or coaching sessions, including participants from almost every CPS school.

In addition, educators, administrators, students and community members have engaged in 40 Design Challenges.

Design Challenges

Elementary Upper school High school District Greater Community

Adrienne spoke on the first grade design team and brainstorming about what was needed in order to be expand the joy of learning. The need to eliminate curriculum silos was obvious. They did surveys, got a high response rate, had follow-up sessions.

First Grade Design Team

Dr. Adams, Core Curriculum Coordinators, Angie UyHam and Stephanie Downey-Toledo:

- Visited all 1st grade classrooms
- Interviewed all 1st grade teachers
- Brainstormed
- Surveyed teachers about prototype ideas
- Hosted prototyping sessions for teachers
- Teachers experimented
- Hosted follow-up sessions

How might we foster a developmentally appropriate experience for 1st graders that cultivates a love of learning while meeting grade level expectations?

- Identifying connections across the curriculum
- Integrating Social-Emotional Learning (SEL)
- Collaborating with grade level peers regularly

1st Grade Connections Design Team

Learning is joyful when you feel...

- Connections
- Effort
- Pride
- Curiosity

1st Grade SEL Design Team

How might we intentionally intergrate SEL into the 1st grade experience to cultivate a love of learning while meeting grade level expectations?

1st Grade Collaboration Design Team

How might we (as first grade teachers) regularly collaborate to cultivate a love of learning while meeting grade level expectations?

1st Grade Collaboration Proposals for 2018-2019

- Shared Grade 1 Resource Folders on Google Drive
- Grade 1 Learning Walks

The Superintendent stated that has been able to sit in on some of these sessions and was excited to be able to see the work through their eyes. He explained the next steps.

Looking Ahead

- ❖ Create more “student Design Lab” experiences at CRLS + HSEP
- ❖ 200 new participants understand the design thinking process and its impact
- ❖ Principals and administrators in the dLab implement innovative approaches
- ❖ The formal implementation of an innovation council
- ❖ Innovation and improvement

Elementary

Current Design Challenge

How might we create opportunities for students to find inspiration in the curriculum and each other so they take ownership of their learning?

In the interest of equity, how might we improve our Portuguese guided reading practice in order to help our students achieve the same reading levels in Portuguese as they do in English?

How might we create a process leading to a Cohesive learning experience for all students so That an alternative service delivery model is ready To test in September 2018?

Current Outcome

Co-designed learning centers, created by Kindergarteners for Kindergarteners.

On-going collaborative observations using a student-centered rubric.

Portuguese Guided Reading books created by Ola teachers with support from administration. New bookroom on Cambridge Street will be Included Portuguese materials in 2019.

Prototype shared with whole staff about a 3rd grade cohesive approach to reading instruction involving general educators and special Discuss next steps for continuation.

Upper School

Current Design Challenge

How might we create an environment that supports positive math mindsets and high achievement for all scholars?

How might we help ass students access computer science curriculum at the middle school level?

How might we support educators in Cambridge to

Current Outcome

Upper school math scholars sharing stories of why math feels more inclusive and less divisive.

Members of the ICTS department, CRLS Computer Science teachers and students, and community partners will present a variety of computer science activities to 6th graders at each upper school in the month of June.

The launch of a learning network of educators

create and critically analyze “rigorous, joyful, and culturally responsive” teaching and learning so that they increasingly disrupt and dismantle patterns of inequity in Cambridge?

that collaborate, share practices, critically analyze and document their experiments.

High School

Current Design Challenge

How might we create an authentic experience where student can voice, address and take meaningful action on issues in their community so they have agency in creating effective change?

Current Outcome

High school students working with administration to find ways to revise scheduling to create more student-centered and student-directed forums. (Student Design Labs: Glocal, After school dLab and MathScapes)

District

Current Design Challenge

How might we incorporate more Spanish into the everyday lives of 4th graders?

Current Outcome

Multiple prototypes for the Peabody and Morse School that educators and administration agreed Were successful. Takeaways and Recommendations for rollout into 5th grade.

How might we create a summer portal to ease access for parents and educators so that important information can be shared more easily?

A Title One summer Camp Portal shared with leadership teams in cPS K-5 schools.

How might we create a structure that allows general educators, special educators, and other service providers to regularly collaborate around Supporting students’ transitions and aligning our expectations to facilitate and document student growth?

A new bi-weekly school-based meeting with general educators, special educators, and service providers collaborating around the needs of students. Implications for more district impact around inclusive practices.

Community

Current Design Challenge

How might families use community spaces to Interact with math in natural and positive ways?

Current Outcome

A local-design process that involves schools and The greater community in creating engaging Installations for families.

End of presentation.

The chair opened the floor for discussion, comments questions and concerns:

Ms. Nolan asked if the dLab was also opened to paraprofessionals. It was answered yes, it is.

Ms. Nolan stated that it sounded fantastic going around to all 1st grade teachers, she was curious to know how much it will be broadened.

The Superintendent differentiated between student surveys and educator surveys.

Mr. Fantini announced that he was involved in the founding of the design lab. He informed the assembly that Angie spearheaded this; she had a lot of passion and skills to make it happen. He appreciates her ability to take risks and her open minded thinking that will move this system forward.

Emily thanked them all for the presentation and asked how this operates.

Angie stated that they are a team and they go to all the spaces. There is no power dynamic, this is a shared ownership. The opportunity is for all of them inside and outside of the district and working with non profits as well.

Emily stated this sounds exactly like what they want to be doing, adding that she noticed they are only 50% time, do they need to be full time.

Angie stated they are thinking of very creative ways to address that and do what they need to.

Ms. Bowman asked about our professional development model and how we can leverage this within the professional development context. How do teachers find the time during a school day?

Alexandria stated that the work she is trying to do in the dLab is a need already existing in her class room; it needed to be done, it is like a gift in a lot of ways and she found a tool to make it real.

Khari stated that for the PD piece, it is dynamic and they are evolving the model and the parts that are strong are the parts they want to maintain.

Mr. Kimbrough thanked them for the presentation. He feels like it would work well for the School Committee also. He looks forward to continued collaboration with them.

Vice Chair Kelly appreciated the presentation. What came across for her the most was the joy and collaboration. There is a sense of community that works for their students; in particular when the students are excited about writing in their journals. She appreciates Angie for being the spark that started all of this.

Mayor McGovern in the chair at 9:00 p.m.

7c. Consent Agenda:

Mayor McGovern moved, seconded by Ms. Nolan, on a voice vote, to bring forward the Superintendent's Consent Agenda for discussion and adoption. Mr. Kimbrough removed **#18-133**. Ms. Nolan removed **#18-134**. On the following roll call, **items #18-117, #18-119 through #18-132 and #18-135 through #18-139** were adopted: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini; Mayor McGovern YEA.

#18-117 FY17-18 General Fund Budget Statutory Transfers that the School Committee approves the following statutory transfers of appropriation within the General Fund Budget for FY2017-2018.

	<u>Statutory Coding</u>	<u>Increase/Decrease</u>
51000	Salaries, Wages & Benefits	(572,348)
52000/55000	Other Ordinary Maintenance	604,430
57000	Travel & Training	32,812
58000/59000	Extraordinary Expenditures	730
	Total	\$ 0

#18-119, Approval of Global Revisions to policies in School Committee Policy Manual, that the School Committee approve the following global revisions to the polices in the School Committee Policy

Manual in order to ensure more inclusive terminology is utilized throughout all the policies in the School Committee Policy Manual (second reading).

#18-120, Approval of Revisions to Cambridge Public Schools Affirmative Action/Equal Employment Opportunity Policy, that the School Committee approve the revisions to the Affirmative Action/Equal Employment Opportunity Policy as detailed in the document (second reading).

#18-121, Approval of Revisions to Cambridge Public Schools Advisory Committee-Affirmative Action Policy, that the School Committee approve the revisions to the Advisory Committee-Affirmative Action Policy as detailed in the document (second reading).

#18-122, Approval of Revisions to Cambridge Public Schools Non-Discrimination Policy and Prohibition Against Sexual Harassment, that the School Committee approve the revisions to the Non-Discrimination Policy and Prohibition Against Sexual Harassment as detailed in the document (second reading).

#18-123, Approval of Revisions to Cambridge Public Schools Uniform Grievance Procedures Policy, that the School Committee approve the revisions to the Uniform Grievance Procedures Policy as detailed in the document (second reading).

#18-124, Approval of Revisions to Cambridge Public Schools Health Plan Options Policy, that the School Committee approve the revisions to the Health Plan Options Policy as detailed in the document (second reading).

#18-125, Approval of Revisions to Cambridge Public Schools Website Privacy Policy, that the School Committee approve the revisions to the Website Privacy Policy as detailed in the document (second reading).

#18-126, Approval of Revisions to Cambridge Public Schools Anti-Bullying Policy, that the School Committee approve the revisions to the Anti-Bullying Policy as detailed in the document (second reading).

#18-127, Approval of Revisions to Cambridge Public Schools Policy Against Teen Dating Violence, that the School Committee approve the revisions to the Policy Against Teen Dating Violence as detailed in the document (second reading).

#18-128, Approval of Revisions to Cambridge Public Schools Freedom of Expression Policy, that the School Committee approve the revisions to the Freedom of Expression Policy as detailed in the document (second reading).

#18-129, Approval of Revisions to Cambridge Public Schools Anti-Cyber bullying Policy, that the School Committee approve the revisions to the Anti-Cyber bullying Policy as detailed in the document (second reading).

#18-130, Approval of Revisions to Cambridge Public Schools Student Dress Code Policy, that the School Committee approve the revisions to the Student Dress Code Policy as detailed in the document (second reading).

#18-131, Approval of Revisions to Cambridge Public Schools Physical Restraint Policy, that the School Committee approve the revisions to the Physical Restraint Policy as detailed in the document (second reading).

#18-132 Contract Award, that the School Committee award a contract to the following vendor for Computer Software & Wireless Upgrades, 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 \$394,000.00.

#18-135 Contract Award that the School Committee award a contract to the following vendor for Locks, Keys, & Hardware funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Pasek 9 West Third Street South Boston, for the period
May 18, 2018 to June 30, 2019, in the amount of \$120,000.00.

#18-136 Contract Award that the School Committee award a contract to the following vendor for Doors and Supplies 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 School Services, 98 Hicks Avenue Medford, for the period
May 18, 2018 to June 30, 2019, in the amount of \$120,000.00.

#18-137 Contract Award, that the School Committee award a contract to the following vendor for Carpentry & Maintenance Supplies, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Home Depot, 15 Dan Road Canton, for the period
May 18, 2018 to June 30, 2019, in the amount of \$100,000.00.

#18-138 Approval of Gifts, be that the School Committee accept and approve the gift of \$1,000.00 to the Kennedy Longfellow School made from the Ed Walsh Foundation.
Funds will be used the general support of the school.

#18-139 Grant Award that the School Committee accept and approve the grant award in the amount and for the period indicated:

Cambridge In Motion/Cambridge Health Alliance, for the period May 15, 2018 to October 31, 2018, in the amount of \$2,500.00. Project/Grant SC18128.

Description: Four mini-grants have been awarded by the Cambridge Health Alliance's Let's Move Program that will support a variety of healthy activities. The Kennedy Longfellow School will receive two grants; the first (\$1,000) will develop movement breaks in classrooms, providing teacher training and equipment for in-classroom self-regulation movement in the coming year. The second grant (\$500) will fund the purchase of an array of activity equipment for the five Kindergarten classrooms to be used with a curriculum that teaches students self-awareness and the health benefits of activity. The Morse School will receive a grant (\$500) written by the Occupational Therapists to purchase equipment for students to practice self-regulation through sensory/movement activities. The High School Extension Program will receive a grant (\$500) to provide weekly opportunities for students to engage in physical activity led by trained CRLS Extension alum as well as guest presentations on nutrition.

8. **Non-Consent Agenda:**

#18-133 Contract Award, that the School Committee award a contract to the following vendor for Translation Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

CTS Language Link, 701 NE 136th Avenue, Suite 200 Vancouver, WA, for the period
October 19, 2017 to June 30, 2018, in the amount of \$32,000.00.

Mr. Kimbrough asked about the process of translation for our families; in an effort to keep more of this money in the district, is it possible to hire some of our students to do this work?

Mr. Maloney answered that turnaround time and production are the issues. They have not looked at this from a student prospective; experience from the past of using our own staff does not allow us to meet the time crunch. He agreed that it is a good idea and intends to look into it. On the following roll call, **item**

#18-133 was adopted: Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini NAY; Mayor McGovern YEA.

#18-134 Contract Award that the School Committee award a contract to the following vendor for Math Software Program, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Quantum Learning, P.O. Box 253 Lincoln, for the period
September 1, 2018 to September 1, 2019, in the amount of \$52,208.00.

Ms. Nolan would like to know if we have looked at the effectiveness of this program and how it is being used. Also, she would like to know whether or not we intend to continue this program.

Ms. MacDonald explained this program is used in our early elementary grades; it is used as a supplement, not in place of another program and is customized to the needs of the students. Looking forward, if agree to do a review that is certainly possible.

Ms. Nolan asked why we need this program along with other math programs.

Dr. Salim explained that there is no one perfect resource that will meet all standards. They combine the programs to provide individualized supports as necessary. On the following roll call, **item #18-134** was adopted: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mayor McGovern YEA.

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

On a motion by Ms. Kelly, seconded by Mr. Kimbrough, on a voice vote, it was voted to bring the School Committee Agenda forward for discussion and adoption. All items on the School Committee Agenda except **#18-141** were removed and placed on the Calendar.

#18-141, Motion by Mayor McGovern,

WHEREAS: There will be a Roundtable on Athletics held on May 22, 2018 at 6:00 p.m. in the Dr. Henrietta S. Attles Meeting Room, CRLS, 459 Broadway, Cambridge, MA; now therefore be it

RESOLVED: That this Roundtable meeting be televised and archived.

On a motion by Ms. Kelly, seconded by Ms. Dexter, on a voice vote, it was voted to televise the upcoming Roundtable on Athletics to be held on May 22, 2018 at 6:00 p.m.

Ms. Nolan asked whether there is an agenda and if student representatives and student government are involved.

Emily suggested that we send questions to the Superintendent.

#18-140, Motion by Emily 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.

#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.

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

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

#18-146, Motion by School Committee Member 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.

#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.

#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

#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.

#18-150, Motion by Governance Sub-Committee,

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).

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

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

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

On a motion by Ms. Kelly, seconded by Ms. Dexter, on a voice vote, **items #18-153 through #18-156** were adopted.

#18-153, Motion by Mr. Fantini, that the School committee hereby goes on record in expressing its congratulations to Phyllis Newton for her retirement after 50 years of service working at various places in the community including the Morse school in 1977 and the last 39 years at the Fletcher Maynard Academy and that the Executive Secretary be and hereby is requested to forward a suitable retirement resolution on behalf of the entire School Committee.

#18-154, Motion by Mr. Fantini, that the School Committee hereby goes on record in expressing its congratulations to Susan Gurry for her retirement after 43 years of service as a special needs educator and that the Executive Secretary be and hereby is requested to forward a suitable retirement resolution on behalf of the entire School Committee.

#18-155, Motion by Mr. Fantini, that the School Committee hereby goes on record in expressing its congratulations to Rosalind Aldrich O'Sullivan for her retirement after 54 years of service as a teacher in CPS and that the Executive Secretary be and hereby is requested to forward a suitable retirement resolution on behalf of the entire School Committee.

#18-156, Joint Motion by School Committee Member Dexter and Ms. Nolan, that the Cambridge School Committee fully endorses the recommendations of the 2015 Foundation Budget Review Commission and Massachusetts Senate Bill 2506, "An Act modernizing the foundation budget for the 21st century." This bill promises much needed budget relief to the Cambridge Public Schools and other municipal public school systems throughout Massachusetts in response to:

1. Steep increases in the cost of employee health insurance.
2. Increasing numbers of students with disabilities and the cost of special education services, as well as "the growing use of inclusion as the preferred pedagogical model in the Commonwealth."
3. Increasing numbers, at all grade levels, of English Language Learners and Students with Interrupted Education.
4. The need for increased support to fund programs the Commission considers successful interventions for low-income students, including: wraparound services, instructional improvement, extended learning time, pre-K education, and targeted class size reduction for the highest need students, including "SIFE/SLIFE ELL students... or other high school students with significant gaps to redress in a short time, or students with significant social emotional needs, or who are at high risk of dropping out, or have a high history of truancy, who need intensive staff attention to help keep them in school and on task," with a recommended student teacher ratio for these students of 10:1 "to increase achievement rapidly."
5. The "staggering" increase in the need for more socio-emotional, mental, and physical health supports for students, including "social workers, guidance and adjustment counselors, wraparound coordinators, and other staff to ensure that the needs of their students are met, and that students arrive school stable and ready to learn."
6. The need to improve data collection and reporting, particularly in terms of per pupil expenditures.
7. The need to correct the formulas used for inflation calculations.

11. Announcements:

12. Late Orders:

Motion by Ms. Dexter that the Executive Secretary send out letters of congratulations to all of the CPS educators and staff retirees.

13. Communications from City Officers

On a motion by Mr. Fantini, it was voted to adjourn (9:15 p.m.)

Dosha Beard
Executive Secretary

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

Statements/Comments from Public Comment

- Adam Seidel #18-145
- Ashley Herring #18-145
- Phuong Pham #18-140

Email communications

- Tina Lieu #18-145