

SCHOOL COMMITTEE

(Official Report)

Regular Meeting

October 3, 2017

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, Mr. Harding,
Ms. Kelly, Ms. Nolan, and Mayor Simmons

Also present: Student School Committee Members Juliette Low Fleury and Paul Sullivan

Mayor Simmons in the Chair.

A quorum of the School Committee being present, the Chair called the meeting to order at 6:05 PM.

1. Public Comment (3 minutes):

The following individuals were heard:

Nancy Wei, Rockingham Street, re: #17-243 Community Relations Sub-Committee motion on the negative impact of the kindergarten lottery. She is in support of this motion and would like to make sure no other siblings have to go through what her family has gone through. She is thankful to Mr. Jim Maloney, Ms. Kathy Sampson and staff in the FRC for taking the time to listen and for all of the hard work they have done to come up with a better way to address the waitlist for siblings' issue.

Danielle Bure, Memorial Drive, re: #17-243 in support of the motion, her son is in this program as a first grader that started out as a JK and benefited. She has two more children that she would like to have in the immersion program. Luckily, their birth dates fall in good months and will most likely get into the immersion program. She is in favor of siblings and not JK students having priority for the immersion program. She is also in favor of closing the internal transfer loophole.

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

2. Student School Committee Report:

Paul Sullivan reported that student government has spearheaded a fundraiser and is looking for donations for the victims of the hurricanes. There have been efforts by the student population to help with emotional supports for students re: deaths locally and outside the Cambridge community.

Juliette Low Fleury reported that club day has been completed. There are a lot of new members.

3. Presentation of the Records for Approval:

On a motion by Ms. Kelly, seconded by Ms. Nolan, the Minutes of the Special Meeting of September 12, 2017 were accepted as presented.

On a motion by Mr. Fantini, seconded by Ms. Nolan, the rules were suspended to have Dr. Salim give a report on the hurricane relief efforts. On a voice vote, the rules were suspended for the reason stated. Dr. Salim reported that communications were sent out to staff and families on the relief efforts for Puerto Rico. The message to staff was to make sure they know about the employee assistance program for counseling. To families, he expressed that additional support is available at the schools if they need it.

Families that are displaced will be supported as they come into our district. For families coming to Cambridge for the first time, documentation will not be a setback for them; they should be placed in a school within 48 hours. Mayor Simmons added that City Council has adopted a policy order to reach out to towns in Puerto Rico in an effort to help families pull their lives back together. The obstacle is to get supplies to remote farming villages. The effort is to collect, package, put on a plane and get them where they are needed. Members will be updated through the Weekly. Mr. Harding stated the post office is offering a flat rate for packages being sent to Puerto Rico.

Ms. Bowman would like to bring forward a late order regarding Puerto Rico. Ms. Bowman motioned, Mr. Harding seconded:

That whereas Puerto Rico has suffered unthinkable devastation as a result of Hurricane Maria, Whereas the city of Cambridge is establishing sister city relationships with several municipalities on the island, and

Whereas multiple new outlets have reported it will take months for schools in Puerto Rico to re-open, Therefore be it

Resolved that the Cambridge public school district join forces with the City of Cambridge and identify school districts in Puerto Rico to extend sister district relationships to support the re-establishment of K-12 educational institutions in territory. On a voice vote, the late order was adopted.

Ms. Nolan stated it will only be a benefit to our schools and to this district that we welcome the hurricane victims to our schools. Our language programs may be a challenge, however, we will strive to make the transition as smooth as possible. It was brought up that Dr. Salim has put together a number of protocols that will facilitate the transition. Ms. Kelly thanked the motion makers for bringing this forward, stating that we are demonstrating that Cambridge is a welcoming community; recognizing the trauma everyone is going through. Ms. Dexter loves the idea of having other sister district relationships. Mr. Fantini added that this was a great motion and the flag raising ceremony at the City Council meeting to show solidarity with Puerto Rico was a wonderful show of support.

The meeting returned to the normal order of business.

4. Reconsiderations:

5. Unfinished Business/Calendar:

Ms. Dexter brought forward **item #17-236**, seconded by Ms. Nolan, for discussion and adoption.

#17-236 Motion by Ms. Dexter, that whereas a major objective of the Cambridge Public Schools is equity of opportunity and achievement, including across race/ethnicity and gender;

And whereas a Student Data Report with disaggregated student achievement data provides useful information about equity of opportunity and achievement;

And whereas the Department of Elementary and Secondary Education provides test score data disaggregated by only one student characteristic at a time (such as by providing data on *African American/Black* 3rd graders and *female* third graders, but not all *African American/Black female* third graders);

The Committee requests an analysis of the 2017 MCAS scores by race/ethnicity *and* gender and by other relevant multiple categories. (Dexter 9-19-17)

Ms. Dexter stated that our data is very simple on African Americans, on girls, but not on African American girls. We don't know who is successful and who needs the most support. She stated this motion fits in with our Outcomes discussions. She passed out a handout, and went through it (on file in the School Committee office). Mr. Harding suggested we already have this data available. Ms. Dexter responded we use our data from DESE and we know there is an achievement gap by race. She indicated that the gap may be more complicated and we need to look at gender and race, not one or the other. We look at the results and see "these kids are failing" but we cannot define "these kids". Also, when we have a better picture, we can ask why. Ms. Dexter wants to see a more refined portrait of the kids.

Mayor Simmons reminded everyone of the data report from 1992 that ended up being benchmarked. Mr. Harding reiterated we have a lot of data. We need to be careful to not ask for the same report again. He asked the Superintendent to respond.

Dr. Salim reported that we use a lot of different individual assessments to determine students' needs. Looking at race and gender is valuable. There are many different combinations of different categories. We should ask principals and other district leadership their opinions also.

Ms. Nolan stated that we look at data and admits it helps make decisions however does not want to create another report. We already get a student data report every fall. Ms. Nolan motioned, seconded by Mr. Harding, to amend the last paragraph to say: *Be it resolved that the Committee requests the student data report include an analysis of the data by any relevant multiple categories as determined by the administration.*

Mr. Fantini thanked Ms. Dexter for making us think about these reports, adding that it may be good for the public to have access to the data.

Ms. Bowman added that she wants to make sure it all aligns with our district framework and moves forward in a strategic way.

Ms. Kelly stated that she feels data can have a great deal of limitations and cautioned to be careful of becoming technocrats. She will support this motion as it is, but we can miss the bigger picture of what public education is about.

Ms. Low Fleury wants to know if the data is available to the public, adding that she wants race by gender to be included; this is very important category if it is a national statistic that girls do better than boys. On a motion by Mr. Harding, seconded by Ms. Nolan, **item #17-236** was amended. On the following roll call, the amendment was adopted: Ms. Kelly YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mr. Harding YEA; Mayor Simmons YEA. *Be it resolved that the Committee requests any student data report include an analysis of any data by any relevant multiple categories as determined by the administration.* On a voice vote, **item #17-236** was adopted as amended: That whereas a major objective of the Cambridge Public Schools is equity of opportunity and achievement, including across race/ethnicity and gender;

And whereas a Student Data Report with disaggregated student achievement data provides useful information about equity of opportunity and achievement;

And whereas the Department of Elementary and Secondary Education provides test score data disaggregated by only one student characteristic at a time (such as by providing data on *African American/Black* 3rd graders and *female* third graders, but not all *African American/Black female* third graders);

Be it resolved that the Committee requests any student data report include an analysis of any data by any relevant multiple categories as determined by the administration.

6. Awaiting Reports: None

7. Superintendent's Agenda:

7a. Presentations:

7b. Innovation Agenda:

7c. Consent Agenda:

On a motion by Mr. Fantini seconded by Ms. Bowman, on a voice vote, it was voted to move the entire Superintendent's Consent Agenda forward for discussion and adoption. Ms. Dexter removed **item # 17-237**.

On a motion by Ms. Nolan, seconded by Mr. Harding, on the following roll call vote, the balance of the Superintendent's Consent Agenda was adopted: Ms. Kelly YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mr. Harding YEA; Mayor Simmons YEA.

#17-238, Approval of Gifts/Miscellaneous Receipts: that the School Committee accept and approve a gift of an in-kind donation to the Visual & Performing Arts Department from an individual

donor of a Solmer Bundy clarinet for use in music classes at the Cambridge Rindge & Latin School. On the following roll call vote item #17-238 was adopted: Ms. Kelly YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mr. Harding YEA; Mayor Simmons YEA.

#17-239, Grant Award: that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY18 Circuit Breaker Allocation for the period October 3, 2017 to June 30, 2019 in the amount of \$4,663,125.00. Project/Grant SC18776.

Description: The state's Special Education Circuit Breaker program, managed as a grant, reimburses local school districts for a portion of their costs of educating high-needs special education students. The state aims to reimburse, subject to budget appropriation, 75% of district costs in excess of four times the state average foundation budget per pupil as calculated under state law. This year's FY18 reimbursement is currently set by the state at 65%. The Circuit Breaker budget in any given year reflects the district's reimbursement for prior year expenses. All Circuit Breaker funds are budgeted for tuition.

On a motion by Mr. Harding, seconded by Ms. Nolan, on the following roll call of the balance, **items #17-238 and #17-239** were adopted: Ms. Kelly YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mr. Harding YEA; Mayor Simmons YEA.

8. Non-Consent Agenda:

#17-237, Special Needs Contracts for Day and Residential Program Services not Available from the Cambridge School Department: that the School Committee award contracts to the institutions as detailed in the list in amounts not to exceed the shown rates, having been approved by the Operational Services Division of the Commonwealth of Massachusetts, funds to be provided from the General Fund Budget and/or Grant Fund Budget.

	<u># Active Contracts</u>	<u>Amount</u>
Day	5	\$455,605.96
Residential	1	\$175,027.77
45 Day Program	<u>0</u>	
Total	6	<u>\$630,633.73</u>

Ms. Dexter stated it would help if we could get the tuition and transportation costs side by side. Ms. Kelly commented as the sub-committee chair of special education, along with concentrating on the cost, it is also important to think about what is more effective for students. She asks that we don't focus too much on the cost.

On the following roll call, **item #17-237** was adopted: Ms. Kelly YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mr. Harding YEA; Mayor Simmons YEA.

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

On a motion by Nolan, seconded by Mr. Harding, it was voted to move the entire School Committee Agenda forward for discussion and adoption. Ms. Kelly removed item **#17-241**. Mr. Fantini removed item **#17-242**. Ms. Nolan removed item **#17-243**.

On a motion by Mr. Harding, seconded by Ms. Nolan, on a voice vote on the balance of the School Committee Agenda, **item #17-240, item #17-244, and item #17-245** were adopted.

#17-240, Motion by Buildings and Grounds Sub-Committee,

WHEREAS: the Buildings and Grounds Committee met over a series of meetings to review and update the Cambridge Public Schools Facilities Policy to produce a more transparent process for leasing space in CPSD buildings;

THEREFORE, BE IT RESOLVED: that the School Committee approve the revisions to the Community Use of Facilities Policy and approve the deletion in its entirety of School Committee Order C91-275 and School Committee Policy File KFA Committee Action as detailed in the attached documents. The revisions to this policy are being recommended to clarify current policy practices regarding the use of school facilities. This is the second reading of the revisions to this policy.

#17-241, Motion by Ms. Kelly, that the School Committee vote on the resolutions moved forward by the Massachusetts Association of School Committees (MASC) resolutions committee and approved by the MASC Board of Directors at their meeting on July 12, 2017. (resolutions attached) Ms. Nolan will be able to serve.

That the School Committee selects a Member to serve as the Committee's representative delegate at the MASC Annual Meeting on Wednesday, November 1, 2017 at 3:15 pm.

Ms. Kelly stated that she wanted to let the members know she is a member of the resolutions committee of the MASC and will be in attendance at the meeting in Hyannis. She is hoping a delegate can be selected and appointed from this body to represent the committee at the annual meeting and accept the report of the resolutions committee. The Mayor stated the representative from this body should vote favorably for 1-7. Ms. Nolan was selected to serve as the Committee's representative delegate at the MASC Annual Meeting. It was moved by Mr. Harding, seconded by Mr. Fantini, on a voice vote, **item #17-241** was adopted:

#17-242, Joint Motion by Mayor Simmons, Mr. Fantini and Mr. Harding, whereas, the accomplishments and impact of our teachers are often underappreciated it is paramount that we celebrate the heroes amongst us; and

Whereas, beloved and revered educator, Regina B. Keys who taught in The Cambridge Public Schools for 47 years as a member of the Houghton and King School faculties; and

Therefore be it resolved, the School Auditorium located at 100 Putnam Avenue be named in honor of Regina B. Keys.

Mr. Fantini informed the Members that that the auditorium has already been named. Mayor Simmons thanked Mr. Maloney for finding the portrait. She was an extraordinary teacher and should be memorialized in some way. The Members do not want to rename the School Auditorium. Instead, it can be placed in the foyer of the school building and have a relief that tells her story. Mr. Harding added that we may not find a more revered teacher in the City than Ms. Regina B. Keys. It should inspire our current educators with respect for the profession. Mr. Fantini asked that there be a ceremony to honor the occasion appropriately. Amended: *Therefore be it resolved that the portrait of Ms. Regina B. Keys be re-hung in the foyer or a suitable public location and that a relief accompany the portrait spelling out her legacy and community that she represented.* On a voice vote, the amendment and the Order of **item #17-242** as amended was adopted: Whereas, the accomplishments and impact of our teachers are often underappreciated it is paramount that we celebrate the heroes amongst us; and

Whereas, beloved and revered educator, Regina B. Keys who taught in The Cambridge Public Schools for 47 years as a member of the Houghton and King School faculties; and

Therefore be it resolved, that the portrait of Ms. Regina B. Keys be re-hung in the foyer or a suitable public location and that a relief accompany the portrait spelling out her legacy and community that she represented.

#17-243, Motion by the Community Relations Sub-Committee, that whereas how siblings are assigned to the immersion programs should be aligned with the district goals of supporting families and

prioritizing sibling togetherness in schools, that the lottery for Kindergarten assign all siblings in the two immersion programs prior to any internal transfer and further that the internal transfers within the schools with immersion programs be ended starting with the January 2019 lottery for the 2019-20 school year.

Ms. Nolan as the chair of the Community Relations Sub-Committee stated that this motion comes about because of the unintended consequences of allowing internal transfers which interrupted the admission process of the younger siblings that went through the lottery on time, and were not assigned to the same program as their older siblings. It has been unfortunate. The immersion programs and administration have not had the chance to look into the internal transfers. Ms. Nolan placed this motion on the calendar for the next Regular Meeting.

#17-244, Motion by Ms. Kelly, that the Superintendent report to the School Committee on the status of the FY2018 Budget Guide and plans for its distribution to Cambridge residents.

On a voice vote, **#17-245**, the Report of the September 7, 2017 School Climate Sub-Committee was adopted as presented.

**Meeting of the School Climate Sub-Committee
School Committee Conference Room
Thursday, September 7, 2017
5:00-6:30 p.m.**

Called for the purpose of discussing school climate issues in the Cambridge Public Schools.

Members Present: Ms. Dexter, Chair; Ms. Bowman (~~ABSENT~~), Ms. Kelly

Also present: Dr. Turk, Jean Cummings, Cambridge Day Reporter & parent

A quorum of the Sub-Committee being present, Ms. Dexter called the meeting to order at 5:05 PM. Ms. Dexter read the call of the meeting and read the 4 topics on the Agenda.

1. Review of the elementary program
2. Protocol for responses to issues related to classroom climate
3. Subcommittee goals for 2017-2018
4. Subcommittee meeting dates for Fall, 2017

Ms. Dexter indicated that she would like to talk about other goals for this committee and discuss how frequently they would like to meet this fall.

Discussion took place around the following comments, questions and concerns:

- \$50,000.00 has been set aside for review of the elementary program
- Definitions of school climate include building interactions and relationships with adults and students in the classroom, gym, playground, families, and community
- Complex interactions in a classroom, across grade levels, in the district, etc.
- Separating general education and special education
- Teacher stress in elementary schools
- Social/emotional learning issues
- Define what the desired climate is
- Everyone feeling safe and accepted is a strong beginning
- What is the role of this Sub-Committee

Ms. Kelly hopes for trauma informed schools; that every adult in all schools have training. Ms. Cohen has been trying to implement more training on this issue. Conflict mediation work comes into this area also.

Ms. Cummings wonders what the measures for social/emotional learning (SEL) in schools are

- According to the age of the student, families should always be involved along with feedback from teachers
- Dr. Turk informed everyone what the 5 values to the Casel Competencies are and that they have been using them as a backdrop to the learning process. With each one there is an age appropriate level for each skill
 1. Self Awareness
 2. Self Management
 3. Social Awareness
 4. Responsible Decision Making
 5. Relationship Skills

Ms. Cummings asked if the district ever looks at transfer requests in a systematic way to know how long tracking transfers have been happening. The response was that there are exit interviews and surveys, not able to state how effective they are. When reviews were done in the past, they were in effect for almost a full year.

Ms. Bowman joined the meeting at 5:30 pm.

Discussions took place around the following:

- There have been reviews on RBT work
- It was stated that SEL tiered support has 3 different levels and questions:
 1. What does the broad way look like?
 2. What happens to the students in the tier II stage?
 3. What happens to them at tier II and III?
- Sometimes a pyramid is used
- If you are a student that can benefit from tier I, great
- Some students need tier I and some need II
- Are there a lot of differences across the schools?
- The importance of maintaining a high level of confidentiality around the numbers of special education students was mentioned.

The question was asked again to define the desired climate. Dr. Turk stated the question can go in different directions, she is always looking at climates between schools, they do not all need to be the same climate; it should be whatever the positive climate is. It is based on what the needs are at a particular school

A few of the differences in schools include:

- First name schools
- Formal name schools – neither is right or wrong
- Different population models

Ms. Dexter stated that one question that still comes up is the relationship between general and special education. Ms. Cummings stated she understands the problem, but has trouble trying to solve it. Because parents state that their kids are not included, how do we approach inclusive education? Special education has become a specific term, but what happens to the students when they are identified as special education students? It was offered that the students are given a diagnosis which leads to an intervention process. It was mentioned that it is easy to obtain data to know whether or not students' needs are met; it is figuring out what to do with this valuable data that is the challenge.

What are we doing in our schools to ensure that students are proficient at third grade reading? Dr. Turk offered that there are academic and non academic components that need to work together. Other responses offered were:

- The teachers need to feel their child is fully engaged in what is going on with their students
- The strand of the whole child
- Connection between student, parent, and teacher

- Special education teachers do not always belong to the faculty as a whole
- Teachers do not always have the same perspective of the OSS as the parents have
- There is community healing and individual healing
- SEL Task Force
- A review of classroom space was suggested to examine segregating students vs. integrating students.
- Restorative Justice was suggested to work with teaching students and teachers how to resolve conflict.
- How does Restorative Justice fit in with SEL
- Send issues to the SEL Task Force
- Develop a K-12 SEL framework

The question was asked, when parents inform School Committee and administration that a class has difficult students, how do we deal positively with their anger? Some responses were:

- The family member should to go to the teacher
- There is a chain of command
- We need to build a culture of trust
- Start with the teacher, then principal
- The principal may call administration asking for help
- Teacher can instruct the parent to go to the School Committee with their issues
- The parent goes straight to the School Committee to avoid conflict

Ms. Bowman indicated that there should be a way to deal with emails that go the Committee of the Whole. Ms. Kelly responded that the issues that go to the Committee of the Whole are not talked about on the floor and that public comment is not responded to on the floor. Confidentiality issues were raised and there was a discussion on whether or not parents know they are violating confidentiality laws. The Putnam Ave issues were brought up, indicating nothing happened until the families spoke at the community meeting. It was suggested that maybe families were not satisfied with the form of communication initially in place. Dr. Turk agreed that steps were put in place. It was brought up to revisit the norms and come up with something different that deals specifically to school climate. Dr. Turk mentioned the strategic objectives/ frameworks.

Ms. Dexter asked what the next steps will be

- How frequently do we want to meet: two before December, or one in December after the election
- What are the objectives of these meetings
- What are the goals
- Keep in touch with the review process and to check in
- The challenges with the current US President being in office changes the climate in schools
- What policy can be implemented about climate issues
- Some parents over react to other parent's children

Since we celebrate diversity, the question was asked how to prove we value differences; and not expect everyone to be the same and do the same things at the same time.

Ms. Kelly motioned, Ms Bowman seconded to adjourn.
Meeting adjourned at 6:30 p.m.

Dosha Beard
Confidential Secretary to the School Committee

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

Agenda

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

Ms. Nolan motioned, Mr. Harding seconded that the School Committee sends letters of condolences to the family of Isaiah Carpenter-Wench, the family of Ms. Karen Williams and to Montessori teacher Ms. Susan Grassy on the loss of her husband Paul Grassy.

Resolution by Ms. Bowman that because our staff and administration have had to deal with challenging situations that prohibited them from doing their jobs, they be given a letter of appreciation.

Resolution by Mr. Fantini to send a congratulations letter to the RSTA Culinary Arts program for winning 2 awards at the 8th annual Rib Fest. They came in #2 in the People's Choice award and #3 in the Blind Tasting Test.

11. Announcements:

Mayor Simmons announced that there will be a Kendal Square MIT Innovation event to be held on Wednesday, Oct. 11th from 12:00 to 8:00 pm.

MIT Volpe development job connector space program is proposing \$1.5 million to the project.

Mayor Simmons will keep the Members updated as it comes up in the Ordinance Committee.

Ms. Bowman wonders what the process and the timeline will be about forming strategies to move our agenda forward. The Mayor stated there will be a short presentation at a business meeting for no more than 15 minutes, then we can think about how this district can become involved. She asked Tony Clark, Educational Liaison to the Mayor, to make sure the Superintendent receives a copy for the Weekly.

Ms. Kelly is very happy with the outreach to the community with regards to Volpe.

12. Late Orders:

Ms. Bowman motioned, seconded by Mr. Harding, on a voice vote, the following late Orders were brought forward for discussion and adoption:

Ms. Nolan stated that because the next Outcomes Retreat is already delayed, she proposed we cancel our Regular Meeting from Oct. 17th and move it to Oct. 24th for the purpose of having our Outcomes Retreat the 17th.

Ms. Bowman stated that she is not in Massachusetts on the 24th.

Mr. Fantini's offered to have the Outcomes Retreat and no additional Regular Meeting in October.

Ms. Nolan reminded the Members that we have a motion on the calendar for the next meeting; suggesting a motion that we meet in Regular session for only one hour. The motion failed for lack of a second.

Ms. Dexter stated that she appreciates the obligation to Outcomes, but thinks the obligation should be to the public.

Ms. Kelly mentioned that they made a lot of progress in the last Outcomes Retreat and don't need to lose the momentum; stating she is in favor of Outcomes Retreat on the 17th.

Ms. Bowman stated the Outcomes work needs to be done as an obligation to the public.

It was voted to substitute the Regular Meeting with the Outcomes Retreat on October 17th.

The Executive Session will be moved to immediately following the next Regular Meeting on November 21st. On a motion by Mr. Fantini, seconded by Mr. Harding, on the following roll call, **Cancel the Regular Meeting for the purpose of having the Outcomes Retreat on October 17, 2017** was adopted: Ms. Kelly YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mr. Fantini YEA; Mr. Harding YEA; Mayor Simmons YEA.

On a motion by Mr. Harding, seconded by Ms. Dexter, it was voted to adjourn (7:45 pm).

Dosha Beard
Confidential Secretary to the School Committee

Distributed Back-up Documents/Handouts: (copies on file in the School committee office)

Statements and letters left at public comment by the following individuals:

- ✓ Nancy Wei
- ✓ Donielle Buie

E-mail communications received:

- Email from Sarah Block re What happened to #17-115, Joint Motion by Ms. Bowman, Ms. Kelly and Mr. Harding?
- Email from Lauren K. Gibbs re guidance counselors need to add schools to the lists for black and Latino-a students
- Email from Katherine Black re #17-243 sibling assignments to the immersion programs
- Email from Jason Homsy re#17-243 Chinese immersion internal transfers

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