

## SCHOOL COMMITTEE

### (Official Report)

#### Regular Meeting

February 6, 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 (Remotely), Ms. Dexter, Mr. Fantini, Ms. Kelly, Mr. Kimbrough, Ms. Nolan and Mayor McGovern (ABSENT)

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

Ms. Kelly in the Chair.

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

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

Pursuant to the Open Meeting Law Regulations:

1. There is a quorum of the School Committee, including the Chair, physically present at the meeting location.
2. School Committee Member Ms. Manikka Bowman has, prior to the meeting, notified the Chair of her desire to participate remotely in the meeting and identified the reason for and facts supporting her request, and the Chair has determined in light of the information provided by the School Committee Member that the School Committee Member's physical attendance at the meeting is unreasonably difficult.
3. Ms. Bowman will remotely participate in the meeting and is in attendance at the meeting via telephone.
4. Ms. Bowman will state for the record that the proceedings are clearly audible.
5. All votes taken at the meeting must be by roll call vote.

Ms. Bowman confirmed that she was able to clearly hear everyone and all assembled clearly heard her response.

#### 1. Public Comment:

The following individuals were heard:

- Jessica Jarvis, Clay Street, #18-39, in support of more recess time for her kids at the Peabody School. Presently they only get 15 minutes, the recommended 20 minutes is not enough.
- Rebecca Bailey, Alberta Terrace, Re #18-39, in support of more recess time for her kids at the Peabody School. It is a much needed break from the rigors of the regular day. 20 minutes is recommended, and they are only getting 15 minutes. The 2<sup>nd</sup> grade at the Peabody School

started a petition for more recess time. Children need to move around, if they do not, it is hard to focus. Recess should never be withheld as a consequence or punishment for a child's behavior.

- Rose Levine, Larch Road, Graham and Parks teacher #18-39 supports more recess time. She introduced her student Noah before he speaks, noting that the more Noah researched, the more value she placed on recess and saw it as more than just playtime. The results of no recess is that kids get grouchy and do not retain information as well. They should spend 40 minutes of the 6 hour day outside. This should be affirmed in the district.
- Noah Migbaru, #18-39, asked the assembly to imagine a school without recess. He wants 30 minutes of recess at all elementary schools. He interviewed Dr. Bob Murray, who said that taking breaks help them remember into their long term memory. He interviewed kids and they affirmed it. You need a break after learning something to make what you learned stick. He surveyed his class and all kids agreed with a 30 minute recess. You don't have to worry about kids being sweaty and stinky, it is good for them to have the exercise.
- Kiril Alexandrov, #18-39, in support of the recess motion for motor skills and coordination, kids health and fitness. It is considered a keystone habit, you begin to eat better and develop other good habits. Kids with motor skill deficit under perform. Those who exercise go on to secondary education those who do not exercise, do not excel. Between the ages of 11 and 12, if they don't have the exercise habit, they are not going to get it and will most likely end up obese.
- Bill Boehm, PAUS, #18-32 to expand family and community engagement, hiring family liaisons at the upper schools is often discussed and never actually done. He supports the late order that has not been heard yet for an Ad-Hoc Subcommittee on this issue.
- Sebastian Stockman, Reed Street, #18-39 in support of increasing recess time, taking in information is the first of two steps, processing it is the second step. Down time, breaks and recess, increases the memory of what is learned during instructional time.
- Kimberly Mancino, Auburn Street, #18-32, in support of forming an Ad-Hoc Sub-Committee for expanding family and community engagement at the upper schools. Also commented on the Superintendent Presentation, Targeted Support for Schools, please reconsider that model, it does not work, she knows this from speaking to other schools. If the principal does not ask for it, it cannot be supplied. It is the School Committee's responsibility to make sure the schools get what they need and not rely on the administrator.
- Serain Lay, Mt. Auburn Street, in support of a late order on the agenda, Ni Hao at MLK immersion program, her family has been looking forward to 3<sup>rd</sup> grade for her child to get into this program and she found out that it would be too hard for her kid unless they were already in it from 2<sup>nd</sup> grade. It is closed off to other students. A spot opened up, now he has been able to catch up in 3<sup>rd</sup> grade immersion.
- Ryuji Morishita, Davenport Street, in support of the CI program, there is inequality in his household because one child is in the program and one is not. The rules and standards for immersion programs are very different from the standard curriculum. The capacity at the merged grades will not change. In his family the language is already in their culture. Lets' keep the program strong, fill the empty seats.
- Alex Bowers, Pemberton Street, in support of the pilot CI Program to fill the empty seats. They lost 3 students at the end of September, they will not have enough of a cohort to support this program if attrition continues.
- Melody Komyerov, Cottage Street, in support of filling the open seats at MLK and also fully supports recess and family engagement. They moved here from Somerville solely for this program. She is 1<sup>st</sup> generation Chinese American, for her this a continued cultural experience boosting self pride. It has been wonderful to see how this program has come to where it is. Her middle son has been on the waitlist for 3 years.
- Matthew Yust, Putnam Avenue, thanked the Committee for the opportunity to speak about opening up seats at the MLK. His daughter is in Ni Hao. His kids are born during the time of year when they are ineligible for JK, the program is very small. Please change the rule.
- Doug Healy, Rice Street, #18-39, in support of more recess, he asks that the School Committee please look at the research on the detriments of testing, it seems that we are giving up the goodness of recess to increase testing. The demands of the system for testing are developmentally inappropriate. The kids get tested but do not get to play and they end up more stressed out and grumpy. The first job is to get kids to love school and testing does not do that.

- Lorra Marseille, Bilian Teklu, Naih Aubourg, Columbia Street, Windsor Street and Marion Street re #17-299 BSU video, In reference to the sub-committee that was created as a result of the Black Student Union video and as members of the Cambridge Youth Council, they are looking for action since Cambridge is dedicated to social justice. They expect the sub-committee to be responsive to the BSU video and include not only administrators; it would be beneficial for all teachers to work on this sub-committee also. It is with the support of the teachers, deans and administration that the aggressions will stop. They met with Principal Smith and Mr. Tynes and it was agreed that the Cambridge Youth Council would create a curriculum for this training and would meet bi-monthly to discuss it and have it implemented as a policy.
- Joshua Komyerov, his two kids have been waiting on the waitlist for several years for CI. He is frustrated knowing his children are missing out on many long-term benefits while there are empty seats that will not be filled. If it doesn't happen now, his kids will be too far behind, and they will be set up for failure. There are children that want to fill the seats and it will make a big difference to all involved.

On a motion by Mr. Fantini, seconded by Ms. Nolan, on the following roll call, it was voted to close Public Comment: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**2. Student School Committee Report:**

Juliette Low-Fleury reported last Friday the Black Student Union presented "Bring it Black" a party thrown to kick off Black History month, it was a free event, jam 94.5 hosted and it was a big success.

Paul Sullivan reported later that same evening the Student Government hosted their winter formal. It was a good time for all. He offered his support for the recruitment for more teachers of color, in particular Black teachers.

**3. Presentation of the Records for Approval:**

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

- Regular Meeting, December 5, 2017
- Special Meeting, December 12, 2017
- Regular Meeting, January 16, 2018
- Special Meeting, January 20, 2018

**4. Reconsiderations:** None

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

**6. Awaiting Reports:** None

**7. Superintendent's Agenda:**

**7a. Presentations: District Plan Update Roundtable:**.....Dr. Kenneth N. Salim  
 Review Progress of Implementation of Initiatives                      Superintendent of Schools

Dr. Salim explained that this presentation will be presented in three separate parts, the first part is on the One-to-One Technology Program, the second part is on the Social, Emotional, & Behavioral Learning Framework and the third part is on Targeted Support to Schools. The Superintendent turned the first part of the presentation over to Principal Smith and Ms. Gina Roughton, Assistant Director for Educational Technology, to start the presentation on 1:1.

### School Committee Roundtable February 6, 2018

#### One to One Program

Purpose: Provide Equity and Access to Increase Opportunity and Achievement by providing all students with access to technology (1.5)

Principal Smith explained that the educational landscape is changing and our students will have to rely and will need access to technology for classroom instruction as much as possible; it has become essential and necessary in order to be successful members of society after graduation from school. This initiative was brought around because all students do not have the same financial resources to have technology provided independently. To make sure all students have access to the latest developments CRLS has moved to a 1:1 environment.

Ms. Roughton explained how the chromebooks were distributed and how they responded to issues. She went over the mentors and family involvement. Many accommodations were included to make sure all families were part of this process.

#### Timeline

- Phase 1: SY17-18
  - Take-home pilot for all freshman
  - In-class sets for 21 classrooms (10<sup>th</sup>-12<sup>th</sup> graders)
- Phase 2: SY 18-19
  - Take home devices for all high school students.
  - **All Freshman students** are participating in a Take-home Chromebook program
  - Chromebook Orientation – Boot Camp, Digital Dilemmas, App Slam

**Grade 10-12 students** in class with one of 21 pilot teachers are able to use devices daily in those classes.

**Families as partners** in the success of this program

**Teachers Learning Together** how to impact instructional practice

Sharing practices & lessons learned via blog

Observing each other on classroom learning walks

Developing Chromebooks Field Guide Resource for teachers

1.5 One to One Program & Instructional Practices

Students have reported that 1:1 technology allows them to work on their own time and not have siblings take up time on the home computer, so our students can complete their assignments sooner.

Teachers are able to use technology without arranging their teaching plans around obtaining a mobile cart or lab usage. Teachers also report that the students are becoming more tech savvy and more eager to learn. Ms. Roughton indicated she would like to get these chromebooks distributed earlier in the summer; and there has been a lot of negative feedback on the heavy cases.

1.5 One to One Program SY18-19 Implementation

Distribution earlier (summer)

Explore case options with student input

Peer to peer professional learning

Discipline-embedded professional learning

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

Ms. Nolan appreciates the update. She wants to know if the problem of intermittent access to wifi in the arts building has been fixed. The ICTS department responded they have not received any reports that it is not working, so most likely it has been fixed.

Dr. Salim invited Mr. Steve Smith, Chief Information Officer, to sit at the table to provide extra insight. Ms. Nolan asked about the chromebooks being used in computer science classes and whether or not Python can be used in these classes. Principal Smith spoke about the RSTA Technology program and the chromebooks with the rest of the school.

Ms. Roughton added that beyond computer science, the chromebooks don't meet the needs of other classes.

Ms. Nolan asked if you cannot save anything, everything is cloud based, if the students are home and don't have the internet access at home, what happens.

Ms. Roughton answered that chromebooks work off line. They cannot collaborate with other students and share information. One of the exit surveys was whether or not they have sufficient access to wi-fi to complete assignments. For students that do not have sufficient access at home, ICTS has reached out to guidance and deans to provide hot spots on loan that would only work with the specific device.

Ms. Nolan asked what can kids access when they are finished with their school work.

Principal Smith stated that what students are doing on the computer has to be appropriate to what they should be doing. There are filters that prohibit accessing inappropriate or non-educational content. By and large the students are using them in the way they should.

Ms. Low-Fleury asked what the capability outside of the classroom is, asking if they can access YouTube. The answer is no because it is blocked in school. They are going to make certain educational apps available. There is the internet, but not for use as a personal laptop.

Ms. Dexter asked have you heard any downsides about 1:1, what is the lifespan of these devices, how much does the extra staff cost?

Principal Smith answered the downside is the cases. They complain about having to carry them everyday. They are sturdy to protect the chromebooks and therefore heavy. Kids try to do snap chat or something else they have no business doing our filters in our chromebooks are too strong, so kids with their own plans, can access around our filters.

Ms. Dexter asked when the kids graduate, will they hand them back? Since they are only good for 5 years, the seniors may get them for one year.

Ms. Bowman had no questions at this time, and thanked the administration for the presentation.

Mr. Kimbrough asked what the digital dilemmas are?

Ms. Roughton responded if someone is sharing about someone else on line, what is your role in that conversation? You are only a witness, who do you notify? They have prepared the students for issues like what if you lost your device, how would you handle it?

Mr. Fantini thanked them for the presentation. He asked what a chrombook is? The answer is that it looks like a laptop but you cannot install anything on it. You have full access to the internet unless content is deliberately blocked.

Principal Smith stated that it is essential in the 21 century classroom that students need digital access consistently or they will be at a disadvantage with other cohorts of students. Our students need to have an intimate knowledge of technology.

Mr. Fantini suggested that the seniors get the old freshman devices since they are only good for one more year anyway.

Ms. Low-Fleury returned to YouTube again, asking if it will change in the coming years.

Ms. Roughton confirmed they are working on how students interact with content. The tools they have now to regulate content is all or nothing, ICTS is not comfortable with "all". They are working to make some content usable.

Mr. Fantini asked if parents take a series of classes, is it true they will get a chromebook for \$50.00. Ms. Roughton confirmed it is a great program "tech goes home" a family driven initiative, not a tech driven initiative.

Dr. Salim went to the next part of our presentation, introducing Ms. Alice Cohen as the next presenter to speak on the first section of the Social, Emotional and Behavioral Learning Framework presentation followed by Dr. Carolyn Turk and Ms. Maryann MacDonald.

Dr. Salim began with the summary page of the Strategic Plans and Objectives. He wants the Committee to know that he meets regularly with Ms. Cohen, Ms. Spera and Ms. MacDonald to problem solve and look at the resources to meet the needs of our students.

Ms. Cohen is delighted to be here tonight and began explaining what Social Emotional Learning means, she read the definitions and stated the kids learn through relationships, there are no toddlers at home reading behavior guidelines.

Our young people have more anxiety, impulsivity, youth hospitalizations and they lead in suicide. If they lack the language to say they hate their parents separation, they will use behavior to reach out and communicate. Their behavior deteriorates quickly, sometimes they run through the building over and over again. Ms. Cohen teaches active skill building in real time. Our kids have toxic stress and don't know how to vocalize it. We need to learn how to see the behavior and help. There has been research on the impact of screen time and social media on the developing brain. The research shows that time spent in front of a screen should be monitored and limited.

### **Levers to Strengthen SEL Practices Across CPS**

Ms. Cohen made it clear that a lead teacher can ask for help, it is not only up to the Principal. There are complicated self assessments also.

- Build competency of students, teachers, and families
- Work with school teams to use data from the SEL Self-Assessment to inform goals and action steps in School Improvement Plans
- Provide targeted support to individual schools as determined by need
- Develop a system of multiple data sources to monitor progress

### **Role of Gen Ed Social Workers**

- 3 FTE's have been added to support six schools. Student behavior is usually about asking if they can do something. If they are anxious, they try to be unpredictable on purpose so that the teacher will join them in anxiety
- Social skills groups, individual check-ins, case management
- Provide consultation to teachers
- Provide direct instruction to whole classrooms regarding SEL, relationships, impulse control
- Create more opportunities for students to have a "moment of appraisal"
- Help families access community "wrap-around" services

Children need to examine what it means to be a friend. Ms. Cohen spoke about the benefits of Social Workers, i.e. they can help families access community wrap around services, get medications and scholarships.

### **Using Multiple Data Sources**

Analyzing connections between the data on:

- ✓ student performance, absenteeism, behavior
- ✓ Data on incident tracking
- ✓ Collecting data about time and activities of social workers

Case Management

### **SEL Accomplishments**

What have we done: They have created SEL benchmarks by grade. Some teachers are frustrated because some young kids just cannot handle as much as is expected. Ms. Cohen meets quarterly with a team to talk about how well they are doing and also what needs improvement. They created a newsletter for teachers and staff with tips and training content. They have trained countless staff on trauma sensitive classroom practice.

Masters-Plus Trauma Course

250 staff received training on the neurobiology of compassion fatigue (aka known as burnout) and how to reduce secondary trauma

Yoga movement breaks curriculum

Mindfulness courses

Students currently receiving mindfulness training/practice/support.

### **Questions and Discussion**

Vice Chair Kelly commended the presenters for this wonderful presentation. The stories on community building have been wonderful.

Ms. Nolan stated that hearing about all of this coming together is more about lighting the spark instead of filling the box. She wonders about the City's responsibility to ensure that these opportunities are shared with all kids. It was stated that the Department of Human Services is opening their services to CPS teachers. She also wonders about the SEL self assessment, who is doing it? Ms. Cohen responded it is a school based tool, it has to do with school wide supports, and the point of break boxes is to keep students in the rooms in order to maintain the normal flow of learning.

Mr. Kimbrough asked for an example of what mindfulness training looks like in the classroom.

Ms. Cohen answered that the kids usually sit in a circle, there is a sound, like a chime, and they describe what they hear as related to sensory input. They need to also focus on feeling, i.e. feel their feet on the floor, stomp their feet. Mindfulness becomes a tool that students decide to do on their own without being told.

He also wanted to know how many schools are doing this.

This is 8 weeks long; in the beginning there were only 10 schools across the district, now all schools are doing it.

Mr. Kimbrough asked about A scores.

Ms. Cohen answered that the Ace Average Childhood Experiences score is a test for adults to reflect on their childhood. All children are resilient, some more than others. They don't always think about cause and effect, therefore; they don't care about how they make you feel, if they don't think they will ever see you again. We need to provide support to parents that have kids with tantrums because many parents will say they had no idea other parents were experiencing the same problems. We have to keep asking, as social workers, if everyone is doing okay.

When asked about suspensions, Ms. Cohen responded that there are some circumstances for suspension, but not always. Most kids come to school to see people; they are not really invested in the Common Core and the Strategic Frameworks.

Ms. Dexter talked about having social workers in the schools and screening time. The example of the boy that needed to run around the classroom; if you were the teacher, you would not have been able to do what Ms. Cohen did. She is bringing these issues up because it takes resources to do it – time and teachers. She is looking at it from the point of view of the budget.

Ms. Cohen responded that most kids that are in trauma do not realize there is restoration. SEL practices teach the students that they can fix it. They need to know there is a cost to loss of control. Taking responsibility for your behavior means that you will hear about how you have treated others and you will need to re-shape your behavior. Ms. Cohen stated that they may not need more staff; they may need to allocate their staff in different places.

Ms. Bowman thanked everyone for this part of the presentation and wanted all assembled to know that she is practicing her mindfulness in order to stay focused while participating remotely and she values the work that is being done in the district.

The Superintendent moved on to the third part of the presentation:

### **Targeted Support to Schools**

#### **Underlying Principle**

Dr. Salim explained that we should always be ready to provide financial needs to schools; we need to anticipate the need before we experience the need. Rather than being reactive to budget needs we should plan ahead. One way to do this is by having data that looks for trends to find out where the most supports are.

#### **Process for requesting targeted support**

##### **Administrator files a request in response to the following:**

- What significant issue is your school facing?
- What impact is this issue having on students, staff, an/or families?
- What has the school implemented to address this issue?
- What additional support (s) do you think is needed and for what time frame?
- What impact will this support have?

#### **Review Process**

1. Request reviewed by teaching and learning team
2. Recommendations to Superintendent and cabinet

#### **5.5 Targeted School Support**

Elementary

- Inclusion instructional specialists

- Funding for after-school programming
- Short-term additional staffing
- Professional development

#### Upper School

- Short term additional staffing
- Coordinated and intensive support from central administration coordinators
- Planning underway for academic support vacation programs for Upper School math

Ms. MacDonald spoke the second part of the presentation. She explained that staff goes out to the schools and gives target support to schools. They all bring different processes of support. They look at a cross section of teachers and administrators across the district.

Dr. Turk explained the process when a form is submitted, it goes through a very sophisticated process. At times, the Principal and Administrators need to come together to address problem solving issues that have not been resolved. They make observations as they visit schools. They look at the data. As they looked at the submissions from PAUS, they look at the type of data, which happens to be concerns around math, the data from the Instructional Leadership Team and Ms Amigon. They looked at the categories of meeting, exceeding and partially meeting expectations. Looking at gaps; what have you done so far? There have been data meetings established to make decisions about changes in the classroom to be further reviewed. What is still missing? They need more support for students before and after school to meet student needs in a creative way and a full time math tutor was the resolution. This recommendation was brought to the Superintendent's cabinet.

Ms. MacDonald stated that for the elementary schools, she gave an example of the Graham and Parks asking for an additional support for SEL learning. Ms. Cohen, Ms. Spera and Ms. MacDonald worked collaboratively for developing a plan. They offered another paraprofessional to help the classroom teacher with this cohort. Ms. Spera assigned two inclusion specialists to go out and support the Graham and Parks school. She gave another example of the Haggerty school; they needed support with writing.

Dr. Adams spoke on support at the Upper Schools. They have some vocation programs planned to provide supports to schools. Teachers always have data that they are constantly collecting. There are weekly TLT meetings at the central office and the schools. It is not always possible to logistically figure out where to meet. There is extra school time offered to students in need by using February and April vacation time. They are constantly looking at ways to improve the way they do their work to make sure the students are being supported.

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

Ms. Kelly encouraged Dr. Salim to give regular reports in the Weekly to keep the Committee updated. She is glad they are in the schools also, it is good to get a feel of the climate at the schools and it should help build relationships and trust especially for the schools with the most needs.

Ms. Dexter stated that every time a staff member is added to a school, she would like to know. There always seems to be a new person hired, so what happens when there is last minute hiring, it is better to have staff in reserve. Who defines the problem? Sometimes it is the parent that discovers a problem and those in the schools do not see a problem. That in itself is a problem.

Dr. Turk stated that a difference of opinion is not a bad thing. On TLT, they do not always agree on everything but they are able to talk it through, listen, understand different perspectives and come to a resolution. She expects that same type of interaction and conversation happens at the schools too.

Ms. Dexter wants to know if a group of parents can initiate the request, go to the district to begin the process or is it true that if the Principal doesn't feel a problem exists, there is no problem?

Dr. Turk stated that they always want the families to be in the process. She does not want the district to always be the initial starting point. There should always be an exchange of listening and then action.

Ms. Kelly stated that certain groups of parents are not feeling enabled to speak authentically about their child's situation. It has been focused on in the past, but the elephant is still in the room. There are still concerns about what issues will be the stressed at certain schools, with staff and principals and the issues need to be faced and discussed in depth.

Mr. Fantini in the chair at 9:05 p.m.

Ms. Nolan is interested in measures of success. She wants to know how the district judges whether the interventions are working. She has been tracking the number of students passing algebra and she wants to know why the percentile is so low, and has been for years, it raises questions. Did the plan from last year change? There does not seem to be any progress monitoring because the measures we know do not show progress. She also wanted to make sure it is clear that PAUS is not the only school that is struggling. What is progress monitoring really doing, this is a concern.

Dr. Turk responded that the work with the DESE has helped them look at the data and see where there is progress and where there is no progress. They need to focus in on the partially met expectations and they need a little bit more to push them over the threshold. The DESE suggested that they pay more attention to that section of the data that represents standards. Rather than just having the numbers, they attach each number to a name in order to see where each child is struggling and provide support on the particular need of the child.

Dr. Adams stated that there are a lot of things that look different this year from last year. There is a new structure to look at data and planning day by day. It helps to decide how to do teacher collaboration and have longer blocks of teaching time.

Ms. Bowman would like to thank everyone for the presentation. She also suggested that for future meetings; having three major topics in one presentation during a Regular Meeting should be avoided.

Ms. Nolan asked what the schools are that need the most help and what are the dashboards. She would like to see the specific measures and targets that are being used.

Mr. Fantini also thanked them for the presentation. This system is starting to develop in a very good way. He would like parent voice needs to be stronger. He suggested that schools be audited by outside entities, in order to provide a non biased perspective.

Dr. Salim acknowledged that it is not optimal to focus on this in the context of a Regular Meeting. He wanted to focus on these specific topics in order to have the Members know what the needs are for funding these specific areas, which will be included in the budget.

Ms. Kelly in the chair at 9:10 pm.

**7b. Innovation Agenda:**

**7c. Consent Agenda:**

On a motion by Mr. Fantini, seconded by Ms. Nolan, it was voted to move the entire Consent Agenda forward for discussion and adoption. Mr. Fantini removed **item #18-27**. On the following roll call, **items #18-28 through #18-31** were adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**#18-28, 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>#</u>	<u>Amount</u>
Day Program Tuition Contracts	3	\$146,932.16
Residential Program Tuition Contracts	0	
45 Day Program Contracts	<u>0</u>	
Total	3	<u>\$146,932.16</u>

**#18-29, Approval of Gifts to Cambridge Public Schools, that the School Committee accept and approve the following gifts and receipts as described.**

1. \$1,000.00 to the Cambridge Rindge and Latin School made as an unrestricted donation from an estate. Funds will be used for the general support of the school.
2. \$400.00 to the Tobin School made from Cengage Learning in return for teacher participation in the production of Cengage video content capturing best practices of technology integration in early elementary classrooms. Funds will be used for instructional materials.
3. \$152.70 to the Morse School made from Box Tops for Education in return for box tops collected on behalf of the school. Funds will be used for the general support of the school.
4. \$26.00 to the Cambridge Rindge and Latin School made from an individual donor to support the school's food pantry.

**#18-30, Contract Award**, that the School Committee award a contract to the following vendor for 2017 Ford Transit Connect Van, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts and the City's Green Fleet Vehicle Review having been complied with:

Framingham Ford, 1200 Worcester Road, Framingham, for the period February 1, 2018 to June 30, 2018, in the amount of \$25,642.00.

**#18-31, Grant Award**, that the School Committee accept and approve an increase to an existing grant award in the amount and for the period indicated:

FY18 Massachusetts Cultural Council STARRS Increase. Project/Grant SC18894, in the amount of \$3,100.00 for the period November 13, 2017 to June 30, 2018.

**Description:** This increase of \$3,100.00 will support an artist-in-residence at the Cambridge Rindge and Latin School Media Lab.

**8. Non-Consent Agenda:**

**#18-27, Response the Cambridge Education Association Unit C Level III Grievance:** That the School Committee approve the Superintendent's Recommendation relative to the response to pending Cambridge Education Association Unit C Level III Grievance in accordance with WR 17-640-CN-A.

On the following roll call, **item #18-28** was adopted: Ms Dexter YEA; Mr. Fantini NAY; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

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

On a motion by Mr. Fantini, seconded by Ms. Dexter, it was voted to bring the School Committee Agenda forward for discussion and adoption. Ms. Bowman placed **item #18-35** on the Calendar.

**#18-32** That whereas the Cambridge School Committee has a goal of expanding family and community engagement, and values public input into the CPS budget development process, the Committee requests that the administration:

- 1) provide direct notice about all public hearings to all Cambridge Public School parents, high school students, family liaisons, the City's Community Engagement Team, and the Cambridge Youth Council; and

2) send flyers to community centers, houses of worship, and other institutions that serve Cambridge neighborhoods and communities.

Ms. Dexter would like to add that the public hearings go to City Council also.

Ms. Nolan wants to make sure we know whether or not this is already happening before we change the motion. She suggested the Committee refer it to Community Relations Sub-Committee.

Mr. Fantini agrees expanding the communication is a good idea.

On the following roll call, **item #18-32** was adopted as amended: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**#18-33** That the February 13, 2018 Joint Roundtable of the City Council and School Committee to discuss the FY 19 School Department Budget be televised and live streamed.  
On the following roll call, **item #18-33** was adopted: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**18-34** Whereas the SOLVED Collaborative (Shore Occupational Learning and Vocational Educational Division) consists of the following communities: Cambridge, Medford, Somerville, Waltham and Boston and recognizing that the SOLVED Collaborative offers significant opportunities to engage students in Chapter 74 Career and Technical programs that may offer educational and career opportunities,

That the School Committee support the following:

Require the SOLVED Collaborative programs housed by each community in the Collaborative be communicated clearly to all incoming 9<sup>th</sup> graders and student's parents and caregivers, including detailed information about all programs offered, open houses in each community, and key deadlines to apply to SOLVED Collaborative programs;

If students after best efforts to apply, are not accepted into a SOLVED community Chapter 74 program due to "no space available" or other reason, that students be allowed to make a timely application to another Chapter 74 that offers the same program;

Consistent with Career and Technical aspirations and goals, that the Superintendent create more opportunities for student internships, apprenticeships, career counseling, and early college to maximize student opportunity and access to vocational-technical education, that provides clear pathways to career goals for interested students.

Finally, that on adoption, this motion will be referred to the Superintendent requesting that a plan for implementation be shared with the School Committee by March 30, 2018.

Mr. Fantini stated that the system we have in place needs to be reviewed, it has eleven vocational programs. There are thirty nine programs in other districts that our kids may want to make use of by attending other tech schools. Our eleven programs are strong and we need to support a system for our kids to get more vocational work opportunities in Cambridge.

Ms. Kelly added that clear career pathways can be put forth for our kids. We need to increase vocational education leading to Associate and Bachelors degrees.

Ms. Nolan agrees with the idea of doing what we can to make sure the kids know about all other tech schools. Dr. Salim stated that the Administration will look at what is offered and converse with the RSTA Director.

Ms. Nolan stated it is a great motion. She wants to know what the clear pathways in RSTA are and connect these pathways to the entire high school. She wants to break down the division. On the following roll call, **item #18-34** was adopted: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**18-35** 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). (Bowman 2-6-18)

On a motion by Ms. Nolan, seconded by Ms. Dexter, on the following roll call, **items #18-36, #18-37 and #18-28** were accepted as presented: Ms Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**#18-36** Report of the December 8, 2017 Community Relations Sub-Committee

**Community Relations Sub-Committee  
Dr. Henrietta S. Attles Meeting Room  
December 8, 2017  
11:00 AM – 12:30 PM**

Called for the purpose of reviewing the issues previously raised related to Controlled Choice of the immersion programs, to get an update on the process for exit surveys and to discuss any other business.

Members Present: Ms. Nolan Chair, Ms. Dexter, Mr. Harding (ABSENT)

Also Present: Mr. Fantini, Mr. Maloney, Ms. O, Ms. Kelly, Ms. Sampson, Ms. Jean Cummings, Mr. Jesse Johnson, Mr. Alex Bowers, Mr. Josh Komyerov, Mr. Ryuji Morishita, Ms Melody Komyerov, Ms. Sarian Lee

A quorum of the Sub-Committee being present, the meeting was called to order by Ms, Nolan who read the call of the meeting.

Mr. Maloney stated that the Immersion Program assignments was discussed at the last School Committee meeting regarding eliminating internal transfers for JK Ni Hao students into the Chinese Immersion program for their K year. This affects the 2018 lottery. The School Committee has changed the policy to reflect that.

The question raised was, is there a provision from the 4<sup>th</sup> grade and up for any of the Immersion Programs? Yes, SES can be ignored and assignments for grades 4-8 if no wait list exist. The Socio Economic Status (SES) could be evaluated in a year. It was to be done a year ago and we are doing it now.

2nd grade is the last grade at which students can transfer into Immersion, if there were seats and we were balanced. It is up to the educators to decide the level of knowledge students have to be assigned in

the programs. It is better for kids to get in Immersion Programs earlier than later. We reached out to the school council meeting.

Mr. Maloney spoke to Principal Gerald Yung who wants balance (paid lunch vs. free/reduced lunch) in the program. The Amigos policy proposal changes that they suggested were rejected by the School Council. We did not raise the issue at the OLA Program because it is balanced.

Mr. Maloney added in May 2015 and 2017 the Amigos shows we have free/reduced lunch balance. He needs the minutes of the meeting from the Amigos. Update on waitlist on Immersion Program. King needs to wait for the January School Committee meeting for the numbers of the Chinese immersion (CI) program. In 2017, eight families took advantage of the internal transfers.

Ms. Dexter added that the King wait list immersion ends at grade two.

Ms. Sampson stated that at 3rd grade the program is merged and in 3rd grade if parents request children's proficiency for Chinese then the school would test them to see where the student is on the spectrum. Sometimes the child would go into a room that has more minutes of Chinese. There is a catch up at that point and sometimes the child may drop down.

Ms. Nolan asked if there is a different level of Chinese in 3<sup>rd</sup> grade.

Ms. Sampson answered the schools call it Pathway.

Ms. Dexter asked how much of the school day are they intermingled with all kids. Chinese Immersion (CI) is language and content in an Immersion environment. Do we have students coming into the Ni Hao program?

Mr. Maloney answered it is tricky because in 2<sup>nd</sup> grade we have to manage the waitlist. We have 48 students with a target of 44 in the 2<sup>nd</sup> grade. Because they merge into 3<sup>rd</sup> grade we have a situation where we would not be entering anyone in this year—the waitlist on Ni Hao and Mandarin merge in the 3<sup>rd</sup> grade. There are two wait lists and that becomes one.

Ms. Dexter stated as of May this chart shows we have two waitlists for MLK one for Ni Hao and one for Chinese Immersion and one wait list for MLK grades 3-5. Anyone coming into 3<sup>rd</sup> grade would be in MLK.

Ms. Sampson explained that the 1<sup>st</sup> grade has pretty full numbers 52 or 53.

**Ms. Nolan opened Public Comment:**

Jessie Johnson stated that his son joined the Ni Hao program off the waitlist for kindergarten and in first grade he added him to the waitlist for Immersion. In 2<sup>nd</sup> grade he was still on the waitlist for Immersion but his sister started in Immersion kindergarten. Within a few months she surpassed him in Chinese language ability so his wife worked with him on flashcards in Ni Hao. Teachers had to start from the beginning with new students. Some parents opted out of 2<sup>nd</sup> grade. If he didn't get into it in 2<sup>nd</sup> grade he would not have been able to get in. He submitted four documents one from an appeal which are on file in the School Committee office.

Alex Bowers has twin girls in the 2nd grade Immersion Program which only has 19 students in the class. He is concerned that if things continue as they are, there won't be enough student body to maintain the program in middle or high school. It is hard to get in the program in 1<sup>st</sup> grade. There are three open slots in 2<sup>nd</sup> grade right now that he would like filled.

Josh Komyerov has a 2<sup>nd</sup> grader in Ni Hao at MLK. His wife is Chinese and they have been on the waitlist for several years and have not been able to get in. The problem is that the programs merge in 3<sup>rd</sup> grade. The Chinese he is getting is not sufficient; we need to find a way to boost Chinese. He is

frustrated to find there are open seats that aren't being filled and his child is not able to get in. We need a proposal to move SES down to 2<sup>nd</sup> grade so families can get into the program.

Ryuji Morishita has one child in the 4<sup>th</sup> grade Pathway. His child was in another program when they moved to Cambridge and his other child is in 2<sup>nd</sup> grade at MLK. On Sept. 22, they discussed filling empty seats. Both MLK and KOpen have a single strand. There are no alternatives only one class per grade with steady decline through the years. It is nearly impossible to manage the SES policy. We need to find a way to bring in more lower income families so higher income families are not excluded from the program. There are unbalanced cohorts from the beginning. Paid lunch families are being penalized for years to come. The unfairness needs to be addressed, keep it consistent and fair. Siblings need to get the same policy as transfers.

Over time there is a problem and corrections are not being made and not taking action results in an intended consequence. In Sept. 2015 they began talking about the lotteries that would likely be coming up. Three families were waiting. In May he met with Mr. Maloney. In 2011 the current policy needed to be amended, this is different. He requested some information from the FRC and had a lot of down time. Nov. 9 and last month he spoke about not forgetting new people, not just in kindergarten. The other day he received an additional form from School Council. Families feel pretty strongly about making some changes. Do a pilot to implement this now for a defined period of time and see what happens. It honors the spirit of Controlled Choice. If no waitlist and open seats it sustains the program. The policy works well for the nature of the Immersion Programs and to prevent anything from happening in the future.

Melody Kamyrov stated that she believes strongly that they are part of an international community and this is a fledgling program. Amigos has a full strong program. How it was brought into the school was a struggle. There is no ability to be creative of a hybrid for the students in the middle that cannot be bridged. Where are the kids in the Ni Hao Program going to go? Low income kids aren't gaining that education. Where can we go to move forward?

Ms. Nolan asked what is the split of language.

Ms. Sampson responded 50% of the day based on the extended day.

Mr. Maloney added that we struggled with this at Amigos and resolved it because we changed the policy to full pay as well. This is more complicated because at MLK there are two programs in one school for JK-2. At 3<sup>rd</sup> grade, there is one program Ni-Hao. The struggle is other districts have a larger pool to pull from. If we do this for the 2<sup>nd</sup> grade, we don't want to set ourselves up so that the King would be unbalanced as a full pay school. Many families call me that are full pay and ask why can't they take that unused seat? We need to balance the educational need with SES and the impact needs to be thought out so we don't have unintended consequences.

Ms. Kelly agreed with Mr. Maloney to look at other ways to balance the programs possibly look at other districts. Having a way for low income students to move into the Immersion Program is worth exploring.

Ms. Nolan asked if we have explored summer programs for students that want to try to enrich their skills?

Mr. Maloney replied not that he is aware of.

Ms. Nolan added that the Amigos has issues but is a strong program and it became unbalanced before we changed the policy. Chinese Immersion is still in the formation stage and we are working it all out.

Ms. Dexter stated that we have two separate programs and two different pathways. If we look at distribution of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, would we find predominantly paid lunch families?

Mr. Maloney stated the school is pretty balanced.

It was stated that there are 17 students in the Immersion pathway. The SES is 50% or more paid lunch. We have had a student drop out. We have 44 in 3rd grade, only 17 in the CI program.

Ms. Dexter asked under what circumstances?

Mr. Maloney answered if we added 3 students to the 2<sup>nd</sup> grade right now that are full pay the result is 80% full pay.

Ms. Dexter said we are talking about internal transfers.

Ms. Sampson stated we don't have internal transfers in 1<sup>st</sup> and 2<sup>nd</sup> grade and the waitlist is not for internal students.

Ms. Nolan added we could impose an internal transfer policy.

Mr. Maloney stated we want to craft a policy around people in this room. When we allow internal transfers, we narrow the ability for anyone to transfer into Chinese Immersion in grades 1 or 2.

Ms. Cummings asked how many?

Ms. Sampson answered in 1<sup>st</sup> grade there are 9 students on the wait list, not all are enrolled in the King.

Ms. Nolan stated we don't have a policy solution right now. The discussion has been going on for years. Long term, how we expand opportunities for all. In terms of balance over the years it has gone up and down. We need to gather additional information. We want to understand how Ni Hao is preparing students. Can it be stronger in the Chinese language?

A suggestion was made to evaluate the program. Could one classroom be balanced of the three?

Ms. Nolan stated that this program prepares children for future opportunities.

Sarian Lee said look at the Curriculum, my son was in the 2<sup>nd</sup> grade last year. My daughter is in the Immersion Program and gets so much more. Use better online immersion. Last year when we were struggling we paid for my son to get better Chinese so he could prepare.

Ms. Nolan said the people at this table cannot answer for the educators. This is about enrollment and Controlled Choice.

Mr. Fantini added we may have to change our Controlled Choice to get more of our low income kids into the program but we cannot deny them from getting into it.

Ms. Dexter said personally she is pledging to resolve this to change something. One of the things keeping low income kids from the Riverside community. The Ni Hao is not a strong program. We need to look as a continuum. Only having two classrooms keeps kids out of the program.

Ms. Nolan added we are not keeping them out. Parents make their choice. As we move forward there are rules that affect the entire district. Our system is set up to balance our schools. There are consequences. I know they have resources, not more than another program. Amigos has more resources.

Ms. Dexter stated we need to make a change as a pilot so we don't have this next year.

Ms. Nolan we need an updated waitlist with just the numbers not names. Some of this is our problem because of the internal transfer process.

Mr. Maloney added we will hear very quickly from the January sign up.

Ms. Nolan added our internal transfer policy for the King has not been highly chosen. For the next few years can we correct that? She wants an updated Immersion Program list with the difference for CI and the # on the waitlist.

Mr. Maloney replied you will get that in the Weekly.

Ms. Nolan asked can we insure there is a healthy cohort going up in the grades. Can current kids at the King get additional time for language? What is the status of exit interviews?

Mr. Maloney replied you should have gotten it with the Controlled Choice but it wasn't 'ready. You will have in January. For last school year it will be withdrawals from July 1 to June 30. We said we would get you the previous school year.

Ms. Nolan asked can we get in October?

Mr. Maloney replied the State cleared the porthole in November. If you want it October we can do that for next year.

Ms. Nolan added we are a transient city and all students that leave need to do an exit survey. We want the strengths of the program.

Ms. Dexter asked what is the process? Do you ask yearly?

Mr. Maloney replied no, the withdrawal would be in Aspen our common database. It depends on the time of year. If someone leaves in the summer we wouldn't get a notice until September. It is the school's responsibility to withdraw the student. The students that leave in June are supposed to be entered as withdrawn. We cannot remove kids from the rolls until they have been absent for ten days, then we can add.

Ms. Dexter said then the family is not giving an exit survey.

Ms. Nolan added that as soon as someone does a withdrawal they should automatically be sent an exit survey. The process should be less onerous.

Mr. Maloney got the controlled Choice report which summarizes our balance across the schools and looks at trends over time. The intent is to keep the middle class in our schools. JK-2 is different from the balance in grade 8. District wide from K-8 we've moved to a 62% full pay system which is up. Free/Reduced numbers are reported by school. The lower grades JK-1 is 73% full pay.

Ms. Nolan stated there is a slight decline in free/reduced but a big jump in full pay.

Mr. Maloney added our population growth is coming from more than one.

Ms. Nolan stated regarding K applicants and withdrawals, the chart is not matched up in the cycles that they registered.

Ms. Sampson added tracking students is difficult; we have changed our system three times. If we could build an entire database and hire someone to create reports.

Ms. Nolan doesn't believe in creating reports that they can't use. She appreciates the report. SES jumped out at her. The overall enrollment increase – we have a larger base in the lower grades.

Mr. Maloney replied the issue is building the upper schools.

Ms. Dexter said to set a date to reconvene within the next week.

Mr. Maloney cautioned the School Committee that if they waive the transfer period for one school they will

get requests from others.

Ms. Nolan added I want to hear back about our waitlist by next week. We are looking for it to be better in the future. The reason we get the report is it influences our enrollment we need to understand.

Mr. Maloney said the State was not clear until late. We can give you a Controlled Choice Report by the end of October or early November.

Motion to adjourn by Ms. Dexter, seconded by Ms. Nolan at 12:30 PM

Terry Gist  
Confidential Secretary

Attachments (on file in School Committee office):

Agenda

SY17-18 CAPS Report: JK-8 – 12/5/17

Jesse Johnson – 4 pages

Josh Komyerov – 1 page

**#18-37** Report of the January 20, 2018 Budget Sub-Committee be accepted as presented

**Meeting of the Budget Sub-Committee (Committee of the Whole)  
Public Hearing FY 19 Budget Priorities  
Saturday, January 20, 2018 @ 10:30 AM  
CRLS Attles School Committee Meeting Room**

Called for the purpose of a Public Hearing on the FY19 School Department Budget Priorities

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

Also Present: Superintendent Salim, Dr. Turk, Dr. Adams, Ms. MacDonald, Mr. Maloney, Ms. Spinner, Ms. Allen, Dr. Likis, Ms. Spera, Ms. Liss, Interns to Superintendent Jay and Stephanie,

Co-Chairs: Ms. Dexter and Mr. Fantini

A quorum of the Budget Sub-Committee (Committee of the Whole) being present, Ms. Dexter called the meeting to order at 10:30 AM and read the call of the meeting.

Ms. Dexter welcomed everyone, made introductions and opened the hearing on the FY 19 Budget priorities.

Public Comments

Bill Boehm, Lavre Street – Supports providing dedicated funds for field trips

Eli Tucker Raymond, Elm Street – He provides Professional Development for Cambridge Public Schools teachers. He wants the School Committee to establish an office for all students especially black and Latino students to look at the root causes for differential outcomes; conduct longitudinal study that would look at outcomes and connect them to school experiences, create design experiments that would test interventions to support academic success. Also funds to recruit and retain teachers of color, teachers need restorative justice training, and provide higher level Math and Algebra for all students in 7<sup>th</sup> and 8<sup>th</sup> grade.

Kris Dickson, Fresh Pond Parkway – Thanked the School Committee for funding and rolling out the Pilot elementary language program and hopes it is expanded to all elementary schools. She is speaking on behalf of the staff at Graham & Parks who supports additional funds for field trips. She read letters from 3<sup>rd</sup> and 5<sup>th</sup> graders (on file in the School Committee office).

Mackenzie Sokolove, Fresh Pond Parkway – read letter from her classroom 213 at the Graham and Parks school supporting funds for field trips (on file in the School Committee office).

Shani Ellis, Pine St. – Supports funding busses for field trips and air conditioning at all schools especially at Fletcher Maynard Academy.

Lisa Downing, Clay St. – Provide funds for field trips and air conditioning for all school buildings, universal screening for all students with language based disabilities and all Special Education teachers should be trained in the Orton/Gillingham Program

Christina Lisly, Upton Street – Supports funding for field trips and has a letter signed by 33 parents in support. Support increased funding for disparities in some schools. The Principal would like additional staff in classrooms.

Sophie Charignon, Rindge Ave. – Parent of Kindergartener at Amigos. There is a space issue at Amigos that impacts other schools too. What steps are being taken with growing population in Cambridge with all the new apartments being built? Provide on-street parking for Amigos staff between 8:00- 5:00 for staff, an additional full time special educator, assistant teachers for 5<sup>th</sup> grade and a Guidance Counselor for grade 6-8.

Allison Henson, Cambridge Terrace – Increase funding for the Baldwin Kodaly Music Program.

Janina Matusziski, Hancock Park – Provide funds for a full-time Technology Specialist at Cambridgeport and additional staff at all schools.

Ena Valenzuela, South Normandy Ave. – Supports funding for field trip busses, provide more translation services to engage families and community outreach, and full time family liaisons in the middle schools.

Anna Henchman, Fayerweather St. – Supports funds for field trips and full-time family liaisons at middle schools.

Lovette Curry, New St. – Supports funding for field trips, air conditioning for the Fletcher/Maynard, focus on achievement gap so students are prepared to access higher education that is right at their back door.

Recessed at 11:08 AM

Mr. Fantini and Ms. Nolan left the building.

The time of recess having expired the meeting reconvened at 12:01 PM

Alison Scholes, Sciarappa Street – Expand funding/scholarships to Wild Flowers Schools from 3 & 4 year olds to include 2 year olds.

Nora Grodzins, Parker St – Supports Family Liaisons in the upper schools (will submit a letter with her concerns).

Recessed at 12:06 PM.

The time for recess having expired the meeting resumed at 12:28PM.

Mayor McGovern moved to adjourn, second by Ms. Kelly. at 12:28 PM.

Terry Gist,  
Confidential Secretary

Documents/Handouts:

Statement from Bill Boehm, Kris Dickson signed by the Principal, SAM, Friends of G&P, and G&P Parent & Steering Committee, teachers and parents, nine letters from Graham & Parks 3<sup>rd</sup> graders, and letter from Christina Lively with two pages of signatures signed by parent organization leaders and parents from schools across Cambridge all supporting funds for field trip funds.

Email:

Patricia Goudvis supporting more Guidance Counselors at CRLS; Rebecca Xiong supporting funds for field trip; Sophie Charignon parking for Amigos Staff, additional full time special educator, Assistant Teacher and full time guidance counselor for 6-8 grade; Caitlin O'Donnell and Jon Penterman both supporting CitySprouts.

#18-38 Report of the January 23, 2018 Budget Sub-Committee be accepted as presented.

**Meeting of the Budget Sub-Committee (Committee of the Whole)  
Public Hearing on FY 19 Budget Priorities  
January 23, 2018  
Dr. Henrietta S. Attles Meeting Room  
3:30 – 5:30 PM**

Called for the purpose of a Public Hearing inviting the input of Educators and Members of the Community regarding the FY2019 School Department Budget Priorities.

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

Also Present: Superintendent Salim, Dr. Adams, Ms. Spinner, Mr. Maloney, Ms. Allen, Ms. Spera, Ms. Liss, and the Superintendent's 2 interns

Co-Chairs: Ms. Dexter & Mr. Fantini

A quorum of the Sub-Committee being present Mr. Fantini called the meeting to order at 3:32 PM and read the call of the meeting.

Superintendent Salim did a brief presentation and framing of the meeting – Dr. Salim shared comments regarding the CPS District Frameworks as background. He worked with the district planning team to develop the vision of CPS around rigorous, joyful and culturally responsive learning as well as social, emotional and academic supports each student needs to achieve their goals and postsecondary success as engaged community members. There are five key strategic initiatives: Equity and Access, Engaging Learning for Students and Staff, Support the Whole Child as an Individual, Family and Community Partnership and Implementation and Progress Monitoring. The Presentation is on file at the School Committee Office.

Administration is looking at the District Plan to align and inform their decisions around the budget and allocations and how they are using people at the school level during the process.

Mr. Fantini announced that Ms. Dexter donated cookies and the CEA donated soda which is at the back of the room.

**Public Hearing on the FY19 Budget**

Dan Monahan –Lexington Ave. - CEA President stated this is not a comprehensive representative voice of all educators. He requested a review of and clarification of the interventionist positions that need to be

trained and compensated appropriately. And additional supports for restorative practices particularly at CRLS.

Louisa Raposo – Washington Street - King Open Teacher in Ola Program stated every time the Social Studies or Science department come up with a new curriculum they get nice books with pictures with no translations. About fifteen years ago teachers used to get together, be compensated and translate them while learning the curriculum. They would also get compensated for taking choice courses, please add money in the budget for teachers to do the translations in-house.

Khari Milner – Farrar Street - Khari works with all the schools as the Director of Learning Partnerships and has been collaborating on the Educator Design Model. The space promotes application and learning structure, staffing patterns, use of space with the learner or the teacher at the center of the process. The Superintendent's vision has been supportive and the Agenda for Children will partner on this model.

Angie Wyham – Hancock Street - is the District Design and Innovative Coach who founded the Cambridge Educator Design Lab last year which is a transformative model. Educators come together around how we learn to solve problems together. She read a few notes from educators that are on file in the School Committee Office.

Jacob Barandes– Dana Street – There are many children with advanced learning needs in the system who are not achieving their full potential or having their needs met, which should be started in the early grades. District staff do not take responsibility for their full growth. The budget should include identification and support for these advanced learning needs students. There should be a public annual status report, define and implant a plan for children with advanced learning needs and add one more position to support the lead teacher.

Jen Mason Stott – Librarian at Graham & Parks- Is here to talk about Hearts and Hands. She has taken many Social Emotional Learning courses. Children with trauma and toxic stress are pouring through the doors, fifty (50%) of our students have IEP's. They need more paraprofessionals in the classroom to support students better. Access to people building relationships is as important as technology. Inclusive processes would have an additional staff person which could be a paraprofessional.

Mercedes Soto - Harvard Street - Her son has dyslexia – Put more resources in the budget to get earlier screening and interventions as early diagnosis and support for students with dyslexia. Many other children have not been diagnosed with a language based disability. We have world renowned experts that understand the brain in Cambridge. Train more teachers in Orton-Gillingham.

David Weinstein - South Normandy Ave. – Expand the Jr. Kindergarten to include all 4 years olds, Insure that all elementary students are learning a world language and hire full time family liaisons for the upper schools.

Tiffany Robinson – 7<sup>th</sup> Street - Last year some part-time elementary and upper school clerks worked additional time in the summer on service agreements during the summer, there is a lot of work to be done and they want to be made full time 12 month employees.

Betsy Preval – CSUS – She read two letters in support of clerks being made full-time, from Manuel Fernandez, Head of School and Christen Sohn Assistant Principal of CSUS. The clerical union is in negotiations now and part time clerks need to be made full time. Both letters are on file in the School Committee Office.

Sheila Colon - Amigos Clerk – Supports full time status for elementary school clerks. There are summer camps in the building and she communicates with parents in Spanish and English.

Elaine – Morse Clerk – Supports full time status for elementary schools Clerks have been constantly asked to do additional duties; payroll, forms change, including facilities permits, etc. She doesn't have a Service Agreement to work in the summer and she brings work home.

Karla Goss - Newton Street– Sr. at CRLS –She participated in the Design Lab and wants other students to be able to participate in it. She and two other students (Camille Corerra and Steven Sanon) developed a student design challenge with their overall question being “How might we create authentic experiences in which students can voice, address and take meaningful action on issues that matter to them in their community so they have agency in creating effective change.” They want it to be like the STARRS classroom where they can communicate and take action and not just complain.

Camille Corerra - Hancock Street – Sr. at CRLS – She was in the Design Lab this year and went through the process to create this Design Challenge. It was important to have a space where they could work on their Design Challenge.

Steven Sanon - May Street - Jr. at CRLS – Was part of the student Design Lab through STARRS. It is important to feel comfortable in a space. It led him to attend the EDCO Leadership Conference and get professional development. He looks forward to supporting student voices during his time here.

Sharon Lozada – Pearl Street – CRLS Teacher - The Student Design Lab is a great way to have authentic relationships and figure out how to be in it together. It is collaborative with teachers and members of the community, including MIT. Students do essential authentic work and learn to be creative problem solvers. It improves student experiences and need to keep growing it.

Adeline Lining - Oakland Street a Para at King Open – The 2<sup>nd</sup> grade team is advocating for computers. They don't get any practice before the MCAS test comes. Teachers want more curriculum training in the classroom on how to use the FOUNDATIONS reading program more effectively.

Maura McNabb Special Start autism teacher at Peabody – They need more classrooms for children with autism at the K level to provide early intensive behavioral intervention to address their complex needs. Over three years the program grew and the classrooms are overcrowded. Look at their growing program and provide support to preschoolers.

Janet Forte –Special Start Autism teacher at Peabody – She supports what Maura said – Special Start has expanded and needs additional staff, adequate space for preschool learners and materials.

Beverly Seiderberg - Griswold St. – Psychologist for Special Start Program - She sent an email with her concerns and wants Administration to consider the growing population, people move into Cambridge for our program. Consider permanent space for the Special Start Program because they are the first to be moved out of a building.

Emily Mueller-Decelis - Windsor Street – 3 kids in CPS. She is a CitySprouts Program advisory board member which is a valuable, unique program in elementary schools that also teaches kids math and science. Her son is dyslexic. Please support CitySprouts Middle School Program. It grows community, kids think independently and work together with classmates and design them and see where food comes from.

Tara Edelshick - Valentine St. – She supports the Level Up Program at CRLS. Her daughters experience with racism was so intense, she said she wouldn't send another kid to CRLS but her son wanted to play sports so she visited an honors class that was wonderful and asked to see a college prep class and was told your son won't be in College Prep. As she walked down the corridor past the classrooms she could tell which classes were Honors and which were College Prep classes. Some kids should have been in honors class all along. She has also heard that it is not rigorous enough and her son's writing is better than essays she read for entering freshman at Harvard where she was a Professor. More pages doesn't mean a better paper. Leveling Up is making that possible. Kids need the structures that start in 9<sup>th</sup> grade to continue in 10<sup>th</sup> grade. Then it could expand to History. We have no excuses not to do that.

Natalia Eufa - High St. – Prior to coming here as a scientist I have been a teacher for 12 years. You need to add more reading staff that match math staff. There is only 1 ½ fulltime staff in math, we need more.

Lower income students don't have anyone to advocate for them. Add school level staff to support advanced learners so kids can have a joyful learning environment.

Recessed at 4:48 PM

The time for recess having expired, the meeting resumed at 5:30 PM. Ms. Nolan moved to adjourn, second by Ms. Kelly at 5:30 PM

Terry Gist,  
Confidential Secretary

Documents/Handouts:

District Frameworks Presentation

Statement from Dan Monahan, CEA President

Angie Wyham, read statements from educators, Design Lab

Statement from Jacob Barandes

Statement from Tiffany Robinson, CSUS

Betsy Preval, CSUS read Letters from Manuel Fernandez and Christen Sohn, CSUS

Statement from Students: Karla Goss, Camille Corerra, Steven Sanon, Design Lab

Email:

Caitlin O'Donnell, CitySprouts

Therese Bellino, CitySprouts

Jen Penterman, CitySprouts

Kumi Okabe-Valasco, CitySprouts

Colleen Wenger, Special Start Program

## 10. Resolutions:

**#18-39** Whereas the Massachusetts Senate and House of Representatives are both considering bills that would require that all Massachusetts elementary schools provide at least 20 consecutive minutes per day of unstructured free-play recess; and

Whereas the American Academy of Pediatricians issued a policy statement in 2013 that "recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development," that "cognitive processing and academic performance depend on regular breaks from concentrated classroom work" for younger children and adolescents, and "to be effective, the frequency and duration of breaks should be sufficient to allow the student to mentally decompress;" and

Whereas numerous research studies have shown that recess and unstructured play improve classroom behavior and have cognitive, academic, social, and health benefits for children; and that some children have very little time outside school to engage in free play with other children;

And whereas organizations such as National Coalition for Disease Control and Prevention, the National PTA, the American Federation of Teachers, the National Association for the Education of Young Children, and the National Association of Elementary School Principals, have all endorsed policies mandating daily recess and free play in elementary schools; and

Whereas one of our neighbors, the Somerville School Committee, has eloquently endorsed the pending senate and house bills designed to require a supervised but unstructured recess in Massachusetts schools;

Therefore be it resolved that the Cambridge School Committee supports Senate Bill 308 and House Bill 235, both of which state the following: "All children in grades kindergarten through five attending public schools shall receive one hundred minutes of supervised, safe, and unstructured free-play recess each week so that there are at least twenty consecutive minutes of free-play recess per day. As used herein, the term "free play" means an unstructured environment, but which is supervised by appropriate school personnel or staff. Regulations promulgated by the department may not exclude recess from structured learning time requirements for elementary school children and may not increase the total number of hours required in the school year to meet the provisions of this subsection."

Be it further resolved that a copy of this resolution be delivered to the Governor, Attorney General, the Cambridge state and local legislative delegations, including Representative Marjorie Decker, author of the House Bill 235, and to the Cambridge City Council and City Manager.

<https://malegislature.gov/Bills/190/S308>

<https://malegislature.gov/Bills/190/H235>

<http://pediatrics.aappublications.org/content/131/1/183>

<http://peacefulplaygrounds.com/pdf/right-to-recess/recess-importance-of-play.pdf>

<https://www.ericdigests.org/2003-2/recess.html>

Ms. Kelly agrees with more play time.

Ms. Nolan appreciates the public comment on this and would like to address this as learning time not just playtime.

Ms. Dexter stated that she got this idea from the Somerville School Department.

On the following roll call, **item #18-39** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

**Motion by Mr. Fantini** That the School Committee hereby goes on record in expressing its deep condolences to the family of Mr. Don Watson for their loss; that the Executive Secretary be and hereby is requested to forward a suitable engrossed copy of this resolution to the family of Mr. Don Watson on behalf of the entire School Committee.

Dr. Turk informed the Committee that she, along with members of the Tobin community, had a chance to see Don a few weeks ago; they had a few laughs, and there was a wonderful tribute to him at his funeral service with at least 1400 people in attendance.

On the following roll call, **Motion by Mr. Fantini** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

#### 11. Announcements:

#### 12. Late Orders:

**Motion by Community Relations Sub-Committee:** Motion that whereas there have been discussions for a number of months on the question of internal transfers to the Chinese Immersion program at the Martin Luther King Jr. School prior to the grade 3 merged model of immersion pathway, due to the educational rationale of early exposure, and Whereas the current policy already has an exception for immersion programs, which does not apply to the CI program since it is a merged pathway starting in grade 3, and Whereas the district seeks to support the success of the immersion pathway through fifth grade by maintaining a full classroom cohort; and Whereas the language acquisition of Chinese, according to the American Council on the Teaching of Foreign Language, requires much longer exposure than other CPS immersion languages (Spanish and Portuguese) for achieving proficiency,

Therefore the district will conduct a pilot program for one year starting immediately to allow internal transfer in grade 2 irrespective of SES status from Ni Hao to CI as soon as the school process requests.

Of note for this pilot:

- Limited to internal transfers, which means only MLK School is affected
- SES balance at the grade level (both existing 2<sup>nd</sup> and future 3<sup>rd</sup> grade) will not be impacted, and
- Class capacity at 3<sup>rd</sup> grade will NOT be impacted

This pilot will be evaluated by November 2108.

Possible additions:

Further that the school in assessing transfers will take into account hardship status.  
Further that the school in assessing transfers will take into account second language level.

Ms. Kelly stated that this is a very complicated Order and would like to offer that it be Calendaried.

Ms. Nolan apologized for the late motion, she explained that they couldn't get it in time to meet the Thursday deadline, and she let Mr. Kimbrough and Ms. Bowman speak to the late order.

Ms. Bowman asked who was still in the room, it was answered that there are 4 parents left. Because of the structure of the meeting tonight; and she recognizes that it is complex she would like to at least discuss it even if they have to delay a vote.

Mr. Fantini stated that there should be a discussion and then we should Calendar it.

Ms. Dexter reminded everyone that this is the result of two different committees. She said the motion is quite simple. If there are open slots, kids in the program should go into the empty slots.

Ms. Nolan explained that the grades are balanced differently. They are literally talking about 4 months. The reference of the motion really applies to MLK, something is different at the other two schools.

Mr. Maloney went to the table to answer questions and admitted it is very complicated. Traditionally they do not waive SES seats. The waiver at Amigos is not for all students on the waitlist, only for program language speakers. This was done in the interest of programs being enhanced by program language speakers. CPS holds seats open on purpose. At this point, we are near the end of the school year, at the King School; it will have a wash effect, since they are going to come together anyway. This is a Pilot Program. In addition, because of the future of this program in the next few years, this program will be pretty full and this will be a moot point. Internal transfers will be eliminated so this coming K will be very full. Changing the cap, we are slightly over in grade 1 for September. There will be more students in 2019, based on the students in the existing program; they will need a second 1<sup>st</sup> grade in 2020. This is a fully paid lunch program. They need to be measured separately. Whatever the SES is, it will be a wash.

Ms. Dexter commented on the process, some parents are very devoted to the MLK school. She asks that they take a leap of faith.

On a motion by Ms. Dexter, seconded by Mr. Fantini to suspend the rules in order to extend the Regular Meeting to 10:10 p.m., on the following roll call, the meeting was extended to 10:10 p.m.: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

Ms. Bowman stated that we know that we used to have a lot more free lunch students but it is shifting. If the housing trend continues in the way it has been going, there will be an imbalance of more paid lunch than free. We are feeling the tension in a policy oriented way. We need to get serious about recruiting well before time for the lottery so we can have the balance that we want. Unless there is a person in the household that will be able to keep the kids up to par, it will not work. There are many layers to this motion and we need to have time to evaluate our policies to make sure they still make sense.

Mr. Fantini is open to filling the seats on a one time basis and at times certain circumstances need a little bit more help. He does not want to tie it into a policy that will eliminate SES. We eliminated the CP classes and are diversifying our AP classes at the high school; but we are doing the reverse here. He wants to respect these parents, but we will be making a terrible mistake if we turn this into a permanent policy.

Mr. Kimbrough asked if we don't vote tonight, will the Pilot have any validity at all.

Ms. Nolan wants to try to vote tonight and not put it off, suggesting we do it on a one time basis.

Ms. Bowman appreciates Mr. Fantini's comments. She adds that we need to be cautious of only accommodating a certain set of parents that come forward advocating. This is not a good way to run a district. The challenge is whoever pushes the hardest wins is not a good way to function. We need to make sure we go back and examine the policy and figure these issues out.

Ms. Dexter said it is not about the parents, it is about our failure to recruit. This is not the only unbalanced program we have. We are not accommodating parents; they have come forward with good observations and reasons that need to be acknowledged.

It was stated that there are problems with Controlled Choice because of the shifts in the housing market.

On a motion by Ms. Dexter, seconded by Ms. Nolan, on the following roll call to extend the meeting to 10:20 p.m. the meeting was extended to 10:20 p.m.: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

Ms. Nolan stated that the Committee was supposed to review this policy of immersion transfers in 2015 and did not do it until 2017.

On the following roll call, **the amendment to the Community Relations Sub-Committee motion** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT. *Therefore the district will allow a onetime transfer in grade 2 irrespective of SES status from Ni Hao to CI as soon as the school can process requests. And further, that during the annual review of our Current Controlled Choice Plan this issue will be reviewed*

On the following roll call, **the Community Relations Sub-Committee motion** was adopted: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT

On a motion from Mr. Fantini, seconded by Ms. Dexter, it was voted to suspend the Rules for the purpose of reconsideration of the foregoing vote. The Rules having been suspended for the purpose stated, a motion to reconsider the foregoing vote, hoping the same would not prevail, failed of adoption: Ms. Dexter NAY; Mr. Fantini NAY; Ms. Kelly NAY; Mr. Kimbrough NAY; Ms. Nolan NAY; Ms. Bowman NAY; Mayor McGovern ABSENT.

**Late Motion by Ms. Dexter**, That whereas the School Committee's Strategic Plan articulates the strategic goals of high achievement for all students, equity of opportunity to learn, and a positive school climate in all CPS schools to support the development of the whole child and family and community engagement; and Whereas the School Committee is responsible for the success of all CPS schools; and Whereas the CPS upper schools are the youngest schools in our district and serve as a crucial bridge between the JK-5 elementary program and the high school program; Therefore be it resolved that the School Committee will establish an Ad Hoc Sub-Committee on the CPS Upper Schools and 6th - 8th Grade Program. The Sub-Committee will work with the Superintendent and CPS Administration to monitor and support student achievement, parent engagement, teacher retention, student retention, inclusion, school climate, and other elements of school functioning in the four Upper Schools and Amigos grades 6-8. The Committee requests that this Ad Hoc Sub-Committee meet before March 1st in order to consider budget and staffing issues that may be specific to the Upper Schools and the Amigos 6<sup>th</sup>-8<sup>th</sup> grade program.

It was suggested that this motion be referred to the Curriculum and Achievement Sub-Committee.

On the following roll call, **Late Motion by Ms. Dexter** was adopted and referred to Curriculum and Achievement Sub-Committee: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

On a motion by Mr. Fantini, seconded by Ms. Bowman, on the following roll call, it was voted to adjourn the open session: Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Mayor McGovern ABSENT.

Adjourned at 10:20 p.m.

Dosha Beard  
Executive 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:

- ✓ Rebecca Bailey re support for extra recess time
- ✓ Mathew Yust re Chinese Immersion at the MLK
- ✓ Ryuji Morishita re Chinese Immersion
- ✓ Bill Boehm re support to expand family and community engagement
- ✓ Kiril Alexandrov re support for extra recess time
- ✓ Rose Levine re support for extra recess time
- ✓ Noah Migbaru re support for extra recess time

E-Mail communications received:

- ✓ Email from Tunzel Hayes re support a pilot program for Chinese Immersion at the MLK
- ✓ Email from Seth Gale re support for extra recess time