



**C A M B R I D G E
S C H O O L C O M M I T T E E**

(Official Minutes)

Regular Meeting

May 7, 2019

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

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

Also Present: Mr. Grassi, Mr. Escallon, Student School Committee Representatives

Mayor McGovern in the Chair

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

Annual Public Hearing on Statewide School Choice Program

1. Public Comment on Statewide School Choice Program:

There being no one signed up to speak, on a motion by Vice Chair Kelly seconded by Ms Bowman, on a voice vote, it was voted to close public comment.

On a unanimous voice vote, the Rules were suspended to bring Recommendation **#19-80** on the Superintendent's Agenda forward for discussion and adoption.

#19-80, 2019/2020 State School Choice Program – Recommendation for Non-Participation, be adopted as follows: that the School Committee vote not to participate in the Statewide School Choice Program for school year 2019/2020 for the following reasons:

The need to maintain the quality and integrity of Cambridge Program of Controlled Choice and, the need to maintain flexibility for appropriately sized classrooms in the public schools.

Discussion followed on **#19-80**.

The Superintendent gave a brief overview on what School Choice is. There was no further discussion.

On the following roll call, **#19-80** was adopted: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mayor McGovern YEA.

The meeting returned to the Regular Order of Business.

1.a Public Comment

The following individuals were heard:

- Dan Monahan, Lexington Ave., in support of **#19-90**, and welcomes an opportunity for a public conversation on assessments; in support of **#19-91** to push for alternatives to MCAS; and in support of **#19-93** hoping more issues on this social media policy can be solved before the second reading.
- Bobby Travers, Fulkerson Street, **#19-93** has some good points, however he is concerned about the first amendment rights, would like it referred back to the Communication Sub-Committee before going to a second reading.

- Nathan Brophy, Clay Street, student, opposed to the removal of the position at the Graham & Parks, has dyslexia and he needed the support, he felt alone, angry and isolated.
- Grace Austin, Chestnut St. and Chloe Smith-Sokol, Granite Street, in support of **#19-94**, they have concerns over the resources allocated to different athletic teams, this motion specifically examines issues at Russell Field, they are not ungrateful for the field space, but when it comes to the gyms, locker rooms and showers, there are huge differences.
- Anna Tarshish, Hammond Street, and Witney Christie, Hyde Park, in support of Motions **#19-90 & #19-91**, thankful for the roundtable on MCAS and assessments. They have a hard time preparing 8 and 9 year olds for a harmful test.
- Kathy Greeley, Erie Street, in support of Motions **#19-90 & #19-91**, read a statement from Rose Levine, (on file in the School Committee office).
- Tara Edelschick, Valentine St., in opposition of **#19-52**, skeptical on why we need an outside assessment on Level Up; its not done for other programs. Is it just for the 9th graders? She would rather evaluate other older programs instead of this new one.
- Isabel Eccles, Allston Street, in support of **#19-90 & #19-91**, knows what it is like to have no testing and to have too much. We have a lot of learning differences. MCAS is not the best way to gather data and be accountable. These tests are too long, all day for two days is unnecessary. The test is overtly racist and designed toward a higher quality of living. It does not deliver the data that we truly need.

On a motion by Mr. Fantini, seconded by Vice Chair Kelly, on a voice vote, public comment was closed.

2. Student School Committee Report:

Mr. Grassi reported on the following: they are primarily working on organizing senior elections, Nest Fest, a subset of student government is working with the Science Department organizing Climate Science and Climate Justice Day. The spoon game is still going strong.

Mr. Escallon reported on the following: Club leaders and Harvard grad school students are working together concentrating on educating our students on solutions for the betterment of the environment.

It was noted that both Mr. Escallon and Mr. Grassi support the Russell Field Motion.

3. Presentation of the Records for Approval:

On a motion by Mr. Fantini, seconded by Ms. Nolan, on a voice vote, it was voted to accept the following Minutes as presented:

- Special Meeting, March 19, 2019 Budget Workshop
- Special Meeting, March 26, 2019 Budget Workshop
- Regular Meeting, April 2, 2019

4. Reconsiderations: None

5. Unfinished Business/Calendar:

Late Motion by Ms. Bowman, that whereas the Cambridge School Committee is committed to honoring the will of the people and creating a working environment where all Committee Members have the ability to honor their civic duty;

Therefore be it resolved, that School Committee Sub-Committee meetings be scheduled during times when Members of a Sub-Committee have the ability to participate and perform their civic duty. (C19-093, 4-2-19, PN)

Discussion followed on **C19-093**.

Ms. Bowman stated she brought this motion forward because there are times when the School Committee of the Whole gets its work done via the Sub-Committees. She is one of the Members that

works full time in addition to her service here. She asks that all sub-committee meetings happen when members on the sub-committees can attend. She tries to accommodate her co-members and is asking for the same consideration.

Ms. Nolan stated that there are times when meetings are at odds with her schedule and she also cannot attend certain meetings. She offered an amendment.

Ms. Kelly stated due to collective bargaining and full time work she cannot participate in all of the Sub-Committee meetings; adding it is hard to cram Sub-Committee meetings in at the end of the school year due to graduations etc.

Mayor McGovern added that the school year ends in June; their term ends in December so the meetings can happen later. He understands, he also had another job when he was on the Sub-Committee.

On motion to adopt by Ms. Bowman, seconded by Mr. Fantini, on a voice vote, Ms. Bowman's late motion was adopted with six members voting in the affirmative and Mr. Kimbrough voting nay.

6. Awaiting Reports:

#19-52, Joint Motion by Ms. Nolan and Mr. Kimbrough, whereas the School Committee worked to raise the level of instruction for all students through the Level Up initiative at CRLS; and Whereas a recent Globe project on valedictorians documented a sobering and critically important question of whether high schools are preparing students for success: and Whereas the recent report The Opportunity Myth by The New Teachers Project found that despite 71% of students in a national representative sample of audited classes met classroom expectations and succeeded on assignments, only 17% of those assignments were on grade level when evaluated; and Whereas both the Valedictorian Project and The New Teachers Project identified the need for high expectations and intentional focus on rigorous curriculum, instruction and assignments as key to delivering on the promise of success in college and life; and Whereas there were gaps by racial subgroups in performance on common assessment; and Whereas nearly 1 in 3 CRLS students indicated that teachers do not have very high expectations of them; Therefore, the School Committee directs the Administration to have an external audit of the Level Up ELA classes, by an organization with expertise in this specific area, done in conjunction with the School Committee as a joint effort to ensure that the initiative is as successful as possible.

Discussion followed on **#19-52**.

The Mayor explained that this motion has been amended. The Executive Secretary is instructed to replace the main motion with the amended version that was adopted as amended and referred to the Superintendent.

7. Superintendent's Agenda:

7a. Presentations: District Plan Framework Strategic Initiative 2.2:

Rigorous, Joyful, Culturally Response Learning.....Dr. Anda Adams,
Assistant Superintendent of Curriculum & Instruction
Robin Harris,
Principal, Fletcher/Maynard Academy
Kenneth Salim,
Superintendent of Schools

Dr. Salim gave opening remarks. Dr. Adams spoke on the presentation (on file in the School Committee office). The video of this presentation can be viewed on the School Committee website. Dr. Salim walked the assembly through the variations that each word - Rigorous, Joyful, and Culturally Responsive Learners can mean, explaining that the meanings of these words are not the same for all people. Dr. Adams spoke on the differences of Joy of working and learning *alone* v.s. the Joy of watching the students learn in a classroom setting. She explained the 5 strategies in the plan and then Dr. Adams

turned the next section of the presentation over to Ms. Harris, Fletcher Maynard Academy (FMA) Principal, who stated that the entire Educational Community of Cambridge is working with the FMA on this work. Some of this work is mentored by Zaretta Hammond and her book *Culturally Responsive Teaching & the Brain* and *Number Talks* by Sherry Parrish. Each year the coaches drill it down and bring it into the circle.

The floor was opened for questions.

Ms. Nolan, is interested in hearing how this is being done in the other schools. Ms. Harris stated that all schools are represented via our SIPs. They are living working documents that are constantly changing. Dr. Adams confirmed that the same work is happening in all schools.

Mr. Fantini asked how do you make sure the new hires are on board with this philosophy. Dr. Adams answered that the new teachers are faced with an opportunity and a challenge. The new hires all get the book by Zaretta Hammond in August. A lot of the work of bringing them along is left up to the coaches and mentors. They need to get the expertise in-house along with a skillful teaching course. The Superintendent added that under the purview of the Diversity Manager, the interview questions have been revised also.

Committee Member Dexter asked about "Clarity", what is clear and what is not clear. Dr. Salim explained that it is not exactly clarity, but rather the complexity of high expertise teaching.

Ms. Bowman thanked everyone for the presentation and asked if at the implementation the School Committee can see the annual trajectory of growth on improvements of MCAS. Dr. Adams stated the state has a new metric on this with MCAS.

7b. CPS District Plan: None

7c. Consent Agenda:

Mr. Fantini moved, seconded by Ms. Nolan, to bring the Superintendent's Agenda forward for discussion and adoption.

Ms. Nolan removed **#19-83** and **#19-88**.

On the following roll call vote, items **#19-81**, **#19-82** and **#19-84** through **#19-87** were adopted: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mayor McGovern YEA.

#19-81, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for security upgrades, funds to be provided from the Capital Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

BCM Controls Corporation, 30 Commerce Way, Woburn, for the period March 22, 2019 to July 31, 2019, in the amount of \$70,899.65.

#19-82, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for food service equipment, funds to be provided from the Food Service Revolving Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Kittredge Equipment Company, 100 Bowles Road, Agawam, for the period April 1, 2019 to August 31, 2019, in the amount of \$45,392.53.

#19-84, approval of Gifts to the Cambridge Public Schools, be adopted as follows: that the School Committee accept and approve the following gifts and receipts as described.

1. An in-kind donation made from an individual donor of a Nikon camera and lens in fair condition for the Visual & Performing Arts Department.
2. An in-kind donation made from an individual donor of a small digital keyboard, two bongo drums, and hand percussion instruments for the Visual & Performing Arts Department.
3. An in-kind donation made from an individual donor of a trumpet and two electric guitars for the Visual & Performing Arts Department.
4. A gift of \$50 made from an individual donor to CRLS in honor of Gael Mahoney Worthington, CRLS class of 1953.
5. An award of \$1,000 made to CRLS by the Friends of CRLS for a faculty innovation grant awarded to Drew Pierce.
6. A gift of a \$500 gift card to Staples made from the Rise Network to support the CRLS food pantry.
7. An in-kind donation made from CarGurus of a locking storage and charging cabinet for 20 devices for the ICTS department's use in the CRLS Library.

#19-85, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY19 Title III: English Language Acquisition: Immigrant Grant, for the period April 23, 2019 to September 30, 2019, in the amount of \$24,377.00. Project/Grant SC19126

Description: Due to the increase in enrollment of Immigrant students, the district is again eligible for the Title III Immigration grant. This grant will fund 4 additional staff for a Summer Enrichment program for English Language Learners (ELLs) in grades K-8 in ESL. It will also provide an ESL class for ELL parents at CRLS to strengthen language skills and family engagement. Supplies for the program and field trips will also be provided

#19-86, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

HGSE Residency Grant, for the period June 17, 2019 to April 17, 2020, in the amount of \$35,000.00. Project/Grant SC20116

Description: This grant will support half the cost of the 10 month residency of a Harvard Graduate School of Education (HGSE) Doctor of Education Leadership Program student.

#19-87, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY19 Cambridge In Motion/Cambridge Health Alliance Grant, for the period May 1, 2019 to August 31, 2019, in the amount of \$1,000.00. Project/Grant SC19128

Description: Two mini-grants of \$500 each have been awarded by the Cambridge Health Alliance's Cambridge in Motion Program. One will support the M.L. King School's purchase of an array of activity equipment that will provide Kindergartners with activities that encourage small and large motor development and exercise when weather does not allow for recess outdoors. The second mini-grant will support the Food and Nutrition Services Department's nutrition-related promotions during National School Breakfast and Lunch weeks, including prizes and incentives for increasing participation in the district's breakfast and lunch programs.

8. Non-Consent Agenda:

#19-83, Contract Award, that the School Committee award a contract to the following vendor for Curriculum Materials, funds to be provided from the General Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Heinemann Publishing, 361 Hanover Street, Portsmouth, NH, for the period May 10, 2019 to June 30, 2019, in the amount of \$36,583.00.

Ms. Nolan asked if this contract award is district wide? Dr. Salim answered yes, this is part of the ELA district curriculum that has been distributed across the district.

Ms. Nolan asked if these are provided in Spanish? Dr. Adams explained we have three immersion schools that teach in Portuguese, Mandarin and Spanish and that is very hard to find these curriculum materials in those languages. They rely on translating their curriculum; they outsource it and also try to use some in house teachers that are compensated for their services. It is not always possible to get the translations correct when outsourcing. All three schools handle it differently and want to control how they handle the needs of their school.

Ms. Nolan accepts that explanation for Portuguese and Mandarin, however, curriculum should be available in Spanish. Back to Portuguese and Mandarin, are we paying someone else to translate? Dr. Adams stated that she believes it is in Spanish, for the other two languages, it depends on what makes sense to the educators. If they want to do it for accuracy, that is fine. Ms. Nolan would like a report on it. On the following roll call vote, **#19-83** was adopted: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mayor McGovern YEA.

#19-88, Grant Award, that the School Committee accept and approve the grant award in the amount and for the period indicated:

FY19 CCF/Microsoft Digital Skills Grant, for the period May 8, 2019 to June 30, 2021, in the amount of \$55,000.00. Project/Grant SC19156

Description: A joint project with the Cambridge Community Foundation (CCF), this two-year grant will support the participation of the 7th grade class each year in a full day of exploration of computer science (CS) applications at the Microsoft Garage in Kendall Square, where they will engage with and investigate new technologies with the support of Microsoft engineers and designers. They will learn about the processes of design and development of products and the various types of careers in CS. During the summer approximately 20 upper school educators will have the opportunity to participate in a week of professional learning to expand their foundational knowledge of CS. The budget will support project coordination, student transportation, and lunch, classroom kits, and summer professional learning. CPS is the sub-award of CCF, which will serve as the non-profit fiscal agent for the grant for a 10% administrative fee above the CPS budget.

Ms. Nolan asked about how this grant is going to be handled and how it will be used. Dr. Salim stated that it is a summer program and it will be opened to all educators that want to participate. They have been working with the ICTS department to run CS playground and invited other partners, to provide different learning experiences for our 7th grade students. On the following roll call vote, item **#19-88** was adopted: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mayor McGovern YEA.

Mr. Fantini moved suspension of the Rules, seconded by Ms. Nolan to change his vote on item **#19-83** from ABSENT to YEA and Ms. Bowman be allowed to change her vote on item **#19-88** from ABSENT to YEA respectively. On a unanimous voice vote of approval, Mr. Fantini and Ms. Bowman were both allowed to change their votes.

The Chair returned the meeting to the Regular Order of Business.

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

Mr. Kimbrough moved, seconded by Ms. Dexter, to bring forward all items for discussion and adoption.

Ms. Bowman stated that the City Manager has already stated what they want to do for a five year plan – the Buildings and Grounds Sub-Committee may be the better strategy to move the needle forward.

#19-89 Joint Motion by Committee Member, and **Mr. Fantini**, that whereas Cambridge Public Schools (CPS) strives to provide equitable learning environments across the district; and Whereas the twelve Cambridge Public Schools elementary school buildings differ in age, quality, and condition of maintenance; and Whereas the City of Cambridge shares responsibility with CPS for school buildings; and

Whereas the Cambridge Public Schools administration has estimated that CPS buildings will require \$132 million in maintenance upgrades over the next five years, which is an average of \$26 million per year; Therefore, the School Committee requests that the CPS Administration invite members of the Cambridge City Council to tour CPS buildings that are in the greatest need of maintenance and that this tour, if the invitation is accepted, take place before the end of the 2018-2019 school year.

Discussion followed on **#19-89**.

The Mayor suggested the body amend the motion to end after the word ***maintenance***.

Ms. Nolan thinks it is okay for an open invitation and no more than that. It is not likely they can do it before the end of the year.

Mr. Fantini added that we are tenants at will; the city owns the buildings. They may or may not feel comfortable coming into the schools. They need to feel the pain and it is critical to offer the invitation.

The Mayor stated we need to keep it at maintenance of the buildings and nothing else. It is not their role to talk about anything else. It may be better to do it over the summer. Mayor McGovern offered to be the bridge between both bodies.

Vice Chair Kelly stated that this issue covers more than the tours, it is also about what are the most critical needs. It is a School Committee responsibility to know about the maintenance.

Ms. Dexter informed everyone Mr. Maloney was positive about this idea.

Ms. Bowman asked for a point of information in order to be clear about whether it is our job to do this first, then do a joint tour next.

Mr. Fantini spoke on bond appropriations and the City Council's role in doing them.

Mr. Mayor stated at the end of the day, there most likely will be a tour. On a voice, on the ***amendment***, of item **#19-89** was adopted. On a voice vote **#19-89** was adopted as amended:

#19-89 Joint Motion by Committee Member Dexter and Mr. Fantini, that whereas Cambridge Public Schools (CPS) strives to provide equitable learning environments across the district; and Whereas the twelve Cambridge Public Schools elementary school buildings differ in age, quality, and condition of maintenance; and Whereas the City of Cambridge shares responsibility with CPS for school buildings; and Whereas the Cambridge Public Schools administration has estimated that CPS buildings will require \$132 million in maintenance upgrades over the next five years, which is an average of \$26 million per year; Therefore, the School Committee requests that the CPS Administration invite members of the Cambridge City Council to tour CPS buildings that are in the greatest need of ***maintenance***.

#19-90, Joint Motion by Committee Member Dexter and Mr. Kimbrough, that whereas there has been discussion in the Cambridge Public Schools community about the advantages and disadvantages of MCAS testing, with some community members viewing MCAS as a tool for equity and others viewing MCAS as a tool of discrimination; The School Committee will hold a roundtable discussion about MCAS, other forms of CPS assessments, and the Massachusetts Consortium for Innovative Educational Assessments (MCIEA). This roundtable will be televised, livestreamed, and archived on the School Committee website, and will be held before October 15, 2019.

Discussion followed on **#19-90**.

Ms. Dexter stated that she would like Mr. Kimbrough to be more specific in his Curriculum & Achievement Sub-Committee and have it relate to this motion. She wants to be part of a consortium and expects that Cambridge would be picked for it.

Ms. Bowman stated that this is a hot topic in Cambridge there has been a lot to say to keep a balanced approach on how we approach the pros and the cons of testing. At the end of the day, kids of color are functioning in a system that was not designed for them. How will we change that? She fears that the result of the roundtable will be an opinion without any idea of how to implement it.

Dr. Salim agrees that this is a charged issue and we need to discuss how we look at assessments.

Ms. Nolan stated our discussions on assessments always include accountability. If the assessments are interrupting the education we should not be doing them; adding it is a good idea to have a Roundtable discussion since we did this awhile ago once we realized that we were testing too much.

Mayor McGovern read a substitute motion for **#19-91**.

Whereas, as flexible and adaptable learning organizations, Cambridge Public Schools and the Cambridge School Committee uphold the district strategic objectives of Equity and Access and Continuous Improvement; and

Whereas improvement requires the regular monitoring of progress in multiple ways however, the current format and frequency of the Massachusetts Comprehensive Assessment System (MCAS) does not fully align with CPS district objectives or CPS vision of rigorous, joyful, culturally responsive learning; and

Whereas the Department of Elementary and Secondary Education (DESE) recently acknowledged that a racially insensitive question appeared on the 2019 10th grade English Language Arts MCAS exam that called for students to take on the perspective of a racist character after reading passage in Colson Whitehead's *'The Underground Railroad;'* and

Whereas this highlights the need for inquiry into MCAS test question creation, review, and approval process as well as the developmental and cultural appropriateness of the MCAS as an effective and unbiased assessment measure; now therefore be it

Resolved that the School Committee go on record in support of the role that CPSD and the Superintendent can play in advocating to the Massachusetts Commissioner of Education and Department of Elementary and Secondary Education (DESE) for flexibility from federal assessment regulations in the Every Student Succeeds Act (ESSA); and be it further

Resolved that the School Committee request a letter be sent to the Commissioner of Education and Department of Elementary and Secondary Education (DESE) encouraging the state to explore an application to the Innovative Assessment Pilot (ESSA Section 1204) for Massachusetts be one of the US States allowed to "pilot innovative systems of assessments" with a goal of providing continued accountability, and improving authentic and meaningful assessments that more equitably serve our students; and be it further

Resolved that the Superintendent create a working relationship with the Massachusetts Consortium for Innovative Education Assessment (MCIEA) around the idea of creating innovative performance assessments.

Discussion followed on **#19-91**.

Mr. Fantini commented that this motion is a strategy to take the MCAS away once and for all. It takes too long to get the results to be able to make any corrections to what is failing about the test. He likes the idea and it is progressive.

Mayor McGovern explained that this motion is a strategy to get other school districts around the state to agree and put a similar motion on the Agenda in their school districts. He has also had some thoughts on having DESE come here for a direct internal Roundtable discussion.

Ms. Bowman appreciates Mr. Fantini's enthusiasm; we need to look at why the test exists in the first place.

Mayor McGovern explained there are high stakes within the nature of the test and there is intensity in the test; adding that recently, children with IEPs can now take the test and it will mean something, those parents like the test. We have gone way too far with a harmful test.

Vice Chair Kelly stated that we have had standardized tests forever. She is not completely opposed to standardized tests, i.e. PSAT and SAT to name a few. Problems started a few years ago and quickly ramped up. Some of the problems are that companies produce these tests more so than educational institutions.

Ms. Dexter stated that there is already a working relationship with the MCIEA and she would like Cambridge educators to join it.

Dr. Salim has advocated for more authentic assessments. He appreciates that the Members are talking about this test. Federal funds are already tied to this, which is why we have it across the country. There are two states, NH and LO that have applied and received a waiver to avoid the standardized tests and have different approaches to assess achievement. He stated that the Commissioner is open and in support also. With regards specifically to the consortium, we have a good working relationship; Dr. Adams has been participating in the meetings. If Cambridge were to be part of it, it would involve developing more assessments which is the very thing we are fighting against.

Ms. Nolan is in agreement and feels that working with the state is a good way to go. On a motion by Ms. Bowman, seconded by Mr. Fantini, on a voice vote, **#19-91** was adopted.

#19-92, Given the proximity of the Eversource electrical substation to the Kennedy-Longfellow School that the School Committee go on record supporting the attached City Council Order.

Discussion followed on **#19-92**.

Mr. Fantini stated that transfer stations improve electrical supply to the area they are placed in. They want to put this station within eyesight of the Kennedy Longfellow school.

Mayor McGovern stated they want to put another one on Putnam Ave. He is not sure whether or not we have the authority to deny them to do this.

Ms. Nolan thanked Mr. Fantini and the Mayor. She wonders if there can be any discussion at all about not needing the sub-stations. We need the substations to produce the energy for all the buildings that we want because of the jobs they will bring it.

Mayor McGovern reiterated that Eversource has not had a conversation with the City Council. He is not so sure about Eversource's cooperation in backing off of their substation.

Vice Chair Kelly stated that this is a question of equity about putting it in an east Cambridge community with very little parks, it is a dense area, with a low income. The land value in Kendal square is more expensive than East Cambridge. There are places that the sub-stations go underground and have parks above. On a voice vote, **#19-92** was adopted.

#19-93, That the School Committee review and approve the attached Draft Personal Use of Social Media by Cambridge Public Schools Employees Guidelines (first reading).

Discussion followed on **#19-93**.

Ms. Bowman stated that they have been working on this one for about 7 months. We do not have any guidelines for our staff on how to behave on the internet. People's freedom of rights used to be protected, in the 21st century world, not so much. CPS is not trying to police anyone. There is also a

piece about communicating with students that needs to be implemented into this and also with the legal counsel and the ICTS department to make sure we can move to a second reading.

Ms. Nolan is worried about the first amendments of staff.

Ms. Bowman stated that first amendments rights are protected. Our legal counsel will make sure the first amendment rights are protected and will give our students the protection they need.

Ms. Nolan wants to hear from the entire membership of the CEA.

The Mayor suggested passing it to a 2nd reading just to move it along.

Dexter is a member of this sub-committee. She wants to hear the teachers' specific concerns. She would like to know if the educators can they work with the Sub-Committee before the 2nd reading.

Vice Chair Kelly is not opposed to the policy; because of the marathon bombings, she just wishes a strong social media policy had come sooner.

Dr. Salim wants it referred to him in order to work with legal counsel.

Ms. Bowman reiterated that the CEA president and teachers have edited this document. No one's legal rights are being denied.

Committee Member Dexter is concerned about CPSD staff posting photos of students on social media. Beyond passing the policy, we need to make sure our staff follows it. On a referral to Dr. Salim, on a voice vote, **#19-93** was referred to Superintendent Salim and remains a first reading.

#19-94, That the Cambridge Public Schools will work with the city to ensure equal usage of Russell Field for girls and boys sports beginning in school year 2019-2020.

Discussion followed on **#19-94**.

Mr. Kimbrough is curious how our schools go about working with the city to create a schedule to play at Russell Field and how it came to be that none of the girl's teams were given the opportunity to play sports at Russell Field.

Dr. Salim stated he does not have the data tonight, he will make sure to get the answer to Mr. Kimbrough's question; adding that it was helpful to hear from the student athletes tonight.

Mayor McGovern informed the assembly that sometimes coaches prefer to go to Danehey; however the restroom facilities are too far away from the actual field more facilities need to be built at Danehey and he does want to look at why is it that girls are not playing at Russell.

Mr. Grassi spoke about the Rugby and Lacrosse teams. Russell Field is very large and has lights, showers, athletes can change in privacy etc. The girls have to change between porta-potties and in the bushes it is not fair, it has to be for all teams to ensure a step toward equity in our system. On a motion by Mr. Kimbrough, seconded by Vice Chair Kelly, on a voice vote, **#19-94** was adopted.

On a voice vote, all Reports (**#19-95** through **#19-98**) were accepted as presented.

#19-95, That the Report of the March 27, 2019 Buildings & Grounds Sub-Committee be accepted as presented:

**Buildings & Grounds Sub-Committee
March 27, 2019**

Called for the purpose of discussing issues related to custodial services and permitting, district enrollment projections, facilities rental fees and any other business that may properly come before the Sub-Committee.

Present: Ms. Nolan, Chair; Ms. Bowman, Mr. Fantini,
Also Present Ms. Spinner, Mr. Maloney, Ms. Liss, Mr. Konjic, Cassandra Emerson Student
The chair, Ms. Nolan, called the meeting to order at 6:00 PM and read the call of the meeting.

Ms. Nolan handed out an agenda (on file in School Committee office) and said we are going to follow up on the discussion we started last week regarding facilities fees. Once fees were implemented we said we would review it after a year and this is the second year. We need to look at our fees compared to surrounding communities.

Mr. Maloney passed out a spreadsheet (on file in School Committee office) with current and proposed custodial rates. It lists the rate charged by surrounding communities Arlington, Belmont, Medford, Somerville and Cambridge. Our custodial charges on Sundays and Holidays are well below the surrounding communities. We have a two-hour minimum and others have a three-four-hour minimum outside of regular hours worked. Tier 1 is for School Department use; we charge nothing but Medford charges \$150.00. Tier 2 (Government and Youth Serving Non-Profit) Arlington charges \$83.33, Medford charges \$150 and Somerville charges \$100.00 while Cambridge is free. If we charged \$100 with a two-hour minimum and they have a four-hour minimum we are still lower. Tier 3 (Residential and Local Non-Profit) the hourly rates are listed including the adjusted rates and we are still the cheapest at \$25.00, Belmont is \$75, Medford is \$150, Somerville is \$100, and Arlington is \$166.67.

For Tier 3, we are proposing increasing fees from \$25 to \$50 and Tier 4 (for profit not local) from \$100 to \$200 for our Theatre and this could be higher. We don't want to rent classrooms however, each year the Harvard Debate club rents every classroom at CRLS and a few others for students from all over the country, these are the proposed rates.

Tier 2 includes City Departments, Community Partners and Cambridge Youth Serving Organizations. Our local non-profits income is almost \$118,000. Baseball and Soccer are our biggest users and they are free.

Ms. Spinner explained last year was the first year we had this information because we previously used a paper system and did not know what we actually paid out compared to what we got for custodial overtime fees. Last year when closing our books, we had funds in our general funds to offset the cost of this. I never know that before we close the system. The only way to be sure is if we budget it in the general fund to offset the cost. If there is money left, I can transfer it to that account.

Ms. Bowman inquired if we put Tier 2 on notice that the Committee was considering some sort of fee structure?

Mr. Maloney reminded Ms. Nolan that she was going to send a letter to them stating there may be an increase. Ms. Nolan will check to see if she did.

Mr. Maloney created a spreadsheet showing the proposed new rate, but giving Youth Organizations an \$1800 credit. Our gyms are being used more now. In July people load the calendar up with dates and there is a problem with them cancelling because there is no penalty.

Mr. Maloney stated don't pay attention to columns 3 and 4 giving them an \$1800 credit. We can't bill the city. The 1st column is what we charge right now. The Theatre is for the Theatre only and the second is if they bring in food. We expect to be in the black this year. It doesn't include the software system and part of Diane's time for indirect cost. Profit is \$31,000 and there are other costs not included in that. We want to do the gym floors more often.

Go back to Pg. 2 if we increase rental fees we would bring in \$250,000 between Tier 3 and 4. Our gyms are busy 24/7 360 days per year. Staff is complaining about the gym floors, auditoriums, lighting and new bathrooms in schools. This is not preventive maintenance only catch up maintenance, we want the money for our building needs. This would include an increased collective bargaining rate. The biggest issue we have is if we don't do anything before June, our projected balance will be negative \$120,000 and that deficit will continue to grow.

Ms. Spinner added the CRLS Theatre Tech, Joann Farley, has been overseeing the King/PAUS because we don't want anyone to use the theatre equipment without one of our staff there. The Visual and Performing Arts Director found someone to do a service agreement for details at King/Putnam Ave and soon we will have the King Open. When the CSUS opens we still need people to oversee the Theatres including for our city partners. Our intention is to increase the unreimbursed funds for permits for the tech position. We will eventually need two full time Theatre Techs.

Mr. Maloney added the Community Theatres are going to want Friday and Saturday nights and will sell tickets and make a profit even though they are a nonprofit organization. We have top notch equipment. We managed to not have a deficit last year. When we pay the custodians the retroactive pay, it will put us in the red for last year.

Tier 4 includes the Cambridge Sports Club that pays us over \$300,000 per year in fees and has a corporate volleyball league. If you divide our charge by the number of people on the team the cost is very low.

Ms. Liss commented that an example is the School of Classical Ballet used to hold their end of year performance at the Peabody auditorium but a few years ago they switched to use the large auditorium in June. They have grown their program and sell tickets because the kids want to perform on stage at CRLS. We could inquire if they have a scholarship available.

Mr. Fantini asked if users can pay by credit card?

Ms. Spinner answered yes, we are in the process of implementing School Dude (more user friendly and has video tutorials) which has a credit card component that we also use for work orders and school lunch.

Mr. Fantini asked for clarification if someone rents the gym for \$150 they will also pay the custodial fee on top of that.

Mr. Maloney replied yes, the figure we used was \$50 but when we start paying the overtime rate the Senior Custodians will want to do the details which will be more. You may want to phase it in and make changes to Tier 3 and be more aggressive in Tier 4.

Ms. Bowman stated this is beyond equitable. Will leftover fees be used for bathrooms? Do we have a strategic plan in place? Mr. Maloney replied no. Last week we proposed to the city that we be allowed to hire outside professionals to identify the buildings that will follow the Tobin building; Cambridgeport (Cport), Fletcher Maynard Academy (FMA), Amigos, Kennedy/Longfellow (K/Lo), Graham Parks (G&P) and from an energy standpoint we would argue for K/Lo and G&P first. We want the city to work with us

Ms. Bowman thinks we need to have a strategic plan.

Ms. Spinner replied that we could have a plan for some of the repairs and how we're going to leverage those spaces that take a beating from public use. We could have regular maintenance of the gym floors but not bathrooms.

Ms. Nolan stated we do have capital plans. Mr. Maloney answered yes we do but I think of a strategic plan as a firm coming in and going through each building and giving us estimates of cost for cosmetics, accessibility, etc. We have state approval for the Graham & Parks roof but are frightened the estimate is going to come in over the value of the building and under the law it cannot exceed 30% of the value of the building. We are holding off on flooring for the Graham & Parks and worried about the HVAC where last

year we spent almost \$300,000. Even though it may not seem like a lot of work but between me, Vedad and Joann there is a capacity of what we can handle. The Tobin is deep in the feasibility study architectural plans. We are regularly working with the Cambridge Street building. At FMA we have done the solar panels, façade, and roof.

Ms. Bowman thinks there needs to be a broader conversation about how we fund and maintain our infrastructure and be sure we have the highest quality environment for our kids. I don't think people would mind paying more if we frame it like that. I am comfortable with these fees. We could do another grace period and factor it into the budget to implement next year.

Ms. Spinner answered the \$50 rate is the real cost and needs to go into effect on 7/1/19 because we will need to pay the overtime rates that are negotiated and would immediately impact Tier 3 and 4. You need to decide how you phase in Tier 2 who have been paying zero. We aren't even thinking about changing rental fees because we don't charge them rental fees. It can be at any point next year, possibly January 1st but I think it is going to be really hard to do anything if you let it go.

Ms. Nolan stated that we need to move on Tier 3 and 4. The rentals are a dramatic increase. With the new system coming in we can raise rates on July 1st. The reality is it is not net income when you count the software, repair and maintenance, staff time and indirect cost. It looks like we have more money than we have. We should be prepared at the first meeting in May to determine the rate increase. I'm comfortable with increasing Tier 3 and 4 right now. We need to look at the proposed figures at the next meeting and include the fully loaded costs.

Mr. Maloney stated we are putting new controls in the War Memorial right now and our upkeep of these buildings is the HVAC. If we hire an HVAC company it's not going to get cheaper. At the next meeting we can look at it more closely and possibly have a 3-month max for booking space in advance. We don't want to lose Cambridge Sports because that's a money maker for us and they need certainty to book leagues. Ms. Nolan suggested if you book for three months in advance no discount otherwise they can book for the year at the regular price.

Mr. Fantini would like to collect fees up front.

Ms. Spinner added that the system has a database and provides an invoice when you book space and a contract prints out so it is easier to chase after it. A couple of times I have had to write a letter telling users that we are shutting off your use.

Ms. Liss added School Dude looks promising compared to the current system. To some extent we are running a real estate business and presumably we will have more people, do we have the staff to do this?

Mr. Konjic stated we hired a clerk whose primary role is 80% doing permits. Diane will step back and Katie will take the lead on all of this once the system is working.

Ms. Nolan stated at our next meeting we will discuss next steps and have the updated true costs. She will look up the email she previously sent and send it again.

Ms. Nolan said we need to work on building the 5-year district projections. As we know they're coming and our buildings are getting full. The City is in control of the report and it won't be available until maybe June then we will be trying to mesh it with our stuff.

Ms. Spinner stated we told them we want a projection from ages 3-17 and the impact on space. The consultant wants to meet about the space part within the next couple of weeks. There is going to be 2 proposed models, if this happens on #1 it might have an impact on this and vice versa.

Ms. Bowman understands the rationale of asking for the early grades information but there is also a transition from the 5th grade to middle school we might miss those demographics.

Ms. Spinner stated we asked for JK-12 as a baseline. We want to know what's happening with the pyramid, are people staying for grade 3, 4, and 5? They are looking at housing changes which is harder. More students stayed from 5th to 6th grade this year which blew up 6th grade.

Mr. Maloney added at the Tobin we need to address Special Start and ASD, make sure ASD can be housed in the Upper School when they get there, and we told the architect we need another strand for grades 5, 6, 7 and 8.

Ms. Spinner stated there is going to be a joint meeting with the City Council and School Committee when the report is available.

Ms. Bowman thinks we need a working committee for how will we respond to that and make recommendations.

Mr. Maloney stated even with the middle schools being pretty full, we can begin to put Special Start in one or two buildings and hopefully get funding from the city to do a study on the buildings.

Ms. Bowman asked is there an update on the implementation of feminine hygiene products, is the staff re-loading machines because she checked one and it was empty?

Mr. Maloney replied that is bad to hear but good to hear so we can address it. Little things like that are a health matter and it astonishes me when the Purell containers are dry.

Ms. Nolan asked if we have see, click, fix which is a city app.

Mr. Konjic answered yes, we are part of it and he get reports all the time from the schools.

Motion to adjourn at 7:11 PM by Ms. Bowman seconded by Mr. Fantini.

Respectfully submitted,

Terry Gist,
Confidential Secretary to the School Committee

Documents on file in the School Committee Office
Meeting Agenda
Rental Charges Compared to other Local Communities' Spreadsheet
Projected Fee Rate Increases
Tier 2 Staffing Costs (not charged back)

#19-96, that the Report of the April 8, 2019 Communication Sub-Committee be accepted as presented.

**Communication Sub-Committee
April 8, 2019**

Called for the purpose of reviewing edits to the proposed CPSD Social Media Policy and other recommended agenda items for future meetings.

Members Present: Ms. Bowman, Ms. Dexter, Ms. Nolan (ABSENT)

Also Present: Mr. Maloney, Ms. Allen, Ms. Rippey, Mr. Monahan, Ms. Liss

A quorum of the Sub-Committee being present, Ms. Bowman called the meeting to order at 6:02 PM and read the call of the meeting.

1. **Review Proposed Draft of the CPSD Social Media Policy for District Staff:** Ms. Bowman handed out a copy of the updated 4-page Policy Draft and everyone read through it.

Ms. Bowman stated that she and Ms. Rippey made a few edits. Under *General Policy* is a list of all inappropriate behaviors, #5 was moved to the top of the document under General Policy. Under *Student/Staff relationships* in the 4th paragraph *remove in an unprofessional or inappropriate way* and just leave to engage with students. Mr. Monahan added with the exception of an emergency unless you get prior approval by your supervisor.

Ms. Allen stated under *Purpose* in the second paragraph add CPS, *By personally accessing, creating or contributing to any CPS online community or social media, you agree to abide by these guidelines*. Mr. Monahan suggested changing you agree to change to *must* abide by. Ms. Bowman removed the word *personally*.

Ms. Liss asked is there going to be monitoring? How will it be upheld?

Ms. Bowman responded if something happens we can go back to the employee with some basic guidelines on how staff engages with students and what is appropriate.

Mr. Monahan added under *General Policy* this is what disciplinary action may be taken. Change you agree to abide by these guidelines to you *must* abide by the policy and follow the guidelines.

Ms. Allen stated *General Policy* #1 improper fraternization with students include email and text. #5 General Policy under standards of professional online conduct. 1st sentence "With a personal online presence". Under *Staff/Student Relationships* #2 Repost, is School Cam included in the posting? This is a reference to the on line Social Media Policy.

Ms. Rippey responded that staff should never post kids pictures on their own page.

Ms. Allen is fine with "already publically posted".

Mr. Monahan suggested saying shared not re-shared.

Ms. Liss asked about a club group conversation. Ms. Bowman said that Athletics has an online presence. Ms. Rippey said Facebook pages should be set up thru ICTS however some kids set up their own page regarding clubs.

Ms. Allen said we cannot control that.

Ms. Liss asked where does the policy stand on interaction of an employee with a club, if students are in a group and there is an employee that is an advisor for the group. The employee is being held to a different standard than others.

Ms. Rippey said Facebook doesn't abide by employee's privacy we can try to advise them on this. The current social media policy addresses that.

Mr. Monahan asked does the advisor support what kids should post on their page. Ms. Bowman responded that probably happens, it comes into a privacy issue when our employee starts acting on a platform that we did not put in place. We cannot control students and parents but can have expectations for our employees.

Ms. Dexter suppose the history club has a page and kids post inappropriate things on it, is the advisor responsible for that? Ms. Allen would say no unless the employee is actually posting that page. Ms. Bowman will ask Ms. MacFarlane for clarification. If students post on their own time that is a different thing.

Ms. Rippey asked should we say that? Staff should not be members of a group per the policy.

Ms. Liss is not sure how that will ripple out in the community. Is that going to disengage them from using that platform? It should include the spirit of this policy is to provide protective guidelines for staff.

Ms. Bowman said it is for staff protection and not to veer off the platform.

Ms. Rippey added maybe we should include some of the positives.

Mr. Monahan stated at one point we were going to do an FAQ and we need to reach out to CRLS advisors to hear from them. Should we put the positives at the beginning of the document? Ms. Bowman responded yes.

Ms. Allen has one more small change the paragraph above *Staff/Student Relationships*, change the word *admit* to acknowledged and corrected. What happened to the Tips, Policy and Expectations from the last meeting?

Mr. Monahan questioned the 3rd paragraph of *Standards of Professional Online Conduct* regarding sharing confidential student information between two educators, the teacher and SPED teacher? Ms. Allen answered typically they use the student's initials and should be under Policy not Guidelines. Confidential student Information should only be shared on the CPSD platform.

Ms. Dexter stated changes she wants are on the 2nd page, 2nd paragraph under *Standards of Professional Online Conduct* add families after students. Does making comments about colleagues refer to their Facebook page? Ms. Dexter responded any social media platform. There is a typo in Parents/Guardians/Caregiver should be Caregivers (and any other place where there is caregiver should be caregivers). *Student/Staff Relationships* 1st paragraph cannot post pictures of students (add photos, videos, names or other identifying information).

Mr. Monahan communicated in responding to negative comments change to when in doubt it is best not to respond to negative comments because it lends credibility.

Ms. Liss added if you are the recipient of this please keep in mind that your response will be public.

Mr. Maloney joined the meeting at 6:50 and stated that many of our employees don't usually read the policies. The CEA needs to give this to the members as a Tip.

Ms. Dexter suggested adding who to report this to. Mr. Maloney responded that we should just send out the update so the Policy won't become outdated.

Ms. Allen noted that staff policies for example, with a CORI there is an accompanying paper of who to contact if you have a question could be added.

Ms. Rippey included some Tips under guidelines. TIPS can also be in the Use Caution Section.

Ms. Bowman will look over the Tips from the last meeting. Next steps she and Ms. Rippey will work on the edits and Mr. Monahan will send it to educators to review, then place it on the next School Committee Meeting Agenda.

Ms. Bowman moved, Ms. Dexter seconded that she will submit the updated Proposed Personal Use of Social Media by CPSD Staff Policy to the Committee of the Whole at the next meeting.

2. **Discuss Internal Communications between the CPS Administration and the School Committee** (tabled from 2/6/19 meeting). Ms. Bowman asked what is the appropriate infrastructure that we use to share sensitive information with the School Committee Members? What is crucial information that we should know? What is the process where we engage School Committee Members on the information?

Mr. Maloney responded we always try to notify the Members when there is a substantial public safety issue. If a child goes out in an ambulance, we don't always share that because it happens at all schools.

If there is a likelihood that the School Committee might hear about something before the Weekly is distributed, we will do a notification. The two death's one last Summer and one three years ago we found out through social media postings that both girls had died. We were told by the Police who was told by the DA not to make a statement and to go on social media to see what is happening. Meanwhile the kids are texting their parents what's going on and that's how we find out things. We may say there is information on social media because we can't comment on it which is sad because one case is still in limbo. The police won't say anything but imply certain things off the record. Our communication methods are faster than six years ago when we had to make nine phone calls. The biggest issue is if we know something but can't say anything.

Ms. Bowman asked who is the WE? The School Committee is the executive level of the School System and there needs to be some guidelines about what to say and when we can expect information. I see myself as a WE and expect to know what is going on. There are key people that know and troubleshoot situations before the School Committee and we need to be made aware of. Mr. Maloney said the City Council has the same problem when the Police are told by the DA not to make a statement. After the Marathon bombing the FBI was telling us not to make any comments because the bombers had graduated from CRLS and if you did comment, you could potentially be a witness. The teachers said they did not want to be told not to comment and later the FBI spoke to them.

Ms. Allen stated real time incidents in the neighborhood people are there. We don't know if it is a CPS kid that is involved. After the Marathon bombing there were rumors saying the City was shut down. We think it was a person X but we don't know for sure. We want to give the School Committee accurate information and sometimes it is not clear if the immediate family even knows yet.

Mr. Maloney reported that last Friday afternoon I was notified about the suicide at Rindge Towers I quickly texted the Principals who were all in a meeting, then checked back with emergency services and they confirmed that it was not a student age kid or any of our parents, it was a resident of Boston. I made a decision not to tell the Superintendent immediately because it was not a resident or student. Sunday morning, I got involved after the Boston Police confirmed the news that the woman shot in Mattapan was Lynette's (our clerk) grandmother so that she knew the district was going to support her. We need to craft a statement for how we are going to respond to that type of information. If information is not public, he does not want to know it because he doesn't want to be known as the leak.

Ms. Bowman noted that last year someone at CPort was fired for using the N-word. I found out in the Globe newspaper. What are we doing internally on how to prep so School Committee knows things that have a significant impact at the community level and how we can share information while honoring confidentiality?

Ms. Allen stated I would never have thought the incident at the Cport lunch aid using the N-Word would hit the Globe but one parent was really upset about it and made it an issue. I don't know if you guys were even told about it. There are many things that happen that are HR related each week.

Mr. Maloney communicated that he is presently dealing with a food service employee who made gay comments and some co-workers were insulted and upset. if they choose to go to the paper we don't know where it could lead.

Ms. Dexter added that sometimes a Principal will send a letter to parents about an incident and we don't know about it. Should there be a policy to notify the School Committee also?

Mr. Maloney commented that last year we had a swastika issue and decided that we better notify parents. Sometimes Principals will send out a letter about incidents that we don't hear about. Every day there are many things that happen and decisions need to be made. The news outlets love that stuff and it gets certain attention.

Ms. Rippey agrees it is challenging, a few years ago we were getting bomb threats early in the morning and we fumbled the first time. We tried to do a document because the parents were notified but teachers and custodians were upset because they did not know about it. When do we send a text message to educators or just post it on line, we thought we covered all possible scenarios.

Ms. Bowman added the Weekly is good but comes out on Friday and information changes over the weekend.

Mr. Maloney thinks we should have a broadly crafted policy backed up by more detailed practices and procedures. For example, snow days, people want to know for certain if there is school before they start their commute and bus drivers are dealing with snow.

Ms. Bowman just wants to know where the School Committee falls in the communication chain of command. Like when something is public and I have not received an official notification but am being questioned about it.

Ms. Allen stated it may be helpful to have more School Committee Members input on what kinds of things they want to know. There are many things I don't even let the Superintendent know about, we just deal with it because decisions need to be made.

Ms. Rippey wants to note in the minutes that a lot of things go very well in CPS.

Motion to adjourn by Ms. Dexter at 7:30 PM seconded by Ms. Bowman.
Respectfully submitted,

Terry Gist
Confidential Secretary to the School Committee

Documents on file in the School Committee office:
Agenda
Draft Proposal of Personal Use of Social Media by CPS Employees

#19-97, That the Report of the April 11, 2019 School Climate Sub-Committee be accepted as presented.

**School Climate Sub-Committee
April 11, 2019 School**

Called for the purpose of discussing the work of the district's Professional Development by the Educator Leaders for Equity.

Members Present: Mr. Kimbrough, Ms. Bowman (ABSENT), Ms. Dexter
Also Present: Dr. Turk, Dr. Adams, Chris Colbath-Hess, Elizabeth Hill, King School (cohort 1; Heba Abu, VLUS (cohort 1); Michael Batt, Amigos; Rick McKinney, RSTA; Dr. Paula Elliott, Instructor; Dr. Kathy McDonough, Instructor; Dan Monahan, CEA President

A quorum of the Sub-Committee being present, Mr. Kimbrough called the meeting to order at 4:58 PM and read the call of the meeting.

Mr. Kimbrough stated that we have had previous School Climate Sub-Committee meetings. Last year in late 2017 the BSU put out a video which concerned some students and parents. Through the Educators in Equity Leaders he looks forward to continued support of this committee and see what work has been done. He turned the meeting over to Dr. Turk.

Dr. Turk stated the work that we will hear about tonight preceded the work that is presently being done under the Nellie Mae Grant and turned the meeting over to Ms. Colbath-Hess who will review how this work got started and will walk us through the PowerPoint presentation (on file in the School Committee office).

Ms. Colbath-Hess went around the table for people to introduce themselves

Educator Leaders for Equity began in 2014 when a district team was formed called Cultural Proficiency. It began with training and collaboration for Administrators, Liaisons and the Cambridge Education Association (CEA). In the Spring of 2015 a survey was done to hear Educators perspectives, experiences and training that they thought they needed. Over half of the Educators and Paraprofessionals participated in the survey. Grade level teams were formed to look at and analyze the data. In the Fall the Cultural Proficiency Educator Team (CPET) of sixteen people representing all staff looked at the results to decide what the educators wanted/needed. The Team made seven recommendations keeping in mind that adults are learners and human beings, that the work was done by the educators, and faculty need to feel safe to be vulnerable. The recommendations were Exploration of Culture, an Exploration of Cambridge, Affinity Groups, Choice Courses, Instructional Rounds, Sharing Best Practices and Book Groups.

In 2017, the Educator Leaders for Equity (EL4E) course has trained 2 cohorts over two years through a 16 hour, 8 session course plus coaching sessions. It is not happening in all schools because schools are at different places. It provides content and facilitation skills so they can go back to their schools and work with the teachers to keep it moving forward. There are 48 faculty members that have been trained (Teachers, Paraprofessionals and school based Family Liaisons). This year there was not a requirement to sign up staff from every school. There are two levels of work what you can see, tangible and intangible. You need to walk the walk and talk the talk. The teams from the schools need to come up with action plans that will fit and move equity work forward because racism is an important step.

Ms. Hill, King School English Teacher in the Chinese Immersion Program. She started as a parent, paraprofessional and now a teacher. She was trained in Cohort 1 and wants to make a positive impact on CPS. We wanted a diverse staff and had collaboration time at our school to move this forward. They had five two-hour after school meetings to share professional development. She spoke about how they implemented it at their school. They reviewed micro-aggression in the classroom and the district. They used the Southern Poverty Law continuum for how to put areas into practice. The staff feels the work is important but some staff found the work upsetting especially the White staff members but did appreciate it and the learning process. She has taken additional cultural classes and shifted some of her long held understanding and thinks it is crucial for teachers to do the course.

Ms. Colbath-Hess added there are different perspectives at different schools.

Ms. Abu stated her school had eight hours of professional development and a checklist of goals they needed to achieve. How we identify as educators. We had rigid conversations where everyone shared their own experiences, thinking and thoughts on racism and micro-aggressions; Equity lens talks about LGBTQ work and teacher action for things that can happen in the classroom; and Student perspective about their understanding. We are creating small groups where we talk about action, intervention and impact so we can understand, think, act and show the kids that we care about them. We are hoping to invite more teachers of color because it is being taught now by her and two White teachers.

Ms. Colbath-Hess said there is Equity Matters work being done at the high school. Ed and Dacia were part of Cohort 1 last year. How can we get teachers to have these conversations with each other and learn from each other? It was one of the experiences that helped guide Mr. McKinney to this work.

Mr. McKinney, RSTA Culinary Arts Program Chef, has been with the district for fifteen years and spends a lot of time with his students. During the 1st year they are together for 90 minute blocks five days a week, the second year he has them for two blocks and it gives us a lot of opportunities to learn about each other and develop pretty close relationships. Students were talking to me about a lot of inequity things. I took courses all summer and one at Framingham State. Cohort 2 is still in the planning stages and developing where we are going with this. A month ago I learned that I could never be a Cantabrigian. There are only five parts of Cambridge that are real Cantabrigians. Dr. Turk interjected only If you were born at the Cahill or Mt. Auburn Hospital. Mr. McKinney continued, I run the Falcons Nest restaurant and interact with a lot of different people. We have been discussing professional development for next year and making interactive equity handbooks for anyone at the school. It is important for us to understand bias, culture and micro-aggressions.

Ms. Colbath-Hess remarked that Mr. Batt has done this work for a while and in 2015 helped create the content for this course, however, Dr. McDonough and Dr. Elliott have flushed it out a bit.

Mr. Batt explained that his school is a lot smaller. I have been looking at learning how to better educate our kids and trying to empower them. A couple of years ago my Smart Goal looked at how IEP's are written and I did a Student Empowerment Survey for 8th grade kids to find out if they needed more information and if they rely on what they learned in 7th grade about race, identity and gender. It will serve as a student centered measure by embracing their core values and indispensable attributes of their success and they have agency in their own education. He gave examples of questions on the survey, what does Micro-aggression mean to you? How do you feel validated in this school and in this society? The last three questions are a learning partnership question. How do you feel about a learning collaborative with teachers? Is it a facilitative relationship? Last year a survey of students was done answering questions and was very powerful to hear actual kids voices.

Ms. Colbath-Hess elaborated as a result of this course, we now have all the resources used in the course and access to the exercises so they can bring them back to their schools, highlight student voice so we are all talking the same language and aimed at breaking down the walls that our system has created. We haven't had these conversations that we are having now. It prepares people to engage on deeper levels. Some schools that are not represented here have taken the whole concept of equity and married it with Loretta Hammond's work and added it to ILT planning.

The internal work is where you look at yourself and your responses and decide if I'm better at being uncomfortable, having patience, understanding, and helping others open up. We practiced having cross cohort hard conversations, the impact has been eye opening and needed. What's next? Building a district wide team of educators to take the leadership and help guide this work move forward so they can share, coordinate and connect content district wide and to survey and monitor progress. We are extending learning to our district and school based coaches to strengthen their tool kit.

Mr. Kimbrough thanked everyone, it's not easy work. We all need to have safe spaces to have these conversations. I was hoping to hear from the facilitators.

Dr. McDonough stated It has been an honor to be involved with this in Cambridge. The foundation work about what the conflicts should be is complex. Our charge is to create critically conscious educators in a society, how we are lead to believe and act. Work has to be internalized. Content and facilitation can't be done if you don't know that. We always focus on the power of relationships across groups to be able to do this work.

Dr. Elliott added we're trying to teach the content and have people practice it. Another aspect of the framing of the course for teachers and the broader community is understanding the oppression on a functional level, ignorance, or ill-will. Our society will prioritize the individual around race and racism, it is the structural assumption of privileges of certain groups over other groups. Getting forward motion is an important challenge in the foundation because it bumps up against the norms. It's about the larger society. For many people coming into this work to be able to navigate the individual interpretation of racism based on gender identity that's never going to be the norm. The challenge is really essential to lay the foundation to be able to move forward in the schools with this. Last year we got statements from people that were going to take the class and saw the broad view of everyone. People recognize themselves as new and the ones that had some experiences as being more sophisticated, the structure becomes a touchstone. We have come to have a real regard for the people that have participated.

Ms. Dexter thanked everyone, she is grateful for them doing this work. Is there a bibliography people can access online? Regarding structural systematic racism, what kind of structures are emerging around the experiences kids are having?

Mr. Batt said in the course we spoke about White fragility, walk the walk and experience these difficult conversations and implicit bias has been helpful for teachers to understand that it is very impactful for working with kids.

Ms. Abu emphasized we tried to share models of stereo types, micro-aggression and real life situations and think about kids in similar situations.

Mr. Batt stated as a society we are very defensive, no matter how difficult, it is important to push the envelope.

Ms. Colbath-Hess added some of the structure is White people expect people of color to do the work. Some come in and have never engaged in this work before and it can be uncomfortable. It is hard to see people cry. We have been able to do the work together and members of the group have taken it to heart.

Ms. Liss joined the meeting at 5:55 PM.

Ms. Colbath-Hess continued people think this is backwards because we are not talking about students. We have to practice having difficult conversations and own where we are to be able to hear what kids are saying to us in a non-defensive way.

Dr. McDonough added one of the greatest challenges is going back to participants thinking about themselves as good white people, we get stuck but we teach how to get unstuck and their colleagues work to go through it together.

Ms. Abu stated our data shows kids are not happy at our school. We try to make our work more relevant.

Dr. Elliott added in Cambridge in terms of multi-ethnic, multi-linguistic, multi-cultural diversity is held up as something to be proud of and at the same time people see those as contradictions. For teachers of color it can be harder to name because of the reputation of the city/school. There has to be honest recognition of standards of professional growth.

Mr. Kimbrough asked Ms. Colbath-Hess why all schools are not involved with this professional development, is it a structural or a personnel challenge. It seems the educators are learning.

Ms. Colbath-Hess replied she does not mean to indicate that it is not happening at all schools. There are many schools doing this work at different levels. Some schools that had done equity work feels like it is double doing the work. At some schools there was not staff availability so not everyone has a full team trained, it is just circumstances that have impacted it.

Dr. Turk agrees there is some level of work happening at every school but people are at different places and looks very different. We requested this year that every SIP Plan include equity access.

Dr. Adams said the students at CRLS have led the work. Having people hear about what others are doing will be really powerful. A lot of schools are using the Hammond text with ILT this year and plan to use it for two years to dig deeper so they don't rush through it, this is not just another initiative.

Mr. Kimbrough asked what is the smart goal for this work? If I am a teacher that has gone through this program what am I supposed to be able to do around interactions with a colleague or student? How do we measure if it is working? What is the data? We want to continually work toward anti-racism. Cambridge is no different than any other system. The educator work should be trickling down to students and see outcomes if racism is one of the things we can see that is impacting the academic results of students.

Ms. Colbath-Hess responded how do you measure someone's internal system especially if you think I am not a good person is a tricky line. I am raising that with the people we are working with. One of the people that went to Cohort 1 is not doing her action plan but every time she is having a conversation with a special educator and hear something she can say hey did you realize.....That's the shift.

Dr. Turk added we are not at a place to have a smart goal for the district. SIP goals have to do with the work that is happening with the adults but has not trickled down to the students. By the end of whatever

they are working on they can see stereotypes that they have felt and cultural competence. The Cultural competency contingency is where they look at themselves and move from group to group so they have a better sense of themselves. The conversations they are having about students begins to look different between teachers, students and caregivers.

Ms. Dexter wants all adults of color to be comfortable and hiring more teachers of color is needed to move forward.

Mr. Batt has four student advocacy groups at his school. We are moving in the right direction with civics and social justice based courses.

Ms. Abu stated when teachers have high expectations for students of color, they do better. We have a Black student group and they share their experiences with everyone. We are doing some experiments to bring courageous conversations about different interactions so they feel safe enough to engage in those conversations.

Ms. Hill added one of the challenges is to have a smart goal for everyone to do good in math. Cambridge has silo programs but can work toward making it a valid structural smart goal. Are you working on gender orientation, it is structural? Not how this work is moving all of us forward. What steps did you take as a community and how many staff are involved in the building? Choice courses are not total training. We should look at smaller measurements. Right now this work is with teachers but the system does not run only on teachers; it is our support staff, custodial staff and kitchen staff.

Mr. Kimbrough appreciates your sentiment and the strategic outcomes the system has set. Having shorter increments and goals along the way feels like an important piece. There are micro-aggressions that are taking place in our schools. He wants to be able to say this is what Cambridge is doing in professional development and what we expect our schools to be doing. What can parents expect from our schools while recognizing that some families don't have an understanding of this. As a parent we want to believe we are making progress with measurable outcomes.

Dr. Turk added this reminded me of what some of the CRLS students said regarding the micro aggression steps. They asked how are we going to know if this is working? How will we know and what is the evidence? Are there clear guidelines for reporting micro-aggressions? Is it talked about at Community Meeting and New Teacher Orientation?

Dr. McDonough remarked how to measure individual growth is challenging because faculty of color leave the district and we don't get valid data of why they leave because they don't want to say why. I don't know how Cambridge as a district works but what about school outcomes, what is an area that is problematic?

Dr. Elliott asked what does it look, sound and feel like and not use any formal language. And believe that the teacher really wants to extend themselves. We don't need more confidence training what we need is more arrogance reduction. What does it look like when someone is checking their arrogance or assumptions regarding race and equity?

Mr. McKinney stated I'm a vocational teacher and we look for a direction and a way to get there. I went thru the Educator Leaders for Equity Program. What if we had a program for the kids? They could work with the elementary schools and up. Little kids listen to 15 year olds better than they listen to us. I developed a program similar to this for the eighth grade kids telling them about RSTA Programs. If we send a group of students there the smaller kids could get excited and would build a better understanding of equity.

Mr. Kimbrough thinks that is a great idea having older students mentor younger ones. Our educators are employed and I want to be sure the educators are taking responsibility and doing the work. I am hearing from families that it's not other students that are making it uncomfortable for their kids to come to school, often it is adults. The kids are great.

Mr. Batt appreciates the social emotional learning in the district. The kids are relating without any expectation and are not measurable relationships with adults but are measurable with their peers

Ms. Dexter replied this is a lot of scaling up, one measure would be how many staff have taken the course.

Dr. Adams remarked that next year we will be working with the anti-deformation league around peer mentors. Kids have strong relationships with each other.

Dr. Elliott mentioned that it is really wonderful to hear from folks that have taken the course and I'm starting to get a sense of what it looks like on the ground.

Mr. Kimbrough appreciates the leadership of central administration, it can always be hard to hear the pain of families what has happened regarding race in our schools and show as a district we are making an effort to make a change. Kids and families know their concern is being heard, respected and that we're working towards doing something about it.

Ms. Dexter motioned to adjourn at 6:44 PM seconded by Mr. Kimbrough.

Respectfully submitted,

Terry Gist

Documents on file in the School Committee Office:
Educator Leaders for Equity Presentation

#19-98, that the Report of the April 23, 2019 Governance Sub-Committee be accepted as presented.

**Governance Sub-Committee
April 23, 2019**

Called for the purpose of reviewing and making recommendations to the CPSD School Committee Budget process and to discuss better governance practices for the CPS School Committee.

Members Present: Ms. Bowman, Chair; Mr. Fantini, Ms. Nolan, Ms. Dexter

Also Present: Dr. Salim, Dr. Turk, Ms. Spinner, Ms. MacFarlane, Ms. Liss, Mr. Monahan, Mr. Travers

Ms. Bowman in the chair, a quorum of the Sub-Committee being present Ms. Bowman called the meeting to order at 6:02 PM and read the call of the meeting.

Ms. Bowman reviewed the Agenda (on file in the School Committee office) and turned the meeting over to the Superintendent.

Discussion on 2020 Budget Process (Pros and Cons): Dr. Salim began in 2016 he wanted the budget process aligned with the strategic objectives. The district plan started in FY18 which was helpful with schools and department heads. For the FY19 budget process he felt a stronger alignment of the multi-year district plan and frameworks could be used for the budget Initiatives and used the roundtables to preview the district initiatives. It was the first year of the One-to-one, Level Up and social emotional initiatives. For FY20 they got more robust in the early Fall at roundtables with certain areas of the District Plan updates. The Budget workshops and working together with the School Committee co-chairs have been helpful with the roundtables and an area of growth with broader public input into the budget process. Ms. Bowman wants to hear from the Committee Members and the Administrators.

Mr. Fantini thinks it is a solid plan and adds to a sound approach to budgeting. The final vote on the budget was a little tense but Members have every right to bring in motions at the end before the final vote. Ms. Dexter and I tried to meet with more departments so we could hear directly from the people on the ground. There is room for improvement.

Ms. Nolan agrees we've always tried to have a lot of input and the question is, when can it happen in the process in a thoughtful way. We want to be able to have input before the final budget is developed. It is hard to focus on the budget in the Fall when it is going to be put on the table in the Spring. It's always been tied into the specific goals, social emotional learning, literacy, math, and are quite similar from then to now. The roundtables being focused on specific programs is different. We used to have departments come in. There are pros and cons to both. We should have an evening dedicated for outside partners to come in and go through their specific proposals. There should be an outline of what a department is working on and what they will do next year. We have had Saturday morning meetings for the public but that was snowed out this year. We should have more educator voices which has improved. We need to be intentional so the School Committee knows what the potential changes are so we have enough time to discuss them. We need to look at the past ten years to see what has worked to get more voices heard; did emails work or providing child care, do we have a sense of that?

Ms. Bowman stated we have the District Framework and we are always focusing on one year at a time so next year we don't have to start from scratch again and that's a good thing. It is the School Committee's responsibility to present a clear budget process that has a framework so the public knows how we make decisions. We need to be explicit if a meeting happens in the Fall it will impact the budget, we need to figure out a way to let the public know what will be happening in the Spring. Everyone needs to know that after consideration these are the two or three things that have risen to the top so people have a sense of the process along the way; how comments come in, are assessed and whether recommendations are going to be made. We should move our meetings from here and city hall and pilot one or two community areas and be intentional. We can't say we want equity when mostly middle to upper middle income white people come to these meetings. More people of color came to the Athletic Policy meetings. How do we have equitable voices when it comes to shaping the budget? How do we structure the roles of the budget co-chairs? What do we want to put in place moving forward?

Ms. Spinner responded we do have public input before the budget comes out. We need to have public hearings early enough so it has some impact on the budget and make sure the public knows the Framework and District Plan as well as a diversity of voices. Always having our public hearings in formal spaces and insisting they be televised, while it is transparent, I don't think is the best avenue to get more voices of community stakeholders. Four or five years ago we set up meetings and said here are the program areas we are going to dive into and frame the meeting rather than going around the table to comment and answering questions. There is some value in that but some structured way of moving thru the School Committee process of review and decision making toward the end.

Mr. Maloney stated when I worked at City hall we went to every school and met with the school community but we stopped because we were getting the same results. During the Innovation Agenda we went to Rindge Towers, Jefferson Park and Windsor Street and the few families that came outnumbered the families we were targeting; they were mostly white, upper class, educated and knew what they wanted but that also restricted voices. Leading up to the longer school day discussions we were hearing different things. The immigrant families wanted more math not football, longer lunch and recess time. Since we have been unsuccessful in reaching these families, is there a way to weight the opinions of those that do come? If three or four people come to the meetings and want something they usually get it because we are a City of resources. We have a better relationship now because of the Community Engagement Team.

Ms. Bowman added for her, that is highly problematic because all someone needs to do is get ten people to come to a meeting, when we have a population of people that don't have the capacity to get here. There needs to be a process that lets the public know that comments whether by email or if they show up at meetings, how we will evaluate their requests and make recommendations. It is irresponsible to say

yes just because we can. We don't have a common framework and need to create a common email to respond to them what the process is.

Ms. Nolan stated we have a process and our job is to decide what is educationally sound. We have had diverse groups of parents and our extended day survey indicated some of the immigrant parents want more time on math yet the number of immigrant and American born black families far outweighed the CET interviews.

Ms. Bowman wants to know if we would all have the same response if someone came in right now and asked how a decision is made. Ms. Nolan responded for me it would need to tie into the educational goals.

Dr. Turk stated that during the Innovation Process we moved around from school to school and it was not that voices were not heard however, there were ten to twelve people that appeared at every session and presented their message over and over again. So when it was time for the last conversation it was framed as we heard X at every meeting that we attended and that is why it became important. It was not because fifty people said it, it was because ten people said it fifty times.

Mr. Fantini vocalized that it is hard to go to a microphone and speak. We can get input by going to triads, have dinner and break into small groups where people feel more comfortable participating. We could do some focus groups, go to churches, change it up and see how that works. People come out when their schools are being threatened when they're not being threatened they don't. I go to Bertucci's where people are working two jobs and engage with them there. It is up to us to reach out. The administration needs to frame and the co-chairs need to be more vocal too.

Ms. Bowman restated how do those people know that their voices are heard? What's the framework of how we bring that information back? The way we approach the budget is most of it is restricted and we do not give people a framework of how most of the resources are already spent on salaries. How do we do it so it is in our framework?

Mr. Fantini asserted that most of the budget is already done before we get it. The educator's association was very powerful regarding what they needed (Paraprofessionals and Coaches) in this budget. The final decisions were equitably based not politically based.

The Superintendent elaborated that there is an opportunity to hear from the Committee Members through the budget workshops after the proposed budget is distributed and before the vote. When we hear public testimony, or other ways, I confer with Department Heads, Principals or Cabinet Members to make a better assessment, prioritize requests and make a decision. And final process is discussion with the Cabinet. What I'm hearing that is missing is what the process looks like and why some things are not recommended. We don't talk about what we don't fund; partly because it is a public meeting and the time and space that we have. Also when there are new members, what is the orientation, because people pick it up while going thru the process.

Ms. Spinner added it is very difficult to understand the budget process when new members come on in January and agrees a written document would be helpful.

Ms. Dexter thinks we should have a meeting before the December break. She disagrees that everybody that comes to a meeting gets what they want. We should have a longer time between receiving the final budget and the vote. We should have a roundtable or workshop so we can discuss the final budget. She agrees with Mr. Fantini about going out and listening to the community and who is succeeding and who is failing in the schools. The strategic plan has seven-eight major goals and if a request impacts one of them we vote for it and if not we don't.

Mr. Monahan thinks what people are sharing around equity and the process is important and how we break it down so we can make decisions that work for everyone. We are learning how to be more democratic through the Nellie Mae Grant. The budget process feels like a black box to educators so to

have a written framework would be helpful. It is unclear to him if the educators had any effect. We need to understand just because you didn't get what you wanted doesn't mean that you weren't listened to.

Review of School Committee Rules Regarding the Budget Process: Ms. Spinner previously shared some School Committee Policies related to financial management and the budget with Ms. Bowman.

Ms. Spinner distributed copies of the Budget Schedule and Budget Calendar (on file in the School Committee office) which is also in the budget book.

Ms. Bowman thinks we need to think about the budget calendar, the process and come up with recommendations to implement it by September. We can run a one-minute video throughout our social media platforms. We have the District Wide Plan but how will they get feedback and where is it in the budget calendar and the policy to know what direction we want to address?

Ms. Nolan stated we used to have a budget statement which has been replaced. Ms. Spinner responded the guidelines have been replaced by the District Frameworks. It is confusing to the public if we have our guidelines and strategic goals. The District Plan has been in place for three years, there was nothing under goals before that. Ms. Nolan responded we had strategic goals that were multi-year goals and everything had to be tied to the budget goals.

Dr. Turk added it became challenging because there were goals and differences of opinions and then we added strategic priorities and strategic initiatives. That's where the strategic plan came in.

Ms. Spinner stated we can make one consolidated inclusive Policy that brings all the pieces together.

Ms. Nolan agrees we should review the budget process to see if it adequately describes what we want to do. It is our budget; the Superintendent presents it but ultimately it is up to us seven. If we get it two days before the vote and I don't know what changes have been made and I need to get something in, we need to have time to discuss it. We need to have a week to review the final budget.

The Superintendent commented the goal needs to be what are the operating protocols we want to have around this so there can be a robust discussion to reduce the need for last minute changes so we can get to a consensus.

Ms. Bowman stated her objective is a process where people feel their input is received, heard and clear about what we are voting on.

Ms. Spinner added for example, the computer science teacher request came thru the Administrators but did not rise to our analysis of need. We got the administrators back together, got more information and decided to put it forward.

Ms. Dexter asked should we include why certain things don't get funded?

Ms. Spinner responded we need to have a framework around that because there could be a lot of little things put out there, so we need a balance. Are we going to explain the long list of budget requests that comes in and a smaller list from the School Committee members?

Ms. Bowman stated in some way the process needs to come to us and we recommend something that we could counter. From an administrative perspective, we need to know what is a priority so people know if they get their request or not. Ms. Spinner answered the Principals do know the process.

The Superintendent stated there is a lot of time put into the proposed budget and we try to answer questions in the workshops.

Ms. Bowman commented we need to review it and make a recommendation to the Committee of the Whole by September. She asked for volunteers to review the Policy. The Superintendent, responded

Ms. Spinner, Ms. MacFarlane and I can review it and share with the Sub-Committee. Ms. Nolan agreed to be the liaison and is in favor of consolidating the three documents.

Motion to adjourn at 7:26 PM by Ms. Nolan seconded by Mr. Fantini

Respectfully submitted,

Terry Gist
Confidential Secretary to the School Committee

Documents on file in the School Committee office:

Budget Calendar
Budget Schedule Policy
Budget Hearings and Reviews Policy
Annual Budget Policy
Budget Planning Policy
Budget Adoption Procedures Policy
Communication of Budget Information Policy

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

#19-99, Joint Motion by Mr. Fantini and Mayor McGovern, that the School Committee hereby goes on record in expressing it's congratulations to Ms. Kathleen S. Donlon for her official retirement as of December, 2017, and that the Executive Secretary be and hereby is requested to forward a suitably engrossed copy of a resolution to Ms. Kathleen S. Donlon on behalf of the entire School Committee. The resolution was amended to add Vice Chair Kelly to the Resolution. On a voice vote, **#19-99** was adopted as amended to add Vice Chair Kelly to the Resolution.

--IN SCHOOL COMMITTEE--

May 7, 2019

WHEREAS: *KATHLEEN S. DONLON was born and raised in Cambridge, Massachusetts; attended St. Mary's of the Annunciation School in Cambridge Massachusetts, Grades 1-12; attended Salem State University and University of Massachusetts with certifications in Elementary Education, School Psychology, and Special Education Administration.*

WHEREAS: *KATHLEEN S. DONLON's exemplary career in Cambridge has spanned 32 years.*

WHEREAS: *KATHLEEN S. DONLON joined the Cambridge Public Schools as an elementary school teacher at the M. E. Fitzgerald School in 1984 (K-8); served as an elementary school teacher at the King and Tobin Schools (K-8); served at the Maynard, Morse, Peabody, Baldwin, and Cambridge Rindge and Latin Schools as school psychologist (K-12); served as district-wide supervisor for the Office of Special Education (K-12).*

WHEREAS: *KATHLEEN S. DONLON is best known for her insightfulness and impassioned advocacy and support of students and families "under her protective wing".*

WHEREAS: *KATHLEEN S. DONLON has touched the lives of countless students, families, and colleagues; in her thirty-two years in Cambridge she has successfully worn "many hats" as teacher, psychologist, leader, mentor, counselor, and friend.*

WHEREAS: *KATHLEEN S. DONLON is an avid reader. She is always open to adventure and travel and new learning experiences. Her metaphysical interests include energy healing, animal*

communication, and connecting deeply with nature. She loves interior design and living by the sea.

NOW, THEREFORE, BE IT

RESOLVED: *that the Members of the Cambridge School Committee extend to KATHLEEN S. DONLON our sincere APPRECIATION for 32 years of dedicated service and hard work on behalf of the children and families of CPSD and the entire school community; we extend to her our best wishes for continued good health and happiness; and BE IT FURTHER*

RESOLVED: *that a formal copy of this Resolution be prepared by the Executive Secretary to the School Committee. (Date of Retirement – December, 2017).*

A true copy:

Attest:

Dosha E. Beard

Executive Secretary to the School Committee

11. Announcements:

Mr. Fantini attended a fantastic event last Saturday; The Sisters on the Runway, that raises money for Transition House.

The Mayor announced the following:

Saturday, May 11th, Cambridge City Hall will have the spoon of the Opioid Spoon Project at 3:00. He is extending an invitation to everyone, signatures on the spoon will be allowed for those who have been impacted.

Wednesday, May 22nd there will be a ceremony for breaking the fast on Ramadan.

Wednesday, May 8th City Council. The city council does not have line item authority on our budget. They need to pass the bottom line. Otherwise we revert back to the adopted budget of 2019.

12. Late Orders:

It was voted to adopt the following:

Motion by Ms. Nolan, that the School Committee send a letter of congratulations to Nate Pardo, a Cambridge Resident that placed #2 Nationally in The American Ninja Warrior Junior.

Motion by Ms. Nolan, that the School Committee send a letter of congratulations to the students in the play *This I Know For Sure*, a student production that was written, developed, and performed by students.

Motion by Mr. Fantini, that the School Committee be permitted to direct the Executive Secretary to provide resolutions and/or letters for all staff retiring without having to submit a motion as an agenda item.

13. Communications from City Officers:

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

- Agenda
- PowerPoint Presentation, Strategic Initiative 2.2

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

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

- Sabrina Zanella-Foresi, MCAS
- Emily Mueller De Celis, Restore G&P position
- Karen Engels, support of **#19-90 & #19-91**
- Tina Lieu, Restore G&P position
- Inbal Alon, support of **#19-90 & #19-91**
- Mary Shilue-Goldberg, Restore G&P position
- Elizabeth Haley, support of **#19-90 & #19-91**
- Katie Bruno, support of **#19-90 & #19-91**
- Ann Niederkorn, support of **#19-90 & #19-91**
- Kate Skubecz, support of **#19-90 & #19-91**
- Linnaea Adams, support of **#19-90 & #19-91**
- Margaret F. Schulz, Restore G&P position
- Mercedes Soto, Restore G&P position
- Tina Lieu, support of **#19-90 & #19-91**
- Claire Dahill, support of **#19-90 & #19-91**
- Ashley Reynolds, support of **#19-90 & #19-91**
- Masuma Naqwe, Restore G&P position
- Sarah Joslyn Wahl, support of **#19-90 & #19-91**
- Christina Astrove, support of **#19-90 & #19-91**
- Jocelyn Marshal, support of **#19-90-#19-91**
- Isabel Eccles, support of **#19-90-#19-91**
- Jo Quest-Neubert, MCAS
- Rianna Keegan, support of **#19-90-#19-91**
- Christina Astrove, support of **#19-90-#19-91**
- Cicely Carew, Ola Program at King Open
- Shannon Canavin, support of **#19-90 & #19-91**
- Julie Selvitella, support of **#19-90 & #19-91**
- Anna Henschman, Restore G&P position
- Emily Raymond, support of **#19-90 & #19-91**
- Robyn Towner, support of **#19-90 & #19-91**
- Anthony Flackett, support of **#19-90 & #19-91**
- Rose Levine, support of **#19-90 & #19-91**
- Amatul H. Mahmud, Restore G&P position
- Kristie Welsh, support of **#19-90 & #19-91**
- Piotr Mitros, support of **#19-90 & #19-91**
- Angela DePalma, support of **#19-90 & #19-91**
- Aimee Bonanno, Restore G&P position
- Summer Ray Clark, support of **#19-90 & #19-91**
- Donna Peruzzi, support of **#19-90 & #19-91**
- Clementine Hess, support of **#19-90 & #19-91**
- Rianna Keegan, support of **#19-90 & #19-91**
- Dave Murdoch, support of **#19-90 & #19-91**
- Joel T. Patterson, support of **#19-90 & #19-91**
- Susan Moynihan, support of **#19-90-#19-91**
- Gail Nunes, MCAS testing concerns
- Masuma Naqwe, Restore G&P position
- Dave Murdoch, MCAS

The Mayor entertained a motion to convene in Executive Session, in the School Committee Conference Room, 459 Broadway, Cambridge, for the purpose of discussing strategy for contract negotiations with non-union personnel (Superintendent).

On a motion by Mr. Fantini, seconded by Ms. Nolan, on the following roll call, it was voted to enter into Executive Session for the purpose stated: Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Mayor McGovern YEA.

The Chair announced that NO VOTES will be taken in Executive Session and that the Committee WILL NOT reconvene in Open Session.

The Mayor declared a recess at 8:45 p.m.

On a motion by Mr. Fantini, seconded by Ms. Nolan, it was voted to adjourn the open session. (8:45 p.m.)

Attest:



Doshia Beard
Executive Secretary