



**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

January 15, 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, (ABSENT) Mr. Escallon, (ABSENT) 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. Mayor McGovern announced that both of our Student School Committee Representatives are unable to be in attendance tonight.

1. Public Comment:

The following individuals were heard:

- Helen Solorzano, Bowdon St, in support of **#19-10**, Bilieracy Seal, an expert in multi language education, read a statement.

On a motion by Mr. Fantini, seconded by Ms. Nolan, the Rules were suspended to allow the speaker to finish reading her statement (on file in the School Committee office). Their goal is to get all students to receive these awards.

- Dan Monahan, Lexington Ave, in support of **#19-07**, the Promise Act, read a statement (on file in the School Committee office).
- John Trever, Richdale Ave, parent, in support of **#19-10** Seal of Bi-literacy Act, his concerns on this motion are about equity and access at CRLS.

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

2. Student School Committee Report: None

3. Presentation of the Records for Approval:

On a motion by Ms. Bowman, seconded by Ms. Nolan, it was voted to accept the Minutes of the December 18, 2018 Regular Meeting as presented.

4. Reconsiderations: None

On a motion by Mayor McGovern, seconded by Vice Chair Kelly, on a voice vote, the Rules were suspended to bring forward the presentation on the FY 20 Budget process. The Chair turned the introductions over to the Superintendent who framed the meeting for tonight, explaining that information will be provided related to budget development and one week from today, there will be an opportunity for educators and the public to share their priorities for the budget. Dr. Salim turned the presentation section of the meeting over to Ms. Claire Spinner, CFO, who walked us through the presentation (on file in the School Committee office).

Some highlights from the presentation included:

- There are a total of eleven upcoming meetings on the budget that will begin on January 22, 2019 and will end on May 8, 2019
- Projected budget roughly is an additional \$7.8 million dollars
- Transportation will cost \$1 million dollars more than expected

The presentation ended and the floor was opened for questions.

Ms. Bowman stated that she is concerned about space for all of the additional students that are expected to enter our schools and asked what the plans are.

Ms. Spinner stated that there are 2 schools that will be moving into swing space in the fall of 2020, and this upcoming year, we will need to find space for the OSS classrooms.

Ms. Bowman asked, as it relates to Controlled Choice, what new schools will get the classroom spaces?

Ms. Spinner explained that there will be no new kindergarten classes.

Ms. Nolan followed up on the concerns of additional students at the middle school grades since the pressure points are on those classes now. If this continues, how will we keep up with the rising enrollment?

Ms. Spinner stated they have included additional space for the middle school in the plans at Tobin/Vassal Lane and they are still thinking about it so they will not be caught unawares.

Ms. Nolan asked if the Circuit Breaker will be continued and can cover costs in OSS for transportation.

Ms. Spinner stated we cannot use Circuit Breaker funds to support transportation. We will use Circuit Breaker funds to support OSS tuition. We are running slightly under budget on OSS tuition.

Ms. Nolan asked how much of a decline has there been in our energy costs?

Ms. Spinner stated that we have not added anything to our energy budget over the last 4 or 5 years.

Committee Member Dexter asked what is happening with the custodial staff and wants to know what the \$300 thousand increase entails.

The staffing model is for a six custodial personnel building. Ms. Spinner explained the figure of \$300 thousand that she asked for is less than what was proposed to her.

Mr. Fantini thanked Ms. Spinner for the presentation and asked about the supplemental in The Weekly Report on the OSS.

Ms. Spinner explained that what he is asking about is enrollment based. We only get one bid from the vendor currently providing our services now instead of 3 or 4 bidders as in the past.

Mr. Fantini asked how long is our transportation contract for?

Ms. Spinner stated that we are in the last year of a 5 year contract with Eastern Bus. We will be going out to bid in the fall of 2019 so we will know what our costs will be with the contract.

Mr. Fantini indicated he does not want to be stuck with one bidder, adding that the Inspector General's office is looking into the bidding process.

Mr. Kimbrough thanked Ms. Spinner for the presentation; he recognizes and acknowledged the work that goes into it. He asked about the elementary school Principals and wonders if we have given much thought to adding Assistant Principals in the schools. His second question was about the increase in English Language Learner students and lastly, how does our cultural competency work fit into the budget.

Vice Chair Kelly believes we need to do a review of the effectiveness of having 80 minute blocks.

Committee Member Dexter asked about the \$7.8 Million projection, understanding that the City Manager will let us know what can be afforded.

Ms. Spinner confirmed that they have been in positive conversations with the City Manager and the Assistant City Manager of Fiscal Affairs.

Mayor McGovern stated if you add the \$7.8 Million dollars to the existing budget we need to rise to 200 million. This is the beginning of the conversations. He will hold off on how we can spend more money.

He asked about enrollment and asked for more information about what the post secondary program will be like.

Dr. Morgan answered that we have not had many conversations to ensure that our students will have the full range of supports for them to live independently. Right now our staff cannot travel with the students after the 12th year to the required sites needed.

Mayor McGovern asked if they will be working with the Office of College Success on the city side?

Dr. Morgan answered yes they are looking at schools outside of our district, community stakeholders, and feedback from families.

Dr. Salim stated that they will be coming back to the Members at various meetings with more information on the budget progress. The questions from the presentation ended.

The Chair returned to the regular order of business.

Moved by Mayor McGovern, seconded by Ms. Dexter, to suspend the Rules to bring items **#19-08**, **#19-11**, and **#18-369** (from unfinished business) forward for discussion together. On a voice vote, the Rules were suspended for the reason stated.

Ms. Nolan stated that she views these motions as an opportunity to be prepared for what has been produced in order to be ready to speak about them at future meetings.

Ms. Bowman stated that when she read **#19-08**, she was unclear how to have priorities and was not instructed to bring forth priorities, her thoughts are that the Members agreed to strategically follow the District Plan framework when planning how to spend money. She is hoping we will adhere to and enhance that CPS District Plan Framework document. Other districts are guided by their frameworks, so far, she has not seen that level of discipline with this body.

Committee Member Dexter stated that we are keeping in line with the District Plan. She is concerned about the custodial staffing and building maintenance, also what schools are under enrolled and do not have joyful learning, i.e. Kodaly program.

Vice Chair Kelly has concentrated on school climate and building maintenance which is within school climate. She also spoke on the LOOK Bill and wants students to have their home language be of equal value as the English language.

Mayor McGovern concurs with the maintenance staffing issue and is concerned about our students that cannot pass the MCAS test in order to get a diploma. He wants to know what supports are in place for the students that are struggling to get their diploma. He wants to know what will happen at the March budget workshops.

Dr. Salim stated that the February meetings are the meetings to bring forward ideas for improvement. The March meetings are to respond to ideas from February.

Mr. Fantini feels athletic eligibility will need supports and also there is a structural problem in OLA where there is only one kindergarten class. He suggested the district add a sunset Kindergarten class and market the program.

Ms. Nolan echoes what Mr. Fantini stated, adding that Framingham Public Schools just opened a Portuguese Immersion Program because they saw the need for it. She would like to have a high level summer learning program in K-2 literacy.

The Chair returned to the regular order of business.

Committee Member Dexter moved to suspend the rules to bring **#18-369** together with **#19-11**. On a voice vote, the Rules were suspended for the reason stated.

Committee Member Dexter explained that these motions are related to the low grades of African American students, in particular African American male students. She stated that we have a lower student/teacher ratio than we did ten years ago. Reiterating that Cambridge is an extremely rich city we should be doing more for our children; in particular the intervention teachers are unfairly distributed in relation to our African American students.

Vice Chair Kelly stated that she struggles with this discussion because of attending a gateway cities meeting in Malden. She learned money is being taken out of classrooms in the gateway cities to pay for staff health insurance. If we could remove health insurance from our school budgets, it would make a huge difference. The current state and federal government levels have not been able to create a health insurance system that will cover all employees.

Ms. Bowman motioned **#18-369** be referred to the Superintendent. On a voice vote, the motion was adopted.

Mayor McGovern motioned **#19-11** be referred to the Superintendent. On a voice vote, the motion was adopted.

#18-369, Motion by School Committee Member Dexter, whereas the School Committee, Administration, and the public value data-informed decision-making; and Whereas the School Committee and Administration will be discussing budget needs for the 2019-2020 school year; That the School Committee and Administration consider data provided by School Committee Members, the Administration, and Members of the Public related to:

- Patterns of student achievement and student programming
- Patterns of past Cambridge Public School budgets, budget increases and budget reductions
- Patterns of staffing and spending in other Massachusetts districts

Dr. Salim mentioned the calendar of budget meetings. He stated that they work in many ways. His worry is that when motions appear as policy orders, it is possible they may imply or appear as something different than all of the other meetings, workshops and roundtables that have been carefully scheduled. They have a series of internal budget retreats to implement the budget. He would rather see extra ideas and priorities as a Communication from City Officers rather than policy orders.

Committee Member Dexter did not know she could supply the Communication as a City Officer. She will use it from now on. She was attempting to comply with the Open Meeting Law.

#19-11, Motion by School Committee Member Dexter, that whereas the Committee and administration value data-informed budget decision-making, the Committee requests that the administration consider Committee Member Dexter's memo on achievement and budget data for FY20 when preparing the FY20 Proposed Budget.

On a voice vote, item **#19-11** was adopted and referred to the Superintendent.

5. Unfinished Business/Calendar:

The Chair returned to the regular order of business.

6. Awaiting Reports: None

7. Superintendent's Agenda:

7a. Presentations: FY20 Budget & Enrollment ForecastMs. Claire Spinner

7b. CPS District Plan:

7c. Consent Agenda:

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

Mr. Fantini removed **#19-01**. Ms. Nolan removed **#19-04**. On the following roll call vote, items **#19-02**, **#19-03**, **#19-05**, and **#19-06** were adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

#19-02, Special Needs Contracts for Day and Residential Program Services not Available from the Cambridge School Department, that the School Committee award contracts to the institutions as detailed in the list in amounts not to exceed the shown rates, having been approved by the Operational Services Division of the Commonwealth of Massachusetts, funds to be provided from the General Fund Budget and/or Grant Fund Budget.

	<u>#</u>	<u>Amount</u>
Day Program Tuition Contracts	3	\$146,392.38
Residential Program Tuition Contracts	0	
45 Day Program Contracts	<u>0</u>	
Total	3	<u>\$146,392.38</u>

#19-03, Contract Award, that the School Committee award a contract to the following vendor for Temporary Clerical Services, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

The Resource Center, 161 South Main Street, Middleton, for the period July 1, 2018 to June 30, 2019 in the amount of \$35,000.00.

#19-05, Contract Award, that the School Committee award a contract to the following vendor for refrigeration repair, funds to be provided from the Revolving Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Cooling & Heating Specialists, 151 A California Street, Newton, for the period February 1, 2019 to January 31, 2020 in the amount of \$35,600.00; February 1, 2020 to January 31, 2021 for \$35,600.00, and February 1, 2021 to January 31, 2022 for \$35,600.00.

#19-06, Approval of Gifts to Cambridge Public Schools, that the School Committee accept and approve the following gifts and receipts as described.

A gift of \$200.00 made from an individual donor to the Visual & Performing Arts Department Department's Modern Dance Program.

A gift of \$3,000.00 made from an individual donor to the Autism Spectrum Disorder (ASD) Program at CRLS.

8. Non-Consent Agenda:

#19-01 FY18-19 General Fund Budget Statutory Transfers, be that the School Committee approves the following statutory transfers of appropriation within the General Fund Budget for FY2018-2019.

	<u>Statutory Coding</u>	<u>Increase/Decrease</u>
51000	Salaries, Wages & Benefits	(1,034,387)
52000/55000	Other Ordinary Maintenance	1,011,006
57000	Travel & Training	23,381
58000/59000	Extraordinary Expenditures	0
	Total	\$ 0

Discussion followed on **#19-01**.

Ms. Dexter asked for a point of information on whether we are taking money out of School Improvement Plans resulting in schools having less money than expected in SIPs.

Ms. Spinner explained this is a statutory transfer, which requires approval by both City Council and School Committee to adjust the budget between those four statutory transfers. SIPs are presented to the School Committee for approval later when Principals have decided how they intend to spend their school money and where their salary money will come from. On the following roll call vote, item **#19-01** was adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

Moved by Mr. Fantini, seconded by Ms. Nolan, on a voice vote, it was voted to suspend the Rules for the purpose of reconsideration of the foregoing vote. The Rules having been suspended for the purpose stated; a motion to reconsider the foregoing vote, hoping the same would not prevail, failed of adoption.

#19-04, Contract Award, that the School Committee award a contract to the following vendor for Curriculum Assessment Materials, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Heinemann Publishing, 361 Hanover Street, Portsmouth, NH, for the period January 22, 2019 to June 30, 2019 in the amount of \$39,588.75

Discussion followed on **#19-04**.

Ms. Nolan asked how this contract will fit into our changing curriculum.

Dr. Adams responded that this contract is not a new benchmark assessment; this is the new upgraded version. It enables our teachers to observe our student readers 1:1. It lets them determine the reading assessments and levels for the year.

Ms. Nolan asked if this will allow all of the assessments to be brought together instead of looking at them separately.

Dr. Adams stated that this benchmark assessment takes some time to read the data and does not happen on the same frequency as other assessments. On the following roll call vote, **#19-04** was adopted: Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mayor McGovern YEA.

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

On a motion by Ms. Dexter, seconded by Ms. Nolan, the School Committee Agenda was brought forward for discussion and adoption. Mr. Fantini removed all items.

#19-07, Joint Motion by Mr. Fantini, Vice Chair Kelly, and School Committee Member Dexter

WHEREAS, free public schools available to all students without exception are foundational to our democracy and are required by the state constitution; and

WHEREAS, all of our students, no matter where they live, deserve high-quality public schools that teach the whole child and provide them with a rich school experience that addresses their academic, social and emotional needs;

WHEREAS, the state's foundation budget formula, which determines state aid to each district, has been woefully out of date for years, thereby underfunding our districts by more than \$1 billion a year for essential educational services; and

WHEREAS, an updated foundation budget formula would bring Cambridge Public Schools up to **\$15,633,144** in additional state aid each year, allowing this district to move closer to providing all students with the education to which they are entitled as residents of the Commonwealth; and

WHEREAS, the Legislature failed to pass any foundation budget legislation in the last session, leaving districts, educators and students without the funds necessary to support the schools our students deserve in every district in the state;

THEREFORE, be it resolved that the School Committee for the Cambridge Public Schools urges the Legislature to approve and fully fund a new foundation budget formula by May 1, 2019.

WHY?

In 2014, the MA state legislature convened a bipartisan Foundation Budget Review Commission (FBCR). In 2015, the commission found that public schools in MA are underfunded.

A subsequent study was conducted with respect to the items the commission deemed under-funded showing public schools in Massachusetts are in a funding crisis.

FBCR found underfunding was worst in the following areas:

1. Special Education
2. Low Income Students
3. English Language Learners
4. Healthcare

Discussion followed on **#19-07**.

Mr. Fantini stated that this is a formula that has not changed since the Chapter 70 formula was created. He motioned an amendment to remove the date of **May 1, 2019**.

Ms. Bowman fully supports this motion however she motioned an amendment to remove the dollar amount of **\$15,533,144**, it may be premature since we don't know which formula is being used.

Ms. Nolan motioned an amendment to change some language in the fourth "WHEREAS": formula would bring **districts across the state** in additional state aid each year, allowing **them** to move closer to providing all students

Mayor McGovern moved to have this motion sent to the Governor's office and our leaders of State and Cambridge Legislation.

On the amendments of Ms. Bowman and Ms. Nolan, on a voice vote, the amendments were adopted. On Mr. Fantini's motion to remove the **May 1, 2019** date, on a voice vote, the amendment was adopted. On Mr. Mayor's motion to send this resolution to the Governor's office etc., on a voice vote, the amendment was adopted.

On the main motion as amended, on a voice vote, **#19-07** was adopted as amended:

#19-07, Joint Motion by Mr. Fantini, Vice Chair Kelly, and School Committee Member Dexter

WHEREAS, free public schools available to all students without exception are foundational to our democracy and are required by the state constitution; and

WHEREAS, all of our students, no matter where they live, deserve high-quality public schools that teach the whole child and provide them with a rich school experience that addresses their academic, social and emotional needs;

WHEREAS, the state's foundation budget formula, which determines state aid to each district, has been woefully out of date for years, thereby underfunding our districts by more than \$1 billion a year for essential educational services; and

WHEREAS, an updated foundation budget formula would bring **districts across the state** additional state aid each year, allowing **them** to move closer to providing all students with the education to which they are entitled as residents of the Commonwealth; and

WHEREAS, the Legislature failed to pass any foundation budget legislation in the last session, leaving districts, educators and students without the funds necessary to support the schools our students deserve in every district in the state;

THEREFORE, be it resolved that the School Committee for the Cambridge Public Schools urges the Legislature to approve and fully fund a new foundation budget formula.

WHY?

In 2014, the MA state legislature convened a bipartisan Foundation Budget Review Commission (FBCR). In 2015, the commission found that public schools in MA are underfunded.

A subsequent study was conducted with respect to the items the commission deemed under-funded showing public schools in Massachusetts are in a funding crisis.

FBCR found underfunding was worst in the following areas:

1. Special Education
2. Low Income Students

3. English Language Learners
4. Healthcare

#19-08, Joint Motion by Budget Co-Chairs Mr. Fantini and School Committee Member Dexter, that whereas the Committee and administration are beginning to prepare the FY20 budget; The Committee requests that the administration consider the budget priorities articulated by Members of the Committee during the January 15, 2019, Regular School Committee Meeting.

#19-09, Motion by Mr. Fantini, whereas, the School Committee is mindful of the importance of providing students with career opportunities and our obligation to do so, and That the School Committee is awaiting a plan to implement order C18-041 (see attached) relative to being transparent about Chapter 74 vocational programs available to students, especially from the Shore Occupational Learning and Vocational Educational Division (SOLVED), and That, to educate parents and students, the School Committee shall require that the on-going practice of explaining vocational educational opportunities to all eighth-grade classes by our Rindge School of Technical Arts continues, and That an evening parent meeting be held for all eight grade parents for similar purposes of explaining the opportunities of Chapter 74 programs and the rights available for their children to attend high quality vocational education programs available in house, within the SOLVED collaborative and within other vocational schools.

Discussion followed on **#19-09**.

Mr. Fantini asked that the school department be more transparent about the Chapter 74 programs that are available to students and that RSTA meets with parents to make sure they know about Solved. RSTA has 11 high quality Chapter 74 technical arts programs; our SOLVED partners offer about 22 more programs not offered in Cambridge which will allow our students access to about 33 more programs that lead to lucrative careers. Given the need for career exploration, we need to highlight it more. Deadlines are very important, SOLVED is deadline driven.

Committee Member Dexter asked if Chapter 74 requires any of these programs to publish what their earnings are.

Mr. Fantini believes that the information is available.

Mr. Kimbrough asked if we can support a Chapter 74 vocational program at our middle schools and are our middle school Guidance Counselors being trained to encourage vocational education.

Dr. Salim stated that the work centers on educating the incoming 8th graders to drive these programs and promote the information they get from Exploratory. Dr. Turk was asked to explain.

Dr. Turk stated that the staff and leadership at the RSTA office have worked on this issue and have tried to refine it over the past year. The evolution of the work at RSTA brings us to three opportunities that are more family friendly. All of our 8th grade students spend a day at CRLS learning about the Exploratory Program and letting middle school students know that RSTA is robust and there are other opportunities. Also there is the 8th grade evening for families which provides a RSTA EXPO. This provides an opportunity for the parents to hear the same information that the students heard during their day tour of the Exploratory Program. There is also another date for more exposure to RSTA. The type of information outlined in this motion is exactly what the RSTA program is doing.

Ms. Nolan stated that Chapter 74 programs are rigid and remembers if you don't enter RSTA in 8th grade, it is much harder to get in later.

Mayor McGovern stated that sometimes when we talk about RSTA and manual labor focused jobs, students get a lot of pressure to go to college. We need to be describing these courses as valuable courses and there should be RSTA tables set up at our college fair. How do we make sure that RSTA is part of the high school program?

Vice Chair Kelly agrees these programs are not offering unskilled labor.

Ms. Bowman added there is a shortage in the labor market for these types of jobs. We have an opportunity in our district to make a change, even if it is a small change.

Mr. Fantini wants to make sure that we are in compliance with the order previously passed. He wants to make sure the parents leave with the 12 programs we have, the 22 in SOLVED and the others that are not in those two. Mr. Fantini pointed out that there are no Chapter 74 programs in Charter schools for our students to go to.

On a voice vote, item **#19-09** was adopted.

#19-10, Joint Motion by Ms. Nolan and Mr. Fantini, that whereas Cambridge supported the passage of the LOOK bill; and

Whereas the opportunity for all students to develop bilingualism and bi-literacy is an effective way to promote high achievement, intercultural facility and employment for students in immersion programs, those from bilingual households, and any other students engaged in language study;
That the school district establish a task force including ESL, bilingual and world language educators and students to explore ways to support and expand language instruction in the district; and
To establish a multi-tiered local seal of bi-literacy in addition to providing district students with the opportunity to earn the state seal of bi-literacy;
Further, that the work be done in alignment with the Language Opportunity Coalition's work in this area.

Discussion followed on **#19-010**.

Ms. Nolan stated that Amigos was the pilot program that started this Bill and the Fletcher Maynard Academy wants to do the same thing for their students. It is an opportunity to honor and respect the range of languages that our students can learn and speak. The state seal can only be done at the high school level.

Mr. Fantini visited the FMA and how they believe in the Seal of bi-literacy, if you get it; it appears on your diploma and gives our students a great sense of pride.

Ms. Bowman and Committee Member Dexter both expressed their appreciation to the Motion makers for bringing this motion forward.

On a voice vote, item **#19-010** was adopted.

#19-12, Motion by Mr. Kimbrough, whereas the School Committee's primary responsibility is student achievement; and

Whereas the district has several goals of increasing student achievement and addressing disparities in educational outcomes;

Be it resolved that the School Committee will use the Curriculum and Achievement Sub-Committee to work CPS Administration on the following:

- 1.) Creating a uniformed, standardized way of ensuring that all students are transitioning from grade to grade with the necessary skills to begin the following school year at grade level.
- 2.) Create the standardized interventions necessary to assure all kids will be on grade level for the following school year.
- 3.) To create a reporting protocol to parents/caregivers that effectively communicates where students currently stand in their academic progress to ensure grade level competency for the following school year.

Discussion followed on **#19-12**.

Mr. Kimbrough stated the spirit of this motion is focusing on the skills needed beginning in the first grade, how do we refer our kids to the summer programs, have we made any guarantees that parents know what skills elementary and middle grade kids need to be ready for high school. There can also be implications for our plans for extended day plans. This motion is to ensure that we don't wait until kids are in 9th grade to realize they are not ready for 9th grade.

Ms. Nolan is happy with this motion, in particular that the district will make sure parents understand what their children know and do not know.

Ms. Bowman feels the concept of the motion is great; there is no need for permission to do this. She is in favor that the motion go forward in a Sub-Committee meeting; then bringing a recommendation to the Committee of the Whole.

Mayor McGovern is concerned with the word standardized in #2 and would like Mr. Kimbrough to explain.

Mr. Kimbrough says it is not uniform to the specific kid, it is a uniform practice.

Dr. Salim likes the parent information piece. This is something that is already going on and there are always ideas that can improve on that.

Mr. Fantini feels it's a great motion. We have social promotions; we don't hold students back when they are not at the proper skill level and ready to move forward, if the parent wants the kid to go forward, we let them. This is an issue that will need to come up in the Sub-Committee. He feels this is a very good framework to begin working on achievement.

Ms. Bowman added that social promotions attribute to the achievement gap.

On a voice vote item **#19-12** was adopted.

#19-13, that the Report of the December 13, 2018 School Climate Sub-Committee Meeting be accepted as presented:

**School Climate Sub-Committee Meeting
December 13, 2018
School Committee Conference Room**

Called for the purpose of discussing best practices in measuring school climate used by organizations and boards nationwide.

Members Present: Mr. Kimbrough, Emily Dexter,

Also Present: Dr. Turk, Deputy Superintendent; Daniel Michaud-Weinstein, Parent

A quorum of the Sub-Committee being present Mr. Kimbrough called the meeting to order at 5:05 PM and read the call of the meeting.

Mr. Kimbrough stated that members of the public spoke about anti-racism at the last meeting. He wants to know what are some of the best practices to see the kinds of outcomes participants are looking for from Train-the-Trainers and the Trainees. He handed out two articles for discussion (on file in the School Committee office).

Starting on page 1 E. What should participants be able to do at the end of their Anti-Racist Train the Trainer Program?

- Design, facilitate and evaluate educational activities on racism
- Find alternative sources of information to use them creatively
- Question effectively to check the meaning behind people's words and gestures
- Argue more persuasively against racist ideas
- Work democratically with others to analyze and challenge injustice
- Communicate respect and encourage the best in others with whom one is working
- Organize and run effective meetings and discussions on different aspects of racism

He asked if anything stands out to anyone and discussed the article.

Dr. Turk said looking at the body of it and the question of all training, is this the end piece? We are at the front end of the training. We have training for Teachers, Administrators, School Committee Members and City officials. There are a lot of different groups that have different roles from different places. Should we look at outcomes for when people are trained or think about outcomes for steps along the way?

Mr. Kimbrough stated one of the tools he brought from teaching is pre and post best practices and how it should work. We want the same outcome for everybody which could take different amounts of time for different people.

Ms. Dexter thinks this list looks really great, the last one is an incredibly difficult thing for me to do but the trainers need to know how to respond when someone makes a statement that someone else thinks is racist and not shut that person down. She does not know how to evaluate that.

Mr. Kimbrough thinks we can all use this list to see if what we are doing is working. The example you gave of someone saying something there may be implicit bias or racial undertones. Can anyone in the group challenge with respect to measure how the training is working. People need to be able to do that at the end of the training. Not jumping on someone asking something but being able to ask with respect and understanding why that comment has implicit bias.

Dr. Turk stated that based on the work Administration has done with Donesta, the work requires building trust so on some level the group that is engaging needs to have some consistency with their ability to get together not be a different group each time. During Donesta's first session people did not say a lot. Now a year later, working with her people are much more willing to speak up both in small and larger groups both in trust and know they are not going to be reprimanded or worrying that someone is going to be spreading it all over the city. How is the best way to do that across the whole district?

Ms. Dexter thinks that this is hard to talk about. Participants need to evaluate the training they got and people that work in the buildings need to say if the trainers got good training or not. Part of it is self reflection.

Dr. Turk added we do a simple plus and delta at the end of every session and share them publicly then use them to reframe it for the next session so we are able to see where we have made changes.

Mr. Kimbrough thinks that is a good way to evaluate the training we are getting and what we as a district want our participants to be able to show once they complete it. There are two ways to think about evaluating the training that is happening, if effective, then evaluating the participants that are involved in the training. Continuing down the page under content and strategies is being able to:

- recognize racism when they see and hear it
- analyze the systems, prevailing ideas and individual practices which sustain racism in organizations
- be clear about how racism affects them, why they are fighting it, and the roles they can play in doing so
- analyze print and audiovisual materials for racist perspectives and messages
- recognize and draw upon allies at different levels in the organization and in the larger community
- seek support when they really need it

Yes, we want black and brown kids to be treated well. White people need to understand about racism and know how this oppression affects them and impacts their work. Black people are inherently connected.

Dr. Turk stated that Administration is creating a document, including comments from the kids, that will have some of what the article suggested.

Ms. Dexter asked Is it clear recognizing what racism is? People disagree but need to have the ability to talk about it. You say something to someone and they are offended and say the same thing to another person they might say I appreciate your attention to the fact of what you said.

Mr. Kimbrough thinks our definition of racial equity becomes much easier to be able to recognize racism if we are working under a common definition. If we are working toward racial equity and able to define what it is. If this work is taking place in groups, it is important to get a different perspective from people of color and when they grew up. Depending on your age is how you see it. If you are Latinx, Asian, Middle-Eastern, Arabic, China, Singapore everyone sees it differently. People should be able to say I am hurt when I hear this. When some people say N i g g e r or N i g g a (spelled out) they are offended but it is used in some music, and I am not offended. There are some people that feel very differently about that. Ms. Dexter thinks it is about the ability to form relationships across cultures and can you connect with a brown or black person. You feel they are different than you. How do we measure that intimacy to get beyond that, especially when white teachers are working with black and brown kids? We want them to feel connected on both sides. You see a black girl and that's all you see

Dr. Turk stated there is professional development going on next door for the Teacher Leaders that are in the second and third year who will go back to their school and share the work they have done with their school. It is part of BU Aspiring Institute.

Ms. Dexter thinks it is valuable for white adults that are working in this district to understand and read and know what the world looks like for black students. Listening is really important.

Dr. Turk responded that statement is more powerful than you think. A lot of times people will experience head nods and yes then whoever has the power goes ahead and makes a decision anyway. What's good for my family, is good for you too.

Ms. Dexter inquired if you asked students what percentage of your teachers are aggressive; is it 25%, 19%?

Mr. Kimbrough doesn't feel it's effective to put a number on it. Twenty BSU kids are coming forward with their testimony is too many.

Dr. Turk added either way is not good, but I have not gotten the impression that all the kids are talking about only one person.

Ms. Dexter is curious to see how the teachers respond to the school climate survey. What are your feelings about the second article?

Mr. Kimbrough this is an opinion piece about the NFL players kneeling that shows some levels of complicit bias by this author. I want to know what others see. There was a lot of conversation about the second article (on file in the School Committee Office).

Going back to the first article, Mr. Kimbrough thinks we need to have a document like this at the beginning and end of a training program to see if participants look at it with different levels of bias.

Ms. Dexter asked how do you see us being able to evaluate this work?

Mr. Kimbrough would like the Teacher Leaders next door in professional development to read this article and ensure that all participants use, for example, an article to determine pre and post implicit bias. All of these are what our educators would need to be able to do after the training to show how they can work effectively as an anti-racist teacher in our school.

Dr. Turk stated is what we are doing effective? We need to identify what the competencies are. Tomorrow at Administrative Council there is a lot of interplay so we are not all in different corners having the same conversations.

Mr. Kimbrough added even if there are different trainings taking place we should be able to have common outcomes.

Ms. Dexter asked would it be helpful for the Public to know these are our goals?

Mr. Michaud-Weinstein replied yes and commented that people at the Cambridgeport School Council want to see change on the ground. Trainings are a tool; they are not the answer. What assumptions are we using as opposed to changing practice what is the set of interventions to do that and how do I know as a parent the expectations are effective?

Dr. Turk read some samples of the work that is in progress and she will share these articles with Administration.

Mr. Michaud-Weinstein stated in a Cambridgeport context one of the educators said a lot of this is not accessible to them. If this is our competency and as a parent, I go into my child's classroom how do I know if it is working. How does that live in these conversations?

Mr. Kimbrough asked looking at the structure of our meetings, is it intimidating and show white supremacy? Are we coming across as the experts? We go into the community to engage people without the structure of our meetings to allow us to hear from folks that the meeting structure does not allow us to do.

Mr. Michaud-Weinstein stated what this doesn't identify is being able to translate an assessment or the context the trainers are stepping into at each school. There are different contexts in different schools. They need support on that specific context. We need to know they have been through the training and are doing it.

Mr. Kimbrough stated to recap, I want to be able to have Sub-Committee meetings to specifically address how we are going to be able to evaluate the anti-racism work the schools are doing. Knowing what the families are looking for, we need a set of frameworks to be presented by the district stating this is how our anti-racism is going to be evaluated.

Ms. Dexter moved to adjourn at 6:28 PM Seconded by Mr. Kimbrough

Respectfully submitted,

Terry Gist
Confidential Secretary to the School Committee

Documents on file in the School Committee office:

The New York Times 10/2/17 By David Leonhardt "The Choice Between Kneeling and Winning
Pages 21-22 and 36-38 of <http://www.racialequitytools.org/resourcefiles/james3.pdf>

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

#19-14, Joint Motion by School Committee Member Dexter, Vice Chair Kelly and Mayor McGovern, the School Committee expresses its deepest sympathy to Susan Richards and her family upon the passing of Susan's father, Bob Richards, who made an enormous contribution to the Cambridge Public Schools as a high school physics teacher, athletic coach, administrator, and community activist for the cause of social justice.

Discussion followed on **#19-14**.

Ms. Dexter expressed her sadness at not getting to know him better and explained that Vice Chair Kelly was added to this motion after the Agenda was printed.

Mayor McGovern asked to be added to this motion. Many in attendance were able to attend services. The Mayor has known the family for many years.

Vice Chair Kelly stated Bob Richards was extraordinarily supportive of her daughter and she has appreciated his support over the years.

On a unanimous voice vote, item **#19-14** was adopted.

11. Announcements:

The Mayor made the following announcements:

There were 22 people affected by the fire on Cambridge Street. There are a total of 8 or 9 families that have been displaced. There is a Mayor's Disaster Relief fund, which is a fund for financial support only, they are not asking for physical items. The city is not allowed to use city funds for funding these tragedies. All of the money must come from private contributions.

Monday the January 21st is the MLKing Many Helping Hands event from 2-5 at City Hall. Prior to that from 10 to 12:00 the Peace Commission is having their event, there will also be a food drive.

January 24th there will be a blood drive at the Mayors office and the YMCA Gym – 820 Mass Ave in Central Square from 12 noon to 5:00 p.m.

Saturday, January 26th is the second Cambridge Digs Deep conversation in the CRLS main cafeteria facilitated by Dr. Darnisa Amante. Childcare and food will be served. These are standalone events, it does not matter if you missed the first one.

There are two Joint City Council and School Committee Roundtables to be held at Sullivan Chamber:

Tuesday, February 12, 2019 5:30-7:30 for a Preliminary 2020 Budget Meeting

Tuesday, February 26, 2019 5:30-7:30 for an update on Tobin/Vassal Lane project.

12. Late Orders:

It was voted to adopt the following:

Motion by Ms. Nolan, that the School Committee hereby goes on record in expressing its deep condolences to the family of Ana Castillo, a former Amigos teacher that passed away last Saturday. The Executive Secretary be and hereby is requested to forward a suitable letter of condolence to the family of Ana Castillo on behalf of the entire School Committee in both Spanish and English.

On a voice vote, the motion was adopted.

Motion by Mr. Kimbrough, that the School Committee send a letter to the teacher at the high school that received a threatening note and decided to resign because of not feeling safe.

Discussion followed on **late motion by Mr. Kimbrough**.

Ms. Bowman asked for a request for information stating that she is not aware of the context of the incident.

Mr. Kimbrough was given a chance to describe what happened, he declined.

Dr. Salim was given a chance to describe what happened, he declined.

Ms. Bowman stated she is happy to be supportive but does not feel comfortable signing on to something of which she does not know the circumstances.

Mayor McGovern offered three options: Mr. Kimbrough withdraw the motion, Ms. Bowman vote PRESENT, a Member use their Charter Rights on the motion.

Ms. Bowman exercised her Charter Rights and placed the late order under unfinished business.

13. Communications from City Officers: None

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

- Agenda
- FY 2020 Enrollment Projections & Preliminary Budget Estimates PowerPoint presentation 1/15/19

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

- ✓ Helen Solorzano, support for **#19-10** seal of biliteracy

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

- Robert Sherman, support for **#19-10** a seal of biliteracy
- John Trevor, support for **#19-10** seal of biliteracy
- Helen Solorzano, support for **#19-10** seal of biliteracy
- Shani Ellis, support for **#19-10** seal of biliteracy
- Dan Monahan, support for **#19-07** state funding foundation

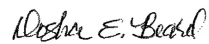
The Chair entertained a motion to enter into Executive Session for the purpose of discussing litigation/arbitration and collective bargaining strategy (AFSCME, Council 93, Local 1611) as an open meeting may have a detrimental effect on the litigation/arbitration and bargaining positions of the Cambridge School Committee.

No votes will be taken in Executive Session except a vote to adjourn from the Executive Session.

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

On a motion by Mr. Fantini, seconded by Ms. Nolan, it was voted to adjourn the open session (9:00 p.m.)

Attest:



Doshia Beard
Executive Secretary
to the School Committee