



CAMBRIDGE SCHOOL COMMITTEE

(Official Minutes)

Regular Meeting

October 5, 2021

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: Vice-Chair Bowman, Member Fantini, Member Rachel, Member Rojas, Member Weinstein, Member Wilson, Mayor Siddiqui

Also Present: Nuriel Vera-Degraff, Anais Killian, Student School Committee Representatives

Mayor Siddiqui in the Chair

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

The Chair provided a statement to the public regarding governor Charlie Baker's Executive Order on guidelines for remote participation and then read the call of the meeting.

The meeting proceeded to the first order of business with a roll call vote for the purpose of a soundcheck: Member Rachel PRESENT, Member Weinstein PRESENT; Member Fantini PRESENT, Member Wilson PRESENT; Member Rojas PRESENT, Vice-Chair Bowman PRESENT; Mayor Siddiqui PRESENT.

1. **Public Comment:**

The following individuals were heard:

- Susanne Swalley spoke in support of **#21-309**
- Sarah Rosenberg spoke to discuss the importance of the mental health of the children of CPS. She also spoke in regards to **#21-307**.
- Kenneth Elkind, Clay Street, spoke about his concerns with **#21-309** concern of a vaccine
- Elinor Actipis, Whitmore Avenue, spoke in opposition of **#21-309**
- Matthew Nehs spoke to discuss his opinion on **#21-309**

On a motion by Member Rachel, seconded by Member Rojas, on the following voice vote, it was voted to close public comment:

2. **Student School Committee Report:**

Student Member Vera-DeGraff reported that this week kicks off CRLS club week, an update on club day years prior. Each day for a week, ten to fifteen clubs will be stationed during lunch periods for students to obtain information about them. The student government is working on a vaccination testing awareness program. They will hold a Subcommittee on this issue and discuss how to implement social media awareness to spread more information to students.

Student Member Killian reported that MI offered forty CRLS students reduced rates for Splash this fall. Splash is a program that current MIT students teach. Seniors are beginning the college application process. She also addressed the concern for sophomores who have not taken sexual education courses. The school administration is working to have the course available to those students.

Member Wilson discussed CRLS club week and her experience seeing students' participation. She questioned the logistics of how students are being chosen to participate in SPLASH. **Student Member Killian reported** that the identifying of the students is still being planned. SPLASH week takes place in November. **Member Wilson** also inquired about the sophomore sexual education course regarding the course being offered in a condensed option. Dr. Turk answered that the course curriculum is set up to teach key takeaways, and those takeaways will be implemented in the course. **Student Member Killian** followed up on Dr. Turk's comment and Member Wilson's question and clarified the reasoning behind the condensed option of the course.

Member Rojas inquired about extending the wellness curriculum beyond a year and invited Dr. Greer and her administration to discuss the possibility.

Member Weinstein followed up on Member Rojas's comments on the extension of the wellness curriculum and expanding issues being addressed in the curriculum, including gender-based assault and sexual assault. He also inquired about the student government's perspective of the vaccine mandate and COVID testing. Member Vera-Degraff responded that the student government has focused on promoting awareness and testing issues during the school day.

Student Member Killian expressed appreciation for Dr. Greer's weekly communications on behalf of the students.

3. Presentation of the Records for Approval:

- September 21, 2021, Regular Meeting

On a motion by Member Fantini seconded by Member Rojas, it was voted to accept the minutes as presented on a voice vote.

4. Reconsiderations: None

5. Unfinished Business/Calendar: None

6. Awaiting Reports:

C21-311 Joint Order by Member Fantini, Member Wilson and Mayor Siddiqui

That the School Department work with the City to develop a plan to support transporting students attending after school programs given the issues that DHSP has with after school this year.

A brief discussion followed on **C21-311**

Mr. Maloney provided an update on **C21-311**. A letter was sent to afterschool providers (referred from Community ED) and are awaiting signups and confirmed interest from students. An update will be provided at the next scheduled regular meeting.

7. Superintendent's Agenda:

7a. Presentations:

Before turning over the meeting to the Superintendent of Schools, Vice-Chair Bowman motioned to suspend the rules and bring items **#21-292**, **#21-293**, and **#21-309** to the Committee before the Superintendent's Agenda. **Member Rachel** inquired about the pull and requested clarification from Vice-Chair Bowman. **Vice-Chair Bowman** clarified that the reasonings were because the recommendations are pressing issues, and the Superintendent did not have a formal presentation for the night.

A brief discussion followed on **#21-292** and **#21-293**.

#21-292 Approval of Private School-Malik Academy-Return To Original Location at 808 Memorial Drive, Cambridge, Massachusetts be adopted as follows: That Superintendent Recommendation #21-292, Approval of Private School – Malik Academy return to original location at 808 Memorial Drive, Cambridge, Massachusetts, be adopted as follows: that the School Committee approve Malik Academy return to its original location at 808 Memorial Drive, as a private school, in accordance with the requirements of M.G.L. Chapter 76, Section 1.

#21-293 Approval of a Grade Level Expansion to Include Kindergarten at the Ecole Francaise Greater Boston (EFGB) be adopted as follows: That Superintendent Recommendation #21-293, Approval of a Request of a Grade Level Expansion to Include Kindergarten at the Ecole Francaise Greater Boston (EFGB) be adopted as follows: that the School Committee approve a request of a grade level expansion to include kindergarten at the Ecole Francaise Greater Boston (EFGB) located at 799 Concord Avenue, Cambridge Massachusetts.

Mayor Siddiqui motioned on a roll call vote to suspend the rules and bring recommendations **#21-292** and **#21-293** forward for adoption. Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas YEA, Mayor Siddiqui YEA.

Mayor Siddiqui turned the meeting over to Interim Superintendent of Schools Dr. Greer to elaborate and present recommendation **#21-294** Approval of Hiring Confirmation of Interim Assistant Superintendent Of Student Services SY2021/2022, Dr. Barbara Mullen. Dr. Greer gave context surrounding her recommendation to hire Dr. Mullen. With the departure of Dr. Morgan over the summer, the district was not able to do a comprehensive search for a permanent Assistant Superintendent of Student Services. Dr. Greer, Dr. Turk, and Ms. Richardson led the search and interview process for an interim Assistant Superintendent of Student Services for the 2021-2022 school year. Dr. Mullen was present at the meeting and was answered some questions from the Committee.

Member Rachel asked Dr. Mullen to share specific examples of her work in inclusive practices and elaborate on her experience in leading and facilitating anti-racism, equity, inclusion, and belonging. Dr. Mullen responded that she specialized predominately in special education support and specialized services and diversity, equity, and belonging implementation in previous roles, specifically in the instructional space. As an Executive Leader and Inclusion Specialist for another large urban, comprehensive district, Dr. Mullen ensured equitable specialized services and supported educators in creating a sense of belonging for their students. She also aided in restructuring systems that created a framework and infrastructure that was sustainable, not only for federal regulation compliance but to also help students and families with a sense of belonging and educators with efficiency around being able to provide educational services for every child in their classroom,

Member Fantini asked Dr. Mullen to share a specific example of how she would incorporate the viewpoints and perspectives of families and caregivers regarding decision-making. Dr. Mullen responded that she had the distinct task of reviewing program reviews for the specialized services division in the last role. When conducting the review, she incorporated family' and caregiver input in that review by including them in focusing groups to get feedback on how the program can better serve families. **Member Fantini** followed up with the question, "when there is a conflict between a parent (whose child is a first-time learner) and the Special Education department about what services should be provided, what systems and/or process do you use to resolve the situation?" Dr. Mullen answered that being service-oriented and responsive by understanding the parent needs for their child by thinking of the common interest between the two parties to move forward.

Member Wilson addressed the backlog of evaluations and reevaluations in the OSS office. She asked Dr. Mullen to share the steps and processes that she would take to address the backlog and support OSS leaders and staff to eliminate the backlog? Dr. Mullen responded that she would tackle two key areas – technical support and adaptive support in the Crisis Recovery Cycle. The technical support would be to ensure a transparent project management structure by using an agile sprint process. The adaptive support would ensure the OSS team has a sense of trust to better support the current backlog.

Member Rojas asked Dr. Mullen to share how she can support other leaders with advanced learning needs and multi-lingual learners. Dr. Mullen responded that she would support by ensuring students have culturally responsive and reflective opportunities to learn and access high-quality and rigorous instruction.

Member Weinstein asked Dr. Mullen to share strategies she believes are essential to ensure that children who benefit from Special Education Services/Advanced Learning can access the resources. Dr. Mullen responded that she would utilize the Multi-Tiered System Support (MTSS) framework for academic intervention and behavior support. She believes this can be beneficial in the enrichment of students in special education services as it can be used as a point of reference for the OSS team.

Vice-Chair Bowman acknowledged Dr. Mullen's geographical diversity on her resume and professional experience. She asked Dr. Mullen to share her experience with students and families that are double exceptional and how, in her previous roles, has she engaged with students and families in leveraging their services. The Vice-Chair also asked Dr. Mullen about her interest in coming to Cambridge. Dr. Mullen responded by acknowledging she wished she had more opportunities to work with double exceptional students. In her experience, she worked with families and students to ensure what support they need and hope to receive in and outside of the classroom by using data to drive those needs and supporting educators by ensuring they feel that they are efficacious in supporting those students. Dr. Mullen addressed that her interest in Cambridge is precisely due to the unique opportunity of the position and to serve in a district like Cambridge with an exceptional staff and track record and the chance to develop professionally.

Member Wilson referred to data produced in 2019 that 85% of fifth graders are reading below grade level. She asked Dr. Mullen how she would ensure students on IEPs obtain the skillset they need to read on grade level and tackle that initial conversations and resources with parents and teachers regarding that situation. Dr. Mullen responded that ensuring teachers (both early learner and middle school level), Reading Specialists, and Special Education educators understand the science of reading as students are still learning the comprehension of reading at those grade levels. She added that Multi-sensory reading supports building blocks, and writing skills should be intertwined with reading to accelerate the comprehensive block to catch up.

Mayor Siddiqui asked Dr. Mullen to share three ways her colleagues would describe her. Dr. Mullen responded by saying they would describe her as a storyteller, humorous and compassionate with a warm demeanor.

On a motion by Vice Chair Bowman, seconded by Member Fantini to suspend the rules and bring forward recommendation #21-294 for adoption, Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas YEA, Mayor Siddiqui YEA.

On a motion by Vice Chair Bowman, seconded by Member Fantini to adopt recommendation #21-294, Approval of Hiring Confirmation of Interim Assistant Superintendent of Student Services SY2021/2022, Dr. Barbara Mullen. Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas YEA, Mayor Siddiqui YEA.

Mayor Siddiqui turned the meeting over to Dr. Greer for her presentation of the evening. The presentation focused on a COVID update that included testing and vaccination information. Dr. Dobberteen was also present during the presentation.

Tom Arria, Athletic Director, briefly spoke about a recommendation by the MIAA that high school student athletes be vaccinated.

Before Mayor Siddiqui opened the floor to discuss #21-309. **Member Rachel** had some questions regarding surveillance testing. There needs to be an 80-90% compliance rating for surveillance testing to be successful. Inquired about how the CPS community can assist in making surveillance testing effective. Dr. Greer responded that CRLS is reviewing its schedule to determine the most successful time for the testing. Additionally, there were discussions on how each learning community is aware of student consent forms and support. This is ongoing.

Vice-Chair Bowman spoke on the data in vaccination update is city-wide data and not specific to schools. She inquired how CPS student data can be transparent—included, and accessible. Dr. Dobberteen responded that data is provided via the state and the CPS student data is currently not accessible. The compilation of student data numbers is ongoing. Independent and charter school data varies, but there has been an outreach to obtain that data. **Vice-Chair Bowman** asked whether there is a way to get the data as a conversation surrounding a mandate is upcoming to obtain data for CPS, even if it is data from only those who respond to the data request.

Member Rojas shared that he has been in conversations with another member of the Buildings and Grounds Subcommittee and Dr. Greer. He would like to refer **#21-309** to the Buildings and Grounds Subcommittee or table it. He also stated that he is open to supporting a vaccination mandate of fully FDA-approved vaccines.

Mayor Siddiqui questioned the proposed motion. She asked for clarification on whether the motion was discussed in the Health and Safety Working Group. **Member Rojas** responded that it is one thing to be discussed with the Health and Safety Working Group and another thing to hear the recommendation from the Health and Safety Group and underlying the differences within the group (if any).

Vice-Chair Bowman acknowledged that Dr. Dobberteen is a member of the group and inquired about the recommendation and overall consensus of the group. Dr. Dobberteen responded with a robust discussion, and the group's general consensus supported the vaccination mandate.

Member Rachel questioned the motion and whether to dispose of Member Roja's notion of referring **#21-309** to the Building and Grounds Subcommittee or to table it. She mentioned that families would need additional time to receive the vaccines before the mandate is enforced. Because that will take time, she doesn't recommend it go to the Building and Grounds Subcommittee.

Mayor Siddiqui echoed some sentiments of Member Rachel's comments and stated that she would probably not support the motion for **#21-309** to go to the Building and Grounds Subcommittee.

Dr. Dobberteen gave statistics of pediatric flu-related deaths in 2019-2020 and 2020-2021 to support a vaccination mandate. **Member Weinstein** asked Dr. Dobberteen about vaccine safety and why she feels confident it should be mandated.

Member Rojas mentioned he had conversations with members of the Health and Safety Group. They said they would understand why the vaccination could be mandated for only fully FDA-approved vaccines, given the city's youth vaccination rates were low for 16 to 19 year olds who had access to fully FDA-approved vaccines.

Member Fantini reiterated that protocol had been the Safety Committee who has discussed these issues fully then referred to a Subcommittee for further vetting. He acknowledged the efficient work of the Buildings and Grounds Subcommittee meeting over the past 18 months. He mentioned that according to the recommendation, it seems the only enforceable part appears to be on the athletics end. He questioned what the mandate does for athletes. Athletic Director Tom Arria responded that how the mandate affects athletes would be up to the School Committee. **Member Fantini** asked Dr. Greer, who responded that the mandate was thoroughly planned to keep schools safe. Athletics in fall sports will not be affected; however, athletes in winter sports will need to be vaccinated due to the high risk of transmission indoors.

Member Wilson spoke about the criticalness in thoroughly asking young people the question of their vaccination status. She stated that parents could consider consenting if children were more eager to take the vaccine and expressed disappointment in the lack of vaccination education for students in the district. She also posed a question about staff vaccination rate data. Ms. Richardson provided further detail on staff vaccination rates. Dr. Greer also added that District has been working hard across all means to share information regarding the mandate with families and the community.

Member Rachel echoed Member Wilson's comments about the importance of defining reasoning regarding vaccination hesitation. She supports the mandate and the ongoing education of students regarding the mandate.

Vice-Chair Bowman mentioned that a formalized presentation with data points associated with the recommendation would have been best. She also spoke about data in NYC regarding the vaccination rate of educators following a vaccination mandate.

Member Rojas mentioned a Building and Grounds Subcommittee scheduled for October 12, and the call of the meeting is to discuss COVID protocols.

Mayor Siddiqui said three members favor moving recommendation **#21-309** forward and three other members who prefer further discussion at the Building and Grounds Subcommittee on October 12.

Member Weinstein inquired about urging the rate of testing,

Member Wilson inquired about athlete vaccination data. Mr. Arria does not have that information currently.

Member Fantini recommended the Committee take a look at how the Everett Public School System has handled vaccinations and testing,

Member Rojas withdrew his request to refer **#21-309** to the Buildings and Grounds Subcommittee. He motioned to amend recommendation **#21-309** to state "fully FDA approved vaccines" in place of "available vaccines" and the ages of "16 and up" in place of ages "12 and up", given that fully FDA approved vaccines are for ages 16 and up. Member Wilson seconded.

Member Weinstein and **Member Rachel** asked for more clarification on the amendment,

Vice-Chair Bowman inquired about obtaining professional medical advice regarding Member Rojas's motion. Dr. Dobberteen believes that the mandate would not be as effective if it did not include the ages 12 and up.

Mayor Siddiqui expressed her agreeance with the Vice-Chair and Dr. Dobberteen and recommended the Committee vote on the motion.

On a motion by Member Rojas, seconded by Member Wilson to amend recommendation **#21-309** with the following language "*that the School Committee approve mandatory vaccination requirements of all currently age eligible Cambridge Public School students for fully FDA approve vaccine effective*" and "*This mandate will apply to younger students once there is a fully FDA approved vaccine,*" the motion failed for adoption by a 2-5 vote. Member Rachel NAY, Member Weinstein NAY; Member Wilson YEA; Vice-Chair Bowman NAY; Member Fantini NAY, Member Rojas YEA, Mayor Siddiqui NAY.

#21-309 Approval of Mandatory Vaccination Requirements For all Eligible Cambridge Public School Students, be adopted as follows: That Superintendent's Recommendation #21-309, Approval of Mandatory Vaccination Requirements for all Eligible Cambridge Public School Students be adopted as follows: that the School Committee approve mandatory vaccination requirements for all currently age eligible Cambridge Public School students effective November 22, 2021, and further, that as additional students become age eligible for vaccines, the same mandate will apply to these students at a date to be determined once the vaccine expansion is announced.

On a motion by Vice-Chair Bowman, seconded by Mayor Siddiqui **#21-309**, was adopted via roll-call vote. Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas NAY; Mayor Siddiqui YEA. The recommendation passed 6-1.

Mayor Siddiqui turned the meeting over to Dr. Greer.

Dr. Greer presented the second presentation for the evening that focused on the district's "Student Engagement & Chronic Absenteeism." Dr. Turk, Dr. Madera, and Dr. Gibbons were all on hand for the presentation. The full presentation can be viewed on the [website](#).

A brief discussion followed the presentation.

Member Weinstein acknowledged the district's different approaches highlighted in the presentation to help with chronic absenteeism.

Member Wilson inquired about how community partners could become a resource for students who may have chronic absenteeism.

Member Fantini talked about the importance of chronic absenteeism and would like more information in the weekly reports.

7b. CPS District Plan: None

7c. Consent Agenda:

Member Fantini moved, seconded by Member Wilson, on a voice vote, to bring the Superintendent's Agenda forward for discussion and adoption.

Member Rachel removed **#21-297** and **#21-303**.

On the following roll call vote, items **#21-295** through **#21-296**, **#21-298** through **#21-302**, items **#21-304** through items **#21-311** were adopted: Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas ABSENT; Mayor Siddiqui YEA.

#21-295, Contract Award: Day & Residential Program Services not Available from The Cambridge School Department be adopted as follows: That Superintendent's Recommendation #21-295, Special Needs Contract Award: Day & Residential Program Services not Available from the Cambridge School Department, be adopted as follows: 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>Program</u>	<u>#</u>	<u>Amount</u>
Day Program Tuition Contracts	3	\$176,879.96
Residential Program Tuition	0	\$0.00
45 Day Program Contracts	0	\$0.00
Total	3	\$176,879.96

#21-296, Contract Award: Group Dynamics & Strategy Associates: Professional Development, be adopted as follows: That Superintendent's Recommendation #21-296, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Professional Development, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

Group Dynamics & Strategy Associates, P.O. Box 2605, Windermere, FL,
for the period October 1, 2021, through June 30, 2022, in the amount of \$100,000.00 and
for the period July 1, 2022 through June 30, 2023 in the amount of \$100,000.00.
Total contract amount: \$200,000.00.

#21-298 Contract Award: CCS Presentation Systems: Interactive Display Hardware, be adopted as follows: That Superintendent's Recommendation #21-298, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for Interactive Display Hardware, funds to be provided from the General Fund Budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:

CCS Presentation Systems, 132 Northeastern Blvd., Nashua, NH, for the period October 8, 2021 through October 7, 2022 in the amount of \$100,000.00.

#21-299 Gifts/Miscellaneous Receipts be adopted as follows: That Superintendent's Recommendation #21-299, 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. \$540.45 made by the Microsoft Workplace Giving Program as a match for employee volunteers' time in the TEALS Program at CRLS to support computer science programs at CRLS.
2. \$574.49 to the Kennedy Longfellow School made from HELPSY, in return for items collected in the school's clothing/book collection box. Funds will be used for the general support of the school.

#21-300 Grant Award: FY22 Occupational Education Vocational Skills (SC22606) be adopted as follows: That Superintendent's Recommendation #21-300, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated: Occupational Education Vocational Skills (SC22606) in the amount of \$90,061.00 for the period September 24, 2021 to August 31, 2022.

Description: The FY22 Perkins grant will be used to support the development of Skill Recovery protocols for students in all CTE programs. In addition, it will fund the purchase of technology equipment for student use in the Visual Design and the Computer Science and Engineering programs, as well as in a freezer for the Bakery in the Culinary Arts program. In addition, funds will support PD courses in OSHA for Carpentry instructors and in Health topics for the health Assisting instructors.

#21-301 Recommendation: Grant Award: Emergency Operational Costs (EOC) for Child Nutrition Program (SC22208), be adopted as follows: That Superintendent's Recommendation #21-301, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

Emergency Operational Costs (EOC) for Child Nutrition Program (SC22208) in the amount of \$233,284.41 for the period March 1, 2020 to June 30, 2022.

Description: This federal reimbursement from the United States Department of Agriculture (USDA) Food and Nutrition Service provides additional reimbursements for emergency operating costs incurred by programs and schools during the COVID-19 public health emergency. The amount of the additional funds is based on a formula to capture the difference in pre-COVID monthly reimbursements from those affected by program closures between March and June 2020.

#21-302 Grant Award: FY22 Integrating SEL into Academic Subjects (SC22168), be adopted as follows: That Superintendent's Recommendation #21-302, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

Integrating SEL into Academic Subjects (SC22168) in the amount of \$10,000.00 for the period of September 1, 2021 to August 31, 2022

Description: This grant to the High School Extension Program will fund year two of a project in which a team of teachers in history, arts, library, technology, social work, and health have designed and now will refine and implement a new unit called Hindsight 20/20 that will integrate Civics, Service Learning, and Social Emotional Learning standards. After receiving training in podcast development, students will interview their peers and other community members to explore the impact that the public health crisis and the movement for racial justice have had on our community. In the process of carrying out this service learning project they will intentionally focus on strengthening SEL skills as they develop and share their podcasts with the community at large. The grant will also fund materials for the class and field trips to service learning sites.

#21-304 Grant Award: FY22 Special Education Early Childhood Allocation (SC22607), be adopted as follows:

That Superintendent's Recommendation #21-304, Grant Award be adopted as follows: that the School Committee accept and approve the grant award below in the amount and for the period indicated.

Special Education Early Childhood Allocation (SC22607) in the amount of \$58,842.00 for the period September 23, 2021 to June 30, 2022.

Description: The SPED Early Childhood Allocation grant will be used for instructional supplies, family engagement materials, assessment and data collection tools, and professional learning on inclusive and culturally responsive practices in early childhood.

#21-310 Grant Award: FY21 Circuit Breaker Allocation (SC21776)-Increase, be adopted as follows: That Superintendent's Recommendation #21-310, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award below in the amount and for the period indicated.

Circuit Breaker Allocation (SC21776) INCREASE amount of \$366,890.00 for the period October 19, 2020 to June 30, 2022 for a total amount of \$5,503,351.00.

Description: The increase in FY 2021 Circuit Breaker funds are budgeted for special education tuition.

#21-311 Grant Award: FY22 Circuit Breaker Allocation (SC22776), be adopted as follows: That Superintendent's Recommendation #21-311, Grant Award be adopted as follows: that the School Committee accept and approve the grant award below in the amount and for the period indicated.

Circuit Breaker Allocation (SC22776) in the amount of \$6,279,758.00 for the period of September 30, 2021 to June 30, 2023.

Description: The state's Special Education Circuit Breaker program, managed as a grant, reimburses local school districts for a portion of their costs of educating high-needs special education students. The Circuit Breaker budget in any given year reflects the district's reimbursement for prior year expenses. The allocation for FY 2022 is based on a reimbursement rate of 75% for individual student costs in excess of \$46,017, including the cost of transportation for out of district students. The district budgets Circuit Breaker funds for out of district tuition and transportation expenses.

8. Non-Consent Agenda:

#21-297 Contract Award: Teaching & Learning Alliance: Professional Development.

Discussion followed on #21-297

Member Rachel asked Dr. Greer for a little more background context on if Contract Award #21-297 will include early intervention screening and assist with identifying students with dyslexia. Dr. Greer passed the question to Dr. Madera for clarification. Dr. Madera responded that the TLA is not an indicator for early dyslexia; however, the RAN (Rapid Automatic Naming) was implemented to screen for reading challenges. The TLA program will assist the district in phonics and writing instruction support for educators. Benefits of the program include vocabulary development, decoding words, phonics instruction, and opportunities for educators to use small group instruction. TLA is proven to be a significant aid with support for English language learners.

On the following roll call vote, #21-297 was adopted: Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas ABSENT; Mayor Siddiqui YEA.

#21-303 Grant Award: FY22 Special IDEA (SC22605)

Discussion followed on **#21-303**.

Member Rachel was pleased to see that the grant was for the disproportionate identification of black students referred for special education services. She inquired about how the information for the grant award will be shared with black families whose children receive special education support that will be part of the assessment. Dr. Turk responded by providing background on the grant. There are three parts of the grant – funding for outplaced students, the requirement to share a proportion of funding to private schools in the area, and early intervening services -which the disproportionality comes in. A data review was made to identify students who fall within the criteria for an early learning system. Families of the children identified will be contacted; however, not all identified children will need additional special education services.

On the following roll call vote, **#21-303** was adopted: Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman ABSENT; Member Fantini YEA, Member Rojas ABSENT; Mayor Siddiqui YEA.

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

#21-305 Joint Motion by Mayor Siddiqui and Member Wilson

WHEREAS: Language justice is the fundamental right every person has to communicate, to understand and to be understood in the language(s) and method in which they feel most comfortable, which includes the communication rights of individuals with preferred languages other than English as well as person with communication-related disabilities; and

WHEREAS: Language justice provides an opportunity for the Cambridge Public Schools to reframe their commitment to students and their families by ensuring that all individuals, regardless of the way they communicate, are valued, respected, and have the opportunity to participate fully in the democratic and social processes of the community; and

WHEREAS: About 6% of Cambridge Public Schools students are English Language Learners according to the Massachusetts Department of Elementary and Secondary Education, and 5% of persons 5-17 lack access at home to a computer, the internet or both according to the 2015-19 American Community Survey; and

WHEREAS: Plain language in all forms of written communications gets information across in the shortest time possible, allows more people to quickly understand the message, simplifies translation into other languages, and helps make information more accessible to wider audiences; and

WHEREAS: The Cambridge Public Schools is dedicated and continues to work on improving family engagement and ensure everyone has meaningful relationships and equitable access to information, resources, and services, especially for underrepresented, underserved communities, and the most vulnerable students and their families, including, but not limited to, communities of color, persons with disabilities, and individuals for whom English is not the preferred language for communication, either verbal or written; and

WHEREAS: Language justice is a critical tool to effectively engage with families, and the School Committee has already adopted a [resolution](#) to its commitment to family engagement; and

WHEREAS: The Cambridge Public Schools has made significant progress and investments in language access in recent years as part of its ongoing work to be more inclusive, welcoming, and effective in family communication practices; and

WHEREAS: Over the last year the Family Policy Council established a Language Justice Working Group comprised of representatives from the City, schools, and community partners that gathered information from those who live and work in Cambridge, reviewed existing demographic data, researched what Cambridge and other communities are doing to address language access issues, and developed recommendations; and

WHEREAS: By focusing on language justice, the Cambridge Public Schools can increase the number and ways in which families in Cambridge interact with and are connected to their schools, as well as improve students' engagement, sense of belonging, and overall performance in school; and

WHEREAS: Implementing a language justice policy is an important step in the path towards language justice in the Cambridge Public Schools and will result in a stronger community with increased

engagement, partnership, belonging, and trust; now therefore be it
RESOLVED: That the Superintendent be and is hereby requested to direct appropriate school department staff to design a Language Access Plan in conjunction with the City, which builds off of the work already in progress, and includes a shared template for the City, unified strategy, phased roll-out, timeline, budget, staffing, and goals to ensure all Cambridge Public School families will be understood, valued, and have equitable access to all available services and resources; and be it further
RESOLVED: The Superintendent is requested to provide the School Committee information about the appropriate funding to support implementation of the Language Access Plan as part of the FY23 budget process.

Moved by **Member Rachel** seconded by **Member Wilson**, the School Committee Agenda item **#21-305** was brought forward for discussion and adoption. On the following roll call vote, **#21-305** was adopted: Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman ABSENT; Member Fantini YEA, Member Rojas ABSENT; Mayor Siddiqui YEA.

#21-306 Joint Motion by Vice-Chair Bowman and Mayor Siddiqui (in collaboration with Student Member Killian and Student Member Vera-DeGraff)

Whereas the Cambridge School Committee is committed to creating a legislative body that is inclusive of student voice and participation, and

Whereas one of the critical governmental functions of a Committee is the ability to vote on legislative matters through motions brought before the committee, and

Whereas student school committee members have historically brought a wealth of knowledge and insights that have shaped policy-making by the committee, and

Whereas exploring further involvement in the legislative process by providing student school committee members with the ability to cast votes on policy matters would strengthen the school committee's commitment to student engagement, therefore be it

Resolved that the Vice-Chair work with the CPSD legal department to review and implement a process for student school committee members to take non-binding votes on all motions and resolutions that come before the committee, be it further

Resolved that once reviewed, all recommended changes shall be implemented on or before Dec 31, 2021.

Discussion followed on **#21-306**.

Student Member Killian provided context on the motion and the non-binding student vote. The non-binding vote is a representative vote on the ballot. The non-binding vote will create greater student involvement with the School Committee. **Student Member Vera-Degraff** also noted that the non-binding vote would add greater legitimacy between the students and the School Committee.

Vice-Chair Bowman acknowledged Student Member Killian's involvement with the Massachusetts School Board, which she served as an intern over the summer. Through her Internship, she inquired about the opportunity to partake in a non-binding vote. **Member Fantini** asked if there were any other districts in the state who take non-binding student votes. **Student Member Killian** responded that the Billerica Public School District acknowledges non-binding student votes.

Member Weinstein thanked Student Member Killian and Student Member Vera-Degraff for leading the efforts on motion **#21-306**.

Moved by **Vice-Chair Bowman** seconded by **Member Wilson**, on the following roll call vote, **#21-306**, was adopted: Member Rachel YEA, Member Weinstein YEA; Member Wilson YEA; Vice-Chair Bowman YEA; Member Fantini YEA, Member Rojas ABSENT; Mayor Siddiqui YEA.

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

Member Rachel pulled **#21-307** and eulogized Donald Burroughs, a CPSD faculty member who recently passed away. Mr. Burrough left a tremendous mark on the Cambridge community. **Member Wilson** also added a few words about Mr. Burrough. **Mayor Siddiqui** also expressed her condolences.

#21-307 Joint Motion by Member Rachel, Member Wilson and Mayor Siddiqui

Whereas Donald Burroughs had a profound, wonderful impact on the lives of Cambridge Public School students and staff; and

Whereas we remember Donald Burroughs' life and work to honor him as well as to continue to inspire those who learn more about him; and

Whereas Donald Burroughs was born on January 29, 1952 to Margaret and Bishop William H. Burroughs, Jr. and was the third of eight children; and

Whereas Donald grew up in Greater Boston, attended the Boston Public Schools, and then graduated from The Huntington Preparatory School in 1969; and

Whereas Donald's career as an educator began when he was in junior high school and taught Sunday School as well as worked with the youth choir in his father's ministry at Congregation Ecclesia; and

Whereas Donald pursued his post-secondary education at Boston College School of Education and participated in the Boston College Chorale as well as the BC Eagles Cheerleading Team; and

Whereas Donald sang with the Helen Hollins Singers during his senior year at BC and, after graduation, performed at weekend singing engagements; and

Whereas as a young professional, Donald tutored students in the METCO program and completed the Executive Training Program at Jordan Marsh, including earning an associate degree in merchandising in 1974; and

Whereas Donald worked as an assistant buyer and sales manager until 1976; and

Whereas Donald then engaged in a process of self-reflection and personal realization that led him to re-embrace his teacher self - the person in whom the intellectual, the spiritual, and the communal were authentically integrated because of his own formative experiences of family, school, and church; and

Whereas Donald embraced a formal teaching career at this point, teaching English language arts at

Newton North High school during the school year and Brandeis Upward Bound during the summer from 1976-1980; and

Whereas from 1980-1983, Donald taught all subjects to first graders or English language arts to fourth- and fifth graders at the Modern School in Harlem, where his headmistress quickly recognized his musical and dramatic talents, both as a performer and teacher, and enlisted him to play a central role in the school's annual spring festival; and

Whereas the fall of 1983 marked the beginning of Donald's career as a Cambridge Public Schools educator, when he joined the staff of the Pilot School, the democratic alternative school within the district high school, and was part of its teaching and learning community until Cambridge Rindge and Latin School was reorganized in 2000; and

Whereas Donald also taught Cambridge students in the Harvard Upward Bound summer program during the first half of his Pilot School career; and

Whereas Donald trained in the national S.E.E.D. (Seeking Equity and Educational Diversity) Program and became a diversity consultant nationally and a facilitator for teacher-centered development at and beyond CRLS in the second half of his Pilot School career; and

Whereas Donald received a Conant Fellowship and earned a Master's Degree from the Harvard Graduate School of Education, where he pursued a course of independent study focusing on girls' and women's development and Native American curriculum; and

Whereas Donald continued as a faculty member at CRLS after the reorganization of the school in 2000, retiring on January 29, 2010; and

Whereas the courses that Donald developed and taught for a number of years have been integral parts of the CRLS English Language Arts curriculum and have been taught by colleagues who were in professional and personal relationship to Donald while he taught at the high school; and

Whereas Donald remained a very active and cherished member of the National SEED faculty after he retired, as he continued to train educators during summer institutes and provide counsel to SEED leadership; and

Whereas the Cambridge Public Schools community expressed deep grief upon learning of Donald's passing; and

Whereas Donald's former students are grateful that he saw them as individuals, held an abiding belief in each, and inspired all to meet high standards with incisive intellectual challenge; and

Whereas Pilot alum have reflected that Donald changed their lives forever through his social and literary analysis, his African American Literature and Adolescents in Literature classes; and

Whereas colleagues of Donald will always think of him as caring, creative, and dedicated; and

Whereas the Cambridge community also will remember Donald for his style, grace, good humor and his performances in Pilot Plays; and
Whereas Donald's former students and colleagues will always be grateful for his teaching, mentorship and friendship as well as how he influenced the Cambridge Public Schools; now therefore be it
Resolved that the Cambridge Public Schools officially recognize the legacy of Donald Burroughs and thank him for his exemplary teaching as well as leadership; and be it further
Resolved that formal copies of this resolution will be sent to Donald's family.

#21-308 Joint Motion by Special Education and Student Supports Sub-Committee

WHEREAS: Mia Mingus is an outstanding, outspoken activist for disability and transformative justice; and
WHEREAS: Ms. Mingus has spent over two decades fighting for transformative justice which she defines as a "political framework and approach for responding to violence, harm, and abuse...[seeking] to respond to violence without creating more violence and/or engaging in harm reduction to lessen the violence"; and

WHEREAS: As a survivor of sexual assault, Ms. Mingus has an important perspective on transformative justice and prison abolition that believes we must build relationships rather than forms of punishment; and

WHEREAS: Ms. Mingus has been crucial in developing disability a justice framework and has coined concepts relating to said framework that are used in curricula globally; and

WHEREAS: Ms. Mingus has used her research on disability justice and transformative justice wisely to create workshops on the value of community, accountability, and how to give a genuine apology; and

WHEREAS: Several organizations and government agencies, including the White House, ZAMI, and the National Gay and Lesbian Task Force have honored Ms. Mingus and her work; and

WHEREAS: Ms. Mingus is scheduled to be presented with the 15th Annual Robert Coles "Call of Service" Award by the Phillips Brooks House Association and the Cambridge School Committee on October 15, 2021; therefore be it

RESOLVED: That the Cambridge School Committee go on record honoring and appreciating Ms. Mingus' incredible contributions to disability and transformative justice both in a community and academic context; and be it further

RESOLVED: That a formal copy of this resolution be prepared by the Executive Secretary to the School Committee and be forwarded to Ms. Mia Mingus.

Member Wilson briefly discussed **#21-308** and recognized Ms. Mia Mingus for **her advocacy**. **Member Weinstein** also added a few words

On the following voice vote, **#21-307** and **#21-308** were adopted:

11. Announcements:

Mayor Siddiqui announced the following:

Vice-Chair Bowman announced that the School Committee office has partnered with the Office of Strategy and ITCS to digitize School Committee actions and orders from 2017 and forward for accessible public access. Dr. Brown joined the meeting to give an overview of the changes and what to expect. When the portal launches, it will include 973 Superintendent Recommendations, 400+ motions from School Committee members, and 1385 final orders. Updates for the community will be sent via the Superintendent's newsletter.

12. Late Orders: None

13. Communications from City Officers: None

On the following call, read by Mayor Siddiqui to entertain a motion to enter into executive session for the purpose of discussing strategy for collective bargaining (CEA Units A&B, C, D&E, Food Service) and to discuss strategy for contract negotiations of non-union personnel, for the interim Superintendent, and to discuss strategy with respect to litigation as an open meeting may have a detrimental effect on the contract bargaining strategy and litigation positions contract negotiations of the School Committee. The

School Committee will not reconvene in open session, and votes will not be taken except to adjourn the executive session:

On a motion by Member Rachel seconded by Member Wilson, it was voted to adjourn the open session on a voice call vote. (9:47 p.m.)

Attest

Ariel B. Kennebrew

Ariel Kennebrew
Executive Secretary
to the School Committee