



CAMBRIDGE  
SCHOOL COMMITTEE

(Official Minutes)

Regular Meeting

April 2, 2019

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

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

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

Mayor McGovern in the Chair

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

1. **Public Comment:**

The following individuals were heard:

- Anil Mundra, Plympton St., Parent, thanked Dr. Salim and School Committee Members for hearing their plea for the 2<sup>nd</sup> OLA kindergarten classroom and responding. He hopes for a vibrant program to reflect the diversity of Cambridge.
- Dan Monahan, Lexington St., CEA President, is happy about the budget and has questions on how to close gaps, the Nellie Mae Grant, in regards to #19-70 on the educational review, this should be on the purview of the administration, in regards to #19-69 on the AV, he feels we should not act unless all people are represented.
- Betsy Preval, Spring St., CSUS Teacher, re the Budget, is looking for a third counselor, many general education scholars are suffering from anxiety and depression, many families do not have health insurance outside of the school system and they are asking for help. Depression among 16 to 17 year olds has jumped to 69% and the suicide rate has climbed to 56%.

On a motion by Mr. Fantini, seconded by Ms. Nolan, the rules were suspended to allow Betsy Preval to finish her comments.

- Elissa Spellman, Belmont, MA, Executive Director of Breakthrough Boston, appreciates the many ways that we support the program. She gave the demographics and explained the program. She explained what they do after school and what happened last year with the Design Lab. They are asking for more funding.
- Samia Afrose, Newtowne Ct., Breakthrough student, explained that Breakthrough has helped her through the middle grades, CRLS and has been entirely supported by Breakthrough. She has been in AP classes thanks to this program with tutoring etc.
- Abdul Dawson, Parker St., Breakthrough parent of a child with autism, thanks to Breakthrough his son has been able to set goals for himself and responds to taking care of himself as a lifestyle rather than a chore. He advocates for himself, his grades have risen tremendously. He comes home from school excited and engages with his family about Breakthrough.

On a motion by Ms. Nolan, seconded by Mr. Fantini to allow Allisa Spellman Exec. Dir. Of Breakthrough to read a statement by someone else.

- Katie Lynch, Weymouth MA, G&P Special Needs Teacher, spoke before and came back to reiterate the need for more than one teacher in one classroom. They try to work with the general

education teachers, however the inclusion part will be impaired if there is only one teacher in the class.

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

## 2. Student School Committee Report:

Mr. Grassi reported on the following: Student Government is running a month of philanthropy, the cause is for planned parenthood. Coming up are the talent show, the prom, and Nest Fest. The e cigarette buy back has gone to the City Council.

Mr. Escallon reported on the following: The Environmental Action Club is sponsoring environmental week, asking for all clubs to concentrate on educating their members on what is happening in the environment and around the globe. There are environmental art pictures on the ceiling tiles in the hallways.

## 3. Presentation of the Records for Approval:

On a motion by Ms Nolan, seconded by Ms. Kelly, it was voted to accept the following Minutes as presented:

- Special Meeting, March 12, 2019 Budget Workshop
- Regular Meeting, March 19, 2019

## 4. Reconsiderations: None

## 5. Unfinished Business/Calendar:

On a motion by Mayor McGovern, seconded by Mr. Fantini, it was moved to suspend the Rules to bring forward motion **#19-69** by Vice-Chair Kelly. On a voice vote, the Rules were suspended for the reason stated.

**#19-69, Motion by Vice Chair Kelly**, that the AV Ad-Hoc Sub-Committee will reconvene with Emily Dexter as Chair, Kathleen Kelly and Patty Nolan as members on Tuesday, April 2, 2019. The AV Ad-Hoc Sub-Committee will share its recommendations with the full School Committee on Tuesday, June 18, 2019.

With item **#19-69** before the Committee of the Whole, on a voice vote, **#19-69** was adopted for the purpose of organization. With the reorganization of the AV Sub-Committee officially in place, on a motion by Vice Chair Kelly, seconded by Ms. Bowman, **#19-51** was referred to the AV Ad-Hoc Sub-Committee.

**#19-51 Joint Motion by Committee Member Dexter, Vice Chair Kelly, and Ms. Nolan**, that whereas the Cambridge Rindge and Latin School administration has been engaged in a two-year process, supported by a School Committee Ad-Hoc Sub-Committee, to revise the high school Attendance Violation (AV) Policy toward greater equity; and

Whereas the School Committee values data-informed policy-making and comprehensive communication of policies;

The AV Ad-Hoc Sub-Committee, chaired by Emily Dexter with members Kathleen Kelly and Patty Nolan, requests that a draft of the new policy, to be implemented beginning in September, 2019, be presented, as a First Reading, to the School Committee no later than May 21, 2019, along with a communication plan to ensure that all students, faculty, and administrators are aware of the new policy and that there is faculty "buy-in"; and

The Committee requests data from the Fall, 2018, semester showing the following attendance data in the aggregate and disaggregated by: lunch status, race/ethnicity, gender, disability status, and ELL status: 1) number of students absent and tardy; 2) number of students absent and tardy without an excuse (Earned AV); 3) number of students "buying out" their Earned AV's; and 4) number of students whose grades were reduced due to an Assigned AV. These data are requested by May 7, 2019. C19-063, 3-19-19 (McGovern)

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

**6. Awaiting Reports:**

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

No discussion, **#19-52** was passed over.

**7. Superintendent's Agenda:**

**7a. Presentations:** None

**7b. CPS District Plan:** None

**7c. Consent Agenda:**

Mr. Kimbrough moved; seconded by Vice Chair Kelly, on a voice vote, it was voted, to bring the Superintendent's Agenda forward for discussion and adoption.

The Chair moved suspension of the Rules, seconded by Mr. Fantini, to bring Ms. Nolan's budget related motions **#19-71, #19-72 and #19-73** from the School Committee Agenda forward to the Superintendent's Agenda for consideration and adoption. On a voice vote, the Rules were suspended for the reason stated.

**#19-72, Motion by Ms. Nolan**, that as part of the budget for SY 2019-20, the Administration is directed to add a second Kindergarten to the OLA Program, to ensure that educationally and fiscally the Program can be more fully enrolled, per discussions on having a sustainable program long term.

Ms. Nolan motioned, seconded by Mr. Fantini, permission to withdraw **#19-72** from the Agenda. On voice vote of unanimous consent, **#19-72** was withdrawn.

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

Mayor McGovern removed **19-57**. Ms. Nolan removed **19-58**. On the following roll call vote, items **19-59 through 19-65** were adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mayor McGovern YEA.

**Recommendation #19-59**, Special Needs Contracts for Day and 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>#</u>	<u>Amount</u>
Day Program Tuition Contracts	0	
Residential Program Tuition Contracts	1	\$26,052.39
45 Day Program Contracts	0	
Total	1	<u>\$26,052.39</u>

**Recommendation #19-60**, approval of Gift of \$300.00, be adopted as follows: that the School Committee accept and approve a gift of \$300.00 to the Haggerty School from the Arbella Insurance foundation for a bus for a field trip to the Boston Symphony Orchestra Youth Concert

**Recommendation #19-61, Grant Award**, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:  
FY19 Special Education IDEA Allocation (SC19605) increase in the amount of \$17,619.00 for the period September 1, 2018 to June 30, 2019.

**Description:** The purpose of this Federal Entitlement Grant Program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. The temporary salaries line ins an offset for the Proportionate Share of services provided to private school students. The remainder will be used for out-of-district tuition for students. (Note: amount indicated is \$3,000 less than the full state allocation as a membership fee of \$3,000 to Mass Urban Project is paid directly by DESE).

**Recommendation #19-62, Grant Award**, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:  
Private Donation from Hasty Pudding (SC19775) in the amount of \$46,000.00 for the period March 19, 2019 to August 31, 2019.

**Description:** This grant will be used to support arts and performance field trip tickets across the district, to support CRLS exhibition space to showcase student are, and for additional equitable support for students in music and art.

**Recommendation #19-63, Grant Award**, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:  
FY19 Title IIA/Teacher Quality (SC19731) INCREASE in the amount of \$1,519.00 for the period September 1, 2018 to June 30, 2019.

**Description:** As part of a comprehensive district initiative that focuses on the preparation, training, recruitment, and retention of highly qualified educators, Title IIA funds provide teacher stipends for mentoring and professional learning, as well as conference registrations; private school staff at participating schools are also served in proportion to their school's enrollment. Temporary Salaries fund mentor stipends and curriculum writing. Other Expenses include professional development contracts for Math, and the required allocation to private schools.

**Recommendation #19-64, Grant Award**, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:  
FY19 Title I Distribution (SC19604) INCREASE in the amount of \$1,355.00 for the period September 1, 2018 to June 30, 2019.

**Description:** The FY19 Title I grant funds Intervention teachers at Kennedy Longfellow, King Open, Morse, Fletcher Maynard Academy and CSUS. These teachers provide ELA and Math intervention and targeted support to at-risk students. Temporary salaries fund after school and summer school stipends. The grant budget also provides funding for services for homeless students, professional development, parent involvement, printing and supplies, and services to eligible students in private schools.

The Increase in Title I funds of \$1,355.00 will be used to support conference registration for the Title I Director.

**Recommendation #19-65, FY18-19 General Fund Budget Statutory Transfers**, be adopted as follows: 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	(\$335,000.00)
52000/55000	Other Ordinary Maintenance	0
57000	Travel & Training	\$335,000.00
58000/59000	Extraordinary Expenditures	<u>0</u>
	Total	\$0

Mr. Fantini moved, 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, on a voice vote, failed of adoption.

The Chair returned to the regular order business.

#### 8. Non-Consent Agenda:

**Recommendation #19-58, SY 2019-2020 Cambridge Public Schools District Calendar**, be adopted as follows: that the School Committee approve the recommendation of the Superintendent for the SY2019-2020 Cambridge Public Schools District Calendar.

Discussion followed on **#19-58**.

Ms. Nolan thanked everyone that worked on this calendar, is happy to see the important dates which include major religious and cultural holidays brought back to the calendar. On a motion by Ms. Nolan, seconded by Mr. Fantini, on a voice vote, **#19-58** was adopted.

**#19-71, Motion by Ms. Nolan**, that whereas Cambridge Public Schools seeks to have effective programs which align with the district plan; and Whereas Breakthrough has been a partner in Cambridge working effectively to close gaps for its population of overwhelmingly low income students of color and develop a diverse pipeline of excellent teachers; and Whereas they requested an increase of \$20,000 in order to improve their work on improving outcomes in eight grade Math and AP/Honors enrollment;

Discussion followed on **#19-71**.

Ms. Nolan stated this is an astonishing budget, and she spoke on Breakthrough hoping that there will be money allocated to them for an additional \$20,000.00 of funding. If we justify our funding on outcomes, there is no reason not to fully fund this request. They are not scheduled to get any increase at all.

Mr. Fantini offered an amendment, seconded by Ms. Nolan, to add in motion **#19-71 that the Superintendent provide year end funding to Breakthrough and Through the 4<sup>th</sup> Wall** rather than change the budget.

Discussion continued on **#19-71**.

Ms. Bowman stated motion **#19-71** is problematic. Some partners get an increase and some do not. Partners should not be allowed to undermine the administration and the Superintendent's decisions by finding a School Committee Member to write up a motion to give the partner what the partner wants.

Ms. Kelly agreed in terms of bringing motions forward on the evening we are voting on the budget, now is not the time to have a discussion about different little pots of money. The budget is driven by the CFO and the Superintendent. There have already been enough workshops, meetings and hearings to have covered all issues. The budget presented by the Superintendent to the School Committee is in front of us tonight for a vote, not a discussion.

Ms. Nolan wants the record to show that she reached out to Breakthrough; no one at Breakthrough came to her.

Mr. Fantini reiterated that he does not want to mess with the Superintendent's Budget. He would rather use language from his offer to amend motion #19-71 without disturbing a balanced budget.

Mr. Kimbrough wants to know what is usually done with funds at the end of the year that have not been spent?

Ms. Spinner stated that essentially we manage to typically expect an extra balance due to salary outages, extra sick time that was not used, etc. We don't know the exact amount until payroll is posted in June. We feel comfortable to make additional payments in small nominal amounts. There is no formal process around significant extra money, we agree to transfer money to various funds, i.e. capital, district or school funds. It is hard to identify funds to spend before June 30<sup>th</sup>.

Mr. Kimbrough asked for clarification on how the School Committee as a body can decide how the extra money can be spent.

Ms. Spinner informed the assembly that by the time we know what is left over, the city's spending mechanisms have shut down for the fiscal year. At the end of the day, it depends on what happened before the school year ends. We need wiggle room to insure we do not go red.

Ms. Bowman stated she has no doubt that Breakthrough and other partners bring amazing things to the table, however, the equitable process has not been adhered to, Committee Members received the Superintendent's Adjustments to the budget 24 hours ago.

Budget Co-Chair Dexter suggested that the two Budget Co-Chairs, the Superintendent and CFO collaborate on what will go to the partners adding that the Superintendent does not know everything and it is the job of the School Committee to bring issues to the table – even if it is at the last minute. It is okay to add into or subtract from the budget that is what the process is.

Mayor McGovern asked Ms. Nolan when she reached out to Breakthrough what is the \$20,000.00 to be used for? Ms. Nolan answered that it was for 8<sup>th</sup> grade math expansion.

The Chair asked Dr. Salim if Beyond the 4<sup>th</sup> Wall and Breakthrough were the only two partners that were not funded.

The Superintendent responded that as a result of the review process for FY 2020 funding, and the requests pitted against district based priorities, the decision was made that Enroot, Cambridge Housing Authority, Breakthrough, Beyond the 4<sup>th</sup> Wall and Cambridge School Volunteers do not get funding.

The Chair suggested we look at end of year balances and send money to all of the above mentioned partners. He agreed with Budget Co-Chair Fantini that it is not a good idea to change a balanced budget.

Mr. Fantini's motion to amend Ms. Nolan's motion, #19-71 was withdrawn.

The Chair offered a substitute motion, seconded by Mr. Fantini, for Ms. Nolan's motion #19-71, ***that the Superintendent examine end of the year balances to determine if there is additional funding for our community partners who are not receiving a funding allocation in the FY 2020 budget.*** On a voice vote, the substitute motion for item #19-71 was adopted.

**#19-73, Motion by Ms. Nolan**, that whereas the budget includes an increase in aides as a way to address educational needs of students; and  
Whereas the bilingual immersion school model has an educational rationale for an aide allocation that has served it well over time, that in next year's budget no school has a decrease in aide allocations.

Discussion followed on #19-73.

Ms. Nolan carefully reviewed the budget and noticed that Amigos is the only school that has a decline in Aides. She made a parallel to the Tobin and the Amigos that given the nature of both programs, it was determined that their educational program is predicated on that.

Dr. Salim mentioned that at the last budget workshop they agreed what they do with each school are overall staffing decisions. There were other requests that the Amigos school has made, he spoke on Interventionists, full time Special Educator, and trying to hire Bilingual Educators.

Budget Co-Chair Fantini wants to know whether the Amigos can fund an aide through their SIP funds. His question was answered in the affirmative. On a voice vote, #19-73 was adopted and referred to Dr. Salim.

**Recommendation #19-57, Fiscal Year 2020 Recommended Budget**, be adopted as follows: that the School Committee receive and approve the FY2020 General Fund Budget of the Cambridge Public Schools in the following Statutory Categories:

Salaries, Wages & Fringe Benefits	\$165,758,199.00
Other Ordinary Maintenance	\$ 34,646,803.00
Travel & Training	\$ 949,300.00
Extraordinary Expenditures	\$ <u>425,300.00</u>
Total	\$201,770,255.00

Dr. Salim spoke of the memo he sent on Monday, April 1, 2019 regarding the FY 2020 Budget Adjustments (on file in the School Committee office) which keeps the budget in balance. He explained his consideration of the testimonies from the budget hearings, workshops and presentations to make the adjustments, adding that he has more information on enrollments than he did when first putting the budget together, he shared specifics of the recommended adjustments in his memo. He acknowledged the Budget Sub-Committee Co-chairs for their leadership, appreciates the Committee's discussions, the tremendous partnership with the City Manager and his hardworking CFO.

Mr. Kimbrough read a portion of a book Hey Black Child by Useni Eugen Perkins that promotes positive attributes regarding Black children being able to be all they want to be. He shared portion of this book because public education is the only tool that our kids have as a trajectory to all accomplishments.

Ms. Bowman stated that she likes the Superintendent's adjustments; however, she exercised her Charter Rights and placed Superintendent's Recommendation #19-57 on the Calendar for possibly one week, in order to have a better chance to actually follow the process stating there are too many disconnects. Ms. Bowman allowed the conversation to continue.

The Mayor hopes the Members will be reasonable next week when we try to vote it again.

Vice Chair Kelly stated that we have operated an entire year without a Planning Officer and we need one. It is a critical position. She is a bit frustrated to not have the ability to pass the budget tonight.

Ms. Nolan would like to hear the rationale for a Chief Planning Officer; she does not believe there are any in other districts with so few schools.

The Superintendent explained why it took so long to present his adjustments to the proposed budget to the School Committee. Passing the budget is a key responsibility of the School Committee. No decision is taken lightly or done quickly for determining what happens to put a budget together and how the people in the district do their work. For him, it is about how those pieces fit together, how we can improve, i.e. adding 59 more positions with a vision aligned around improvement and requires coordinating staff. He does not want our vulnerable students to become too dependent on the Aides. The Math Intervention Position is an area that comes from many areas. Regarding the Chief Planning Officer, it was a .5 position so it could accommodate Dr. Likis; her support has been sorely missed. He sees it as a critically important position. He explained how many things have not been done without a Planning Officer. He will be disappointed if a vote does not take place this evening.

Mayor McGovern mentioned that he has heard a few times that this is the School Committee's budget. He clarified that the School Committee hires a Superintendent to be the educational leader of this district and it is

Dr. Salim's responsibility to come up with a budget to fund this district. The Chair indicated that no matter how many times the Superintendent says yes it is still not enough, this body could exercise more discipline in not looking at the budget from a deficit view.

Mr. Fantini respectfully asked Ms. Bowman to remove the Charter Right.

Ms. Bowman is open to removing the Charter Right, but she does not want to be in this situation again.

Committee Member Dexter reminded the body that she has an amendment on the floor.

Committee Member Dexter motioned; seconded by Kimbrough, to amend Superintendent's Recommendation #19-57 that the School Committee take three positions at the admin level: Chief Planning Officer, full time Clerk to direct and greet visitors, and ½ time District Literacy Coach, the combined salaries are \$259,400.00. Those salaries can be used instead for CSUS Counselor, lead teacher for equity and for 9<sup>th</sup> grade support and the rest will go to reserve teachers. She read a statement stating that our cost of spending per student has gone down not up and she read a statement about the process that is used every year involving taking the status quo budget and tweaking it. She indicated that the budget should be looked at from the classroom up instead of from the district down.

Ms. Nolan asked for a point of clarification. The Mayor explained that School Committee will first vote on Committee Member Dexter's amendment and then on recommendation #19-57 as amended. On the following roll call vote, the amendment to recommendation #19-57 failed of adoption: Mr. Fantini NAY; Ms. Kelly NAY; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman NAY; Ms. Dexter YEA; Mayor McGovern NAY.

**Recommendation #19-57**, on a motion by Mr. Fantini, seconded by Ms. Kelly, on the following roll call it was voted to adopt:

Salaries, Wages & Fringe Benefits	\$165,758,199.00
Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mayor McGovern YEA.	
Other Ordinary Maintenance	\$ 34,646,803.00
Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mayor McGovern YEA.	
Travel and Training	\$ 949,300.00
Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mayor McGovern YEA.	
Extraordinary Expenditures	\$ <u>425,300.00</u>
Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mayor McGovern YEA.	
Total Budget	\$201,770,255.00
Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mayor McGovern YEA.	

On a motion from Mr. Fantini, seconded by Mayor McGovern, on a voice vote, it was voted to suspend the Rules for the purpose of reconsideration of the foregoing vote. The Rules were suspended for the purpose stated. On the following roll call vote, a motion to reconsider the foregoing vote, failed of adoption: Mr. Fantini NAY; Ms. Kelly NAY; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman NAY; Ms. Dexter YEA; Mayor McGovern NAY. Since the motion not to reconsider prevailed, the matter will not come before the Committee again.

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



Ms. Nolan moved, seconded by Ms Bowman, on a voice vote, it was voted to bring forward all items on the School Committee Agenda for discussion and adoption.

Mr. Fantini removed **#19-66, #19-67 and #19-74**. Mr. Kimbrough removed **#19-70**.

On the following roll call vote, items **#19-68, #19-69, #19-75, #19-76, #19-77** were adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter YEA; Mayor McGovern YEA.

**#19-66, Motion by Committee Member Dexter**, that whereas the School Committee has scheduled a Roundtable on disproportionality in Special Education for Tuesday, May 28, 2019; and Whereas this topic is of interest to members of the public who may not be able to attend the Roundtable in person;  
That the School Committee televise and livestream the Roundtable and archive a video of the Roundtable on the School Committee website.

Discussion followed on **#19-66**.

Committee Member Dexter stated that she knows there is tremendous interest on this topic and Roundtables will not be televised unless we vote to do so. She is sure there are members of the public that will not be able to attend the actual Roundtable and will appreciate being able to see the video.

Ms. Nolan wondered if this Roundtable is only on disproportionality or on all Special Education aspects. She also mentioned that it may be useful to look at the review that was done a few years ago on disproportionality in Special Education. On a voice vote, **#19-66** was adopted.

On a voice vote, it was voted that the School Committee adopt both **#19-67** and **#19-74** together and refer them both to the Superintendent to work on the implementation with the motion makers.

**#19-67, Joint Motion by Committee Member Dexter and Mr. Kimbrough**, that whereas the Cambridge Public Schools currently offer three language immersion programs and several elementary school world language programs; and

Where there is increasing demand for these programs as well as enrollment challenges related to socioeconomic and language balance; and

Whereas the School Committee has not comprehensively discussed issues related to its elementary world language and immersion programs in many years;

The School Committee will hold a Roundtable discussion on CPS Elementary Immersion and World Language Programs, which will include but not be limited to the following topics:

- 1) Language and SES balance in immersion schools and the related lottery formulas;
- 2) Data from recent years on enrollment and lottery choices in the CPS elementary schools that offer immersion or world language education;
- 3) Capacity and number of seats and classrooms in the current immersion programs;
- 4) Equitable access to elementary world language and immersion programs across the 12 elementary schools;
- 5) JK-12 language pathways for students beginning their language instruction in elementary school and middle school.
- 6) Language assessment and language proficiency levels attained in CPS immersion and elementary world language programs.

This Roundtable will be televised, livestreamed, and video-archived on the School Committee webpage.

**#19-74, Motion by Ms. Nolan**, that whereas the Cambridge Public Schools currently offer three language immersion programs and several elementary school world language programs; and Whereas world language study in early grades is educationally beneficial; and Whereas bilingual immersion programs have demonstrated effectiveness in closing gaps; and Whereas there is increasing demand for these programs as well as enrollment challenges;

The School Committee will hold a Roundtable discussion before the end of this school year on CPS Elementary Immersion and World Language Programs, which will seek to explore expanding such programs with a goal of equitable access to elementary world language and immersion programs across the city; Further that JK-12 language pathways for students beginning their language instruction in elementary school and middle school will be discussed.

**#19-68, Joint Motion by Mr. Fantini and Mayor McGovern**, given that the Cambridge Police Department is creating a Cadet Program beginning at age 18 primarily to support Cambridge youth to become Police Officers;

That the School Department evaluate what it would take to open a Ch. 74 Criminal Justice Program that would serve to compliment the Cadet Program. On a voice vote, **#19-68** was adopted.

**#19-70, Motion by Ms. Bowman**, that the School Committee requests that the Superintendent undertake an educational programmatic review of the January 10, 2019 panel discussion that occurred at Cambridge Rindge and Latin School and that this review be conducted by outside legal services and that it seek to address the issues detailed in the attached scope of services; and

Further, that the Superintendent bring forward to the School Committee any recommended revisions to relevant policies that he believes are warranted as a result of this programmatic review, including but not limited to, the following policies: School Departments Non-Discrimination Policy and Prohibition Against Sexual Harassment, Teaching About Controversial Issues/Controversial Speakers, and Community Resource Persons; and

Further, that the School Committee be provided with a copy of the completed report for its review and consideration of whether to take any actions with respect to the findings, including making any revisions to either School Committee policies and/or School Committee rules; and

Further, that this motion supersedes and replaces paragraphs five through seven of School Committee Order C19-033.

#### Scope of Services

##### Overview

The Cambridge Public Schools is seeking the services of an attorney to conduct a prompt and objective fact-finding review of a matter which occurred in a class at the Cambridge Rindge and Latin School (CRLS) on January 10, 2019 which involved the use of language (the n-word) during a panel discussion, and which was reported to have made a number of students uncomfortable, and has been a subject of internal and community discussion and debate as well as the subject of local press coverage.

The scope of services sought include:

- Conduct individual and/or group fact-finding interviews with parties involved, including but not limited to, students in the class, the teacher of the class; panelists; members of the Black Student Union (BSU) and student government; the Dean overseeing History classes at CRLS and others participating or attending the panel discussion in question.
- Engage in a comprehensive review of the conduct of the classroom panel discussion, including but not limited to:
  - The basis and context for the selection of the panel topic
  - Particulars relating to panel organization
  - The connection between the panel discussion topic and the class syllabus and the CRLS History department's curriculum
  - Approval procedures associated with the panel conduction
  - Selection and preparation of panel participants;
  - Panelist preparatory discussions, meetings and materials
  - Student preparatory discussions, assignments and materials
  - Review of the video recording of the panel discussion.
  - Review of the immediate and subsequent follow-up actions taken by school and district adults in response to the " n-word" being used, in context with related school district and School Committee policies.
- Prepare and submit a written report to the Cambridge Public Schools of the fact-finding review, its findings, and recommendations *by no later than June 2019*.

Please submit your hourly rate together with a budget to perform the above scope of services not to exceed \$9,500.00 to:

Legal Counsel  
Cambridge Public Schools  
Office of Legal Counsel  
159 Thorndike Street  
Cambridge, MA 02141

Discussion followed on **#19-70**.

Mr. Kimbrough asked for the rationale on the motion and the scope of services.

Ms. Bowman stated that in order to move forward within a statutory process, this motion was framed to obtain an allotment of resources for Ms. MacFarlane to oversee this process.

Mr. Kimbrough understands the scope of services; he is trying to further understand what it is exactly that we are looking to investigate. He has concerns as to whether or not it is the role of the School Committee to be looking at what the teachers are doing in their classes.

Ms. Bowman stated from a statutory perspective, this is taking the original motion and putting it in the framework to do the investigation described in the original motion. A colleague sought legal representation which has slowed the process down. Instead of being transparent, Things were happening behind the scenes.

Ms. Dexter stated it is quite a change and she read a statement expressing her pleasure with motion **#19-70** instead of the initial motion which was more accusatory (on file in the school committee office).

On the following roll call vote, **#19-70** was adopted: Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough NAY; Ms. Nolan YEA; Ms. Bowman YEA; Ms. Dexter NAY; Mayor McGovern YEA.

On a motion from Mr. Fantini, seconded by Mr. Ms. Nolan 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.

**#19-75, Motion by Ms. Bowman**, whereas the 1-1 Chromebook implementation technology program is designed to create more equality and access for CRLS students; and  
Whereas some students have challenges accessing or replacing a Chromebook if the device is lost or broken because of the replacement fee associated with the 1:1 Chromebook implementation policy; and  
Whereas creating a 1:1 Chromebook program to create equity and access is a vital component of the Cambridge Public School District Plan,  
Therefore, be it resolved that the Superintendent works with the ICTS Department and CRLS leadership to ensure the current 1:1 Chromebook policy is providing proper access for all CRLS students.

On a voice vote, **#19-75** was adopted.

**#19-76**, that the Report of the March 20 2019 Buildings and Grounds Sub-Committee be accepted as presented:

**Buildings & Grounds Sub-Committee Meeting**  
**March 20, 2019**  
**School Committee Conference Room**  
**5:30 – 6:30 p.m.**

Called for the purpose to start discussions and identify issues related to custodial services and permitting issues as well as district enrollment projections.

Present: Ms. Nolan, Chair; Ms. Bowman (ABSENT), Mr. Fantini

Also Present: Mr. Maloney, Ms. Spinner

The Chair called the meeting to order at 5:33 PM and read the call of the meeting.

Ms. Nolan turned the meeting over to Mr. Maloney.

Mr. Maloney stated that the custodial contract states that detail rates in buildings are \$35 and \$45 per hour. There is also past practices that dictate when a permit is needed. In January the union filed a grievance stating that they are entitled to overtime when working details. A vast number of custodial staff are already earning more than \$35-\$45 per hour. The Fair Labor Standards Act (FLSA) states that they need to be paid an overtime rate (time and one half) for any hours worked over 40 hours per week, which we confirmed with outside counsel. Last year we had about 9700 hours of outside use permits that could have been billable detail hours. There is a two year look back in the law for employees to be paid overtime retroactively. There is a three year look back for intentionally not paying the overtime rate. For FY18 the average overtime hourly rate was \$41.82, next fiscal year that will increase 5%, but that doesn't include double time.

Ms. Spinner added that the Fair Labor Standards Act law says you may not negotiate a different overtime rate in a bargaining agreement. A few years ago we had the same problem with our Clerical, Liaison, Paraprofessional and IT staff who worked on service agreements after their regular 40-hour work week and we had to pay them the overtime rate retroactively for two years.

Ms. Spinner continued when we looked at the OT average for custodians the rate was lower than what the Senior's were being paid. We are going to need to change the rate to time and a half. The law doesn't say anything about double time. Our employees get double time if called back on Sundays or on holidays which is in the contract. If they use a sick day, it is not counted in the 40 hours and that would be exempt.

We are bargaining with the Custodians now and agreed to implement FLSA laws and are re-bargaining the detail section of the contract. The School Committee voted on the language and recognition of category and rates. This was put in place and we found out that things were not always done the same way in all schools. We did mention in bargaining there are some practices we have followed about when and what triggers an overtime detail to add an additional custodian on school nights (M-F) in addition to the regular workers. For example, how many people are attending and if food is being served. The cost change for the community and the School Committee Policy regarding facilities while being mindful that we need to protect our buildings. We don't want to use CPS funds to pay overtime details. We need to find a way to mitigate the impact in the hourly rate change and what we can do that triggers an extra custodian?

Ms. Nolan commented that our policy is very strong that we want the community to have access, be open, welcoming and friendly. Especially for the parent, school and community groups in the city that are aligned at the policy level and we want to be sure that happens. We need to be aware of any time we cannot trigger another custodian in the building.

Ms. Spinner added right now if there is food in the building an additional custodian is there for the entire time. Is there a way to change that so they are only there for one hour to clean up? We could tell users we are going to provide a trash barrel and if not cleaned up there will be an extra charge added after the fact. We have been very strong in community policy and it is a state law. The big issue is on Monday-Friday which we can strategize on; Saturday and Sunday is hard because there is not staff in the buildings. The Sunday rate is \$45.00 per hour so there would not be a change right now for that. Saturday will increase by \$10.00 per hour. We never resolved the issue with our youth groups and now it is significantly harder to absorb by us and them. We need to phase it in. Last year it was \$35.00 per hour and there was about \$120,000-\$130,000 that had to be absorbed in the budget. That is going to wipe out the revolving fund and is not sustainable. If users have less than 50 people and no snacks you don't need an additional person.

Mr. Maloney stated our goal with the custodians is we want this to be a neutral impact for both of us. Part of our response is looking at the tiers 3 and 4 rates that are below other communities. If you talk to the people, not the organizers of the youth leagues, the real issue is they don't want to have to collect the money from the

families which is not a valid reason. Our youth partners don't pay anything. We are looking at increasing fees for corporate leagues (basketball, volleyball) fees. We need to look at the rate structure and partner structure.

Ms. Nolan and Mr. Fantini agree if they are educational partners. Cambridge Youth Sports are different from student academic programs.

Ms. Spinner thinks the high school needs security which has no exemptions. Security staff have been paid overtime for years, it's in their contract.

Mr. Maloney added that the issue with the Safety Union is they all leave at 4:00 PM and they have a 3-hour call back, if needed.

Ms. Spinner thinks we need to staff Security differently; a person could work until 6:00 PM or hire a half time person during the evening hours and Ms. Nolan agreed.

Ms. Nolan thinks the city is in sync with us. Almost every week the city has community meetings with families in the schools.

Mr. Maloney added they don't want to make it as rigid. Sometimes at night during a meeting, he will walk the building and find graffiti and at 7:00 PM there are still teachers in their classrooms so I feel strongly that the building needs security.

Ms. Nolan mentioned that she has visited the Breakthrough Program in Boston and Somerville and the Breakthrough supervisor is an administrator and can lock the building.

Ms. Spinner stated Mr. Smith pays all fees from his budget for custodial and security staff for his night meetings. But if the Morse school has a pot luck dinner the Principal only pays for the extra custodian. Mr. Maloney added we used to have a night shift security person who worked 12 - 8 with a base salary of \$60,000-65,000 plus \$20,000 for benefits, but there were nights when nothing was going on. We are open to look at that again.

Ms. Spinner added if we're going to have a meeting the call of the meeting notice can say there is going to be an executive session during that time. Or if Ms. MacFarlane calls a strategy session, we could invite Ms. Nolan as the Chair of Buildings & Grounds.

Mr. Maloney added that the first hour would be to discuss collective bargaining strategy and the second hour would be the meeting. If we can meet 4 times by mid-May, we will know approximately what the hourly rate would be and how it will impact members.

Ms. Spinner stated once we raise the rate we won't be able to share the figures until we have an agreement. We may set a rate before the users see how they are applied. The rates need to be set by April for next year.

Ms. Nolan went on to long term enrollment.

Ms. Spinner is working with the City and Ms. MacDonald, Leigh Ann Ellis, Cliff Cook and Ellen Semenov. We put out the RFP a year ago and in September awarded the contract. UMass Donahue is the partnership organization. The focus of the study is early childhood and alongside this we need a school age population projection and enrollment projection for Cambridge Public Schools paired with a space analysis based on the models they propose. We want them to project if we made early childhood free for all. Four months ago they presented one of four population models that looked broadly at where we are and included some specific Cambridge information. Cambridge has an interesting curve that is different from surrounding communities. Cambridge has not had that baby boom bump because we have always had the universities. The models were shown but they are not ready to hand it over until we choose one. They need to do population projections by age to tell us how many 3 year olds we will have. They did not hire an outside group of demographers. We will probably get the report by the end of June. We have our own enrollment projections to 2025.

Mr. Maloney added this is to complement the Envision study. We asked the city for funds to do a study of our remaining buildings; Cambridgeport, Graham & Parks, Kennedy Longfellow, Amigos, FMA and Longfellow and make recommendations for building favorability and space. The City Manager responded that there will be no funding for big capital projects until after the Tobin Project. The buildings built in the 70's were poorly constructed. Graham & Parks may have more capacity by adding another floor. The city said to come back with the specifications and they will consider giving us some funds by next September.

Ms. Nolan asked what happened with the City possibly buying land at Alewife?

Mr. Maloney responded we don't have neighborhood schools, access to that area by bus and foot is almost impossible. We would not argue for an area where we don't have neighborhood schools. The issue would be the clean-up of the soil would cost \$50M dollars and the land would cost \$50M. All the land from Fresh Pond Parkway to Santa Maria used to be a landfill. They are going to grapple with us if there is a way to add capacity to existing buildings we could get more done for less.

Ms. Nolan suggested the city could tell a builder if you are going to build a building we want the ground floor used as a school or early childhood center. We should not tear down buildings.

Mr. Maloney added the neighbors are going to have a lot to say. Residents on Vassal Lane and Concord Ave. don't want it there.

Ms. Spinner does not think we are going to have the information soon. The RFP was sent out in June and we executed a contract in August and the work started in September. We are not where we want to be.

Ms. Nolan stated if the client wants a report quickly the contractor will move faster.

Mr. Maloney added the City Manager is the signature, not us.

Ms. Nolan if the development of the Alewife area increases 10%, that will be another school.

Ms. Spinner added our projections are really about our own experiences. We can only base it on the housing projections. Development has been pretty much the same. We have seen a 2% increase over the last decade. The question is will that change?

Mr. Fantini made a motion to adjourn at 6:36 PM seconded by Ms. Nolan.

#19-77, that the Report of the March 25 2019 Special Education and Student Supports Sub-Committee be accepted as presented.

**Special Education and Student Supports Sub-Committee Meeting**  
**March 25, 2019**  
**School Committee Conference Room**  
**4:30 – 6:30 p.m.**

Called for the purpose of discussing the District's reading Curriculum, Foundations, Multi-Tiered Student Supports, and reading interventions, including Reading Recovery.

Present: Ms. Kelly, Chair; Ms. Dexter, Mr. Kimbrough (ABSENT)

Also Present Ms. MacDonald, Ms. Grassi, Ms. Tingle, Karen Seeley, Maureen Bobbitt, Karyn Grace, Mr. Fantini, Ms. Rippey

The chair called the meeting to order at 4:32 PM and read the call of the meeting.

Ms. MacDonald gave a brief overview of the Presentation, Cambridge Public Schools Reading & Writing Curriculum (on file in the School Committee office). Ms. Kelly previously sent some questions to Ms. MacDonald that they will answer with the presentation. The team met with Jan Morgan and Ms. Spera to

prepare for this meeting. She turned the meeting over to Ms. Tingle who spoke about aligning the curriculum with the standards. Ms. Tingle stated that they are rolling out the curriculum in the 1<sup>st</sup> grade this year. The goal is to align the curriculum with the literacy standards and the district initiative of rigorous, joyful, culturally responsive standards.

There will be a curriculum to connect Social Studies and Science in the writing units. They have created this with Understanding by Design. Every unit has a time frame and use end of unit assessment with formative assessment after 4 weeks so there is an opportunity for teachers to see if students are learning so they have time to review with them. She reviewed how the students start by writing letters about what they want and thinking about who they can go to and how they can go about making changes. For example, one 1<sup>st</sup> grade student wanted more trees in the city found out they could send letters to the DPW and then someone from the DPW came and spoke to the class. Another student wrote about the homeless population and were invited to City Hall to speak about homeless people and made up packages for the homeless people. It is a way for students to care about their world.

Ms. Grassi reviewed how the curriculum aligns with the five components of reading instruction; phonics, comprehension, vocabulary, phonological awareness, and fluency. There is interactive reading where kids read aloud and model for fluency. Comprehension helps students reading and understanding. Does guided reading and asking questions make sense? Processing strategies and writing to the text is intended to understand the comprehension by writing about the reading.

Ms. Tingle added you will see that they are linked in the standards. Our priority standard is reading (a big one). They should read a grade level text. Students need to do independent reading so they can love reading and engage in their world. Reading foundations in the standards are print concepts, phonological awareness, phonics and fluency. Within the structure of the units there are systematic phonics instruction and how they work. There is daily small group reading instruction. Teachers use reading assessment to determine where students are. It allows for differentiated instruction to bring them to the next level. Students don't stay at that level for the rest of that year. Coaches and professional development support the teachers to do that. There is a link to the frameworks on the DOE website to see what the standards are composed of.

Ms. MacDonald went over the multi-tiered system of support. Some kids need additional instruction in addition to the core program. This year we re-implemented our district Multi-tiered support team. Multi-tiered intervention is a continuum of evidence based systematic practices. It is about how the district and the schools work collaboratively. Universal Design for Learning is about equitable access.

Ms. Grassi reviewed the Core Components of MTSS that were developed by a group of teachers looking at UBD frameworks. We are currently exploring additional practices. Mind Matters is being integrated with the parents. There is continuous monitoring going on and collaboration with the families for social emotional and academic supports.

Ms. MacDonald asked Ms. Bobbit and Ms. Seeley to give an overview of the Reading Recovery Program. The students work on letter recognition and compose a story of two sentences using boxes. The teacher cuts up the words of their story then the kids match up words to recognize the sounds of the words. It focuses on student strength. Right now Behind the Glass Mirror is being used at the Peabody School for teachers to watch each other. There is a sign-up sheet for anyone who wants to come visit the classroom. We are constantly measuring progress and looking at our data to see how they are progressing. The observation survey assessment is given at the beginning and end of a lesson. We also dictate sentences and the child learns to write it down. We have had been successful in the Reading Recovery Program. The 13 Study independent evaluation showed the growth rate for students who participated Reading Recovery was 131% of the national average for all first grade students.

Ms. MacDonald reviewed the priorities moving forward and that more professional development across the district. OSS is working with Dr. Adams on this. This summer the SUMMIT Program in collaboration with Mass General and MIT are going to look at a targeted literacy program for students that are currently struggling with literacy. There will be 80 1<sup>st</sup> and 2<sup>nd</sup> grade students that will participate. Ms. Spera has been very instrumental in familiarizing us with working with dyslexia screeners. We are committed to the goal of all our students being proficient readers and writers.

Ms. Kelly asked Ms. MacDonald to speak more about the connection between behavior and academics on student learning.

Ms. MacDonald responded that If a child is struggling and we do not provide intervention we begin to see behavior changes. What can we do proactively to help students and support our teachers with strategies to recognize things that are good for all students when they do have issues.

Ms. Kelly feels that our district has been slow in responding to stressors for our students and wants the district to be more proactive. The frustration level where some students are not getting it and you're not, is stressful. It doesn't matter what grade level.

Ms. Dexter thanked everyone. She feels there is some misunderstanding about how we teach reading. She is concerned about 1<sup>st</sup> – 3<sup>rd</sup> grade students who are struggling with reading. Do SPED educators get different training than general education teachers? What is the difference between students on an IEP and not on an IEP?

Ms. Karyn Grace responded about the teacher training and how it is different. The colleges are only giving educators overviews not training them so the district has used Orton-Gillingham and others. B.J. Cataldo trained many people and some teachers use Project Read. We want to see data on how they are progressing. Special Educators are taking advantage of Orton Gillingham and RAVO, as a different delivery and they get more clinical training. Right now 99% of SPED elementary teachers have been trained.

Ms. Dexter asked about students who have had interventions at 1<sup>st</sup> grade and what is happening with 3<sup>rd</sup> grade? Ms. MacDonald responded that Ms. Jen Paige developed a huge dashboard for teachers to see when the schools come together and she is entering the data into School/City but we're not there yet.

Ms. Rippey said there needs to be collaboration between special education and general education teachers. How long have children with dyslexia waited to get support? Ms. Seeley and Ms. Bobbit responded we will be screening children at early as Kindergarten to identify kids at risk for dyslexia. We have looked at structured literacy because it is cumulative and changed the intervention for our children.

Ms. Rippey has friends whose children had been diagnosed in 2<sup>nd</sup> grade but waited until 3<sup>rd</sup> or 4<sup>th</sup> grade for services. Ms. Bobbitt responded we are looking closely because many children have dyslexia and many have not.

Ms. MacDonald replied it speaks to having special educators at the table with general educators to do more diagnostic testing. Reading Recovery expects a child to make accelerated progress in a short amount of time. The recent history is different for prior history. The adoption of changing our screening system helped us pay more attention to those discrete skills because prior to that we used assessment tools.

Nathan, a 10<sup>th</sup> grade CRLS student went through this in 1<sup>st</sup> grade and it did not work for him at all. At the end of 1<sup>st</sup> grade he was placed in Reading Recovery and was diagnosed with dyslexia. I knew I was not doing as well as other students that messed me up mentally. Nothing was really done about it and I still struggled until 3<sup>rd</sup> grade. My spelling is still terrible and the lack of support he got is still affecting him in high school.

A Parent - Her son repeated 1<sup>st</sup> grade at Graham & Parks. Why are we waiting to see what the guidance is, I don't see the urgency in the District. Kids are being traumatized in the classroom. She is concerned about the 22% of kids that aren't identified. What is the harm in giving kids more than what they need and help all kids to understand how they learn rather than waiting.

Ms. Kelly would like to see screeners in pre-school. There is a 3 year old screener.

A Parent said there is an equity problem with families with limited economic resources or English is not their first language and cannot advocate for their child.



Lisa Parent of Nathan said he worked with a special educator in 3<sup>rd</sup> grade and made two years of progress in 3 months. It comes down to luck, what school you are in, the teacher you get and some kids aren't getting it.

A Parent stated It is hurry up and wait. When your child is getting worse and falling behind. A lot of parents don't realize it and the IEP teachers are out half of the time. OSS needs to be beefed up on teacher training. You don't have to wait for the state get to the crux of what it is for our kids. There are so many types of tests out there. When families register for school test them. A lot of kids are in 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> grade that feel stupid, get depressed and go on medication. There needs to be something done in IEP meetings when the psychologist is sitting there saying no they're OK. Not all but some kids are falling thru the cracks. What is happening in those classroom? We have to fight to get kids to a point to where they are happy with themselves? As a parent we hit a wall with the teams.

Ms. Kelly responded that is for another meeting, what makes an effective IEP meeting from the parent and student point of view.

Ms. Dexter responded we have so many kids with reading problems and our staffing is not the same across the schools. Especially in 1<sup>st</sup> and 2<sup>nd</sup> grade, do not we have enough people to deliver services.

Ms. Tingle added we have staff challenges; we are trying to have more inclusive practices. Students don't need to be pulled from their classroom for extra help. But sometimes kids need to be taken out of their classes to receive their services.

The Family Liaison for SPED was also diagnosed with dyslexia and had the same experience as Nathan and with the amount of resources Cambridge has we should be able to get this right.

Nathan thinks we should teach parents about supports and advertise about learning disabilities and is grateful my mom knew people to get me what I needed.

Ms. MacDonald stated that this summer the SUMMIT Program parents will be given the opportunity for students to have brain scans.

Ms. Tingle added we are working to identify kids that have reading difficulty but are not dyslexic and figuring out what we can do. We are not waiting around to service kids. Sometimes you need to try different things to make sure we are identifying them. We are at a place where we can move together to do this.

A Parent stated she has difficulty because 6 years ago we started something different. SPED PAC parents are coming in from all over. I understand culturally parents don't want to identify kids with needs. All teachers and schools across the board need to be doing the same thing. Help the teachers to identify what they need and give them support, not the Principal or the teams.

Ms. Rippey commented that six years ago Dr. Gab reached out to CPS with paper based screenings where a parent would get a letter telling them that their child is at risk of developing dyslexia but the system did not take the offer.

Nathan thinks making the teachers aware and are afraid of knowing he had dyslexia so don't mention it.

SPED Family Liaison stated we knew that Reading Recovery did not work for 25% of the population maybe that was dyslexia?

Ms. MacDonald responded that is why we are looking at the students being referred to SPED. We are tracking the progress those students in 2<sup>nd</sup> & 3<sup>rd</sup> grade in spelling and writing (phonics).

Ms. Kelly thinks it is not only dyslexia. Her child was doing phonics but once someone learns it they have it in their tool box. There is a range of kids who need assistance in terms of phonics.

Ms. Dexter is hoping for more people in the classroom to help them. It's hard for teachers with 25 kids in the classroom.

Ms. MacDonald thanked Nathan for coming to speak.

Motion to adjourn by Ms. Dexter seconded by Ms. Kelly at 6:09 PM

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

**#19-78, Joint Motion by Ms. Nolan and Committee Member Dexter**, that the School Committee congratulates the Register Forum on receiving first prize for "Excellence in Editorial Writing" in the Greater Boston High School Newspaper Competition, sponsored by Suffolk University, a competition judged by professional journalists. Further, that both the faculty advisor and students receive congratulations on behalf of the school district and School Committee.

**#19-79, Motion by Mayor McGovern**, that the School Committee hereby goes on record in expressing its deep condolences to the family of Officer Edward Burke for their loss and that the Executive Secretary be and hereby is requested to forward a suitable letter of condolence to the family of Officer Edward Burke on behalf of the entire School Committee.

**11. Announcements:**

**12. Late Orders:**

That the following be adopted:

**#19-80, Motion by Ms. Bowman**, seconded by Mayor McGovern, that whereas the Cambridge School Committee is committed to honoring the will of the people and creating a working environment where all Committee Members have the ability to honor their civic duty; Therefore be it resolved, that School Committee Sub-Committee meetings be scheduled during times when Members of a Sub-Committee have the ability to participate and perform their civic duty.

Ms. Nolan exercised her Charter Rights and placed **#19-80** on the Calendar.

**#19-81, Motion by Mayor McGovern**, congratulations to CRLS on receiving a National School Board Association 2019 Magna Award for the Level Up Program. The Magna Award honors districts across the country for programs that break down barriers for underserved students. The Level Up work is an example of collaborative efforts that support the CPS strategic objectives of Equity and Access. Special thanks to CRLS Principal Damon Smith, CPS Administrators Dr. Kenneth Salim, Dr. Carolyn Turk, Dr. Anda Adams, as well as school and district leaders including Jen Hamilton, Tanya Milner, Adrienne Stang, Jan Tingle, Desiree Phillips, and all educators on the Level Up team for their vision, leadership, and dedication.

**#19-82, Motion by Ms. Bowman**, that the Governance Sub-Committee brings forth a new budget process that will assist the public, the Committee and Administration in delivering a more effective and inclusive budget moving forward.

**Motion by Patty Nolan**, that the School Committee sends a letter of condolence to the family of Ms. Joyce Eggeston.

**13. Communications from City Officers:**

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

- Agenda
- Adjustments to the FY 2020 Proposed Budget

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

- ✓ Nada Abullah
- ✓ Dan Monahan

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

The Chair entertained a motion to enter into Executive Session for the purpose of discussing strategy with respect to collective bargaining with the (CEA Units A & B and Unit E) as an open meeting may have a detrimental effect on the bargaining position of the School Committee.

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

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

On a motion by Mr. Fantini, seconded by Ms. Nolan, it was voted to adjourn (9:10 p.m.)

Attest:

*Dosha E. Beard*

Dosha Beard  
Executive Secretary