

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

(Official Minutes)

Regular Meeting

March 5, 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 (~~ABSENT~~)

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

Vice Chair Kelly 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:

- Karen Doback, Allston Street, **#19-31**, supports Extended Day for planning time even though she noticed that it was shortened. She is concerned about the exclusion of special needs children from participating in the OST Programs; she also spoke on **#19-38**, Special Needs Transportation, referencing a case of juvenile diabetes, she hopes the drivers can be trained; there should be no limitations on student's medical management needs.
- Margaret Lewis, Gallivan Blvd, Amigos Spanish Teacher, **#19-31**, supports Extended Day, they need more transition time from class to class and floor to floor, they rush the students – an extended day will help ease some of the pressure and have more time for teacher collaboration.
- Debra Pierce, and Sonya Costa, Peabody School Teachers, support Extended Day **#19-31** for teacher collaboration. (Statement on file in the School Committee office).
- Mary Ann Londino, Peabody School, **#19-31**, in support of teacher collaboration, they understand their students and have strong relationships with their families. They teach general education alongside special education students. They need more dedicated time to close the achievement gap (statement on file in the School Committee office).
- Dan Monahan, **#19-31**, Lexington Ave, representing the A, B and E Contract Committee read a statement (on file in the School Committee office). The educators did a survey and trust is a big issue, they want evidence.
- Ross Benson, Brookline Street, CRLS Teacher, he might support **#19-31** however, he is concerned about whether or not there will be an increase in staff, which has been asked for over and over.
- Erin Gardner, CRLS teacher, **#19-31**, opposed to Extended Day, she cannot speak for all teachers, but she is not able to be a good teacher without enough rest. An additional 30-45 minutes per day will hurt her home life and make her less able to deliver a joyful, rigorous and culturally responsive experience to her children. (Statement on file in the School Committee office).
- Elizabeth LeRose, **#19-31**, supports Extended Day, in particular for our immigrant students, would like to see more time be used to close the achievement gap.
- Lisa Downing, Clay Street, **#19-31**, supports Extended Day, was on the committee to create the initial proposal, she is disappointed in the changes that have been made due to the fact that the families with the most vocal power get what they want. Please consider under privileged families.
- Liz Atwood, Whittemore St., **#19-31**, opposed to Extended Day at the high school, there can be better use of time by email and videos instead of meetings. Eliminating the meetings will create more time for collaboration. If the lower grades need it, it should not impact the CRLS teachers.
- Sam Foreman, Concord Ave., in support of **#19-38**, continuity of reliable and quality disability transportation, which always includes a monitor; his son needs structure and regularity.

- Ryan Civiello, Hathaway Ave., in support of **#19-31**, increasing the day by 30 minutes should only be related to instructional time.
- Eryn Johnson, Exec. Dir. Community Art Center, read a letter in support of **#19-31** and OST partnerships from the Cambridge Non-profit Coalition, (on file in the School Committee office), she also read another letter that is opposed to **#19-31** from the Community Art Center (on file in the School Committee office).

Mayor McGovern joined the meeting at 6:40 p.m.

- Darrin Korte, Cambridge Community Center, spoke on behalf of about 3 or 4 schools, in support of **#19-31** as long as it does not take away from any student time in OST. (statement on file in the School Committee office).
- Cindy McNulty, Upland Road, opposed to **#19-31**, the innovation agenda was not ready to be rolled out, the IA was done prematurely. She wants the proposal to be done properly, please listen to the teachers. Who will get a longer day and what are the specifics? An extra 90 minutes per week will not close the achievement gap. There should be more help in the classrooms.
- Ellen Semenov, Assistant City Manager for Human Services, in support of **#19-31**, she appreciates the work done that included the OST community. (Statement on file in the School Committee office).
- John Summers, Fairmont Street, in support of **#19-38**, Disability Transportation, parent of a non verbal autistic son, spoke of the anxiety, bruises, and conflicts his son has gone through. He asks there be more attention paid to the training of drivers and routes autistic students must travel.
- Michelle Curren, Baldwin teacher, opposed to **#19-31**, there does not seem to be any trust or respect related to this proposal. 2.5 minutes of recess? What does that do?
- Lilli Martinez, Baldwin teacher, read letters from at least three teachers, opposed **#19-31**, only 4 out of 65 teachers wants this. The teachers have been asking for more help, not a longer day.
- Kelsy Mellow, opposed to **#19-31**, Extended Day, read a statement from herself and from another teacher, there is something wrong with the curriculum and that is not being addressed.
- Linda Costa, read letters from three teachers at the Baldwin, all opposed to **#19-31**, Extended Day, it will result in nothing more than busy work for the students, it will not help the students that are already struggling to get to the end of the day. Kids don't have the capacity to learn past 3:00 p.m.
- Chris Lim, Pleasant Street, opposed to **#19-31**, stated that systems and management need to change before CPSD changes the length of day. Look at what happened when there was a major change in 2011, look at the data and make sure this change will help.
- Manuella Fadella, Student at Lesley University read statement from Khari Millner, Agenda for Children, OST program, there are potential benefits and pitfalls to **#19-31**, Extended Day, but there is plenty of interest to make it work. (Statement on file in the School Committee office).
- Elementary School Principals, in support of **#19-31**, Extended Day for collaboration during the weekly early release time for teachers, Katie Charner-Laird read a statement on behalf of all ten Principals standing behind her (on file in the School Committee office).

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

2. Student School Committee Report:

Mr. Grassi reported on the following: Last month was spent as a month of philanthropy to raise money for Planned Parenthood, student vs staff basketball game tomorrow, Culture Night is on Friday night, and they are working on an e-cigarette buy back plan with the City Council.

3. Presentation of the Records for Approval:

Mr. Kimbrough stated his vote should be corrected to YEA on the roll call vote of the second amendment to **#19-28**, to change the language from *using* to *quoting* in the minutes of the February 5, 2019 Regular Meeting (on page 5). On a voice vote, it was voted to amend the minutes to the proper vote.

On a motion by Ms Nolan, seconded by Ms Bowman, it was voted to accept the following Minutes as presented and amended:

- Roundtable on Equity and Access, January 22, 2019

- Special Meeting, Budget Workshop, January 29, 2019
- Regular Meeting, February 5, 2019

4. Reconsiderations:

Having filed the proper notice as required by the Rules, Ms. Nolan moved reconsideration of the vote taken at the Regular Meeting of February 5, 2019 which adopted the following motion: VOTED: That the School Committee authorize the Superintendent to mail to all eight grade families the attached brochure that is used by our SOLVED partner, the Medford Vocational Technical High, subject to any revisions the Superintendent deems necessary.

On a voice vote, the motion for reconsideration prevailed and the matter was again before the Committee.

Ms. Nolan stated that while she supports the motion, the issue was that the actual document that was attached to the motion was a document that, after some research, was discovered that SOLVED would not want the attached brochure sent out as it is severely outdated. She would prefer that some communication be sent to the students that ensures they all know about not only RSTA but the SOLVED Collaborative also.

Mr. Fantini stated that this is an opportunity for students to choose a career path that will provide a family with a sustainable career for life. Our RSTA department offers 12 high quality programs and SOLVED has 47 programs. Further, he found that Madison Park Technical Vocational High High School in Boston is a pipeline into Wentworth Institute, among other post secondary schools, and is also a pipeline into labor unions which include metal fabrication, plumbing, facilities management, electricity, dental assisting, automotive collision, refinishing and Saturday programs for ESL children. Mr. Fantini motioned to amend the main motion as follows:

That the School Committee authorize the Superintendent send to all eighth grade CPS families via electronic mail current information that clearly communicates Career & Technical Education (CTE) options available both through the RSTA program and our SOLVED partners; Boston, Medford, Somerville, and Waltham.

Discussion followed on the amended motion **#19-27**.

The Mayor suggested combining the RSTA guide and the SOLVED guide. Dr. Turk answered yes, that can be done and RSTA does have a night for 8th graders families, this will be another way to get the word out and make it happen. The deadline is March 15, 2019.

Mr. Fantini added that some of the kids are earning an Associates Degree for attending these programs.

Mayor McGovern moved, seconded by Ms. Dexter, on a voice vote, the amendment to Motion **#19-27** was adopted. On a voice vote, Motion **#19-27** as amended was adopted.

5. Unfinished Business/Calendar: None

6. Awaiting Reports: None

7. Superintendent's Agenda:

7a. Presentations:

Improving School Schedules to Advance Equity Update on Proposal.....

**Dr. Kenneth N. Salim,
Superintendent of Schools**

Dr. Salim walked the Members through the PowerPoint presentation. The PowerPoint is on file in the School Committee office and online on the School Committee website. The video of the presentation is also online Dr. Salim emphasized that he is not trying to do more of the same, this is for time to make adjustments, and the earliest implementation would be a full year from now.

The presentation ended and the floor was opened for questions.

Ms. Nolan mentioned that she literally cried in public on the floor over a vote some years ago on this issue. Mr. Fantini motioned, seconded by Emily Dexter, to suspend the rules to bring **#19-31** forward for continued discussion and adoption. On a voice vote, the rules were suspended for the purpose stated.

#19-31, Approval of Proposal to Improve School Schedules to Advance Equity, that the School Committee approve the Proposal to Improve School Schedules to Advance Equity (second reading).

Discussion on **#19-31** by Ms. Nolan continued that looking at data from several surveys, the evidence of a longer day doesn't mean the schools are closing the Achievement Gap. We need to be sure we are using the time well. She listed several expectations before she would vote yes on the final proposal.

Vice Chair Kelly has mixed feelings, she spoke of trust between the district and the teachers. She needs more clarity on what is expected of the teachers to deliver. She is concerned about the social emotional needs of the teachers, also, not just the students.

Mr. Kimbrough stated that he appreciates the presentation. This has been a good chance to listen to people with differing opinions. He has heard voices of parents and CEA members for and against the extended day.

Mr. Fantini will not be supporting recommendation **#19-31** on the extended day. He realizes that the Superintendent and the Committee are all in support of advancing equity. He is concerned about the OST partners. He feels there has already been success in closing the achievement gap. Perhaps we can consider the schools that want an extended day and let them have it. He does not want to prolong the anxiety the students, teachers and families are having. The Teacher and Paraprofessional unions need to bargain and ratify this and the extended day policy will change again when they are finished negotiating. This process felt like top down and teachers are the last priority.

Ms. Bowman stated that she is sick of privileged people's problems. She feels we are being irresponsible with an abundance of resources. We are failing low income kids and kids of color. She will support the recommendation. We have to negotiate in a way that will put the students at the center.

Committee Member Dexter is not able to support this motion because it does not have enough equity or clarity. The advisory group was made up of twice as many administrators as educators. It gives the same amount of time to each student regardless of age or social emotional status.

Mr. Grassi stated he feels there is a great opportunity for CRLS, however there has been no opportunity for input from the high school students. That may be acceptable for the lower grades, but it needs the student's input for a comprehensive decision.

Mayor McGovern stated this is only one piece to ensure progress and moving forward. There is an opportunity to take a full year to make sure it will work. It may fall short in collective bargaining or not. If it passes collective bargaining, the School Committee may vote it down. This is not either extended time or more support in the classroom, it is extended time. Listening and agreeing on every issue is not the same thing. You can vote yes tonight and then vote no down the road. It is not a commitment to having extended day; it is a commitment to continue the process.

On the following roll call vote, **#19-31** was adopted: Ms. Bowman YEA; Ms. Dexter NAY; Mr. Fantini NAY; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Mayor McGovern YEA.

On a motion by Mr. Kimbrough, seconded by Vice Chair Kelly, the Superintendent's Agenda was brought forward for discussion and adoption. On the following roll call vote, the Superintendent's Agenda items **#19-32 through #19-36** were adopted: Ms. Bowman YEA; Ms. Dexter YEA; Mr. Fantini YEA; Ms. Kelly YEA; Mr. Kimbrough YEA; Ms. Nolan YEA; Mayor McGovern YEA.

7b. CPS District Plan: None

7c. Consent Agenda:

#19-32, 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	3	\$129,434.42
Residential Program Tuition Contracts	0	
45 Day Program Contracts	0	
Total	3	<u>\$129,434.42</u>

#19-33, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for written translations services, funds to be provided from the General Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:
Cross Cultural Communication Systems, 227 Garfield Ave., Suite B, Woburn, for the period March 8, 2019 to August 31, 2019, in the amount of \$70,615.44.

#19-34, Contract Award, be adopted as follows: that the School Committee award a contract to the following vendor for instructional equipment, funds to be provided from the Grant Fund, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with:
Snap-On Industrial, a Division of IDSC Holdings, LLC, 2801 80th Street, Kenosha, WI, for the period March 8, 2019 to June 30, 2019, in the amount of \$29,143.05.

#19-35, Approval of Gifts to Cambridge Public Schools, be adopted as follows: that the School Committee accept and approve the following gifts and receipts as described.

1. An in-kind donation made from an individual donor of a Fender acoustic guitar for the Visual and Performing Arts Department.
2. An in-kind donation made from an individual donor of a ¾ size Meisel violin for the Visual and Performing Arts Department.
3. An in-kind donation made from an individual donor of two cameras (Pentax and Cannon) and a Vivitar flash for the Visual and Performing Arts Department.
4. A gift of \$350.00 made to the Kennedy-Longfellow School by the Museum of Science for field trip buses.
5. \$1,211.89 to the Cambridgeport School and \$895.93 to the Morse School made from O'Connor Portraiture, Inc., as commission for student portraits. Funds will be used for the general support of the school.

#19-36, Grant Award, be adopted as follows: that the School Committee accept and approve the grant award in the amount and for the period indicated:

History and Social Science Instruction, Project/Grant SC19157, in the amount of \$7,540.00 for the period February 19, 2019 to June 30, 2019.

Description: With support from this grant, the CPS History Department will collaborate with Harvard University's Democratic Knowledge Project to review and revise the CPS 5th and 8th grade history curriculum to align with the newly revised MA History standards.

8. Non-Consent Agenda: None

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

Ms. Nolan moved, seconded by Mr. Fantini, to bring forward all items on the School Committee Agenda for discussion and adoption.

#19-37, Motion by Ms. Nolan. whereas the School Committee recently passed a Homework Policy based on work by the CRLS Student Government and staff, the School Committee asks the Superintendent for a recommendation on revisions to the existing K-8 Homework Policy based on current best practice on homework, including a clarification of purpose and a review of appropriate expectations for time by grade; and

Further, that the review process include students from the Upper Schools and the High School, as well as, Teachers and Principals; and
Further that the review include consideration of any appropriate elements from the recently passed High School Homework Policy.

Discussion followed on **#19-37**.

Ms. Nolan understands that we currently have a high school policy, an upper school policy and a K-8 policy that we may be able to combine. The Curriculum and Achievement Sub-Committee already has several items to review and she is happy to put this off for now.

Dr. Salim stated that there are some schools, particularly K-5, where the School Councils have engaged in discussions around the Homework Policy.

Mr. Kimbrough stated that based on what we are looking at so far he worries that the Curriculum & Achievement Sub-Committee won't have time to address it by the end of the school year.

Mayor McGovern asked if there is another Sub-Committee that has lighter load that can take this on because it is important work.

Ms. Nolan stated that this is policy so ultimately it will have to come back to us. Maybe administration can inform the School Councils that the high school policy has been revamped.

Ms. Bowman asked if any School Committee Members have started conversations with K-8 Principals about this.

Superintendent Salim responded that they don't have that information at this point. He will share the information on the revisions that were made by the high school and get any recommendations they have.

Mr. Fantini stated that some elementary schools don't have a homework policy.

The Superintendent indicated there are "Principles of Homework" in all of the schools.

On a voice vote item **#19-37** was referred it to the Superintendent.

#19-38, Motion by Committee Member Dexter, that whereas some Cambridge Public Schools (CPS) students with disabilities are transported to and from CPS schools via a different bus company from the company that transports the majority of CPS students, with a separate contract specifying service details; and

Whereas students with disabilities have some unique needs, such as related to the training that drivers are required to have, the importance of continuity of services and personnel, and parent-driver and parent-CPS communication about transportation issues; and

Whereas parents of students with disabilities have little opportunity to talk with the School Committee about transportation issues;

The School Committee directs the **Building and Grounds Sub-Committee** to hold a Sub-Committee meeting for the purpose of discussing transportation of students with disabilities attending Cambridge Public Schools, with ample notice to parents of students with disabilities. This Sub-Committee meeting will be held no later than May 1, 2019.

Discussion followed on **#19-38**.

Committee Member Dexter stated this is self-explanatory.

Mayor McGovern added that maybe CPS could help the transportation company with the training.

Vice Chair Kelly motioned, seconded by Mayor McGovern, to amend the language in motion **#19-38** to direct this issue to the Special Education and Student Support Sub-Committee, instead of Buildings and Grounds.

On a voice vote, **the amendment** was adopted. On a voice vote **#19-38** as amended was adopted:

#19-38, Motion by School Committee Dexter, as amended, that whereas some Cambridge Public Schools (CPS) students with disabilities are transported to and from CPS schools via a different bus company from the company that transports the majority of CPS students, with a separate contract specifying service details; and

Whereas students with disabilities have some unique needs, such as related to the training that drivers are required to have, the importance of continuity of services and personnel, and parent-driver and parent-CPS communication about transportation issues; and

Whereas parents of students with disabilities have little opportunity to talk with the School Committee about transportation issues;

The School Committee directs the **Special Education and Student Support Sub-Committee** to hold a Sub-Committee meeting for the purpose of discussing transportation of students with disabilities attending Cambridge Public Schools, with ample notice to parents of students with disabilities. This Sub-Committee meeting will be held no later than May 1, 2019.

#19-39, Motion by Committee Member Dexter, that whereas Cambridge Public Schools values a collaborative relationship between CPS schools and Cambridge's Out of School Time (OST) Programs in order to ensure continuous and appropriate learning throughout the day for the many CPS students attending afterschool programs; and

Whereas the different ending times of CPS schools makes quality programming difficult for afterschool programs, resulting in lost OST learning opportunities for students;

The School Committee requests that the administration provide an estimate of the added transportation costs if all CPS elementary schools ended at the same time, and if all CPS Upper Schools ended at the same time. This estimate is requested by March 19, 2019.

Discussion followed on **#19-39**.

Ms. Dexter wants to know the transportation cost if all of the elementary schools started at the same time?

Ms. Bowman asked what time will these children get to their after school programs. Because the schools are scattered across the district; they may all end at the same time, however, it will not guarantee that kids will all arrive at an after school program at the same time.

Dr. Salim stated that he will try to provide a start and end time estimate by March 19th, but it would be making a lot of assumptions because it has not been bargained yet.

Member Dexter appreciates that this will be worked out through collective bargaining. She is just looking for an estimate, a ballpark figure.

Ms. Nolan added that if we add busses, there may be no extra emissions in the number of miles traveled.

On a voice vote item **#19-39** was adopted.

#19-40, Motion by Mayor McGovern, Ms. Bowman and Mr. Fantini,

Whereas: Cambridge Public Schools have created a strong framework to guide the work of the district; and

Whereas: The framework has strategic objectives of equity and access, engaged learning, whole child, partnerships, and improvement; and

Whereas: As the School Committee and City Council through the unanimous adoption of a resolution on citywide commitment to family engagement acknowledge that Children and teens thrive when policy makers, schools, and city and community organizations partner with families to actively support children's learning, development, and well-being. It is our shared responsibility to engage each other in meaningful and culturally respectful ways. This effort is continuous across a child's life from birth to adulthood and carried out everywhere they learn and grow;" and

Whereas: A wide variety of high-quality enrichment opportunities are available in Cambridge including City-sponsored as well as privately-funded programs. Collectively the groups that offer out of school enrichment programs are referred to as the Out of School Time community; and

Whereas: Nurturing the CPSD partnerships with the Out of School Time (OST) community, serves to support CPSD strategic objectives and the city-wide commitment to family engagement; and

Whereas: A successful model for uniting OST partners into a system that supports the connection of opportunities to CPSD students is available in the Agenda for Children OST Middle School Network (MSN); and

Whereas: A system such as the MSN is not currently in place at the Elementary School level; and

Whereas: Children, families, and OST partners at the Elementary School level would benefit from the collaboration, connection, and program quality improvement support that a system like the MSN offers; now therefore be it

Resolved: That the Superintendent explore with the City Department of Human Service Programs the goal of creating a network of Out of School Time (OST) partners serving the Elementary School grades to ensure equitable access to enrichment opportunities for all CPSD students.

Discussion followed on **#19-40**.

The Mayor stated it will create an opportunity for more OST providers. He has met with and listened to the providers, the teachers and the community.

Ms. Nolan stated that there is a little trouble with the model in the upper schools. We need to make sure the model for OST works for students so they get the support they need.

On a voice vote, **#19-40** was adopted.

#19-41, Motion by Mr. Fantini, that the School Committee establish a policy that pays all First Work students at minimum wage.

Mr. Fantini stated that Councilor Mallon brought it to his attention that the First Work students are paid \$8.80 per hour; however the students at Madison Park are paid at minimum wage.

On a voice vote **#19-41** was adopted.

On a motion by Ms. Nolan seconded by Ms. Bowman items **#19-42 through #19-45** were accepted as presented.

#19-42, The Report of the January 29, 2019 Budget Sub-Committee Hearing was accepted as presented:

**Meeting of the Budget Sub-Committee (Committee of the Whole)
Public Hearing
Tuesday, January 29, 2019**

**CRLS Attles Room
6:00 p.m. – 7:00 p.m.**

Called for the purpose of a Public Hearing inviting the input of Educators and the public on the proposed FY2020 School Department Budget. It is anticipated that this meeting will end by 7:00 p.m.

Members Present: Ms. Dexter and Mr. Fantini, Co-Chairs; Ms. Bowman, Vice Chair Kelly, Mr. Kimbrough (ABSENT), Ms. Nolan and Mayor McGovern

Also Present: Dr. Salim, Superintendent, Dr. Adams, Assistant Superintendent for Curriculum and Instruction; Ms. MacDonald, Assistant Superintendent for Elementary Education; Ms. Spinner, Chief Financial Officer

Mr. Fantini in the Chair

A quorum of the Sub-Committee (Committee of the Whole) being present, Mr. Fantini called the meeting to order at 6:00 p.m.

Budget Co-Chair Fantini welcomed everyone to the Budget Sub-Committee meeting, he explained that the February 2, 2019 Budget Hearing has been postponed and information is forthcoming with the date the

meeting was postponed to. Mr. Fantini also stated that there will be a Budget Workshop at 7:00 p.m. tonight. The following individuals were heard:

Public Hearing on Budget FY20 Budget:

- Lissette Casillas, Amigos School, Equity Action Network, spoke on funding to teach racial equity. Advocating for educators of color, children and families of color need to be able to rely on equity. (statement on file in the School Committee office).
- Leslie Brunetta, Roberts Road, is frustrated because of the small amount of progress made to close the Achievement Gap. School Committee and the Administration do not have high expectations for Black and African American students; the data shows they have high expectations for White students and we are a data driven district. Mr. Kimbrough informed the assembly at a prior meeting that our schools are operating as designed, which is only for White students to excel. The system operates reliably, do you plan on changing it to include all students?
- Rebecca Quinn, the process of discussing extended day is like putting the cart before the horse since we don't know what the extended day will look like. Educators don't all need extended time in the day, some feel they need additional people in the classroom. It is scary for teachers to agree and say please give us more time and then just trust the School Committee and the Administration to do what the Educators want done with the extra time. Most families do not support extra time during the day.
- Anil Mundra, Mt. Auburn St., Ola Program father, family lives in Cambridge because of the strong Portuguese presence. He appreciate having the program, the big problem is only having one combined JK/K classroom. When that class is capped, they cannot populate the first grade classes. They need another kindergarten classroom, he is sure it can be filled.
- Jill McCain, parent of two Ola kids, It is a heritage language in their home, they have exhibited more pride once they became involved in the Ola program. It is a culturally important program for the family. She is advocating for another kindergarten class. The classrooms from 1-8th grades are not filled, it is not ideal for the district's resources. Please support a second K class in Ola.
- Laura Holsen, Thorndike Street, parent of Ola program is asking for another kindergarten classroom. The parents don't speak the language but they are learning along the way. Portuguese is the 7th most common language spoken world-wide. The current set up of 20 children are a mix of JK/K so they cannot all go into the 1st grade together. Please support a second kindergarten classroom.
- Timothy Jones, Wilson Avenue, he speaks less Portuguese than his children do, the program is fabulous, they are a close knit group and are familiar with the program mostly because they could not get into the Amigos school. He hopes for another Kindergarten classroom.
- Rachel Parish, Willow Street, has one son in the Ola Program, she is asking for another K classroom, she wants her children to be able to engage in a culturally rich environment. The program is limited and parents don't want to waste their choice on such highly limited seating.
- Dan Monahan, CEA President, They are not able to build the waitlist unless there is another classroom added. FRC is telling them not to bother trying to get in.
- Elysse Magnotto-Cleary, Gerry Street, when they got their child into Ola they hit the lottery, both figuratively and literally. She recognizes the value CPS places on diversity and bi lingual education. The school is ready for the new building and a new kindergarten classroom. She asks that the School Committee ask questions if they have any.
- Joy Harper, Washburn Ave, the King Open is their son's pride and joy. If the goal of CPS is to have access and opportunity for all children, it is not possible at King Open. We should be using all resources. She is also asking for another Kindergarten.
- Pedro Moreira, Holden Green St., his five year old son had a hard time learning to speak. Once he enrolled in the JK Ola program, he improved his speaking in both Portuguese and English.
- Penny Haney, Glenwood Ave, asking for a 2nd kindergarten classroom because there is no way to fill the first grade and up classrooms with half students
- Kaitlin Hopkins, Thorndike Street, has two kids in Ola, one twin got in at the JK level the other had to wait and go in at the K level. She is also asking for another kindergarten class in Ola.
- Andrew Myer, Broadway, he spoke to the lottery process and is very happy with their success.
- Helena Bryant, Brattle Street, she works near the Kennedy Longfellow School, stated many parents cannot come to the meetings. She works at the Pega Systems. She is here to advocate for funds for the Kennedy Longfellow School in any way that the School Committee sees fit. The family and the community cannot support the needs of the school, the appeal goes out to the district because

the kids deserve it. Equality is that everybody gets a medium tee shirt, Equity is that everybody gets a tee shirt that fits.

The Chair declared a ten minute recess at 6:50 p.m. The time for recess having expired, the Chair reconvened the meeting at 7:00 p.m.

- Jaime D Almieda, Hamilton St, he has been told that because the waitlist is not long enough they are not getting another kindergarten.

Ms Nolan motioned, Ms. Bowman seconded to adjourn at 7:05 p.m.

Documents/Statements referred to during public comment: (copies on file in the School Committee office)

- Lissette Castillo, in support of racial equity Network
- Leslie Brunetta, in support of another Kindergarten Ola classroom

The communications are on file in the Office of the Executive Secretary to the School Committee and can be viewed.

Attest:



Dosha E. Beard
Executive Secretary to the School Committee Office

#19-43, The Report of the January 30, 2019 Curriculum and Achievement Sub-Committee meeting was accepted as presented:

Curriculum and Achievement Sub-Committee Meeting
January 30, 2019
3:00-5:00 p.m
School Committee Conference Room

Called for the purpose of creating a uniformed, standardized way of ensuring that all students are transitioning from grade to grade with the necessary skills to begin the following school year at grade level.

Members Present: Mr. Kimbrough, Chair; Ms. Dexter, Ms. Kelly,
Also Present: Assistant Superintendent Adams, Mr. Monahan,

A quorum of the Sub-Committee being present Mr. Kimbrough called the meeting to order at 3:01 PM and read the call of the meeting.

Mr. Kimbrough stated that when he was teaching and working 1:1 with a student, he assigned work over the Summer but that was against our rules. Some students need to take remedial classes to ensure that they have achieved the necessary skills to get a diploma so they can go on to college or a profession.

He turned the meeting over to Dr. Adams who is sitting in for Dr. Turk. She met with the elementary staff and today we are concentrating on grades JK-5 report card and reporting progress. There is some interest in having a common report card for all elementary schools. Right now they all have different report cards. Every school sends out a progress report or report card three or four times a year. Parent conferences are held twice a year and one building has one a year. Other ways teachers communicate to parents about how the kids are doing is through phone calls, emails, Aspen, home visits, IEP meetings and three times a year screeners in reading/literacy and math skills. If a child receives a warning families are told that we are doing additional work to bring them up to grade level. Screeners are given in K-2 and grade 3. Kids that meet expectations are not necessarily screened again during the year so they are not over assessed.

Dr. Adams stated do parents know what the kids need to know to go on to the next grade level. When we talk about the gap it is in the standards, not between kids.

Ms. Dexter asked how often do IEP meetings happen? Ms. Kelly said it is on a cycle usually once a year and the plan lasts for three years and in between if a parent wants additional testing. Ms. Kelly thinks it would benefit us if we knew what the percentages are overall.

Ms. Adams added the clearest way to define things is through report cards, however some families define the student's happiness, it varies what they measure if the student is successful.

Mr. Kimbrough believes we need to compare kids where they're at rather than where they are on the standards. The standards are from DESE; how are they reported to parents?

Dr. Adams responded most standards are from the DESE Curriculum Frameworks and we have adopted CASTLE frameworks for social/emotional which are built into the report cards.

Mr. Kimbrough asked are they communicated on a standard report card? Dr. Adams replied that they vary from school to school. She gave out samples from different schools (on file in the School Committee office). Some differences are the progress level some use numbers and some use letters. Most are two pages front and back. Principals think it would be good to standardize them all. Unless you have kids in two schools a parent wouldn't necessarily know there are different report cards.

Mr. Kimbrough thinks some parents would not know what "Knows Spelling Principals" means. It is not clear and needs to be more specific as to what we want our kids to know so the parent knows where the kids need improvement and they can do additional work with the kid.

Mr. Monahan thinks there could be a standard comment that could go on the top of the report card. It needs to be simple and clearly communicate these are things we did this year and give parents resources they can work on over the summer.

Ms. Kelly added looking at the grade level there are expectations that the teacher has for the student. How do we communicate that so parents are able to understand it?

Dr. Adams has a concern about having comments on top of the report card because the Teachers give additional feedback and that the entire report card probably won't be read.

Ms. Dexter asked how often does a parent initiate an IEP vs a Teacher?

Mr. Kimbrough replied some kids have issues with pronunciation on their IEP but it does not affect their understanding of what they are reading.

Ms. Dexter added that some parents know about interventions. We don't hold kids back in the system if they don't have the skills they will still go on to the next grade.

Dr. Adams stated the District Plan has a multi-tier system of support. Literacy screeners give a holistic view of our students. We have a strong Literacy Coaches.

Mr. Kimbrough asked what does the intervention look like if students need additional help reading?

Dr. Adams replied kids that need intervention are being pulled out of core classes. We can't pull them from the specials, lunch or recess for help. Other districts have intervention for all kids or personalized learning in small group instruction in literacy or math that need to be built into the schedule.

Ms. Dexter asked what is the process for kids that are struggling during the summer?

Dr. Adams responded that we have Title I summer learning, ELL summer opportunities, COMPASS in partnership with Lesley, we are working with MIT and Mass General on a new summer program that will focus on kids that need reading support, and we are partnering with the city to make it a full day program

instead of 3 hours at the elementary level. In the Upper schools we support kids struggling in Math that want to move to the Accelerated Math Program (AMP).

Ms. Kelly asked what is the Mass. General Program and MIT? Ms. Adams answered they are using the Lexia Program but Ms. MacDonald has more information.

Mr. Kimbrough stated the next steps at the elementary level would dove-tail on what Ms. Nolan is doing around our summer programs and streamlining kids and their performance during the school year. He is concerned that there is not a standardized, universal way using best practices to be sure kids are on grade level so parents know.

Dr. Adams mentioned it is the same for professional time for teacher professional development and the time it takes.

Mr. Monahan stated from the educators' side regarding clear communication should we reach out to parents who have kids not on grade level and ask what would have helped you to understand and be able to access resources that are available? Is it a letter, phone call? What is the right way to do that?

Mr. Kimbrough added we have kids that will take exams as a sophomore now to take college level courses; maybe reach out to those parents to see if we are missing any gaps.

Dr. Adams thinks it would have to be parents that have good relationships with teachers for them to reach out saying your child has been struggling for five years, etc.

Ms. Dexter thinks it would be helpful to have a list of summer programs that are available by grade level.

Mr. Kimbrough thinks we have done a good job with 9th grade students. We should see if kids that are failing went to the summer programs to find out if the intervention is working.

Ms. Dexter said we have some kids that take 5 years to go thru high school.

Ms. Kimbrough answered that he doesn't think we have a lot of kids that go for five years, they usually would go to the High School Extension or drop out but we could ask Principal Smith.

Dr. Adams thinks Summer Programs need to give enrichment and nurture who they are but don't lose vision of summer vacation.

Mr. Kimbrough stated that parents of color need to have the information to make decisions whether kids go on to college to assure that they are on point.

What are the next steps? Dr. Adams will meet with the Principals about improving/aligning report cards, are there any specific summer programs and how do we measure if they are effective.

Motion to adjourn at 3:59 PM by Ms. Dexter seconded by Ms. Kelly.

Respectfully submitted,

Terry Gist
Confidential Secretary to the School Committee

#19-44, The Report of the February 6, 2019 Communication Sub-Committee meeting was accepted as presented:

**Communication Sub-Committee Meeting
February 6, 2019
6:00-7:30 p.m.
School Committee Conference Room**

Called for the purpose of reviewing draft social media policy for the district and discuss internal communications between the CPS Administration team and the School Committee.

Members Present: Ms. Bowman, Ms. Nolan, Ms. Dexter

Also Present: Mr. Maloney, Ms. Allen, Mr. Smith, Ms. Waters, Ms. Rippey, Mr. Monahan

A quorum of the Sub-Committee being present, Ms. Bowman called the meeting to order at 6:00 PM and read the call of the meeting.

Ms. Bowman stated that to move the district forward they will be reviewing and editing the Draft Social Media Policy and Guidelines. Some members of the group have previously provided input and edited the policy. She then tabled the second item on the Agenda for another time. She explained that the first part of the draft document was taken from the state Mass Municipal Association Policy Guidelines. Ms. Bowman added that Atty. MacFarlane is working with her to be sure we are not overstepping boundaries and legalities.

This policy is for the CPS platform on social media usage for staff engagement with students and parents. We want to have a broader policy because don't we have guiding practices.

Mr. Monahan asked if the draft policy is being integrated into the one we currently have, like an umbrella. Ms. Bowman replied that this will complement what we already have.

Ms. Allen stated that the draft policy covers CPS staff members personal use of social media as it relates to their job.

Ms. Nolan stated that the title needs to be made clear that these are the guidelines for the staff of CPS. We need to define inappropriate contact. We need structure around the guidelines and the best way to communicate sometimes is by cell phone.

Ms. Bowman will clean up any typos in the draft. This is for any place where there is a social media platform. She doesn't want staff to get the District into problems.

Mr. Maloney asked about 1B do we want to open up the possibility to get other written forms of communications, that would be difficult to manage on a school by school bases.

Ms. Dexter asked if this covers the Principals too? Mr. Maloney replied yes.

Ms. Bowman stated that regarding 1a. Eydie (a teacher) wrote that electronic contacts for students who are traveling overnight or in emergency situations is an easier way of communication.

Ms. Rippey added that sometimes staff feel like they need to give out their personal cell phone number but in the future we could have a solution for that.

Review Draft Social Media Policy for the District:

Ms. Allen said some things need different placement in the document.

Mr. Maloney added maybe communication should be by school phone not personal phones. Teachers taking trips overseas will forget sometimes so we are doing this for their protection. Some students have social-emotional problems and the teacher that tries to go that extra mile for students could be affected.

Mr. Monahan commented that we are putting two different pieces together; one is staff contacting students and one is personal media use.

Mr. Maloney replied sometimes they do overlap.

Mr. Monahan added we need to be clear about what are the ways we recommend that educators/staff communicate with students and families up front; a cell phone call is an electronic mean.

Ms. Bowman agrees to stick with just social media platform not call out one platform over another.

Mr. Monahan asked is texting social media in your definition? Ms. Waters responded yes when contacting student's social media is not a problem because we already have that in place.

Mr. Smith stated we have been working on this with social media exploding they need some guidance.

Ms. Bowman said let's start with the purpose of the social media guidelines and what is social media.

Ms. Allen added Tic Toc is a new media contact type that her grandson is using.

Ms. Bowman asked is there anything missing from the social media list? Ms. Nolan stated we should add when in doubt, ask ICTS.

Ms. Rippey asked are there some types of social media that have been approved by CPS? Mr. Smith replied yes some social media sites are approved for use in the classroom and are on the platform. Ms. Rippey thinks we should add a sentence like we have adopted the following guidelines because we want staff to handle themselves appropriately but this is focused on their own personal page, maybe add please see other guidelines like you are not allowed to post unapproved things to YouTube for CPS which could overlap with their teaching role.

Ms. Bowman added that goes back to the media release, no one should be uploading anything that has children in it, even with a media release.

Ms. Waters stated we can only use students work and photos on CPS hosted sites like on our websites and publications, not on YouTube.

Ms. Rippey added because then it becomes the property of YouTube.

Ms. Bowman commented if you self-identify on your personal page that you are affiliated with the district then you open yourself up to scrutiny

Ms. Rippey stated my Facebook says I work for CPS and if I posted a picture/video of my kids with other kids in it, I have violated the CPS media release policy by doing that.

Mr. Monahan added even if you don't identify yourself as a teacher but are a public employee you could open yourself up to scrutiny. There are ethics laws around being a teacher that we need to be clear about.

Ms. Rippey posts political comments on her page could that be a conflict of interest?

Ms. Allen stated we want people to read and use the guidelines of what they absolutely shouldn't do and be cautious because nothing on line is ever deleted. This draft needs to be sorted with different headings like tips and reminders. She suggested going through each bullet and categorize them by group.

Mr. Monahan thinks it might be helpful to have a list of common examples that are not appropriate. There is a statute for teachers "conduct unbecoming a teacher".

Considerations for Personal Social Media Use:

The guidelines were edited and labeled as an expectation, policy or tip.

- ✚ 1st bullet is a framing device so it is an expectation, the second part needs to be separated as a tip.
- ✚ 2nd bullet is a tip.
- ✚ 3rd bullet is a tip
- ✚ 4th bullet “your responsibility...” is an expectation. Separate the second part “it is also easy...” is a tip.
- ✚ 5th bullet is a policy, **insert “personal”** before “email, text messaging.....”
- ✚ 6th bullet is a policy, add another bullet for “The District recognizes” .. is a tip. “However the district cautions against engaging”.....is a tip. Ms. Waters added they can only use official approved tools, **delete** “use **your** official, school or work-related **delete page(s)**. Starting with “a recommendation for staff...” is a tip to tell parents I can’t friend you. Ms. Waters added per Atty. MacFarlane we should use parents, guardians and caregivers. We don’t have Facebook pages for classes – we only have school Facebook pages. Ms. Bowman will re-number and correct these.
- ✚ 7th bullet is an expectation
- ✚ 8th bullet is a Policy
- ✚ 9th bullet is a Policy
- ✚ 10th bullet is a Policy

Ms. Allen stated that we should provide a paragraph of “WHY” we are doing this in the preamble of the document.

Be Transparent: is a tip, **delete** the 2nd sentence.

Always a School Employee is a tip.

Build Community/Positively Represent: is a tip. **Delete School** at the beginning. Change **reframe** to **refrain**. You can disagree but do it in a respectful way. Ms. Waters stated we can’t be talking about kids on line at all. Ms. Rippey added that they should frame the content - speak with honesty and integrity. Ms. Allen added we don’t want to dictate how people live their personal lives. Ms. Bowman stated It only has impact if it comes back to you as a CPS employee. Mr. Monahan stated if they are critical, comments should be professional and positive.

Other online activities: Delete section

Share your Expertise: Mr. Monahan stated we can post examples of positive and negative things because Teachers do brand themselves. Change section heading to **Sharing your Professional Profile** on your personal accounts. Ms. Bowman will rework that piece.

Respectful and Responsible: is a tip

Own and Correct Mistakes: Ms. Allen asked should we give an example? Mr. Monahan stated it’s better for you to tell your supervisor if you make a mistake is a tip

Confidential Information: Ms. Allen stated even with permission they should not share it. It is an expectation. **Change** heading **Confidential to Sensitive Information**.

School Logo: Ms. Dexter asked can you wear a falcon t-shirt, that’s school spirit. It is Policy. The Falcon logo is copyrighted because we got it from the Atlanta Falcons so only some printers will print it.

Posting Photos or Movies without Permission: **Change Movies to Videos**. Don’t include student work in your own profile. It is Policy.

Responding to Negative Comments and Criticism: **Delete** last sentence, is a tip.

Copyright and Fair: add Fair “**Use**” to the heading. It is a Tip

Videos: **Delete** this section.

Staff Student Relations: Put this in front of the document. We will re-visit this. Figure out the balance between encouraging adult relationships and inappropriate relationships.

Ms. Bowman is shocked because she made an assumption that we already had something in place regarding this. Ms. Allen replied no, we don't, that's why we are working on this.

Mr. Monahan commented this is just to warn educators what could happen.

Ms. Rippey added this is in the budget for next year.

Ms. Allan stated going back to the front page about reporting to the Superintendent or School Principals many people don't report to them they have a supervisor so in the last paragraph **change** to **supervisor**. Further down on the page **change Superintendent** to **Supervisor**.

Ms. Waters asked if we encounter teachers with student pictures on their Facebook and they don't remove them what happens? Ms. Allen will follow up with them.

Ms. Bowman stated for the next step can we group edit this? Ms. Rippey likes to write policies and will help. Ms. Bowman commented that at our next meeting we will have a revision of this document.

Mr. Monahan asked where do you draw that relationship line, particularly at the high school level.

Ms. Allen responded communicating with students is a common theme we can cover.

Ms. Nolan thinks this should be from Governance. Mr. Monahan thinks other educators should be brought in to speak about building relationships and crossing boundaries.

Ms. Nolan agrees that some teachers need to review it. Ms. Bowman responded that there is a working group with two teachers on it.

Motion to adjourn at 7:34 PM by Ms. Nolan seconded by Ms. Dexter.

Respectfully submitted,

Terry Gist
Confidential Secretary to the School Committee

Documents on file in the School Committee office
Draft Social Media Policy & Guidelines (For Staff)

#19-45, The Report of the February 14, 2019 Public Budget Hearing Sub-Committee meeting was accepted as presented:

**Public Budget Hearing
February 14, 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 a Public Hearing inviting input from the Public on the FY20 School Department Budget Priorities

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

Also Present: Superintendent Salim, Mr. Maloney, Ms. Spinner, Ms. Allen, Ms. MacDonald, Ms. Morgan, Ms. Liss, Mr. Monahan, Ms. Washington

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

Public Comment:

The following individuals were heard:

- John Paul Kambazza, Ware St. Parent of 3 kids, Thanked the Curriculum Sub-Committee for re-activating the Math Olympiad Program at the Putnam Ave. Upper School. The after school programs are working for his kids. The programs are achieving results but need financial support. I am a Cambridge Schools Volunteer and he hears where they are struggling. He has no specific ask but the programs are wonderful and need financial support.
- Carol Magill, Waterman Road, Parent of 2 kids and Jim Moore, Concord Ave. Parent of 1 kid. They read a letter on behalf of the Haggerty School signed by 83 families. They want to expand Haggerty staffing and technology but other schools could also benefit by these things. Staffing is not known until the summer which is unnecessary stress on teachers. Students need Differentiated Instruction when they are starting to master skills. Expand co-teaching at Haggerty for grades 2-5 classrooms. Expand the model that was started last year. Place a full-time Special Educator in the classroom at all times, which had a positive effect on students meaning less students were sent to the office. They are asking for a full time Paraprofessional in all grade 1 & 2 classrooms that have 22 students. A full time Social Worker, provide more assistance to struggling SEL curriculum students, and pilot a restorative justice curriculum. Also a 2nd full time Building Sub. There were 17 times they did not have a sub and had to scramble to find classroom coverage. They want someone that is familiar with the school culture. Adequate staffing for less structured time during early morning free breakfast where there are not enough seats which is intimidating to small kids., Staff is not expected to be in the building until later. Continue to have 2 part-time Interventionists to support the most vulnerable students. Fix and replace the twenty-year-old technology that is not working in the building and maintain a separate computer lab that is more appropriate for younger learners. (on file in School Committee office)
- Jen Richards, Aberdeen Ct. Parent at Haggerty, supports expanding co-teaching for grades 2-5. Last year there was academic improvement, no students were removed from classroom due to behavior. The budget did not allow continuation of co-teaching for this year. Special and General Education Teachers need to be co-teaching in classrooms. Why did the successful pilot program not continue? It is a district problem. We spend twice as much as surrounding communities. Why aren't we incorporating co-teaching when we pay outside consultants that tell us it works? We have seen success with these programs. Upper Schools and CRLS use co-teaching to close the opportunity gap. It is a great opportunity to add more teachers of color. The School Committee needs to examine how the meetings are run; there is no child care for small kids evidenced by the six children playing in the hallway. The Agenda is hard to read/understand. Three minutes to speak is intimidating and not welcoming. (on file in the School Committee Office)
- Natalia Yufa, High St, Parent & Educator in the district, The staffing levels need to be increased. Brookline has more staff in classrooms. CPS has 16 students and one teacher in a pre-calculus class at the high school. Lower level grades need increased staffing. Many years ago there was more staffing in the classrooms. We need more certified Teachers, Paraprofessional's and Math Interventionists. Our Reading and Literacy classes have many interventions which is crucial but Mathematics does not have the same level of staffing/support. She submitted a petition signed by 65 parents asking for more equitable edification of students that have advanced learning needs. We do not have a system to identify advanced students except by parent's identification which is not equitable. She wants K-8 students tested so it is equitable. Part of the training that all CPS teachers undergo needs to be related to how diverse learners exhibit advanced learning needs, one may ask for more work and one may act out. Every school should have a part-time designated Assistant Teacher for advanced learning because currently we have 1 for 7,000 kids so Teachers have someone to help. (On file in the School Committee Office.)

The Chair declared a recess at 6:25 PM. The time for recess having expired, the Chair reconvened the meeting at 6:40 P.M.

- Lauren Gibbs, Newport Road, Supports more faculty, Guidance Counselors, staff and administrators of color in the schools. Ramon DeJesus should have another person, or two working with him to recruit more diverse staff. Her daughter died in a fire and wants CPS to create a Health Curriculum for high school students to have fire safety information. Students, parents and faculty ask for smaller classes and caseloads. Add Teachers and Guidance Counselors as necessary. Respond to the Parkland Students that came to Harvard last Spring and fund the Arts. There are CPS elementary schools that have less than one Art Teacher. Music, Dance, Sculpting, and Acting are as important as core subjects. Fund the girls' sports as equally as the boys. To sum up she wants more diverse staffing, Fire Safety information in Health Education, smaller classes and caseloads and fund the Arts for all.

The Chair declared a recess at 6:45 P.M. The time for recess having expired, the Chair reconvened the meeting at 6:47 P.M.

- John Trevor, Richdale Street, Parent of 2 kids, Chairman of the PTA Spanish Program Committee. He wants funding for World Languages in the Upper Schools. The Task Force set up the seal of bi-literacy so current students, particularly seniors at CRLS could qualify for the seal of bi-literacy. He wants World Language pathways that have immersion programs and a modest amount of languages at the elementary schools with no clear pathway. We have Spanish 2 days a week at Fletcher Maynard Academy so when they get out of FMA they have had 8 years of Spanish but at the upper schools there is no continuous pathway. The current weakness is there is no solid foundation for a continuous pathway in the Upper Schools. It would be expensive to have every language at every Upper School. We could have certain Upper Schools focused on certain languages and he realizes the cost involved with 1 or more languages.

The Chair declared a recess 6:51 PM.

On a motion by Ms. Dexter Seconded by Ms. Nolan the meeting adjourned at 7:02 P.M.

Respectfully submitted,

Terry Gist
Confidential Secretary to the School Committee

Documents on file in the School Committee office
Letter from Carol McGill and Jim Moore
Statement from Jennifer Richards
Document from Natalia Yufa

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

#19-46 Motion by Mayor McGovern, the School Committee offers its congratulations to Lance Dottin, Cambridge Rindge and Latin School alum, class of 1987, on his 400th win as the Boys Varsity Head Basketball Coach at CRLS. Under Lance's leadership CRLS has won three Division 1 State Championships and is regarded as the prevailing dynasty in MIAA basketball. More important than the victories, however, is that Lance has been a mentor and role model, both on and off the court, to hundreds of young men in Cambridge and has helped to shape the lives of so many. Congratulations Coach Dottin on this achievement and for all of your hard work.

On a voice vote, **#19-46** was approved.

11. Announcements:

Mayor McGovern announced the following:

There will be a Cambridge Digs Deep Meeting on March 21st at 5:30-8:00 p.m. in the CRLS cafeteria, parking under CRLS is available.

There will be baseball clinics for children 7-12 years old in the War Memorial run by coaches on the following Saturdays: March 16, 23, and 30 from 5:30 – 7:30 PM.

12. Late Orders:

It was voted to adopt the following:

- **Motion by Mayor McGovern**, Congratulating and celebrating the 68 CRLS students who were awarded the 2019 Scholastic Art and Writing Award Winners. In addition, thanks to the dedicated CRLS educators for their support of the Arts and Creative Writing.
- **Motion by Mr. Kimbrough**, to send a letter to Jen Mason-Stott in recognition of a librarian award.

13. Communications from City Officers:

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

- Agenda
- Improving School Schedules to Advance Equity Update on Proposal PowerPoint presentation

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

- Elementary Principals in support of #19-31 Extended Day
- Manuella Fadella for Khari Milner in support of #19-31 Extended Day
- Ellen Semenoff in support of #19-31 Extended Day
- Elizabeth LaRose in support of closing the equity gap
- Debra Pierce in support of #19-31 Extended Day
- Sonia costa in support of #19-31 Extended Day
- Mayann Londino in support of #19-31 Extended Day
- Eryn Johnson in support of #19-31 Extended Day

Opposed to #19-31 Extended Day

Lilli Martinez	Craig Hyland	Ben Geiger	Karma Paoletti
Tim O'Connor	Cyni McNulty	Eric Wu	Liz Atwood
Ariel Maloney	Luba Stricker	Erin Gardner	Corianne La Bounty
Amy Moylan	Michael Delia	Angelica Brisk	Darrin Korte
Maria LaPage	Eryn Johnson		

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

- ✓ Rebecca Coyne, #19-31 Extended Day
- ✓ Councillor Alanna Mallon, #19-41 Minimum Wage
- ✓ Dan Monahan #19-31 Extended Day
- ✓ Ben Mazzotta #19-31 Extended Day
- ✓ Mary Shillue-Goldberg #19-31 Extended Day
- ✓ Eydie Ortiz #19-31 Extended Day
- ✓ Michele Watson-Maxwell #19-31 Extended Day
- ✓ Gina Hughes #19-31 Extended Day
- ✓ Rebecca S. Lester #19-31 Extended Day

On a motion by Ms. Bowman, seconded by Mr. Fantini, it was voted to adjourn (9:15 p.m.)

Attest:


Dosha Beard
Executive Secretary