



## Haggerty School

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Haggerty School Advisory Council (SAC)

**Tuesday, April 23, 2024**

6:00-7:30 PM

Haggerty Library

### Agenda:

- **I. Introductions**
  - What's on Top? Peaches & Pits (celebrations/gratitudes and questions)
- **II. Update on Next Focus Group dates/locations**
- **III. Safe Schools Guidelines, Rainbow Clubs & Updated School Committee Policy Regarding Transgender and Gender Nonconforming Students. Here's that [policy link](#) updated in December 2023.**
  - Invited additional staff and Sam Musher from the Office of Equity Inclusion & Belonging

### **Attendance:**

*Nancy Campbell, Principal*

*Elizabeth Hill, Staff Representative*

*Lissa Galluccio, Family Liaison*

*Leah Kean, Caregiver Representative*

*Andrea Flammia, Caregiver Representative*

*Aminata Cham, Caregiver Representative*

*Sandra Paunov, Caregiver*

*Kisha Porter, Caregiver*

*Biz LaRose, Staff*

*Katie O'Connell, Caregiver*

*Donna Walton (virtual), Caregiver*

### **Note Taker: Lissa Galluccio**

#### **I. Introductions & Peaches and Pits**

- **What's on Top?**
- MCAS started in 3rd grade, it's the first time these students have taken the test. Mindful about how much time it takes up. On the State level, trying to take it away as a graduation requirement?
- Other caregiver, MCAS has had different impacts on my children.
- My third grader really enjoyed the extra recess time after MCAS today.
- Swimming took a break for MCAS for a week, and that was disappointing, but they will have the same number of swimming weeks overall.

- Communication survey: wondering the numbers for our school? *Answer:* Haggerty ended at 41% participation rate. Heard today that data was in and we are waiting for the data so we can review it. Will share it with SAC.
- Question about other assessments? Are they related to MCAS? *Answer:* Yes, and no. Always trying to look and see how kids are doing in reading/writing and math - against themselves and the standards. Most important goal is to help us make sure students are making progress.
- Sounds like some apprehension around MCAS, is it the test itself that is the problem?
- MCAS does provide a measure of progress over time. MCAS is actually a measure of your school, and your teacher, the core curriculum. It is a graduation requirement. Outcome can also be impacted by demographics, and there are always questions/concerns about the equity of the test.
- Our classroom teacher encouraged caregivers to write little notes to our students, and wrote them special notes on the MCAS days. It was a nice touch!

// Bulk of the meeting will be about Rainbow Club: What it is and why we do it is CPS Policy.

- School committee passed a policy back in December. Before that the State put in place a Safe Schools policy, so that students can go to a school they feel safe and have a trusted adult.
- In elementary school, we have rainbow clubs - because they are about love, acceptance and understanding. Last Pride Day in June, we wore rainbows, and grades each wore a different color and we took a picture.
- Rainbow clubs are voluntary for the students, during lunch, and they read a book. It is opt in and once a month.
- Lots of students go because their friends are going. (shared books during the mtg so that folks could see what students are reading)
- Our issue has been that so many students come, leaving very few students left in the cafeteria. An unintended outcome.
- Some caregivers think we teach in depth about specific identities, orientations, or human sexuality, which we do not teach in elementary school. Caregivers can opt out of sexual education (human sexuality) in 5th grade - this is the one thing that you can opt your child out of.
- In the 2nd grade health curriculum, there is a conversation around stereotypes and identity, so they understand stereotypes.
- In Cambridge we do embrace and support the elements of diversity - and this is an important aspect of that. All students are welcome and we need to provide space for all, which is our goal.

- Some of our 5th graders are using a lot of language that verbalizes unacceptance of Rainbow Clubs. And it's fine for students not to go, we are just asking students to respect each other.
- Our goal is to be a safe space for all students, which has been shown to be very protective to LGBTQ+ students and greatly reduces the risk of suicide and self harm.
- The club does more, because we have students in school who already identify this way - so we are just trying to raise students who do not do harm. We need empathetic students and people in our world.
- Rainbow club provides another time to socialize around an experience. It allows them to take a bit of agency to decide what they want to do at lunch, which is a social skill.
- We have had students who have changed their name and/or pronouns. This policy says we will honor their choice and provide a safe space.
- The teen health survey is incredibly distressing - LGBTQ+ students 40% report self harm and 30% suicidal ideations. We need our students to be alive in their best selves. Incidence of bullying is also very high in this community. The data suggests that this is greatly reduced by having a trusted adult.
- How can we get the benefits of Rainbow club out to the broader community? So more community members understand the benefits.
- As an adult it is much more difficult to unlearn/learn & relearn, and when students learn it early, they are much more accepting and adaptable.
- With our motto "Everyone is different, everyone belongs" - we do discuss different identities. When there is hate and harmful language we talk about upstanders and bystanders.
- "Do unto others as you would like to have done to you - and that is not gendered"
- The expectation of how you want your kids to be around others, we all share.
- Is there a way to invite in the caregivers who have expressed concern to have a more in-depth discussion? Maybe a community celebration with books, maybe pride month in June. Maybe something at Haggerty Day? If there is a table, get drawn in by great books.
- Could you promote it as - Who is supporting your kid? Who is your kid talking to? We want all students to have somebody to talk to.
- We should share one pagers, flyers and tables at events.
- We could reach out directly to caregivers who have expressed concern, and have a conversation.
- It was expressed that we like the angle of it being really relatable. How will it benefit them?
- We want to raise the kids that want to be includers, who stand up for others.



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***Next Meeting: May - TBD***