

School Committee - Regular Meeting

March 17, 2026 at 6:00 p.m.

Held in and broadcast from the Dr. Henrietta S. Attles Meeting Room, Cambridge Rindge, and Latin School, 459 Broadway, Cambridge for the purpose of discussing the agenda items listed below. This meeting includes the Public Hearing on the FY27 Budget.

Individuals may sign up in advance to provide public comment for the March 17 Regular Meeting: The sign-up window is Friday, March 13 through Tuesday, March 17 at 12:00 PM (by phone) and 5:30 PM (online).

To register for public comment during the sign-up times:

- Visit the School Committee online portal: https://secure1.cpsd.us/school_committee.
- Or contact the School Committee office at 617.349.6620.

Regular Meetings will be live-streamed at www.cpsd.us and broadcast on Cambridge Educational Access TV (CEATV) Channel 26, as usual. The meeting can also be viewed on Zoom at <https://zoom.us/j/96081106637>. This meeting will be video and audio recorded which may include third party devices.

A G E N D A

1a. Public Hearing on the FY27 Budget (3 minutes):

1b. Public Comment (3 Minutes)

2. Student School Committee Report:

3. Presentation of Records for Approval:

- March 3, 2026, Regular Meeting

4. Reconsiderations: None

5. Unfinished Business/Calendar: None

6. Awaiting Reports: None

7a. Superintendent's Update:

The Superintendent will provide an update on pending matters and highlight various initiatives taking place across the Cambridge Public Schools. The report will include the recommendation to approve an in-kind donation by the Cambridge Community Foundation to sponsor the partnership with Attuned Education Partners, LLC that was previewed at the previous meeting of the Cambridge School Committee.

7b. Presentation:

The Superintendent will share with the committee the draft schedule of presentations and reports currently being prepared by the administration to be brought before the Cambridge School Committee prior to the conclusion of the 2025 - 2026 school year, which has been developed based on input from the committee. Members will have an opportunity to engage in a discussion and offer comments and questions about the prioritization and sequencing of these and any other potential reports or presentations the committee would like to receive either by the body or a subcommittee of the school committee.

7c. District Plan None

7d. Consent Agenda

- #26-033** Recommendation: Day & Residential Program Services not Available from The Cambridge Public Schools
- #26-034** Recommendation: Contract Award: Lesley University: Professional Development
- #26-035** Recommendation: Contract Award: Bredy Network Management: Firewall Monitoring
- #26-036** Recommendation: Contract Award: KM Education Law LLC: Legal Services
- #26-037** Recommendation: Grant Award: FY26 Title 1 Part A Distribution-Improving Basic Programs Operated by Local School Districts (SC26604)-Increase
- #26-038** Recommendation: Grant Award: FY26 Title II Part A Distribution-Building Systems of Support for Excellent Teaching & Leading (SC26731)-Increase
- #26-039** Recommendation: Grant Award: FY26 Title II Part A Distribution-Building Systems of Support for Excellent Teaching & Leading (SC26731)-Increase
- #25-040** Recommendation: Gifts & Miscellaneous Receipts

8. Non-Consent Agenda

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

#26-041 Temporary Pause on Non-Essential Student Screen Use, Grades Pre-Kindergarten through Grade 2 – Vice Chair Dube and Member de Paula Santos

WHEREAS: The Cambridge School Committee has a duty to safeguard student health, well-being, and learning conditions; and

WHEREAS: There is increasing evidence and concern from families, educators, and health experts about the impact of excessive screen use on student attention, vision, sleep, and social development, particularly for younger children; and

WHEREAS: The Committee has already directed the District to conduct a comprehensive audit of student screen time and digital tool use; and

WHEREAS: Access to developmentally protective learning environments with minimal screen exposure currently varies across schools and programs within the district, creating inequitable conditions for students during the school day; and

WHEREAS: The continuation of current practices during the audit period risks unnecessary and inequitable exposure for students; and

WHEREAS: The American Academy of Pediatrics has repeatedly emphasized, including in recent guidance published in *Pediatrics*, that excessive or non-purposeful screen use during the school day can displace critical developmental activities such as physical movement, peer interaction, play, and self-regulation, particularly for younger children; and

WHEREAS: Recent large-scale observational research and surveys reported in *The Lancet* and its affiliated journals have raised concerns about associations between higher screen exposure in childhood and adverse outcomes related to attention, emotional regulation, mental health, and physical well-being, reinforcing calls for precautionary limits in educational settings; and

WHEREAS: The guidance cited herein is particularly urgent for younger children, for whom screen exposure most significantly displaces foundational activities such as play, movement, peer interaction, and self-regulation, and for whom the long-term consequences of early and excessive screen exposure are of greatest concern; and therefore the Committee has determined that a precautionary pause is most urgently warranted for students in grades Pre-Kindergarten through Grade 2, while evidence and audit findings for older grade levels are evaluated; and

WHEREAS: Both pediatric and public-health experts emphasize that screen use should not replace movement, recess, or restorative breaks during the school day, and that minimizing non-essential exposure is a reasonable protective measure while districts evaluate screen practices; and

WHEREAS: Pediatric and public-health guidance consistently affirms that caregivers have a right to know how much screen exposure their children experience during the school day, particularly when such exposure is required or unavoidable, in order to support student health outside of school; and

WHEREAS: The Committee affirms the professionalism, care, and expertise of educators, and recognizes that this temporary pause is intended to clarify system-level expectations and reduce inequitable conditions for students; now therefore be it

RESOLVED: That the School Committee directs the Superintendent to suspend all student-facing screen use for students in grades Pre-Kindergarten through Grade 2, pending completion and presentation of the screen time audit, or until the end of the 2025–2026 school year, whichever occurs first, unless extended by vote of the Committee. This pause shall not apply to teacher-directed projection of district-approved curriculum materials onto a classroom display as part of direct instruction, where students are not individually operating a device.

This pause shall take effect upon issuance of written guidance by the Superintendent, which shall be issued no later than ten school days following adoption of this resolution; and be it further

RESOLVED: That the only permitted exceptions to this prohibition are:

1. Assistive technology, IEP or 504 accommodations, and legally required accessibility supports
2. Translation or communication supports necessary for student access
3. Health, safety, or other legally mandated services
4. State-mandated or district-required assessments where no paper-based alternative is legally permissible
5. Any additional exception explicitly approved in writing by the Superintendent, consistent with the intent of this resolution, reported to the Committee, and time-limited; and be it further

RESOLVED: That the Superintendent shall issue guidance to schools clarifying expectations during this interim period and report back to the Committee on implementation challenges or needed adjustments; and be it further

RESOLVED: That for any required assessment-related student screen use for students PreK-5th grade, the District shall provide daily written notification to families by the close of the school day that includes:

1. The name and purpose of the assessment administered that day
2. The anticipated duration of screen use prior to administration
3. The actual duration of screen use once the assessment session has concluded

Such notification shall be provided on each day that a student engages in required assessment-related screen use. Where a paper-based alternative is legally or logistically permissible, the District shall offer that option as the primary choice; and be it further

RESOLVED: that the District shall establish a dedicated feedback channel, such as a named email address or online form, through which families and staff may submit concerns and suggestions regarding compliance with this resolution to the Superintendent; and be it further

RESOLVED: That the Superintendent shall submit a written implementation report to the Committee every thirty (30) days during the audit period, which shall include:

- The number and nature of any exceptions granted
- Implementation challenges encountered
- Patterns of concern identified through the feedback channel, including concerns raised by families or staff

These reports shall be reviewed by the Committee as part of its ongoing oversight.

#26-042 Honoring Dr. Henrietta S. Attles – Chair Weinstein and Mayor Siddiqui

WHEREAS: The Cambridge School Committee meets in the Dr. Henrietta S. Attles Meeting Room at the Cambridge Rindge and Latin School; and

WHEREAS: Henrietta S. Attles, Ed.D. was the first Black woman elected to serve on the Cambridge School Committee, first elected in 1979, reelected in 1981 and serving as a School Committee Member from 1980 to 1983; and

WHEREAS: The School Committee meeting room was dedicated and named in her honor in 1989, ten years after she was first elected to the School Committee, and features a portrait of Dr. Attles; and

WHEREAS: The Cambridge School Committee believes that there is value to the children of Cambridge and the community as a whole in knowing and understanding a full history of our community and the people who have shaped it; and

WHEREAS: Cambridge Public Schools strives to support greater knowledge and understanding of that history through celebrations of Black History Month in February and Women's History Month in March, and, importantly, throughout the year; and

WHEREAS: The naming of a Cambridge Public Schools space should not be the end of the recognition of and learning about the person for which the space is named, but instead should be an ongoing tribute and prompt for learning and reflection; and

WHEREAS: Henrietta S. Evans Attles was born in Harlem, New York. After graduating from PS 10 in New York City,

she attended the University of West Virginia. While in college, she met her husband Rev. Dr. LeRoy Attles who attended Wilberforce University. After college, the newlywed couple moved to Rev. Dr. LeRoy Attles's hometown of Newark, New Jersey, where he had accepted a position. Dr. Henrietta S. Attles began teaching in the Newark Public Schools, and in 1962, she became the second Black speech therapist in the Newark School system; and

WHEREAS: In 1975, Attles received a master's degree in vocational and technical education from Rutgers University and was soon working as the Assistant Administrator for Career Education in Newark. In 1978, LeRoy accepted the position of pastor of St. Paul African Methodist Episcopal (AME) Church and the Attles moved to Cambridge, Massachusetts. Upon arrival, Henrietta Attles took the position of Educational Specialist for the Office of Equal Education in the Massachusetts Department of Education; and

WHEREAS: Dr. Attles earned her doctorate in education from the Harvard Graduate School of Education, had two children in the Cambridge Public Schools, and was the Executive Director of the Henry Buckner School in Cambridge for 21 years; and

WHEREAS: Dr. Attles was very active in the AME church, from serving as First Lady of St. Paul AME Church in Cambridge, Massachusetts to President of the New England Women's Missionary Society; and

WHEREAS: At the time of her passing in 2012, Dr. Attles was an active member of the New Bethel AME Church in Lakeland, Florida and the Lively Missionary Society, and was Robed an AME Missionary Church Mother in Zambia; and

WHEREAS: After her retirement, Dr. Attles founded and was President of "Our Golden Years;" she was a member of Alpha Kappa Sorority, Inc; and she was inducted into Phi Delta Kappa National Honor Society, Harvard Chapter, as one of the Nation's Outstanding Educators; and

WHEREAS: The Cambridge School Committee is grateful for the assistance of the Cambridge Black History Project, the Cambridge Historical Commission, and the Cambridge Public Library in researching the life of Dr. Henrietta S. Attles and locating related archival materials; now therefore be it

RESOLVED: That the Cambridge School Committee is on record recognizing and reaffirming Dr. Henrietta S. Attles, the first Black woman elected to the Cambridge School Committee, as a Cambridge trailblazer and an inspiration to those who seek to serve the children of Cambridge; and be it further

RESOLVED: That a copy of this motion and copies of related archival materials about Dr. Attles be made accessible in the Dr. Henrietta S. Attles Meeting Room so visitors can learn more about this remarkable woman and her legacy in Cambridge, and that these materials be shared on the School Committee website as well; and be it further

RESOLVED: That a suitably engrossed copy of this motion be sent to members of Dr. Henrietta S. Attles' family on behalf of the Cambridge School Committee.

10. Resolutions:

#26-043 Ms. Fabiane Noronha, 2026 Barbara Capron Award for Excellence in Teaching Elementary Social Studies – Chair Weinstein and Member de Paula Santos

WHEREAS: Ms. Fabiane Noronha has been a proud member of the King Open community since 2012, serving as a social studies educator in the Olá Portuguese Immersion Program, demonstrating a deep and enthusiastic commitment to civic education and social justice; and

WHEREAS: Ms. Noronha fosters thoughtful civic discourse in her classroom by encouraging students to share perspectives, analyze primary and secondary sources, evaluate the validity of information, and connect historical study to their own lived experiences; and

WHEREAS: During the 2021–2022 school year, Ms. Noronha piloted the Discovering Justice civics curriculum with her kindergarten students, guiding them through a hands-on civic engagement project focused on food justice and advocacy efforts that resulted in the successful return of a salad bar to the King Open School; and

WHEREAS: Beginning in the 2022–2023 school year, Ms. Noronha expanded her impact to third and fourth grade students, collaborating with Discovering Justice to develop lessons on regional justice advocates and translating the curricular resources into Portuguese so that students in dual language programs across the state could access the materials; and

WHEREAS: As a dual language immersion educator, Ms. Noronha is deeply committed to fostering global competence and civic agency in her students, as exemplified by her leadership of an educational and cultural immersion trip to the Azores for King Open School fifth graders in April 2025 during which they learned about the Portuguese and Azorean cultures, government, history, art, and geography through visits to cultural institutions and natural parks; and

WHEREAS: Ms. Noronha is a highly collegial educator who shares her expertise with colleagues within her school and across the district, and in 2022, she co-facilitated a webinar "Cultivating Civics Norms, Skills and Dispositions in the Elementary Classroom" for the Massachusetts Civic Learning Coalition; and

WHEREAS: Laura Brenner, Chief Program Office at Discovering Justice, proudly shared, "Fabiane does not just

teach about civics; she engages her students as citizens of their community by bringing in local and global issues, fostering civic skills across all parts of the school day, and activating students as changemakers. Our world is in good hands with the future leaders that leave her classroom door.”; and

WHEREAS: Ms. Noronha was recently named the 2026 recipient of the of the Barbara Capron Award for Excellence in Teaching Elementary Social Studies presented each year by the Massachusetts Council for the Social Studies to an exceptional teacher who promotes democratic ideals and active citizenship in the elementary classroom; now therefore be it

RESOLVED: That the Cambridge School Committee congratulates Ms. Noronha on this recognition and expresses its gratitude to Ms. Noronha for her outstanding contributions to civic education, her dedication to equity and justice, and her lasting impact on students, caregivers and colleagues of the King Open School as well as the broader Cambridge Public Schools community; and be it further

RESOLVED: That a formal copy of this resolution be prepared by the Executive Secretary to the School Committee and presented to Ms. Noronha with profound appreciation and respect.

#26-044 CRLS Unified Sports – Chair Weinstein, Vice Chair Dube and Member Harding

WHEREAS: The Cambridge Rindge and Latin School’s broad range of athletic offerings includes Cambridge Rindge and Latin School (CRLS) Unified Sports, an inclusive Massachusetts Interscholastic Athletic Association (MIAA) program that pairs students with and without intellectual disabilities on the same team; and

WHEREAS: The Unified Sports program, which is part of the larger Special Olympics Unified Sports initiative, focuses on skill development, social interaction, and athletic competition while promoting sportsmanship and building inclusive communities.; and

WHEREAS: CRLS was one of only 17 schools in Massachusetts, and among 217 schools nationwide to have been recognized as a National Banner Special Olympics Unified Champion School for School Year 2024-2025 for excellence in inclusion, advocacy, and respect; and

WHEREAS: Leadership is encouraged among peers in and out of the classroom, through the Best Buddies club, and by promoting student participation in state Unified Youth Leadership conferences; and

WHEREAS: The result is a school environment that promotes inclusion and respect for all; and

WHEREAS: CRLS earned this designation for meeting 10 national standards of excellence, incorporating sports, leadership, and school-wide engagement; now therefore be it

RESOLVED: That the Cambridge School Committee celebrates and commends the CRLS Unified Sports Basketball and Bowling teams, athletes, program liaisons Hunter Brochu, Eric Chase, and coaches Brett Armstrong, Matthew Brack, Sarah Featherspoons, Mae Sefransky, and Ryan Williamson for their contributions to CRLS and the broader Cambridge community, and for achieving this honorable distinction from the Special Olympics Unified Sports Initiative; and be it further

RESOLVED: That a formal copy of this resolution be prepared by the Executive Secretary to the School Committee and presented to the students, faculty and staff of the CRLS Unified Sports Program.

11. Announcements:

12. Late Orders:

13. Communications and Reports from City Officers: