

the Whistler

Newsletter of the Agassiz Neighborhood Council

February 2016

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with every voice added to the conversation. We don't filter or hide comments."

Ms. Brandt and co-founder David Quinn, coUrbanize's Data Scientist, met at MIT where Ms. Brandt received a master's degree in City Planning and Mr. Quinn received an Ph.D. in Building Technology. coUrbanize participated in the TechStars Boston 2013 class, and half the team is Cantabrigian.


Since 2013, coUrbanize has managed over 160 projects for clients such as Boston Children's Hospital, the City of Boston, the Town of Ashland, and Marta rapid transit (Atlanta, GA.) Real estate developers and municipalities partner directly with coUrbanize to list information online, where neighbors and community members can interact with projects via discussion forums.

In Cambridge, a recent Kendall Square Urban Renewal project undertaken by Cambridge Redevelopment Authority included an installation of signs that invited passersby to suggest improvements, via text message, that they'd like to see in the square. Over 200 ideas were collected in two weeks.

ANC News

NOTES FROM NOV. 10 ANC MEETING

Website Helps Residents Keep Up with Development in Cambridge

"There's so much happening [in the city],"  stated Karin Brandt, Co-Founder and CEO of coUrbanize. "It's easy to step out of your front door, see cranes, and wonder what's going on."

Director of Marketing Chris Amenta joined Ms. Brandt in introducing the East Cambridge-based startup. coUrbanize is a website that provides information about planned construction and development, acting as a supplement to the regular meeting process.

"coUrbanize is a resource that helps you share your opinion if you can't make it to a public meeting," explained Ms. Brandt. "It gets richer

NEXT ANC MONTHLY MEETING



FEB. 9 - 7:30 PM

Maud Morgan Arts
20A Sacramento Street
2D Studio

Agenda:

- Newport Road & Roseland St. **sewer separation and surface resoration project** with Cambridge Public Works
- Other items TBD

We're always looking to improve our product and service," concluded Mr. Amenta. "Shoot us an email if you have any ideas."

Learn more and suggest development projects that aren't currently listed at:
www.courbanize.com or info@courbanize.com

Nurtured Heart Approach® Practitioner's Panel

Facilitator's Intro

I often hear about the importance of out-of-school time programming in relation to continuing the school day's learning, and as a way to fit in arts enrichment. Yet a large part of what students experience in after school and during the day is social and emotional.

A conversation with co-workers inspired me to organize this panel with the goal of featuring Agassiz Baldwin Children's Programs at a Neighborhood Council meeting, as well as participate in City Awake, greater Boston's new annual social impact festival.

ABC started using Nurtured Heart Approach in 2008. I've heard colleagues described it as "sustainable, energy-renewing, a burn-out prevention tool" and "transformative for staff." It's a process that reminds us that attention is power, which is reflected in many aspects of our lives.

Panelists

- Marlene Boyette, formerly of Agassiz Baldwin Afterschool
- Andrea Breen, School Age Director at Agassiz Baldwin Afterschool



Left to right: Phoebe Sinclair, Andrea Breen, Emily Dattilo, Marlene Boyette, Jake Wiesner

- Emily Dattilo, Sacramento St. Preschool Lead Teacher
- Jake Wiesner, Agassiz Baldwin Afterschool Kindergarten Site Coordinator

Question 1: By your observation, what impact has using Nurtured Heart had on afterschool students? What has the impact been on you as a teacher?

Andrea Breen: NHA really informs the students' self-talk. When teachers constantly energize the positive and show students their small accomplishments, it gives them a story of what's happening and helps them feel safe and engaged.

Jake Wiesner: NHA sets the tone for the environment. Students come in knowing that they're not going to feel penalized and yelled at; they know they can be themselves and make mistakes, and feel safe and cared for. Encouragement and positive responses help students cement their relationship with teachers. [Overall], it makes a big difference in the tone of the organization. Teachers and staff feel safe, calm and supported ourselves. That makes a huge difference in the way we interact with kids.

Marlene Boyette: It's changed the way that I communicate with students, [in contrast to] my overall experience of how we're taught to communicate. Teachers acknowledge the positive things we *aren't* directing students to do, that they're doing on their own, as well as recognize students' responsibility. The children are aware that we're paying attention and that we value them overall as people, not just because they're pleasing us.

Emily Dattilo: From a preschool perspective, NHA is very important because, at age three and four, this is the first time children are identifying emotions. They learn how they're feeling and why they feel that way, and we talk about it. We give them ownership to experience their

emotions however they need to. As a teacher, it's helpful that we're looking for the positive throughout the day. It makes the day better for everyone.

Question 2: What does positive reinforcement look or sound like in NHA? How does it differ from other behavior management?

Dattilo: It looks and sounds different based on the individual child. All kids learn differently, and they input their feelings and how they interpret the world differently.

Wiesner: [It differs from other behavior management] through conversation. Teachers can support students based on what they inform us with. Talking them through [a problem or situation] can be really helpful.

Breen: The hardest and the best part of NHA is energizing the positive. It can feel really uncomfortable and awkward because it's different [from how we normally speak].

The goal is to have the expectations so clear that when you say 'take a break', the student will take a break, whatever that looks like for them. There isn't a follow up conversation. We don't put energy into negative behavior, so it's like: take a break, come back, and then [we collectively continue] putting energy into the positive.

With Nurtured Heart, your relationship and your words are the reward. Recognizing that, if you're constantly giving all the energy to kids who are 'in trouble', you're going to see those behaviors repeated because that's how they're getting you as the reward.

Boyette: Before NHA, I generalized praise. Teachers mean it, but students may receive praise as disingenuous because they hear it repeated and rattled off all the time. NHA is more personal and genuine; praise [becomes] proof that the teacher is aware and present.

Dattilo: Another way it's different is instead of offering time outs or punishment, we use a 'break' system. In preschool we ask kids to close their eyes and count to ten --it's like a reset button. We might need to request this several times before a [particular behavior] stops. It usually takes a few practices, but then we get to see students doing it on their own. Like we'll hear kids say: "I need a break right now." They'll go and sit somewhere else quietly for a few minutes and rejoin when they're ready. They [learn to] self-regulate.

Question 3: Are there any stories or thoughts you'd like to add?

Dattilo: For preschool, it's really great to see families carry out NHA practices at home.

Wiesner: I would say that it works with adults, too. I've used it with my family and in challenging situations. I've certainly had it used with me by other staff members, like when I first started working here. I knew it was happening, but I also knew it was effective. It helped me be a better teacher and build my confidence.

Boyette: I've had colleagues comment on how I communicate with staff and children --NHA has become part of how I communicate all the time. Overall, I think it's a beautiful thing. Who doesn't want to feel valued in a conversation or interaction? Who doesn't want to feel engaged, fully present, and connected?

Breen: I think about it a lot in interactions with students' parents. In my conversations, I give positive reinforcement where it's appropriate.

Q&A

Q: What would you add to your repertoire for a child who spirals into a tantrum?

Dattilo: We see tantrums quite a bit. Generally, we try to figure out what's causing it. We start by asking them to take a break. If that's not working, sometimes a teacher will take a kid on a "peace walk", or to get a drink of water. We

try our best to help them calm down – offer them food, snacks, or a hug – anything that helps them feel safe in the environment.

Wiesner: It's very flexible. We're diligent in getting [students] the support that they need.

Breen: Positive reinforcement and naming even the small things helps. From there, building on that relationship, and on the other aspects of NHA.

Q: How does this strategy apply to actually teaching content?

Dattilo: A big part of preschool is [learning] how to be with your peers, which can be really challenging. A lot of children are [used to being at home] with a parent and maybe a sibling. So the first month of Preschool is like 'Preschool 101.' We go over expectations of how to safely use materials. When we see someone being unsafe, we review the expectations. We use NHA in all parts of our day.

Breen: Agassiz Baldwin Afterschool is choice-based. In the instances when someone isn't behaving as expected, we ask them to take a break and give them an opportunity to change their choice. As an afterschool, we have flexibility [that isn't always possible during the school day.]

Q: How does NHA look different with different age groups? Does it vary?

Boyette: It only varies in context to where they connect [with you.] It has to be relevant to the person; you're meeting them exactly where they are. Other than that, it's the same philosophy and methods.

Dattilo: Since preschool is many children's first exposure to NHA, we practice the process of taking a break. One of the hard parts is [managing] a large group.

Breen: It's important to know the three stands: absolutely clear expectations, energizing the positive, and de-energizing the negative. If one

stand isn't strong, the whole approach isn't necessarily going to work.

Q: Do the children ever seem aware that you're using this process, or comment?

Wiesner: Yes, I think they do. [If they ask] we make it clear that people are different, and that there are different expectations for different kids.

Q: How does this approach apply to a child who is compulsive?

Boyette: Supporting the child through it, and reminding them that you're patient, willing to work with them, and [making it clear] that you believe in them.

Breen: It can be hard for students to understand that NHA isn't negative. With Outback Summer Program, we often only get kids for a week and there's ninety of them. It's very interesting the reactions that teachers get. As staff we recognize if a behavior stops, that's enough of a 'break.'

Dattilo: We offer choices as much as we can.

Q: Is this an approach for educators, or can families use it as well?

Breen: Families can and do use it.

Dattilo: This is something that's difficult to do. We don't have a 100% success rate, and that's important for families to know. NHA looks different based on each child and family. I think teachers are pretty lucky because we get the best of the child; they try so hard all day.

Q: How do you navigate through the contrived language?

Wiesner: It just takes time to get comfortable. When I started, I thought it was awkward, but then I saw how effective NHA was and invested more in it. Also, it looks different with each teacher.

Breen: The important part is [focusing on] what's positive and narrating that out loud. As you do it more, intentionally finding those positive things, it starts to feel more natural.

Jordan Crawford (Agassiz Baldwin Afterschool teacher in audience): Something I don't think got mentioned, but is really cool is that we do a lot of positive reinforcement around kids treating other kids well. When we see random acts of kindness, students get to put pompoms into a "warm and fuzzy" jar, [with the eventual award of] a party or creating a crazy choice (activity) to run. Children can also nominate other children. It's a great way to teach people of any age to interact positively, focusing not only on behaviors, but also on interactions and relationships.

Stephen Diamond, Meeting Chair, concluded, "I think it must be wonderful to have an environment that you folks are providing in contrast with the home-life some children come from, where they may never hear a positive word. I wish more kids could be able to share in this, and I want to thank you very, very much for creating it. We'll see how it works --maybe we'll have better people in the future."

About Nurtured Heart Approach

The Nurtured Heart Approach® is a relationship-focused methodology founded strategically in The 3 Stands™ for helping children (and adults) build their Inner Wealth® and use their intensity in successful ways. It has become a powerful way of awakening the inherent greatness in all children while facilitating parenting and classroom success.¹

NHA relies on three central components:

- Refusing to energize negativity
- Super-energizing success
- Establishing and implementing clear limits and consequences

1. About Nurtured Heart Approach - Children's Success Foundation. (n.d.). Retrieved February 2016, from <http://childrenssuccessfoundation.com/about-nurtured-heart-approach/>

Planning for the Future of Mass. Ave. & Development in Cambridge

Prepared by Stephen Diamond, revised January 2016

General Information

There is substantial pressure for development in Cambridge, which is currently being reviewed on a project-by-project basis. In response, Cambridge has initiated a citywide process, seeking both professional and citizen input, to plan for the future.

Mass. Ave. in Agassiz

While there is very little open space in Agassiz, there are several vacant sites along Mass. Ave. between the Common and Porter Square that are currently being used for on-ground parking. In addition, there are many parcels with one-story buildings that currently provide local businesses and services. All of these sites could be considered for new development, and some already are.

The current Mass. Ave. zoning overlay restricts development to a height of 45 feet, and requires some street-facing active use. Concerned residents submitted a petition for changes to the overlay to the Cambridge Planning Board, in December 2015. Learn more about this effort on page 6.

Current Proposals Near Agassiz

1868 Mass. Ave. at Upland Road

- 27 dwelling units (du), with 3 retail spaces on first floor, 5-story, underground parking
- Excavation in progress

1718 Mass. Ave. between ChangSho and Cambridge Trust

- 18 du, 4-story, existing 1-story building and uses to remain
- Seeking special permit to reduce parking space requirement
- Development halted by Mass. Ave. zoning petition, second hearing held at Cambridge Planning Board in late January 2016

1699 Mass. Ave., ChangSho parking lot

- Residence with ground floor commercial, 21 du, 20 underground parking spaces
- Parking variance obtained, building permitted “as-of-right”
- Plans to be revised in view of Mass. Ave. zoning petition
- No building permit on file
- Large project review at Cambridge Community Development, late January

Sacramento Field between Garfield and Sacramento Sts.

- City is planning a renewal of the field and will be asking ANC and the community for opinions
- Some thought is being given to including one floor of underground parking beneath the field and other adjacent on-grade parking
- 1st community meeting held and City plans to update residents in winter or spring 2016
- School access in conflict with existing community gardens

260 Beacon Street, Somerville

- 17 du, ground floor commercial, underground parking
- Existing building has been demolished

360 Beacon Street, Somerville where Oxford intersects Beacon

- 35-room boutique hotel, underground parking
- Ground pollution remediation in process

Mass. Ave. Demonstration Block

- Upcoming evaluation and completion
- Historic plaques, 3rd art installation, and next phase

NOTES FROM DEC. 4 SPECIAL ANC MEETING

Zoning Petition for Mass. Ave.

After learning about a proposed residential building for 1718 Mass. Ave. (see Whistler,

September 2015, page 4), neighbors organized to temporarily halt construction. Responding to that and other nearby new or proposed development projects, a committee of local leaders formed and drafted suggested changes to the zoning for Mass. Ave. between Cambridge Common and Porter Square. Peter Kroon of Linnaean St. presented this information to ANC at a special meeting on Friday, December 4th, 2015.

The zoning petition was then submitted to the Cambridge Planning Board and the Ordinance Committee. A second hearing before the Planning Board was planned for January 26th, and the petition’s authors anticipate final approval in late February.

More information on the proposal can be found online:

MAPOCO Re-zoning Petition by Peter Kroon - <http://bit.ly/MaPoCo-Peter-Kroon>

Continued “MAPOCO” Discussion – North Mass. Ave. Zoning by Cambridge Community Development - <http://bit.ly/CDD-MaPoCo-Petition>



Community

NEW MURAL FACES REMOVAL

In fall 2015 a new mural was painted at the corner of Shepard St. and Mass. Ave, outside of Starbucks. The design was a collaborative effort between Starbucks, the neighborhood Arts on the Avenue committee, students, and a faculty artist associated with Lesley University’s College of Art and Design.

Shortly after installation, it was reported that the building’s landlord wanted the mural removed. Read below for an update from Ruth Ryals,

Neighborhood 9 resident and member of the Arts on the Avenue committee.



January 20, 2016

As many of you may have heard, Starbucks was ordered by their landlord to immediately paint over our beloved mural on their Shepard Street exterior wall. In fact, many of you have signed the petition online, or on paper pleading to save the mural.

The Committee for Art on the Avenue has spent the last few months trying to understand how this could happen, and to prevent such a dire outcome. Though we asked several times, and were assured of the landlord's approval, it appears, and Starbucks has admitted, that they did not get the landlord's prior approval for this mural design, and failed to respond sufficiently to inquiries about it. This understandably angered the landlord.

In the meantime, the neighborhood members of the Arts on the Avenue committee and Lesley University's School of Art & Design (which chose two fine arts students and a muralist/ advisor to design and execute the mural at Starbucks' request) have watched in fear that a year's hard work and a welcome addition to public art on the Avenue would be lost to all of us.

Finally, we have an answer. Starbucks' and the landlord's attorneys recently signed an agreement which requires the mural to be painted over by March 1st, 2016. That means the mural will be up less than six months, far less time

than it took to conceive, design, and execute it. To say that we are disappointed is an understatement; however, we were not parties to the landlord-tenant agreement, simply aggrieved bystanders, and as such, we have no legal standing in the matter.

In the course of this final negotiation, we were in frequent contact with Starbucks and made numerous unsuccessful attempts to meet with the landlord. We have also been in contact with Jason Weeks, Executive Director of Cambridge Arts Council (and a fan of the mural), several of our City Councillors, and the Mayor. They have all tried to be helpful.

Starbucks has offered to display a large rendering of the mural inside the store, following the March 1st deadline. We are pursuing whether the photographic history we have of the whole process from design to completion, including day by day execution, can be rendered a lasting memorial to the fine work of these art students and their mentor, and displayed somewhere in Cambridge. Stay tuned for that.

Meantime, our hearts go out to the young artists who created this great public mural. I particularly like how passersby become visually part of the scene painted on the wall, and fool the eye about what is real and only painted.

The art committee refuses to be deterred and we vow to find another spot, and another partner, for a mural along the Avenue. We even hope for, and Starbucks has committed to working to get agreement for, another mural on the Shepard St. wall with the landlord's input and approval. Let us all hope that is achievable.

Ruth Ryals, Co-Chair, Co-Project Leader, Committee for Art on the Avenue; and Stan Trecker, Member and Co-Project Leader Committee for Art on the Avenue

Mural website
<http://www.ellielukova.com/blog>

IN MEMORIAM

Catherine G. Krupnick

Catherine G. Krupnick died in November 2015 at the age of 70. Ms. Krupnick graduated with an MFA from San Francisco Art Institute and an EdD from the Harvard Graduate School of Education. She was a pioneer in gender studies and one of the founders of the Harvard-Danforth Center in 1975, now the Derek Bok Center for Teaching and Learning. Catherine believed that if teachers could observe themselves on video, they would be more effective with students in the classroom.



Catherine was a true original and had an extraordinary range of interests. Her activities included filming shepherds in Afghanistan, studying Indian dance, sailing across the Atlantic in a small sailboat, and helping refugees reestablish their lives in the United States. She was widely admired by friends and family and hundreds of people she never even met for her extraordinary generosity and empathy.

Catherine was the loving mother of Ariel Kraakman and Shiva Kraakman, who attended Agassiz Baldwin Children's Programs. She was a long-time neighbor and program participant of Agassiz Baldwin Community. In lieu of flowers, remembrances may be sent to Doctors Without Borders: www.donate.doctorswithoutborders.org

Lydia W. Dodds

Lydia W. Dodds, beloved daughter of Astrid Anderson Dodds and Douglas W. Dodds, Jr., attended the Agassiz (now Baldwin) School, and was a 1984 graduate of Cambridge Friends School. As a student at Cambridge Rindge & Latin School, Lydia was a 1988 National Merit Semi-finalist. After getting her GED, she scooped ice cream at the Harvard Sq. Herrell's, delivered the Boston Globe on foot, and for

nearly 25 years was a cashier at Star Market on Beacon St., Somerville.

Ms. Dodds, age 45, died at home in January after being diagnosed with ovarian cancer in June. In lieu of flowers, donations with the notation "in memory of Lydia Dodds" to The City of Cambridge Scholarship Fund, PO Box 2005, Cambridge, MA 02139, would be appreciated.



THANKSGIVING POTLUCK & KIDS ONLY HOLIDAY SALE RECAP

Thanksgiving Potluck

ABC extends thanks to the eight turkey cookers, four carvers, Agassiz Baldwin staff, Maria L. Baldwin School custodial, and kitchen staff, and all the community members who contributed. We look forward to seeing everyone next year at the 45th Thanksgiving Potluck Feast.



See photos online at: <http://bit.ly/thanksgiving-potluck-2015>

Kids Only Holiday Sale

The 2015 Kids Only Holiday Sale sold out in just two days, raising \$889.58 to support Agassiz Baldwin Children's Programs. We enjoyed meeting all the young shoppers and look forward to seeing returning and new faces next year.

Kids Only Holiday Sale extends a hearty thank you to Joie de Vivre, Abodeon, Evergood SuperMarket, and community members for donating items to this year's event.

Have you received items you'd like to "regift" to the Kids Sale? Contact us at: (617) 349-6287 x10 or psinclair@agassiz.org.

20TH ANNUAL HIP HOP FESTIVAL

The annual Hip Hop Festival, a showcase of dance and music, features talented young performers from all over Cambridge. Held on stage at the Maria L. Baldwin School, this popular event has delighted audiences for two decades!



This year's line-up includes:

- MC Naheem Garcia
- FloorLords
- Deborah Mason School of Dance
- Community Arts Center
- OrigNation
- King Open Extended Day Dance Crew
- The Hip Hop Transformation

What: 20th Annual Hip Hop Festival
When: Thursday, February 18, 2:00-3:00 PM
Where: Baldwin School Stage (basement level), 28 Sacramento Street
Tickets: Suggested donation \$2 per person, \$5 per family; Agassiz Baldwin Children's Program families free; afterschool programs free but please call ahead

The this year's festival is supported by a grant from the Cambridge Arts Council and the Massachusetts Cultural Council.

View photos from last year's event:
<http://bit.ly/hip-hop-photos-2015>

CAMBRIDGE ARTS



Massachusetts Cultural Council

City Wide

MISSIONSAFE NIGHT AT THE MUSEUM

Join MissionSAFE for cocktails and hors d'oeuvres at the Harvard Museum of Natural History while supporting a great cause!

When: Friday, March 4, 2016
6:00-8:00 PM

Where: 26 Oxford Street (we'll have it all to ourselves!)

Tickets: \$25 online at www.missionsafe.org or call Alex Danesco at (781) 510-9040
Ticket sales close March 3 at midnight; only a few will be available at the door

Parking: Free

When registering online, purchase tickets for a scavenger hunt and raffles with great prizes!

MissionSAFE works with high risk young people who face obstacles and challenges to gaining the confidence and skills to achieve their full potential.

BRING YOUR OWN BAG IN CAMBRIDGE

Prepared by City of Cambridge

Cambridge's Bring Your Own Bag Ordinance will take effect on March 31, 2016. The purpose is to reduce the number of plastic and paper bags that are being burned, used, discarded, and littered, and to promote the use of reusable checkout bags.

Remember to bring your own bag to avoid the 10 cent minimum checkout bag charge.

Learn more at:
<http://bit.ly/cambridge-bag-ordinance>

Community Calendar

February 2016

Tuesday, February 9	7:30-9:00 PM	ANC Meeting (see page 1 for agenda) Maud Morgan Arts, 20A Sacramento St. All are welcome, please join us!
Monday, February 15		Presidents' Day Holiday, ABC programs & office closed
Wednesday, February 17	6:00-7:30 PM	ABC Board Meeting, 20 Sacramento St, 2nd Floor Public welcome
Thursday, February 18	2:00-3:00 PM	20th Annual Hip Hop Festival, Maria L. Baldwin School Stage, 28 Sacramento Street
Thursday, February 18	6:00-800 PM	Opening Reception for "Schemata: Works by Sarah Hulseley and Rhonda Smith", Chandler Gallery, 20 Sacramento St.

The Whistler is published monthly September - June by the Agassiz Baldwin Community, distribution 2,000. Call (617) 349-6287 to receive by mail or email. The newsletter is also posted each month online at www.agassiz.org. Items of interest to the neighborhood should be submitted for consideration no later than the 15th of the month prior to publication date.

The Whistler February 2016





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DO NOT FORWARD

VOLUNTEER WITH LWN

Have a BIG impact in just a few hours!
Volunteer this winter and spring by helping older adults learn digital literacy at the LWN Computer Lounge. Contact Colin Barr at cbarr@agassiz.org or (617) 349-6287 x21 for more info.

 @agassizbaldwin
@maudmorganarts

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