



Regular Business Meeting
May 5, 2020

CAMBRIDGE SCHOOL COMMITTEE
(Official Minutes)

Called for 6:00 P.M. A virtual regular meeting, for the purpose of discussing any and all business that may properly come before the Committee. The School Committee will vote on adoption of the FY2021 Proposed School Department Budget.

Regular Meeting

May 5, 2020

Members Present: Vice Chair Bowman, Member Fantini, Member Rachel, Member Rojas, Member Weinstein, Member Wilson, Mayor Siddiqui

Also Present: Superintendent Kenneth Salim, Dr. Carolyn Turk, Claire Spinner, James Maloney, Maureen MacFalane, Barbara Allen, Lindsay Pinkus, Dr. Alexis Morgan, Dr. Michelle Madera, Steve Smith

Student School Committee: Ms. Green, Mr. Kanner Student

Mayor Siddiqui in the Chair

A quorum of the School Committee being present, Mayor Siddiqui called the meeting to order at 6:00 P.M. and read the call of the meeting. She also read that the Open Meeting Law that has been approved for remote participation.

1. Public Comment:

Ty	Bellitti	Bigelow Street	Cambridge
Lisette	Williams	226 River Street	Cambridge
Richard	Jarvis	12 Standish Rd	Watertown
Andrea	Parker	700 Huron Ave	Cambridge
Natalie	Rodriguez	Webster ave	Cambridge
Amara	Donovan	775 Cambridge st	Cambridge
Alexandra	Vanegas	130 Cambridgepark Drive	Cambridge

Solana	Vanegas	130 Cambridgepark Drive	Cambridge
Bernette	Dawson	71 Oxford Ave	Cambridge
Emanuel	Antunes	775 Cambridge st	Cambridge
Rosalie	Rippey	247 Washington Street, Unit B	Cambridge
Paula	Caruso	50 York St. #304	Cambridge
Cynthia	Saltman	53 Bristol Street	Cambridge
Rosalie	Rippey	247 Washington Street, Unit B	Cambridge

On a motion by Member Fantini, seconded by Vice Chair Bowman, on the following roll call, it was voted to close public comment: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

2. Student School Committee Report:

Member Green Opened her report with speaking on behalf of students and the passing in of assignments and what constitutes being late. What are the guidelines?

The Student Committee and Government are trying to reach out for student opinions, especially students of color, about the budget.

Speaks about the importance of guidance counselors especially during the college decision making process.

Working on Digital Prom and Graduation.

Spoke on the differing models from teacher to teacher on remote learning and grading.

Member Rachel

For students who are not part of that working group, is there a way to weigh in?

Member Green

Definitely, I think there was also a Google form that was given out to the entire student community, asking him about prom and graduation. I'm not certain if that was extended beyond just the extent of asking their size for a cap and gown. I know there is some outreach going into the entire school community about what they would like to see for graduation or a prom. Okay, and maybe it will come up in your motion later if there's something that we can pass along.

Member Wilson

My heart really goes out to our juniors and seniors and not being able to celebrate prom and stuff but I am excited about the Register Forum and then I have a question about the students participating in Fun Fridays.

How many students would you say are participating consistently on both? And what is the plan for outreach to more students?

Member Green

I think that's definitely something they've been struggling with. When I've gone on, it's kind of ranged. I know the first week, there was like a huge turnout of teachers, probably around upwards of 20 teachers wrong, but then we've only like maybe 10 students with them.

We've been putting it on the fearless class of 2020, Instagram and the student government, Instagram, and we email out every week. It is similar to distance learning, it is difficult to get at some groups of people, not everyone is checking their phones all the time. So it's definitely something we're working on. And I know, the student, senior class president is also working on it as well.

Mayor Siddiqui, Vice Chair Bowman, as well as the entire body all expressed their gratitude for the class of 2020 resilience and attitude. Thanking them for being optimistic and moving forward with ideas for remote graduation.

Motion to Approve Celebration for CRLS Senior Class adopted on the following roll call vote 7-0 - brought forth by Vice Chair Bowman and seconded by Member Wilson: Member Rachel, Member Weinstein, Member Wilson, Vice Chair Bowman, Member Fantini and Mayor Siddiqui.

3. Presentation of the Records for Approval:

1. Special Education and Student Support Subcommittee minutes - April 17, 2020
2. Curriculum and Achievement Subcommittee minutes - April 17, 2020

On a motion by Vice Chair Bowman, seconded by Member Wilson, on the following roll call vote, it was voted to accept the Special Education and Student Support Subcommittee minutes as presented: Member Rachel, Member Weinstein, Member Wilson, Vice Chair Bowman, Member Fantini and Mayor Siddiqui.

On a motion by Vice Chair Bowman, seconded by Member Wilson, on the following roll call vote, it was voted to accept the Curriculum and Achievement Subcommittee minutes as presented: Member Rachel, Member Weinstein, Member Wilson, Vice Chair Bowman, Member Fantini and Mayor Siddiqui.

1. Superintendent's Agenda:

7a. Presentations: COVID-19 Response Update.....Superintendent Salim

[Superintendent Budge Update COVID 19](#)

Vice Chair Bowman -explains that there has been staffing transition within the School Committee Office and the previous minutes will be on future agenda.

Superintendent Salim

Introducing presentation and updates members.

Dr. Carolyn Turk addresses her portion of the presentation, and that is to provide a high level review of the types of engagement interactions that have been happening or that were happening early on in this transition to a remote learning environment.

Non Consent Agenda

7b. CPS District Plan: None

7c. Consent Agenda:

#20-46 Recommendation: Approval of Fiscal Year 2021 Recommended Budget

On a motion by Vice Chair Bowman, seconded by Member Fantini, on the following roll call vote, it was voted to place the FY21 Budget on the table for one week: Member Rachel, Member Weinstein, Member Wilson, Vice Chair Bowman, Member Fantini and Mayor Siddiqui, voted in the affirmative.

#20-47 Approval of the Agreement between the Cambridge School

Committee & The Cambridge Education Association, Unit C

Regarding CEA Grievance C-01-19-20 & Massachusetts Department of Labor
Charge Number MUP-19-7554.

#20-48 Approval of Agreement between the Cambridge

Food Service Association and the Cambridge School Committee During the
2019-2020 School Year Closures Due to the COVID-19 Pandemic

#20-49 : Contract Award: That the School Committee award a contract to the following vendor: Gene Thompson-Grove: Professional Development

#20-50 Contract Award: That the School Committee award a contract to the following vendor, Lesley University: Professional Development

#20-51 Contract Award: That the School Committee award a contract to the following vendor: Allied Waste Services: FY21 Dumpster Services

#20-52 Contract Award: That the School Committee award a contract to the following vendor: Casey EMI: FY21 Custodial Supplies

#20-53: Contract Award: That the School Committee award a contract to the following vendor: Filter Sales & Service: FY21 HVAC Supplies

#20-54 Contract Award: That the School Committee awards a contract to the following vendor: F. W. Webb: FY21 HVAC Supplies

#20-55 Contract Award: That the School Committee award a contract to the following vendor: Home Depot: FY21 Carpentry & Maintenance Supplies

#20-56 Contract Award: That the School Committee award a contract to the following vendor: Metropolitan Pipe: FY21 Plumbing Supplies

#20-57 Contract Award: That the School Committee award a contract to the following vendor: New England School Services: FY21 Doors & Supplies

#20-58 Contract Award: That the School Committee award a contract to the following vendor: Next Gen Supply Group: FY21 Custodial Supplies

#20-59 Contract Award: That the School Committee award a contract to the following vendor: NorthEast Electrical Distributors: FY21 Electrical Supplies

#20-60 Contract Award: That the School Committee award a contract to the following vendor: Pasek: FY21 Locks, Keys & Hardware

#20-61: Contract Award: That the School Committee award a contract to the following vendor: WW Grainger: FY21 Facilities Equipment & Supplies

#20-62 Contract Award: That the School Committee award a contract to the following vendor: PJ Systems d/b/a HiQ

#20-63 Contract Award: That the School Committee award a contract to the following vendor: Eastern Bus Company: School-Transportation Services - this Order was pulled and a discussion followed with questions by Member Rachel and follow up from Jim Maloney, COO

Order was adopted on a roll call vote 7-0: Member Rachel, Member Weinstein, Member Wilson, Vice Chair Bowman, Member Fantini and Mayor Siddiqui.

#20-64 Contract Award: That the School Committee awards a contract to the following vendor: S. P. & R./NRT: Special Education School Transportation Services

#20-65 Contract Award: That the School Committee awards a contract to the following vendor S.P. & R./NRT: School Transportation Services, McKinney-Vento/Homeless

#20-66 Contract Award: That the School Committee award a contract to the following vendor : Grant Award: FY20 Title III English Language Acquisition: Immigrant Grant (SC20126)

#20-67 Contract Award: That the School Committee award a contract to the following vendor : Grant Award: FY20 Financial Literacy (SC20164)

8. **Non-Consent Agenda:** -None

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

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

#20-68 Vice-Chair Manikka Bowman

In collaboration with Member Sophie Green Member Hersh Kanner

WHEREAS, the COVID-19 quarantine guidelines prevent gatherings of more than six people and recommend social distancing; and

WHEREAS, a high school graduation ceremony involves more than six people; and

WHEREAS, for these reasons, the graduation ceremony for the class of 2020 has been canceled; and

WHEREAS, the school committee seeks to find an alternative method of celebrating the hard work and achievements of the graduating class of 2020; therefore be it

Resolved that the superintendent work with Cambridge Rindge and Latin leadership and students to hold a virtual graduation ceremony; be it further

Resolved that the Cambridge Public School District considers resuming the traditional graduation ceremony during the summer of 2020 if Covid-19 quarantine guidelines are lifted for larger public gatherings.

Discussion followed on **#20- 68**

Vice Chair Bowman explained her motion with student members Green and Hersh.

On the following roll call vote, **#20- 68** was adopted: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

#20-69 Joint Motion Member Fred Fantini Vice-Chair Manikka Bowman

WHEREAS, School Improvement Councils (SIC) are designed to be a “representative, school building-based committee composed of the principal, parents, teachers, and community members at the secondary level, and students are required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C”; and

WHEREAS, SIC requires equity in representation by emphasizing that "school councils should be broadly representative of the racial and ethnic diversity of the school building and the Regular Meeting March 3, 2020

community.” Schools are responsible for ensuring outreach and opportunities for participation of all racial and ethnic groups in the council; and

WHEREAS, CPSD clearly states in our definition of equity and racial equity that “CPSD is committed to dismantling structures rooted in white privilege, to hearing and elevating underrepresented voices, and recognizing and eliminating bias.” Now, therefore be it,

Resolved that the Superintendent ensures that all SIC are being operated in accordance with the intent of the Educational Act of 1993 and follows guidelines as established by the Department of Elementary and Secondary Education. Be it further;

Resolved that CPSD recognize that SICs are places where parents of diverse backgrounds, schoolteachers, and community members can participate in the governance of a school, helping develop School Improvement Plans, establish goals, discuss how school improvement funds are used, participate in hiring functions, establish subcommittee for important functions and much more. Further, providing necessary training to leaders of all schools indicating the importance of SIC as a governing body. Ensuring that quorums are present at meetings, that minutes are taken and published, that meetings are held at times convenient for everyone, and meetings have diversity in representation and attendance.

Be it Further; Resolved that the school committee vote to approve all SIC plans.

Discussion followed on **#20- 69** Vice Chair Bowman and Member Fantini explained their motion to the members.

After discussion and debate, Dr. Turk offered acceptable language, the Motion was amended to reflect the following;

Original: Resolved that the school committee vote to approve all SIC plans.

Revised: Resolved that School Improvement Plans be presented to and reviewed by the School Committee.

Moved by Member Fantini, seconded by Vice Chair Bowman, On the following roll call vote, **#20- 69** was adopted: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

#20-70 Joint Motion Vice-Chair Manikka Bowman Member Fred Fantini

WHEREAS, on March 10, 2020, Governor Charles D. Baker declared a state of emergency due to the outbreak of the 2019 Coronavirus ("COVID- 19"); and

WHEREAS, the World Health Organization declared COVID-19 as a global pandemic on March 11, 2020; and

WHEREAS, on April 21, 2020, the Baker-Polito Administration announced the extension of School and Non-Emergency Child Care Program Closures until June 29, 2020, in response to COVID-19; eliminating the chances of schools resuming operation in facilities across the commonwealth and expanding remote learning until the end of the 2020 school year; and

WHEREAS, on April 24th, 2020, the Department of Elementary and Secondary Education released updated guidance on remote learning with specific prerequisite content standards and a focus on successful student engagement; and

WHEREAS, the Cambridge Public School District is committed to resuming educational instruction in school facilities for the 2020/21 school year that will follow guidelines from the Massachusetts Department of Elementary and Secondary Education and the Centers for Disease Control and Prevention (CDC) to ensure the safety of students, staff, and families; and

WHEREAS, COVID-19 has presented unprecedented challenges for the global and local economy and resuming, "business as usual," is highly unlikely until medical professionals develop a vaccine or medication that mitigates the impact of the virus; and

WHEREAS, the City of Cambridge is home to some of the most dynamic institutions and thought leaders in the world; including Massachusetts Institute of Technology, Lesley University, Harvard University, and the National Bureau of Economic Research; and

WHEREAS, a vaccine will not be available in the next year, the unknown externalities of the COVID-19 crisis will irreparably exacerbate already significant challenges for students, families, and educators in the absence of swift and thorough scenario planning; now, therefore be it

Resolved that the Superintendent convene a COVID-19 Recovery Task Force comprised of local thought leaders and community members to provide CPSD with feedback and advice on its plan to ensure an academic environment that will minimize and address students' learning loss, maximize quality engagement, provide educators and staff with necessary professional development, and create a safe learning environment that mitigates the colossal impact of the COVID-19 crisis.

Be it further resolved that a Task Force be assembled immediately.

Discussion followed on #20- 70 Vice Chair Bowman and Member Fantini explained their motion to the members.

After discussion and debate, it was determined that the following paragraphs be added and amended, the Motion was amended to reflect the following;

Added: WHEREAS, on April 24th, 2020, the Department of Elementary and Secondary Education released updated guidance on remote learning with specific prerequisite content standards and a focus on successful student engagement; and

Added: WHEREAS, a vaccine will not be available in the next year, the unknown externalities of the COVID-19 crisis will irreparably exacerbate already significant challenges for students, families, and educators in the absence of swift and thorough scenario planning; now, therefore be it

Original: Resolved that the Superintendent convene a COVID-19 Recovery Task Force comprised of local thought leaders and community members to support CPSD as it works to ensure an academic environment that will assist students in addressing learning loss due to the pandemic as well as providing staff, students and families a safe learning environment that mitigates the impact of COVID-19 until a vaccine or other medications are developed to treat the virus.

Revised: Resolved that the Superintendent convene a COVID-19 Recovery Task Force comprised of local thought leaders and community members to provide CPSD with feedback and advice on its plan to ensure an academic environment that will minimize and address students' learning loss, maximize quality engagement, provide educators and staff with necessary professional development, and create a safe learning environment that mitigates the colossal impact of the COVID-19 crisis.

Added: Be it further resolved that a Task Force be assembled immediately.

Moved by Member Fantini, seconded by Vice Chair Bowman, On the following roll call vote, **#20- 70** was adopted: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

#20-71 Joint Motion Member Rachel, Member Wilson and Mayor Siddiqui

WHEREAS, the COVID-19 pandemic has upended school, work, and family routines for everyone, and;
WHEREAS, the Cambridge Public Schools have done an impressive job distributing food and technology to address opportunity gaps, and;

WHEREAS, physical safety and mental health are both human rights as well as prerequisites for academic learning, and;

WHEREAS, establishing stronger relationships between educators and students and their families now will (1) help CPSD better understand how to support students and families during COVID-19, (2) address one of the identified barriers to racial equity in our schools, and (3) contribute to long-lasting school-home collaboration and higher academic achievement when our schools settle into new routines, now therefore be it

Resolved that the Cambridge Public Schools will ensure that every student has an individual, non-academic check-in with a school staff member in real time at least once per week, that staff will inquire about basic and social emotional supports needed as well as how students are feeling about their learning, that schools will report weekly to the Superintendent on the number of students they have not been able to reach, and that the Superintendent will share this data with the School Committee weekly.

Discussion followed on **#20- 71** Member Rachel, Member Wilson and Mayor Siddiqui explained their motion to the members.

After discussion and debate, the Motion was amended to reflect the following;

That the following be referred to the Superintendent for revision for the May 19, 2020 Meeting.

Moved by Member Wilson, seconded by Rojas, the motion was approved as amended On the following roll call vote, **#20- 71** was adopted: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

**Special Education and Student Support Sub Committee Virtual Meeting April 17, 2020 Meeting
called to order at 12:34**

Cabinet: Dr. Carolyn Turk Dr. Alexis Morgan Lyndsay Pinkus

Welcome and agenda overview Passed a motion on April 7, really bringing forward first 3 objectives

Opening ritual taking a moment to ground ourselves with a 1-minute meditation

Agreements Sharing from Member Weinstein

- Speak and listen from the heart (respect and thinking about how we are hearing and sharing with each other)
- Step up, step back (being mindful of how much time we're taking up)
- Expect and accept non-closure (think about this as a work in progress...not always coming to final answers, but continuing a conversation)

Introductions Name, role, one thing we're doing for self-care

Sharing of plans and resources for students, families, and educators Dr. Turk asked Dr. Morgan to start in order to "look through the lens of students receiving specialized services."

Dr. Morgan spoke to the work of the Office of Student Services from the start of the closure to how it has evolved and improved. She said that at the onset, OSS asked for special educators to provide progress reports to parents, asked teachers to communicate weekly with families, and asked co-teachers and special education supporting teachers to consult with their general educators. Parents were also asked to make weekly contact and student resources officers are now brought in if there is a persistent absence of this.

"We ask all of our social workers to make weekly contact, particularly with our most vulnerable students and families and document that in easy-IEP. As we have evolved over the closer, we've updated our expectations for special education staff. We have weekly meetings for them. We want to make sure our students have access to their support services and distance learning enrichment activities. We asked our teachers to send a daily message to parents with simple messages to send onto parents and we continue to support and encourage collaboration to

ensure that enrichment activities don't prove to be a barrier. Many families are affected with the lack of structure, so we're asking that our staff create consistency within their learning plans and sessions. We want to ensure that all classroom websites are set up and house all the materials for students, that morning messages are shared at the same time each day, and that office hours are held consistently throughout the week."

For implementing IEP services, she said they broke it down according to staff, with different expectations for Grids A, B, and C.

In terms of instruction, staff are required to focus on the progress the students should be making—determining key learning priorities, communicating them to families, and tracking progress. All staff must hold office hours for families virtually or over phone. For service delivery models, (coming from state) methods can be pre-recorded, audio calls, live sessions, depending on what is best for the students to access. "Some modes can prove to be challenging, so we've asked teachers and services providers to connect with families to make an appropriate match."

She said that remote learning has expanded to delivery of services, providing feedback on student work, office hours, advance notice to families, and tracking in EasyIEP.

As for social-emotional learning, she described a "deep dive at high school"—weekly learning community check-ins, identifying students' areas of concern, figuring out who the student has the closest relationship with, and regular check-ins with liaisons, particularly those with greatest SEL needs. Teams work together to brainstorm and plan consistent interventions.

She stated that there was recent guidance from DESE about the student remote learning plan that will be shared with parents after the break, giving them information about services available for their child. She said she wants to communicate that because of COVID-19, the special education services will look different and that CPSD wants to ensure FAPE for the student. Parents can expect to receive weekly communication, delivery of instruction, links to resources, teacher feedback, and office hours. A schedule will also be sent to parents so they can see when those services will be provided and students will be doing independent work, project work, and how the work aligns to their IEP goals.

She gave examples of teachers who are being "really creative and innovative"—they have created a repository of videos and resources to share with students: a sensory pathway video, a speech video,

play-doh activities for students who need more OT support and are coming together as teams to provide these resources for families and staff.

Dr. Turk said, “As folks know, the experience that we’re all a part of right now is something that no one has ever experienced before and one of the things that has been sort of a learning point for me, as I have been a part of the conversations and working groups around special education, has been the nimbleness of the educators to be able to make ongoing revisions. Where we were 4 weeks ago, when the closure first began, is different than where we are now. One of the things that has been happening that people would not necessarily know in the

general public, is that even though there was a plan in place for the very first day of the closure, every week probably (2-3 times a week) DESE holds meetings with special educators/directors across the commonwealth and there are updates, revisions, expansions—not because something’s wrong, but because people are learning. As those revisions and updates have been presented and updated, the CPS educators have been then making appropriate adjustments as well. To some it may seem like they don’t know what the plan is, or that they’re not planning, but I want to make sure we’re all aware that this is an evolving process, all geared toward making sure that everything is being done in the best interest of students and knowing that the plan does not replicate what a traditional 6 hour day looks like. So, as people continue to move forward, there will continue to be updates and revision and it will take the collaboration and input and reflection of everyone to make it effective.”

Dr. Morgan added that the CPS special educators are doing amazing and creative things to support students and are also continuing to focus on ensuring that the resources/tools they’re using meet the students’ IEP goals. Dr. Grace has been working with her teams to provide the right materials and tools. “This is not to say there aren’t areas where we can and will get better as we progress—one of those is how to reach every single family. We are collecting and documenting information on families we’re not able to reach and there’s a whole team working on making sure these families are ok and how they can be supported.

Even with all of the resources and supports and devices that have been delivered, there are still some students with significant disabilities and they may have trouble accessing...so we’re working not only with our teams but also with the state in order to find which tools and strategies and supports can really be accessible. We are doing everything we can and that’s something we want to address, as well as the tech literacy area and how to access the assignments.”

Kathryn Fenneman shared that Tutoring Plus serves about 150 students grades 4-12 with individualized tutoring and mentoring. During this closure, they have focused on directing families towards basic needs. Recently there’s been an increase in demand for homework support and mentoring. Their matches meet consistently—some have been matched for years. They have also been working hard to support parents and families through this, as there is a lot of information coming to them. Especially in households where English is not the first language.

For April break, Tutoring Plus is offering SEL curriculum online—Tuesday, Wednesday, Thursday.

Meg Ramsdell explained that CSV has a number of programs with PreK all the way through 12 th grade but that there seems to be a greater need for tutoring and mentoring at the high school and the upper schools. Almost right away, the matches were (same as Tutoring Plus) pretty easy to connect if they were previously matched. That was their first focus. Within the first week, there were 16 pairs at the high school levels who were already meeting again. Now they are up to 34 matches. This week, they sent a link around to students so they could request help in subjects, or things like college-career mentoring and are expecting to hear from a lot more students about various needs.

Upper schools all have learning centers, which traditionally run after school but now it’s going to be at the convenience of the student and the volunteer. Same as with the high school, they try to match pairs who were already working together, back together. And then they will go from there, as they are expecting a greater need coming at the upper school level as well. At the upper schools, CSV teachers and guidance counselors serve as their point people and refer students to them. Then they connect with the parents and get them matched that way. The way it’s working now: CSV staff will invite the tutor and staff to a Google Meet and it will be documented, and the tutor will take notes. There will be a CSV staff person who’s in the meeting, but not visually. Just listening in the background. They are trying to keep the oversight piece present from an adult who isn’t the tutor.

Joan from Harvard represents public school partnerships and her team is working on an online space that will have a variety of Harvard resources. It will be broken down by age groups—resources for families and teachers.

She said that they try to connect with the community with a monthly newsletter and are really focusing on how to support online learning as they know there's a tremendous overload. Their Office of Community Affairs works on a central online location for Harvard and she will provide an update when that happens. They are also taking a lot of resources from HGSE and sharing them. "Virtual School Lesson Plan" is a database for families—organized by age group for students. She also mentioned that there are many recent articles published by Harvard faculty about learning in a time of crisis, that are timely and thoughtful and help us all navigate this new normal.

She also gave a quick update on students working with them: 3 CRLS students that are continuing their spring internship with mentors and 10 CRLS students are in an afterschool astronomy program "which all seems to be moving along nicely".

She said that they have also been working with students at CRLS and CHA on an event called RISE that targets 11th grade students who are at risk of falling through a crack even if they're doing ok academically. They had our first conference a year ago and will have resources available online for teachers and students to access. (live event May 20 and May 21)

She added that they will continue to engage the OST community and provide professional development. They are worried about the issue of equity and hope to push out opportunities like virtually visiting a museum or the Arnold Arboretum.

Rohan (with slides) presented on MIT's new effort called Full STEAM Ahead, which is an institute wide effort to collect all of their resources in one place so they can be accessed quickly and easily in this time of need.

This is a collection of resources to help with teaching and learning online, meant as a rapid response to the need. They have been and will continue to curate resources from around the institute and provide weekly k-12 packages for students and teachers (project-based learning opportunities + exploration). These weekly packages are all a set of activities and materials designed around a central theme. They're selected by MIT's scientists, educators, and engineers, to inspire students k-12. They all include resources for educators and parents to help guide the student's learning, and they're broken down into grade bands, so all levels can engage in each theme.

MIT started this effort on March 16, and about 175 hours later, they had our first package. They are learning as they go along, and hope students will find these weekly project-based learning packages to be interesting. They can be done in any order at any time. He added that they are always welcoming feedback and that this information is on Find It Cambridge, where their profile will continue to be updated.

Susan (AFCOST) says that their read at about 1 month in, is that the majority of our programs are working—teachers are continuing to be employed, and over the last couple of weeks they've seen a slow buildup of people getting online. AFCOST has continued with professional development and several training sessions. The coalition has about 500 people and the services being provided. They are helping people navigate technology and how to use it well during this time. They are creating a lot of space for practitioners to talk to each other about how they're doing—gaining strength from each other. "People are coming in waves and they're getting stronger because they're part of a community that's struggling together." The agenda also has coaches and youth connectors—"a lot of people on our team out there supporting the professional team".

"We're working very hard to meet people where they are and get comfortable to help their children and families. There's a lot of work going on to bridge resources with the district. The fact that all of these children have Chromebooks is really powerful...how do we get connected in this secure platform as OST people, with the district? How do we marry the CPSD technologies so we're all in a safe place with the children we share?"

**1:49pm motion to extend 30 min, moved by David, seconded by Rachel

Find it Cambridge presentation Nancy : "it's so awesome to hear all the things that are happening. We've been working along with AFCOST, the STEAM initiative, Lyndsay to figure out how to connect all of these dots together. All of these resources are amazing but it's overwhelming. Hopefully you'll see how we've tried to streamline it"

Andrew : “To reiterate, in this time of info overload, trying to be a way to sort through madness. Designed to be intuitive and simple—for families, but also can be for staff/colleagues to explore services that are available in other fields”

Language translation feature for major languages in community

Shows us how to use the site

3 main categories: COVID19 available resources, virtual activities at home, services that need COVID-19 volunteers

“Whenever struggling to find a service when working with a family, reach out to Find It Cambridge who will try to help.”

Nancy said that her understanding is that CPS will share the Find It link to families over vacation week

Q&A Lisa: it was interesting to hear about all of the resources that are currently available and I just wanted to start introducing the thought about what the fall is going to look like...I'm very concerned about the students who are facing significant loss and don't have access to these resources for whatever reason.

Also, for children with special needs, the executive function challenges to learning this way are extraordinary. I hope OSS will start thinking about that as well as gen-ed teachers.

Rosalie : This was confusing for a combination meeting for me which made me curious about how many of these programs have explicitly included students with disabilities in their planning. I really appreciate that Find It has a program I've never heard of, for students with disabilities listed. I also want to quickly say that my own children have had really great case managers during the closure and there's no question to me that there's a lot of positive things happening. I am disappointed in the fact that kids who are more challenging to teach and are not in substantially separate programs, their needs are not just last to be considered, but they're at a completely different table from the rest of the districts planning. I feel that the information that's gone out to parents has also been focused on minimum standards of compliance.

Repeatedly as a parent, I've asked for answers to things like “why were IEP meetings being canceled, why were parents being told that they needed to sign a waiver and then we didn't have to?” as a parent and Dr. Morgan said “after the break” which would be 6 weeks later than any other plan

Kathryn : about 1/3 of our students have IEPs or 504 plans. We're able to find volunteers and best practices but it's definitely been challenging. As Lisa said with executive functioning needs, the distance learning has been very challenging. We'd love some guidance about best practices and findings from OSS

Also question: following up on Dr. Morgan's presentation, in terms of reaching families—is there any way we can be helpful in that? How can we tap into that collective effort within the community?

Dr. Morgan : I would love to talk more with you offline about that

Dr. Turk : I just want to encourage all of us to not lose sight of the fact that there are no crazy questions. There's every reason for us all to acknowledge what's going well as well as where people are finding points of frustration. If we don't know what the frustrations are, they continue because we don't know that there's something in particular that a person is personally dealing with. As a district, we're a community of people and behind every person is a story. Even when it's hard to bring those stories forward, it's important to do that

Member Rachel: Coming in as a new committee, the title even alone of this subcommittee is a huge amount to cover even without COVID. We need to remind ourselves that each of these categories need a deep dive and all three of us are committed to doing that.

1. How can the School Committee better support the integration of CPS and OST efforts? 2. For Dr. Morgan: as School Committee members, we're hearing from families who haven't heard about adaptations and modifications...where should those families go and how can we support them in this moment?

Dr. Morgan : We shared with our parents the second communication that if they haven't heard, they should contact my senior secretary and Zuleka...so I definitely need the names of the folks we haven't heard from. I do know that in this national emergency, we're trying to make sure that we're getting the best information that we can. There are still some places where we fall short but we're trying to set up different avenues for people to reach us.

Member Weinstein :

1. What Lisa said about executive function challenges—there are children who are maybe

functioning at a certain level in school, but now have a greater need of services. How do we plan to identify and address that? 2. Last meeting there was a conversation about a survey going out from CPS...would be

helpful to have a really clear list of what we expect are happening...and ask "which of these have you gotten?" and find a way to identify further needs with a survey like that Dr. Morgan : When the district closed because of the pandemic, we asked every single case manager to provide a case report via ASPEN (or physical copy) that gives a current estimate of where the student fell. As we're providing these services, we're also asking our teams to monitor the progress our students are making. Family communication #3 went out today and shared that compensatory services are determined on a case by case basis

Chair Wilson : Piggy backing on that, even thinking about a video that could go out from the OSS team might be an opportunity.

Ena : I am hearing new information, myself. The last time I got something from OSS was April 2 nd. I've been reaching out to my daughter's case manager and basically don't get a response. I try to work with the teachers and I believe in partnership, and I don't go over their heads. But now that I know this information, I'm feeling for the people that are not here at this meeting. My concern is accountability—there has to be some sort of accountability. How are you holding case managers and IEP teams accountable?

Zuleka : I also agree with what Rosalie said—I came here today as a parent. I also want to thank Dr. Turk for making it clear that we should be heard. My name is Zuleka Queen-Postell, I live at 62 Norfolk St. I was born and raised here and attended Cambridge Public Schools. I am a parent of two boys. My oldest son has been a CPS student since he was 3 in Special Start and will be starting eighth grade in September. He is reading at the end of first grade level. My son has autism and dyslexia. However he does not have an intellectual disability. With the right support, he could be reading by now, but CPS has failed to provide the tutoring he needs for his secondary disability of dyslexia.

How many other students is CPS failing?

I came to Dr. Salim and Dr. Morgan at the start of the 2019-2020 school year, to inform them of how disappointed I was that my son's IEP was out of compliance, and that it hurt me to be a CPS employee and to be put in a position which required me to file a complaint with the state. Dr Morgan requested I give her until the end of the week, I gave her until early March -- making it 14 months that my son went without the reading services he desperately needs.

I am disappointed and feel down right disrespected by the lack of regard for my eldest to receive a free and appropriate education from the very district that hired me, to support and empower other families of special needs children to advocate for their children, in my role as the Special Education Parent Advisory Council Liaison.

What conversations should I have with parents when this school district continues to violate my son's civil rights? I have been given excuse after excuse. First, we can't find anyone. Then, we found someone, but they wanted too much money. This is unacceptable. How many other families are receiving the same treatment? Or am I getting special treatment because I am an employee?

I urge the School Committee to take responsibility for providing a free and appropriate public education to all students, by holding administrative leaders accountable for providing the education that all students deserve.

Mercedes : How are we getting information and data about what is working and what is not working? Making sure that all stakeholders are being heard to learn from what's happening to make systemic improvements moving forward?

As a parent, sometimes it feels like there's an emphasis on compliance. The laws are in place to protect families, but these are minimum guidance and we can do so much better than that. We should be challenging our leadership to go above and beyond, and not just stop at compliance.

Khari: I'm willing to think about PD suggestions for OST providers to learn about supporting remote needs in this climate.

Dr. Morgan : The pandemic has highlighted areas that we still need to be strengthened. To Ena's question, we're trying but it's still not reaching everybody. Dr. Salim is doing videos with different cabinet members, and I'd like to inquire if parents have another way. Please reach out and share those ideas. I would encourage and be eager for your partnership to help us reach more families. When we think about the accountability, definitely.

To Mercedes's question, that is absolutely true that we can do so much better. I also just want to share that because this is so new, before we didn't have any guidelines, we are getting our cues from the state because we don't want any missteps. And there have been missteps, which I acknowledge. We want to learn quickly so we can support more families more effectively. We're doing everything we can to do everything better. Not to say that people should wait on us...we don't want to deny anybody of their FAPE. We know that Zuleka isn't the only parent who experienced this. We're doing everything we can to have a supply and pipeline to provide these services.

The cracks existed from before the pandemic. We're really trying to not lose the momentum and progress the students have made...how do we address the loss in the summer, in the fall...these are questions we're constantly asking of our cabinet and our principals. We're definitely seeking the input and guidance from families so we can really halt what's happened in the last four weeks.

Chair Wilson : Thank you so much for sharing that, Dr. Morgan and again, just really want to put an emphasis on acknowledging the cracks in the system and really working really, really hard to support all of our students to really getting and meeting their full needs and potential, and providing them with the resources that they need to be there. Another thing that I heard is really about sharing of resources. So, everyone who's on the call, if you know of additional resources that are out there that the City has not tapped into, please share that. Feel free to share that directly to me, to Dr. Turk, Dr. Morgan, because we only know what we know. When we have a community like this, it's really important that we're able to share resources and how we can strengthen our community and all of our students.

2:38 motion to adjourn

Report of the April 17, 2020 Special Education and Student Support Sub Committee, on the following roll call vote was accepted as presented: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

Curriculum and Achievement Subcommittee Virtual Meeting 10:00 AM April 17, 2020 (Anticipated to end by or before 11:30 am)

Goals: Share brief updates on the current Distance Learning Plan and on the status of planning for the return to in-person learning and for the summer, responding to some frequently asked questions. Provide opportunity for community members to ask questions and/or share concerns and ideas on these topics

Members of Superintendent's Cabinet Attending: Deputy Superintendent Dr. Carolyn Turk Interim Assistant Superintendent Dr. Michelle Madera (Curriculum and Instruction) Assistant Superintendent Maryann MacDonald (Elementary and Early Education)

Members of Curriculum and Achievement Subcommittee Attending: Subcommittee Chair David Weinstein José Luis Rojas Villareal Rachel Weinstein

Other Members of School Committee Attending: Mayor Sumbul Siddiqui Fred Fantini Ayesha Wilson Welcome and Agenda Overview Chair Weinstein gave context around the meeting: that this is a challenging and unprecedented time and many who are unable to be at this meeting are being impacted by what we're talking about. This is only one conversation in a continued process. Public comment will be framed as a Q&A

Agreements Speak and listen from the heart Step up and step back Expect and accept a lack of closure

Introductions (name, role, optional share) Favorite thing outside we've seen during this time

Sharing of distance learning plans and planning

Chair Weinstein outlined some questions to frame the conversation: What is the distance learning plan currently in place (and how was it developed)?

How are we making sure the plan is being carried out (including what supports are in place for principals and teachers, and for families and caregivers and children)?

How are we preparing for the return to classrooms, taking into account that this could be May 5th, could be later in the current school year, or could be September – or later. What options are being considered for each possibility? Are there any related inflection points we should know about, for example, a date by which we would need to decide if school would open before Labor Day, or by which we would decide if school buildings would not be open by then?

How are we planning for the summer, both for the possibility that social distancing rules may still be in effect, and for the certainty that there will have been learning loss prior to the summer that we would want to address?

How are we engaging external resources? (Noted that some of that response might be more in depth during the Special Education and Student Supports subcommittee meeting Member Wilson is convening at 12:30, which will include discussion of OST partners.)

How will the community and School Committee be informed on a regular basis about planning processes underway and updated plans?

Presentations by members of Superintendent's cabinet Dr. Turk shared that at the center of the district's planning is a collaborative spirit and learning from each other – the failures and the learnings. She emphasized that this is a very new situation for all of us, and that the district wants to make sure to be thoughtful in their planning with the knowledge that there are going to be times that require making adjustments. From the first iteration of the Educator Expectations, released on March 16th, to the second that went out a few weeks later on April 2nd, CPSD focused on 3 areas in their planning and implementation: 1. The health and wellbeing of our students 2. Opportunities for enrichment and projects with the knowledge that engagement with students in a virtual world is very different than in a real classroom with targeted resources 3. Based on the first two, setting realistic expectations about both social-emotional aspects, as well as academics. Moving forward, CPSD knows that when we return, what we return to is going to look different and they are in the planning process of what the possibilities might be, even though they don't know yet.

Chair Weinstein asked Dr. Madera to discuss what's currently in place – what are the changes in the Educator Expectations 2.0, as well as what the thinking and planning is for what 3.0 will look like. Dr. Madera described the process as “building the plane as we were flying it” and outlined how the Educator Expectations 1.0 document was a “just in case” plan that ended up having to be implemented. As the situation evolved, CPSD had to make adjustments and create a more elaborate plan for a longer closure that entailed making sure that every child had a device – “a huge, huge undertaking”. The development of 2.0 included helping teachers learn the platforms they would be using: Zoom, Google Classroom, etc. CPSD also had to make sure they were incorporating and aligning with the distance learning expectations that the Department of Elementary and Secondary Education was developing. She acknowledged that there will be learning loss and there will be gaps but noted that this is not just for Cambridge – it is something the entire country is facing. CPSD is “working really, really hard to address those gaps”. She said she hopes the 2.0 version as it exists will be able to cover an extended closure and that it is up to the Governor what will happen, not CPSD. What they are working on with 2.0 is continuing to provide resources and vetting what out of school time (OST) providers and university partners can offer for appropriateness and alignment with what the children are learning now. She stated that what we have in 2.0 can continue until the end of the school year, if that becomes our reality. Coordinators, principals, teachers, and the cabinet are all working on what summer learning will look like, which “is a mystery right now” and it is “really difficult to plan for what we don't know will like with 100% accuracy”. They are looking at 3 possible scenarios of whether it has to happen virtually, in-person, or as a hybrid model. Dr. Turk added that CPS has also been engaging with their community partners around the summer piece. “One thing is clear”: whatever CPSD offers, they will “not be able to do it alone or in isolation” and so, they have been in communication with several of their partners, trying to collectively figure out what each organization's bandwidth is, to understand what each one's strength and gaps are.

Chair Weinstein asked for some insight on the existing structures and what's happening on a regular basis, highlighting the importance of preserving the partnerships and skills we develop during this time, and “unsiloing”.

Dr. Madera replied that this is addressed in the 2.0 document – that it accounts for situations like educators getting sick so that others can step in. She said that teachers are reporting that they see more of each other than they used to in this completely virtual mode.

Asst. Superintendent MacDonald agreed with Chair Weinstein that in the midst of this crisis, “we have to think about what exists in our new reality and what we want to hold onto, moving forward”. She gave an example of teachers in the early grades, meeting with the science coordinator every Friday to do more integrated learning and share ideas with one another – developing more project-based learning, which is where she hopes the district will move towards. They meet with their principals twice a week to share ideas and problem solve. Another example she gave is of schools continuing their student-support teams and making sure to track student engagement – who hasn't been participating, who's been reaching out for extra help, etc. She also mentioned that in addition to the Superintendent's nightly message to the School Committee, he will send out a weekly video message to the community and put out another survey for families.

Q & A and public comment – 3 minute limit per question/comment Member Rachel shared that she has been hearing from families that educators are working so hard and sending so many messages, that folks are struggling to help their students organize and structure the day to stay on top of things. She asked if there is any help in that regard. She also asked about long-term planning – “how can we share what is and isn’t effective? Would it be helpful for this subcommittee to help collect effective practices that we can share?”

Dr. Turk replied that, “With our principals and assistant principals, we reserve a section of each meeting to be able to collect that kind of information: what’s working and what’s not. And they’re really able to share with each other. Where we could use assistance, is being able to get feedback – the same kind of sharing of information from our family community”. CPS is considering having some type of survey go out to families to give them a vehicle to share with the district what is working for them and what are challenges. “That would be really helpful, because we’re a system of people and behind every person there is a story.”

In response to Member Rachel’s first question, Asst. Superintendent MacDonald said that moving forward, communications coming from educators is something that needs to be worked on, and that coordinating through homeroom teachers may be an option.

Member Rojas asked the cabinet members how they feel the curriculum has changed because of remote learning, and how they expect it to change moving forward.

Dr. Madera answered that the curriculum has changed in that it is now difficult to follow a complete scope and sequence (providing opportunities to look at the learning in ways CPSD can go deeper, with interdisciplinary opportunities). She said this has been very challenging and has required that teachers get creative about how to meet the standards in this setting. CPSD has pulled from many resources such as Khan Academy, which has been providing supportive and enriching distance learning for a long time. Mayor Siddiqui raised concerns she had heard from families and parents about internet access in general. She asked whether Wi-Fi buses are something that has come up and how we are assessing the utility of hot spots.

CPS Chief Information Officer Steve Smith explained that CPSD has given out roughly 400 hot spots to families in all grades (mostly JK-8), which was the identified need coming from the families to the building administrators. He said that the issue of what other needs is out there needs to be explored further. He also mentioned that the survey going out to families will have some questions about technology and access, which might be helpful. He believes that continuing to identify families who need hotspots – which are very robust and even better than Comcast connect – is the best solution.

Ravit Barak (CPSD parent) mentioned a lack of consistency among teachers when it comes to how many meetings they’re holding with children and cited that each of her own children are having vastly different experiences. She asked if there are certain guidelines for teachers to meet daily with their students, even just for 5 minutes, to ensure that children can see each other and know there is a supportive community. Asst Superintendent MacDonald replied that in the guidelines that were sent last week, the expectation for JK-5 is that families will get a weekly message to preview the week, and there’s a daily class message (some of that is just a message that’s posted) and there should be a daily block for student engagement for 30-45 minutes during the day. She said that if that isn’t happening, then parents should communicate to the principal of the school. “You’re right, teachers do need to do that, and students do need to see each other.”

Dr. Madera agreed that daily is the expectation, although exactly when it happens is not specified.

Pia Cisternino (CPSD parent) asked to hear more about why the curriculum needs to change for high schoolers during remote learning. She expressed that while it made sense for younger students, who need a lot of hands-on learning, to face big transitions, she did not understand why the curriculum for high schoolers has to be different during remote learning in the absence of hands-on learning. She also asked about the cabinet’s understanding of the extent to which the remote learning schedule provides high schoolers with college and career readiness.

Dr. Madera said the problem during 1.0 was that it wasn’t clear how long teachers were supposed to teach. The other issue, she said, is that older students now have responsibilities in the house of helping other children now that everyone is home.

Nell Porter Brown (CPSD parent) echoed Cisternino’s confusion about curriculum having to change at the high school level. She mentioned that she had heard some frustration from teachers and parents around inconsistency and lack of leadership and decision-making when it comes to supporting teachers who

have been able to and have the capacity to do their classes online. “What is preventing teachers at the high school from holding their curriculum at the level that they can with different students?”

Dr. Madera replied that it is difficult to apply “consistency” to “different students” as not everybody accesses learning in the same way. It is a challenge to address the different learners in a virtual platform and differentiate that instruction, as there are learners who need more support around the technology piece, there are learners who have different attention spans, and there are learners who are more auditory, visual, or hands-on. She said that in terms of the curriculum itself, the task is to pull what is the most important thing to learn right now and deliver it in a virtual way. “Even at the high school, different teachers have different capacities to deliver content virtually. Some are more traditional, some are more modern, some are in between. How do we support those hundreds of teachers in that way as we’re trying to move forward and address the needs of everyone?”

11:23 AM: motion by Member Rachel to extend by 20 minutes, seconded by Member Rojas, unanimously passed by roll call vote of the subcommittee members.

Ena Valenzuela (CPSD parent) described her experiences with her own 3 kids and expressed concern about what is happening in the schools themselves, across the grades and across the district, as she listens to others. She said that her daughter gets a math worksheet once a week and meets with her teacher once a week and questions whether there are any accountability measures in place. She asked if there were any best practices and volunteered Vassal Lane’s 8th grade classes, who she said are doing a phenomenal job.

She also asked about transparency around teachers and shared that anecdotally, she feels that those who don’t have kids are less active in their virtual classrooms.

Dr. Madera said that in terms of accountability, there is an internal website with different school pages that she visits to see what’s happening. She then has follow-up conversations with the principals and finds that these sites, which are not public, are a way for her to see what is happening at each school. Principals and supervisors are also able to pop into Google Classrooms to say hello to the kids and see what is happening. She thinks it is important for the children to see the faces of the leaders at their schools and build relationships with them. As for best practices, she said she is glad to hear that Vassal Lane’s 8th grade is doing a great job and that CPSD needs to hear more about who is doing a great job, so they can set those standards.

Asst. Superintendent MacDonald shared that principals have been trying to figure out, especially for the youngest students (JK-2), what materials need to be purchased and sent out. Teachers have suggested whiteboards and little markers so that kids can hold up their work and get feedback. She said principals also suggested dice and index cards and that they are working on getting materials to students right after the April vacation week. She also mentioned that CPSD has a list of high-needs students at every school and that they are ordering a packet of materials (including washable markers, colored pencils, crayons, scissors, and glue) to be sent directly to their homes. She says teachers have requested to enter the buildings to use the copy machines for printed materials, and that CPSD is not allowing this. Instead, they are trying to figure out a way to utilize a printing company if teachers want to send out printed materials. Maryann Matyas (CPSD parent) said she has some very high school-specific questions that she will withhold and send in writing. She also said that she wanted to echo what other parents have been saying about experiences being very, very mixed – that even if there might be some guidelines, it doesn’t seem like there are in practice. She shared the personal experiences of her two sons, who both are in their 504s and said that of the 9 total teachers, only one of them has even asked whether her child was getting what he needed based on his 504 accommodations and that the others had been MIA for weeks. She also provided feedback on the black and silver day issue at the high school and said that this is something to reconsider in a version 3.0, because it is “really not working at all.” A larger question she had was about whether the district could use its IT department to invest in certain platforms, as teachers appear to all be downloading very different programs and software that vary and could pose risks like “Zoom bombing”.

Dr. Madera replied to the technology piece, stating that the district and IT have vetted and approved certain platforms and teachers are discouraged from using anything outside of those applications for many reasons, including privacy issues that come with free-trial platforms. She also said the feedback on the black and silver days is very important and that she wrote it down.

CPS Chief Information Officer Steve Smith explained that the whole idea of having a suite of approved tools (CPSD has approximately 200 applications that have been vetted with data privacy agreements) is to ensure that they have a secure environment that all educators and staff are using. As far as providing

support within that environment of 200 tools, he said that the technology integration staff are actively reaching out to the teachers at each school and offering training and are holding office hours every day where educators can join to ask questions. He also mentioned an active help desk that is available online with open office hours, 8 hours a day. He clarified that there isn't a privacy issue with Zoom – they have been promoting Google Meets instead for a number of reasons, including that it is part of the G-Suite environment that many students are already used to and that it has much more granular reporting on what is going on. The version of Zoom that has been approved (Zoom for Education) is \$90 per educator, and it can be rolled out if there is a strong need, but it would cost over \$100,000.

Maryann Matyas added that anecdotally, it seems that many of her son's teachers at the high school have migrated from Google Meets to Zoom for whatever reason.

Member Fantini asked whether CPSD has the flexibility to do more, as DESE's guidelines are just an advisory.

Dr. Madera replied that they are indeed recommendations that CPSD has incorporated with things they have already been doing and that many educators are going above and beyond because they have a greater bandwidth to do so.

Asst. Superintendent MacDonald shared that some teachers requested Gmail accounts for grades 3-5 and that Steve and his team are working on having that be put in place after the break. She also said that they are recording videos for students so they can be trained to use email.

Ena Valenzuela and Caroll Magill (CPSD parent) asked if Google Hangouts could be enabled for grades 3-5 to support friendships.

Chair Weinstein added that there would be a benefit to this coming from the schools, with the safety protocols CPSD puts in place.

CPS Chief Information Officer Steve Smith responded that it is a little bit difficult now as there were a lot of issues in the beginning when students would join Hangouts without their parents knowing, and parents complained.

Next Steps/Closing Reflection Chair Weinstein reiterated that this is an ongoing conversation, invited continued feedback on these issues and on the meeting, and reminded everybody that the Special Education and Student Support Subcommittee is convening at 12:30.

11:52: motion to adjourn by Member Rojas seconded by Member Rachel, unanimously passed by roll call vote of the subcommittee members.

Meeting adjourned.

Report of the April 17, 2020 Curriculum and Achievement Sub Committee, on the following roll call vote was accepted as presented: Vice Chair Bowman YEA; Member Fantini YEA; Member Rojas YEA; Member Rachel YEA; Member Weinstein YEA; Member Wilson YEA; Mayor Siddiqui YEA.

10. Resolutions (letters of congratulations, letters of condolence): None

11. Announcements: Mayor Siddiqui announced that May is Mental Health Month and the city in partnership with VHA and the Cambridge

12. Late Orders: None

13. Communications from City Officers: None

Motion to adjourn by Mr. Rojas seconded by Mr. Fantini, on a voice vote, the meeting adjourned at 8:01 P.M. Mayor Siddiqui (YEA), Ms. Bowman (YEA), Mr. Fantini (YEA), Mr. Rojas (YEA), Mr. David Weinstein (YEA), Ms. Rachel (YEA), Ms. Wilson (YEA).

Next meeting scheduled will be a virtual special meeting on Thursday, May 7th, 2020, 6PM.

Respectfully submitted,

Jennifer Dever Wood
Executive Secretary to the School Committee (temporary)