



#25-078

CAMBRIDGE SCHOOL COMMITTEE  
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WHEREAS: Empowering student excellence necessitates that the Cambridge Public Schools commit to ensuring that students who are ready for advanced learning are identified, challenged, and supported; and

WHEREAS: Cambridge Public Schools affirms its commitment to identifying and supporting students who demonstrate advanced learning needs across all grade levels and student groups, including students who may need or be receiving additional supports to reach grade-level benchmarks in some areas, with the goal of supporting and challenging every child to reach their full potential without imposing ceilings on their continued growth; and

WHEREAS: It is critical to achieving this goal that student and caregivers be supported to be informed participants in the process of identifying and meeting student needs; therefore be it

RESOLVED: That the Cambridge Public School District (CPSD) shall establish a system for the equitable **identification** of advanced learners and advanced learning needs before the beginning of the 2025-26 school year, to be implemented for the start of the 2025-26 school year. This system must incorporate practices designed to ensure identification of student potential in all communities. Identification will be communicated to each student's teachers and caregivers upon the determination, and again at the start of each successive school year thereafter; and be it further

RESOLVED: That identified students will be **supported** beginning in the 2025-26 school year through a range of existing instructional strategies, including, where appropriate, enrichment, differentiated instruction, and integration into the district's Multi-Tiered System of Supports (MTSS), and new strategies where appropriate. These approaches will be responsive to students' readiness and designed to extend Tier 1 instruction when appropriate; and be it further

RESOLVED: That CPSD will prioritize **caregiver communication and family engagement** when identifying and meeting advanced learning needs by establishing a plan before the beginning of the 2025-26 school year, not later than August 31, to be implemented in the 2025-26 school year to provide clear information to caregivers about identification processes, available supports, and how they can bring concerns forward, and to ensure that caregiver input on decisions about their child's learning will be documented and incorporated into support plans; and be it further

RESOLVED: That before the beginning of the 2025-26 school year, not later than August 31, the Superintendent or designee shall develop procedures to **implement and monitor the implementation** of this policy and ensure ongoing support at the school level to be implemented in the 2025-26 school year, and to include an update to the School Committee no later than January 31, 2026. These procedures will evolve over time to include additional areas such as academic acceleration, expectations for teachers to review and update plans from prior years, processes for incorporating caregiver and student input, and progress monitoring for individual students and system effectiveness; and be it further

RESOLVED: That the School Committee shall receive **semi-annual updates** from the Superintendent no later than August 31 and January 31 of each school year on the implementation of this policy, that will include data on student identification and participation, plans for continued development, any recommendations for changes or additions to this policy and its implementation, updates on budget implications, and quantitative and qualitative assessments of the success of this policy in identifying and meeting student needs.