

CAMBRIDGE PUBLIC SCHOOLS

Elementary Resource Handbook



Cambridge Public Schools

135 Berkshire Street
Cambridge, MA 02141
Tel 617.349.6400

More info at:

www.cpsd.us

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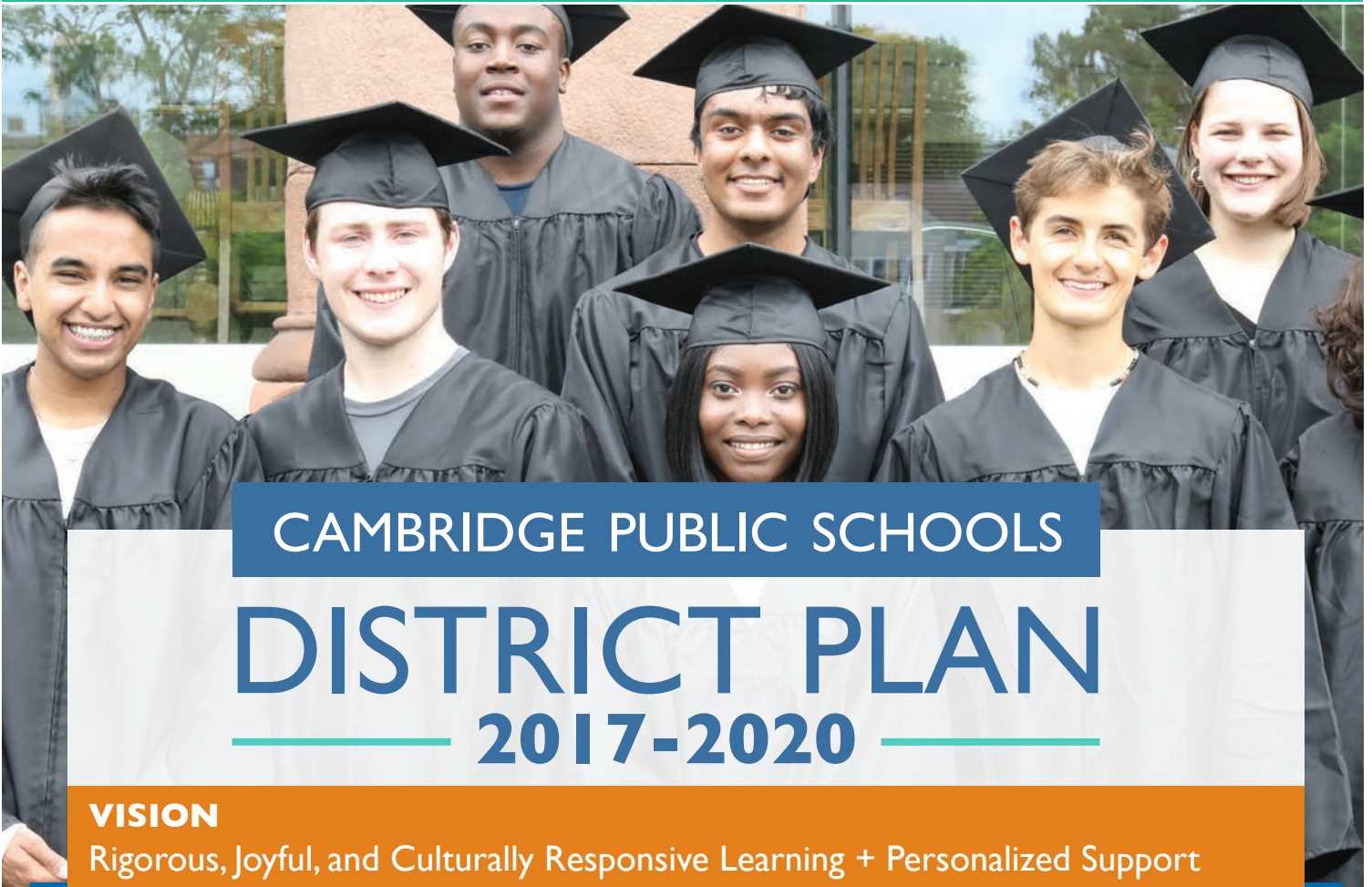
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DISTRICT PLAN



CAMBRIDGE PUBLIC SCHOOLS DISTRICT PLAN 2017-2020

VISION

Rigorous, Joyful, and Culturally Responsive Learning + Personalized Support
Builds Postsecondary Success and Engaged Community Members

STRATEGIC OBJECTIVES



EQUITY AND ACCESS

Provide equity and access to increase opportunity and achievement.



ENGAGING LEARNING

Provide engaging learning for students and staff to strengthen instruction for all types of learners.



WHOLE CHILD

Support the whole child as an individual.



PARTNERSHIP

Expand and strengthen family partnerships and community partnerships.



IMPROVEMENT

Improve implementation and progress monitoring.

OUTCOMES

The District plan defines 22 Strategic Initiatives that will help CPS to realize our vision. To measure the impact of this work, the School Committee will consider the following outcome measures:

- Grade 3 Literacy
- Grade 8 Mathematics
- Advanced Placement and Honors Enrollment
- Percentage of Teachers of Color
- School Climate Survey
- Students' Meaningful Connections with Adults
- Chronic Absenteeism



Creating Welcoming Schools

Welcoming Schools Cambridge promotes safe and affirming schools for all kinds of students and families by providing resources and support to enhance understanding between students and adults from diverse backgrounds, cultures, and circumstances. For more information, go to: <https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3406459>

Family Liaisons

Family Liaisons help families and schools build effective partnerships that support family well-being and student learning. Each school has a Family Liaison who is available as a resource to both families and educators. If you have a question or need help accessing resources, contact your school's family liaison. For more information, go to: https://crls.cpsd.us/for_families

Equity

Equity means that each student, regardless of race, ethnicity, nationality, gender, gender identity, disability, sexual orientation, religion, or socioeconomic status will have access to the opportunities, resources, and support they need to attain their full potential.

Racial Equity

Racial equity means the absence of institutional and structural barriers experienced by people based on race or color, that impede access, opportunities, and results.

CPS understands that communities of color have experienced centuries of systemic oppression, and may need more as a result of these forces. Achieving racial equity requires proactive and continuous work to dismantle systemic oppression and white privilege in our schools. CPS is committed to altering systemic power dynamics and structures in order to hear and elevate underrepresented voices and to recognize and eliminate bias.



For more information, go to:
www.cpsd.us/equity



SCHOOL DISTRICT OVERVIEW

Early Childhood Programs (limited space available)

Home-Based Early Childhood Education Program
Free services for families with children 18 months to 3.5 years old.

Special Start
Does not feed into an elementary school.

Tobin Montessori Children's House

Fletcher Maynard Scholar College

Elementary Schools (Grades JK – 5)

Amigos JK - 8 School
HOURS:
8:55AM - 2:55PM

Kennedy-Longfellow School
HOURS:
7:55AM - 1:55PM

Baldwin School
HOURS:
8:55AM - 2:55PM

Tobin Montessori School
HOURS:
7:55AM - 1:55PM

Fletcher Maynard Academy
HOURS:
7:45AM - 3:45PM
M, TU, TH, F
7:45AM - 2PM | W

Dr. Martin Luther King, Jr. School
HOURS:
7:55AM - 3:55PM
M, TU, TH, F
7:55AM - 1:55PM | W

Peabody School
HOURS:
8:55AM - 2:55PM

Graham & Parks School
HOURS:
8:25AM - 2:25PM

Cambridgeport School
HOURS:
8:25AM - 2:25PM

Morse School
HOURS:
8:25AM - 2:25PM

Haggerty School
HOURS:
7:55AM - 1:55PM

King Open School
HOURS:
8:55AM - 2:55PM

Upper Schools (Grades 6 – 8)

Putnam Avenue Upper School
HOURS:
8:55AM - 2:55PM

Rindge Avenue Upper School
HOURS:
8:55AM - 2:55PM

Vassal Lane Upper School
HOURS:
8:55AM - 2:55PM

Cambridge Street Upper School
HOURS:
8:55AM - 2:55PM

High School (Grades 9 – 12)

Cambridge Rindge and Latin School ■ High School Extension Program & Rindge School of Technical Arts
HOURS: 8:05AM - 2:30PM



Common Curriculum

All students in the Cambridge Elementary Schools receive direct instruction in the following subjects daily or weekly:

- English Language Arts (*Reading and Writing*)
- Mathematics
- History and Social Studies
- Science
- Library/Media, Technology
- Visual Arts
- Music
- Physical Education

While there are both state and district guidelines for minimum minutes of instruction in the different content areas, the frequency and delivery of content minutes might vary from school to school. This is due to several factors such as the length of each elementary schools' day, specific school based programs such as language immersion programs and the fact that each elementary school creates its own academic and specialist schedule. These factors result in some time differences in academic areas when comparing school to school.



For specific elementary curriculum content and department recommendations, please go to:
http://www.cpsd.us/office_of_curriculum_and_instruction

Health Education

Health is explicitly taught in each school by a licensed health teacher in grades 2, 3, and 5. In addition, the health curriculum topics are embedded into the general curriculum throughout the grade levels in a variety of ways. For specific health education information, go to:

<https://www.cpsd.us/cms/One.aspx?pageId=3455579>

World Language

The World Language learning expectations are based on the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages. All elementary schools participate in the Seal of Biliteracy initiative, with awards given at the end of fifth grade to students who have met benchmarks in both English and another language.

- The **Dr. Martin Luther King, Jr. School** offers both dual-language Chinese immersion and Chinese Mandarin as a world language (Ni Hao program) in grades JK-5. Students have the option to continue their Chinese studies at the Putnam Avenue Upper School.
- The **Amigos School** is dual-language Spanish immersion school in grades JK-8 and all students are supported to be able to read, write, and speak with the same high level of proficiency in both Spanish and English.
- The **King Open School** offers the Ola program, a dual-language Portuguese immersion program in grades JK-5. Students have the option to continue their Portuguese studies at the Cambridge Street Upper School.
- **Fletcher Maynard Academy** offers Spanish instruction for students in grades JK-5. The program utilizes the foreign language in the elementary school (FLES) model for Spanish instruction.
- The **Peabody** and the **Morse Schools** offer Spanish instruction for students in grades 4 and 5 utilizing the FLES model.

Assessments for Student Learning

CPS believes that assessments support the work of effective educators in continually observing, analyzing and responding to their students' thinking and performance. Beginning in Junior Kindergarten and through grade 5, CPS elementary students are given periodic assessments throughout the school year to monitor their progress. These can be informal assessments such as a running record taken by a teacher while monitoring reading progress or a more formal grade level math assessment given across the district to all students. Results can help identify areas where students have mastered content or need more support, and where educators might need to adjust their lesson plans, materials, or approach in order for students to meet the standards.



To view the Vision & Principles of CPS Assessments, please go to:
<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=49520071>

Report Cards and Progress Reports

In Cambridge, the staff at the elementary schools work hard to keep parents/guardians regularly updated on their child's progress. For the more formal parent conferences and standardized reporting, each elementary school may decide how frequently they hold these conferences. (For example, some schools do this quarterly and some schools choose to do this on a trimester basis.) In addition, each elementary school chooses the type of reporting record and the written format they use to share the information with families. Those types could include: a narrative based progress report or a standards based report with letter or numerical grades.



For the CPS policy on student progress reports and guardian conferences go to:
www.cpsd.us/UserFiles/Servers/Server_3042785/File/Migration/StuProgressReports.pdf



MCAS (Massachusetts Comprehensive Assessment System)

In Massachusetts, all students in grades 3, 4, and 5 are required to take assessments of their progress in the spring of the school year. All students are assessed in English Language Arts and Mathematics. Additionally, in grade 5, students also take the Science, Technology, and Engineering assessment. The Massachusetts Dept. of Education sets high standards for what a student should know and be able to do at each grade level. The results of the MCAS assessments provide information to educators and help parents/caregivers check their child's and school's progress.



For specific MCAS information go to:
<http://www.doe.mass.edu/mcas/home.html>
or
<http://www.doe.mass.edu/odl/e-learning/mcas-parentguide/content/index.html#/?k=45m7km>


For the CPS policy on MCAS visit https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/Participation_in_MCAS.pdf





Title I, Supporting Schools, Students and Families

Title I is a federal law that provides additional funding to schools with a poverty rate of greater than 40%. All students in Title I schools benefit from increased resources including reading and math specialists, summer camps, family nights, and trainings for teachers and families. Title I places special emphasis on the role of families in supporting student achievement.

 For information on programs and resources visit <https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3409804>


Homeless Students & Families

Each year, around 250 students in CPS experience homelessness in its many forms. Homelessness can have a significant impact on learning. Under the McKinney-Vento Homeless Education Act, students and families have many legal protections including equal access to the same free appropriate public education including a preschool education as provided to other children and youth. Families in transition or worried that they may become homeless can contact the District's homeless liaison who can help them understand their rights and access a variety of school and community based services and supports.

Contact: Mary E. Grassi


Title I Coordinator & CPS Homeless Liaison

617.349.6487 | Email: mgrassi@cpsd.us

 For frequently asked questions on homelessness in CPS go to: <https://www.cpsd.us/cms/one.aspx?portalId=3042869&pageId=13760955>

English Language Learners

Sheltered English Immersion (SEI) instruction is specially designed for students who are limited in English. Generally, after one full school year in a SEI classroom, English Language Learners (ELL) students will follow the CPS Controlled Choice Policy in order to transfer to a school of their choice.

 For more information, go to "English Language Learner Programs" at: <https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3471326>

Advanced Learning

The Office of Students Services (OSS) oversees advanced learning supports. Currently OSS is in the process of reevaluating and restructuring advanced learning supports and services. In the meantime, if a parent/guardian/caregiver feels that there is a difference between their child's potential and the challenge offered in the classroom, they should first contact the classroom teacher to initiate a conversation. If this is done by email, the Principal/designee should be copied. If not, the Principal/designee should be informed of the request by phone or personal communication.



CPS Elementary Special Programs

The Elementary Schools in Cambridge benefit from a wide range of special programs that enrich the regular curriculum.

Every CPS elementary school offers:

- Ballroom Dancing (gr. 5)
- CycleKids
- CitySprouts Gardens
- City of Cambridge Department of Human Services “Community Schools” enrichment classes (or access to them)
- Educational field trips and assemblies
- Elementary Swim Program (Grade 4)
- Farm-to-Cafeteria, nutritious, multicultural school meals
- Local partnerships that offer enrichment
- Responsive Classroom Strategies

Students with Disabilities

The Office of Student Services (OSS) serves students with disabilities between the ages of 3 - 22. The department provides special education services through Individualized Education Plans (IEP) and collaborates with schools to provide inclusive instruction.

Contact: Alexis Morgan, Ed.L.D.

Assistant Superintendent for Student Services

Tel: 617.349.6500 | Fax: 617.349.6355

Email: amorgan@cpsd.us



For more information regarding services and resources, go to:
<https://www.cpsd.us/cms/one.aspx?portalId=3042869&pageId=3420475>



SOCIAL CURRICULUM, STUDENT BEHAVIOR, DISCIPLINE & CODE OF CONDUCT



In addition to CPS district's policies on student conduct and the CPS rights and responsibilities procedures, many of the Cambridge Elementary Schools have their own student/family handbooks or guidelines and school based codes of conduct. These are available on the elementary school's homepage under the “About our School” tab.

In Cambridge elementary schools, all staff support the social and emotional learning (SEL) of students. Cambridge SEL work consists of multiple initiatives designed to help students grow into responsible decision makers.

These skills are taught through the Health Education curriculum and through the Responsive Classroom morning meetings. These skills are also embedded in the Responsive Classroom and Developmental Designs instructional techniques used by elementary teachers.



For more specific information on social, emotional learning visit <https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3456307>

For the full CPS Codes of Conduct, see the “Codes of Conduct” section of the Guide to Policies for Students & Families: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/2018_19_CPS_Guide_to_Policies_Families.pdf

Anti-Bullying Policy

Cambridge Public Schools is committed to creating a safe, caring, respectful learning environment for all students and strictly enforces a prohibition against bullying, including without limitation, cyberbullying, of any of its students by anyone and also strictly enforces a prohibition against retaliation of any person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying.



For the full CPS Anti-Bullying Policy, see Section 5.12 in the CPS Rights & Responsibilities Handbook or the Guide to Policies for Students & Families, or go to: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/anti_bullying_policy.pdf

Non-Discrimination Policies

Diversity brings depth and richness to the educational environment of Cambridge Public Schools. For questions or concerns about equity, diversity and inclusion in CPS, please contact:

Contact: Ramon De Jesus

CPS Director of Diversity Development

Tel: 617.349.6456 | Email: rdejesus@cpsd.us

For the CPS Non-Discrimination Policy and Prohibition Against Sexual Harassment, see:

https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/nondiscrimination_policy.pdf

For the CPS Non-Discrimination Policy on the Basis of Disability, see: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/Nondiscrimination_on_the_Basis_of_Disability.pdf

For the CPS Non-Discrimination Policy on the Basis of Gender Identity, see:

https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/Non-Discrimination_Basis_Gender_Identity.pdf

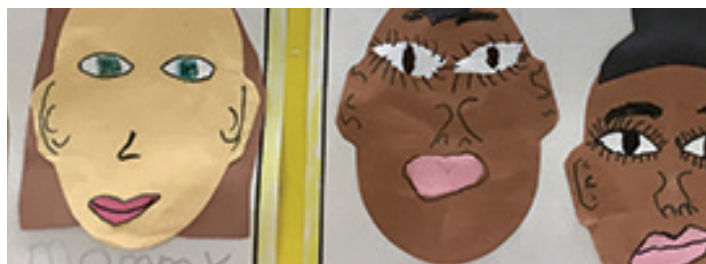
For the CPS Non-Discrimination Policy on the Basis of Sex, see: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/nondiscrimination_basis_of_sex.pdf



For more information on the CPS Non-Discrimination Policy Against Students, see the CPS Guide to Policies for Students & Families:

https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/CPS_Guide_to_Policies_Families.pdf

ATTENDANCE, ABSENCES & TARDIES



CPS wants to work with families to make sure students will be absent as infrequently as possible. Please contact your family liaison, your child's teacher, or the Principal and let them know that you want to get your child to school on time -- but need their help. We are here for you!



For attendance information visit the CPS webpage; Getting to School Really Matters at: <https://www.cpsd.us/cms/one.aspx?portalId=3042869&pageId=65755168>

Please see the CPS Student Attendance Policy at: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/Migration/Student_Attendance_Policy.pdf

From the CPS Student Attendance Policy:

"Parents/guardians/caregivers will be notified when a student has any unexcused absence, or unexcused tardy or unexcused misses of two (2) or more periods of school. The school must ensure that it notify the student's parents/guardians/caregivers of a student's absence within three (3) days of the absence if the school has not received notification of the absence from the student's parent/guardian/caregiver. When a child has been tardy five (5) times, has been absent five (5) days or ten (10) half-days in the previous six (6) months for which there is no lawful excuse for said tardies or absences, misses five (5) or more school days unexcused in a school year or two (2) or more periods unexcused in a school year, it shall be the duty of the principal or head of upper school or designee in which such child is enrolled to report such attendance record to the Superintendent of Schools."

For Massachusetts state law relative to student attendance, please see:

- Mass. Gen. Law. Ch. 71, Section 1: Requirements and Exceptions
- Mass. Gen. Law. Ch. 71, Section 1B: Pupil Absence Notification Program
- Mass. Gen. Law. Ch. 71, Section 16: Children Excluded from Schools; Remedies
- Mass. Gen. Law. Ch. 71, Section 20: Powers and Duties of Supervisors of Attendance

LUNCH & RECESS



The chefs and Food Service staff at CPS work hard to serve students delicious food.

- All CPS students and preschoolers in Department of Human Services Programs can now enjoy a free and nutritious school breakfast.
- Families who qualify for Reduced Price meals will no longer need to pay for lunch.
- For more information on menus, forms, and applications, go to: https://www.cpsd.us/departments/food_and_nutrition_services
- The School Food Service program adheres to or exceeds the USDA School Meal regulations and meets the Massachusetts School Nutrition Standards for Competitive Foods and Beverages which exceeds the USDA Smart Snack Standards, accommodates the religious, ethnic, and cultural diversity of the student body in meal planning, and ensures that no student go hungry while in school.

The CPS School Wellness Policy states the following regarding minimum time for lunch and recess:

- Each school shall provide clean, safe and pleasant settings and adequate time for students to eat, and a minimum of 20 minutes for lunch and a minimum of 10 minutes for breakfast, after sitting down.

- All CPS students in grades K-8 will have at least 20 minutes of recess actively supervised by trained staff, preferably outdoors, during which the schools will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Students will not be denied recess to conference with teaching staff, finish projects or make up work unless under unusual circumstances.

However, each school can add additional eating or recess time or extend the fresh air time at lunch based on schools' individual schedules. Please find the CPS School Wellness Policy at: http://www.cpsd.us/UserFiles/Servers/Server_3042785/File/Migration/Wellness_Policy.pdf

AFTER SCHOOL PROGRAMS

Understanding after school programming in Cambridge can appear to be complicated but in reality can be broken down in the four ways listed below. There are separate costs connected to these programs based on which program or type of service you enroll your child in. (With the exception of number 4). To support families, CPS will transport elementary children from their elementary school to an after school program located at another site in the city if it is near an existing bus stop.

- **City of Cambridge after school, school age child care programs:** Many of these programs are located in the Cambridge elementary schools. They may also be at sites such as a City Youth Center, run by the City of Cambridge and staffed by Department of Human Services. These programs would be what most people think of as a more traditional 5 days per week, extended day service ending around 6PM often supporting families on both snow days and school vacations.
- **Independent after school, school age child care programs:** Most of these programs are located at independent off school sites, such as the YMCA. A few of these are located in CPS elementary schools. Programs are staffed by independent contractors and are not connected to the city or the public schools. Similar to #1, would be what most people think of as a more traditional 5 days per week, extended day services often supporting families on both snow days and school vacations.

- **Community School programming and after school enrichment classes:** Most of these programs are located in the Cambridge elementary schools, although programs may also be at sites such as a City Youth Center. These are run by Community School programs through the City of Cambridge and staffed by Department of Human Services. They offer classes and student support programs on a daily basis for 60 to 90 minutes each on a wide range of topics such as karate, chess, homework help, cooking, piano or other enrichment areas. A child can be registered for 1 class or multiple classes over multiple days. These programs generally do not extend over school holidays and snow days. Most of the independently run after school programs offer enrichment classes similar to the Community School programs.
- **Cambridge Elementary Schools, school run programs:** These programs are run by individual schools and are usually staffed with adults connected to the school. Each elementary school determines the need and funding for a specific program. The purpose is not generally for child care coverage but rather support programs such as Math, Literacy or Science clubs, Chorus, or academic support such as tutoring or MCAS prep. They are scheduled both before and after school and some schools provide transportation.



TRANSPORTATION

CPS has an extensive transportation system that works with a contracted bus company to manage 140 yellow buses traveling across the city between schools, homes, and after school programs. CPS supports elementary families by transporting students to after school programs on the regular bus stop list, from their respective elementary school even when they may not meet the eligibility requirements for home to school transportation.

Who Can Take the Bus?

- JK - Grade 5 students who must walk one mile or more, or must cross Massachusetts Ave.
- Grade 6 - 8 students who must walk 1.5 miles or more.
- Grade JK - 8 students who must cross Fresh Pond Pkwy, McGrath Hwy, Alewife Brook Pkwy, or the railroad tracks at Sherman St.

Students are automatically assigned to buses when they are assigned to their school. There is no cost for CPS transportation and no reservation is required.

CPS Bus Tracker

If your child rides a big yellow bus, you can now track the bus by GPS. You will need your child's student ID# to set up an account. Learn more at: <http://BusTracker.cpsd.us>

Bus Route Finder

1. Look up whether your child is eligible to take the bus and find your closest bus stop:
2. Go to our website and click on Find a Bus Route.
3. Enter your address, and then click on your school.

Not Eligible for Transportation?

Biking or walking in Cambridge can be tricky. CPS has partnered with the Safe Routes to School program to develop a map for each school, to help families plan their commute.

Learn more on our website: <https://www.cpsd.us/cms/one.aspx?portalid=3042869&pageid=3407625>



For Department of Human Service After-School Programs visit:

<https://www.cambridgema.gov/DHSP/programsforkidsandyouth/Afterschool>

For Find It Cambridge for info on Outside of School Time programs visit:

<http://www.finditcambridge.org/>



SAFETY CONSIDERATIONS & PROCEDURES

All Cambridge Elementary Schools consider the safety of the students, staff and families as one of its highest priorities. Initial reports, questions or concerns should be brought to the attention of the school Principal or Assistant Principal. Every elementary school has its own safety plan on file both at the school's main office and at the Office of Safety & Security for the district.

For more information on Preparing for a School Emergency including the evacuation plan, see:

<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3499838>

The Office of Safety & Security is located at:

Cambridge Rindge & Latin School, Room R103
459 Broadway | Cambridge, MA 02138

Contact: Vacant, Director

Tel: 617.349.6772



For more information on the Office of Safety & Security, please see: <https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3415937>

HEALTH PROCEDURES

School health services are provided at every CPS elementary school through a collaborative agreement with the Cambridge Public Health Department. Staff include registered nurses, nutritionists, vision and hearing professionals, and health assistants.



For specific health information contact each school directly or link to: <https://www.cpsd.us/cms/one.aspx?portalId=3042869&pageId=3480879>

Details on school immunization requirements, health forms, and more can be found in the For Families section of the CPS website.

DISTRICT POLICIES

CPS has a Guide to Policies for Students & Families that includes detailed information on various topics, such as student searches, weapons policy, dress code, etc.



Please find the Guide on the CPS homepage (www.cpsd.us) under the “For CPS Families” tab in the “Forms & Policies” section: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/CPS_Guide_to_Policies_Families.pdf

ADDITIONAL RESOURCES

Academic Calendar / Holidays

Please see <http://www.cpsd.us/calendar>

Additional Forms:

- **Sabbatical Leave for Families form:**
https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/Sabbatical_Guidelines.pdf
- **Criminal Offender Record Information (CORI) form:**
<https://secure1.cpsd.us/forms/CORI-RevisedForm-5-24-2012.pdf>

CORI Policy

https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/Migration/CORI_Check_policy.pdf

Birth to 3rd Grade Partnership

Please find more information on the Birth to 3rd Grade Partnership at: https://www.cpsd.us/office_of_curriculum_and_instruction/b3

Cambridge School Volunteers

CSV provides a way for you or your company to provide support to a Cambridge public school student through volunteering. www.csvinc.org

CitySprouts

CitySprouts is an independent nonprofit organization that partners with school districts to integrate garden based learning with teachers' curriculum and school culture. www.citysprouts.org

Community Engagement Team (CET)

The CET helps CPS better serve diverse families by providing a group of highly trained outreach workers who are personally connected to many of the largest cultural groups in our city. Most of the Outreach Workers are CPS parents or former parents, and they represent the following cultural groups: Spanish-speakers, Haitians, Bengali-speakers, Amharic-speakers, Arabic-speakers, and American Born Black families.

Every school has a set number of hours of Outreach Worker time that is paid for by CPS, allowing CPS to share parent contact information with them, so that they can assist with family outreach. The leadership of the CET and the Outreach Workers are also available to provide consultation and cultural proficiency training. Outreach Workers may NOT participate in disciplinary hearings, IEP meetings, or any other meeting with legal implications.



For more information visit:
<https://www.cambridgema.gov/DHSP/programsforadults/communityengagementteam>

Department of Human Services

For more information on various children and family support programs provided by the City of Cambridge, go to:
<https://www.cambridgema.gov/DHSP>

Field Trips

For the CPS Field Trip Policy and guideline please visit:
<https://www.cpsd.us/cms/one.aspx?objectId=3474524>
For Field Trip forms, please use our online Find a Form tool,
https://secure1.cpsd.us/forms/results_category.php?category=Field+Trip

Find it Cambridge

City of Cambridge resource to families on a wide range of programs and services: <http://www.finditcambridge.org>

Media Policy

For more information on the CPS Media Policy, please see CPS' Guide to Policies for Students & Families found at:

https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/departments/administration/legal/CPS_Guide_to_Policies_Families.pdf

Special Start

For questions regarding preschool special education programs and services, please see:

<https://www.cpsd.us/cms/one.aspx?portalId=3042869&pageId=4609997>

Student Registration Center (SRC)

Location: Cambridge Rindge & Latin School

459 Broadway | Cambridge MA 02138

Tel: 617.349.6551 | Email: welcome@cpsd.us

Hours: 8:30AM - 3:30PM | Mondays - Fridays

Extended hours and Saturday registration dates are offered during October and January.

For questions regarding registration, waitlist and transfers, Controlled Choice, and more, please find more information at:
<https://www.cpsd.us/cms/one.aspx?pageId=3474753>



GLOSSARY OF EDUCATIONAL TERMS AND ACRONYMS

CORI (Criminal Offender Record of Information): All adults working or volunteering to work with children in the schools, (including those going on a field trips) must complete this background check for criminal history.

DESE (Department of Elementary and Secondary Education): Is the department in the state of Massachusetts that oversees all areas of education including assessments and licensing for teachers and administrators.

FRC (Family Resource Center): Now known as the Student Registration Center or SRC. See below.

IEP (Individualized Education Program): Once a student has been found eligible for special education services, an IEP must be developed. The IEP must address the unique needs of the student and, therefore, must be tailored to the individual student needs as determined through the evaluation process.

LLI (Leveled Literacy Intervention): Used to supplement the regular reading instruction in grades K-3, and is a short term program designed to be used with small groups of children who need intensive support to achieve grade-level competency.

Reading Benchmarks: *(also known as Fountas and Pinnell Benchmarks for reading)* The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. They are used in all of the CPS elementary schools.

MCAS (Massachusetts Comprehensive Assessment System): This is the name give to the state assessments (tests) that are given annually to students beginning in grade 3. The results of the MCAS assessments provide information to educators and help families check their child's and school's progress.

MTSS (Multi-tiered System of Support): A comprehensive continuum of evidence-based, systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.

PBIS (Positive Behavior Interventions and Supports): PBIS is both the term used for an approach taken in some of the Cambridge elementary schools and an organization that supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support.



Reading Recovery: An intensive intervention program for grade 1 students who are experiencing difficulty in learning to read and write. Students are seen individually every day of the week for 30 minutes. In approximately 16-20 weeks, the goal is to have students reach the average reading level of their class.

Responsive Classroom: Responsive Classroom is an evidence-based approach that focuses on the strong relationship between academic success and social-emotional learning (SEL). The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.

RtI (Response to Intervention): RtI is part of the assessment and intervention process in schools. Once an area of need for a student is identified, plans are developed to support students in their learning to give them the intervention needed to accelerate their learning to close the gap. RtI is now part of the Multi-tiered Systems of Support, (MTSS).

SEPAC (Special Education Parent Advisory Council): An all-volunteer organization of parents and caregivers of students with disabilities in Cambridge Public Schools. SEPAC's mission is to work for understanding of, respect for, and support of all children with special needs in our community. Informal and facilitated gatherings give our diverse community the opportunity to share experiences, learn new information to empower them as your child's most important advocate, and offer one another advice and encouragement.

SEL (Social Emotional Learning): The process by which students and adults develop skills and competencies that, in a developmentally appropriate way, increase the skills of self-regulation, relationship skills, decision-making, and planning

SIP (School Improvement Plan): Every school in CPS has an extensive written plan for their particular school that outlines the priorities for instruction, student learning and professional development. All school plans are aligned with the CPS district plan and are reviewed and updated annually. Each school should have a copy of their school improvement plan on their website and in the main office.

SRC (Student Registration Center): (Formerly the Family Resource Center or FRC) This is the office where families of JK-12 students wishing to attend the CPS complete the registration process.

SRO (School Resource Officer): The City of Cambridge Police Department has trained officers that act as liaisons to the elementary schools. These School Resource Officers work with school administrators, teachers, families, and the community to support children.

SST (Student Support Team): The SST is a school based team of educators and school staff (for example, school counselors, and the school nurse), that meets frequently to support students and families. The SST group uses both academic and behavior data to plan for supports that may benefit a child. As needed, the SST may reach out to include community based organizations or district resources and coordinate multiple services or make plans for supports.

Title I: Title I is the largest federal aid program in our schools. Title I provides additional resources and instruction to improve the educational performance of low achieving children in high poverty schools. Title I works very hard to include families/caregivers as partners in their child's education. Part of the federal funding goes to support programs for parent/guardians and families in the school district.

504 Plans: (Sometimes referred to as a 504 accommodation plan.) Section 504 of the Rehabilitation Act of 1973 states that individuals with disabilities must be protected from discrimination based on their disability. 504 falls under general education rather than special education, so if a child needs accommodations within the school day, a plan is written by the elementary administration.



CPS ELEMENTARY SCHOOLS

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Baldwin School
85 Oxford Street
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617.349.6525 | baldwin.cpsd.us

Cambridgeport School
89 Elm Street
Cambridge, MA 02139
617.349.6587 | cambridgeport.cpsd.us

Dr. Martin Luther King, Jr. School
102 Putnam Avenue
Cambridge, MA 02139
617.349.6562 | mlk.cpsd.us

Fletcher Maynard Academy
225 Windsor Street
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617.349.6588 | fma.cpsd.us

Graham & Parks School
44 Linnaean Street
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grahamandparks.cpsd.us

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110 Cushing Street
Cambridge, MA 02138
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Kennedy-Longfellow School
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King Open School
359 Broadway
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Morse School
40 Granite Street
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Pearbody School
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Tobin Montessori School
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CPS UPPER SCHOOLS

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Cambridge Street Upper School
158 Sprng Street
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Putnam Avenue Upper School
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Rindge Avenue Upper School
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