Dear Families & Community,

It is my great honor to welcome and greet you as valued partners in our public school system.

We are entering the third year of our equity-driven District Plan. This roadmap for our work as a school district was developed through community conversation among hundreds of stakeholders from every corner of our district.

Our shared vision is, **Rigorous, Joyful, and Culturally Responsive Learning + Personalized Support Builds Postsecondary Success and Engaged Community Members**.

What do we mean by this? In CPS, we believe that equity is the foundation for every effort to work towards this vision. Culturally responsive curriculum and teaching create a welcoming atmosphere where all children can thrive. Within this context, students can be challenged to reach their full potential through rigorous expectations and opportunities to experience the joy of intellectual discovery.

Supporting these efforts required personal relationships where students, educators and families feel understood and valued. Every student may need something different to be successful, and in Cambridge Public Schools, we believe that personalized support is a worthwhile investment.

As you can see on the next page, the District Plan sets out a number of objectives designed to move our district towards this shared vision. I want to especially underscore the importance of **Objective 4: Family and Community Partnerships**. Thank you for partnering with us in the education of CPS students. When our students look back, you will be one of many adults —teachers, coaches, parents and mentors—who helped them realize their vision of success.

Each and every one of us has the ability to make a positive difference in the life of CPS students. For the part you play in shaping brighter futures for our young people, I thank you.

Sincerely,

Dr. Kenneth N. Salim, Ed.D.
Superintendent of Schools
Cambridge Public Schools, in partnership with our families and community, will provide all students with rigorous, joyful, and culturally responsive learning as well as the social, emotional, and academic supports each student needs to achieve their goals and post secondary success as engaged community members. CPS students and staff, as members of a learning organization engaged in continuous improvement, will demonstrate a growth mindset and embrace risk taking and innovation.

**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

**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**
  Strengthen family partnerships and community partnerships.

- **IMPROVEMENT**
  Improve implementation and progress monitoring.

**GRADES 6-12**

- 27 Upper Schools
- 31 High School Programs

**INFORMATION FOR FAMILIES**

- 36 Family Engagement, Student Support
- 40 Food & Nutrition, Transportation
- 42 CPS Leadership
Registering for School

Hours
8:30AM – 3:30PM  |  Monday – Friday
All year long, except holidays

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

Location:
Cambridge Rindge & Latin School
459 Broadway, 02138

Tel: 617.349.6551 | Fax: 617.349.6552
Email: welcome@cpsd.us

Website:
www.cpsd.us/administration/src

Age Eligibility & When to Register

<table>
<thead>
<tr>
<th>Child’s Birth date</th>
<th>Eligible to enter in September 2020</th>
<th>When to Register</th>
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</thead>
<tbody>
<tr>
<td>April 1, 2016 – August 31, 2017</td>
<td>Tobin Montessori, Special Start, FMA Scholar College</td>
<td>October 2019 3-Year-Old Lottery (limited seats available)</td>
</tr>
<tr>
<td>September 1, 2015 – March 31, 2016</td>
<td>Junior Kindergarten</td>
<td>January 2020 JK/K Lottery</td>
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<tr>
<td>September 1, 2014 – August 31, 2015</td>
<td>Kindergarten</td>
<td>January 2020 JK/K Lottery</td>
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<tr>
<td>September 1, 2013 – August 31, 2014</td>
<td>First Grade</td>
<td>On or after January 2, 2020</td>
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<tr>
<td>September 1, 2002 – August 31, 2006</td>
<td>High School</td>
<td>On or after October 1, 2019</td>
</tr>
</tbody>
</table>

Note: Students transferring from an American school with different age eligibility guidelines are assigned based on their prior grade level. Families seeking other exceptions to CPS grade level policy may make their request to the School Principal after they receive their school assignment.
New! Save Time - Pre-Register Online

The Student Registration Center now offers the option of starting the registration process online through our Registration Gateway System. Upload required documents and complete all forms through this convenient online pre-registration tool.

**IMPORTANT:** Registrations are not complete until the parent/guardian/caregiver comes to the Student Registration Center. This means that your students will not be entered into a lottery or provided with a school assignment until the final steps have been completed in person.

**Easy as 1-2-3**

1. Gather the required documents (listed on the front page of the application or requested in the pre-registration system)
2. Fill out the registration form - online or paper
3. Register in person at the Student Registration Center

*Your registration is NOT complete until you visit the Student Registration Center with your required documents.*

**About Controlled Choice**

Cambridge does not have neighborhood schools. Under the Controlled Choice policy, school assignments are based on:

- Parent preferences
- Open seats
- Socioeconomic (SES) balance as measured by the percentage of students who do, and do not, qualify for free or reduced price meals
- Combined enrollment and SES balance of the schools that feed into each Upper School

During the lotteries held in October and January, Controlled Choice also considers priorities such as siblings, proximity and/or program language.
Early Childhood Programs (limited space available)

- Special Start
  *Does not feed into an elementary school.*

- Amigos JK - 8 School
- Kennedy-Longfellow School
- Baldwin School
- Tobin Montessori School
- Fletcher Maynard Scholar College

Elementary Schools (Grades JK – 5)

- Amigos JK - 8 School
- Kennedy-Longfellow School
- Baldwin School
- Tobin Montessori School
- Fletcher Maynard Academy
- Dr. Martin Luther King, Jr. School
- Peabody School
- Graham & Parks School
- Cambridgeport School
- Morse School
- Haggerty School
- King Open School

Upper Schools (Grades 6 – 8)

- Putnam Avenue Upper School
- Rindge Avenue Upper School
- Vassal Lane Upper School
- Cambridge Street Upper School

High School (Grades 9 – 12)

- Cambridge Rindge and Latin School
- High School Extension Program
- Rindge School of Technical Arts
VISION:
All children in Cambridge receive high quality early education and care from birth through third grade. As a result, all children enter school ready to thrive academically, socially, emotionally, and continue to do so through third grade and beyond.

Children start learning as soon as they are born and their overall early development has a profound impact on their future success. To ensure a good start in life, all children need high quality early education and care, access to physical and mental health care, and strong family support.

The Birth to 3rd Grade Partnership works to strengthen the early childhood and care network in Cambridge so that all children can access programs that are affordable, high-quality, and meet the needs of working families. It also supports efforts to improve access to quality healthcare, and to strengthen family engagement practices in early education and care programs.

The Partnership is a city-wide initiative led by over 45 parents and community-based providers. With an office at the CPS Administration Building, Early Childhood Director Lei-Anne Ellis reports to the CPS Assistant Superintendent for Elementary Education and to the Assistant City Manager for Human Services. Together with two early childhood specialists, the program seeks to improve early childhood experiences for all children.

The Early Years Project was developed to support children ages infant through six years old by working with their families and early childhood educators.

Our child development consultants work with preschools, schools, and childcare providers to build skills for working with children with challenging behavior. Consultants offer ideas to support them in the classroom or at home, provide resources and referrals for specialized services, and more. We have Spanish and Haitian Creole speaking staff and our program is respectful of the various cultural norms practiced within each family.

The Early Years Project is a collaboration that includes Cambridge Public Schools, The Guidance Center, (a service of Riverside Community Care), Cambridge Community Partnerships for Children, the City of Cambridge, and the Cambridge Health Alliance.

Dr. Fran Roznowski
135 Berkshire Street
Cambridge, MA 02141
617.349.6485
froznowski@cpsd.us (September – June)
Home-Based Early Childhood Education Program
Located at Haggerty School
110 Cushing Street  ■  Cambridge, MA 02138

The Home-Based Early Childhood Education Program supports parents in their role as their children’s first teachers. For over 40 years, the program has provided trained Home Visitors to families of children between the ages of 18 months and 3.5 years old. Certified by the Parent-Child Home Program (PCHP), a research-based national program, this program encourages parents to use play, everyday items, and the world around them as tools for learning.

Home visits last one hour per week and follow a thematic curriculum based on the interests of young children and is designed for the way young children learn best: through active involvement. Home Visitors share skills, ideas, resources, and activities related to the curriculum theme.

Each week, the Home Visitor brings a new book and an educational toy or activity. The materials are given to families free of charge, so they can be used again and again. Parents are encouraged to use the books and other materials as often as possible during the time between home visits. Families who wish to participate must live in Cambridge, have an age-eligible child, and be available to participate in the learning activities provided by the Home Visitor during the weekly visit and throughout the week. Enrollment is ongoing on a first-come, first-served basis.

To learn more please contact:
Tamara Joy Harper
Program Coordinator
tharper@cpsd.us
617.349.6849

Peggy Beucler
Assistant Coordinator
pbeucler@cpsd.us
617.349.6724

Special Start
https://www.cpsd.us/special_start

Shelah Kelly Walker, Coordinator
skellywalker@cpsd.us

Liz Rollins, Lead Teacher
erollins@cpsd.us  ■  617.349.3251

Special Start classrooms offer an inclusionary educational experience where children with disabilities are educated with children without disabilities. Students who do not have disabilities serve as peer models for learning, and are enrolled through the lottery process. Students with disabilities are assigned through the Team Evaluation Process and have Individualized Education Programs (IEPs).

Special Start classrooms use innovative curricula with individualization for every student based on each child’s growth and development. The classroom provides a higher student teacher ratio than traditional preschool classrooms. Our goal is to meet the needs of all children in our learning community by meeting or exceeding state and federal requirements for early childhood education.

Special Start offers a half day program, operating four hours each weekday. The program is not an entry point for any elementary school, and children who participate in Special Start must re-register during the Kindergarten Lottery to receive an elementary school assignment.
Programs for Preschoolers

Limited seats are available in these programs. Please apply during the 3-Year-Old Lottery, which takes place annually in October.

Fletcher Maynard Scholar College
http://fma.cpsd.us

Robin Harris, Principal
Daniel Skeritt, Family Liaison

225 Windsor St. ■ Cambridge, MA 02139
rharris@cpsd.us ■ 617.349.6588

School Hours
Mondays, Tuesdays, Thursdays, and Fridays | 7:45AM - 3:45PM; Wednesdays | 7:45AM - 2PM

Scholar College is an early point of entry into Fletcher Maynard Academy (FMA) for a small number of children. Students attend an 8 hour school day, 4 days per week—with early release on Wednesdays.

The philosophy of Scholar College is that childhood is a joyful time and that children need to be free to explore the world, practice skills, and learn to navigate and develop social interactions. Our participatory learning curriculum is student-directed and relies on hands-on experiences with people, objects, events, and ideas.

Scholar College students will go on to complete Grades 1-5 at FMA, and may not participate in the Kindergarten lottery. The school embraces diversity and celebrates the international roots of our students and families. Children are introduced to Spanish world language study starting in preschool. As students get older, families can elect to go on an all-school trip and experience international travel destinations that have included Spain, Morocco & India.

Learn more about Fletcher Maynard Academy on page 19.

Tobin Montessori Children’s House
http://tobin.cpsd.us

Jaime Frost, Principal
Mary Frawley, Family Liaison

197 Vassal Lane ■ Cambridge, MA 02138
jfrost@cpsd.us ■ 617.349.6600

School Hours: 7AM - 2PM
Afterschool programs are available.

Tobin Montessori is the first public school in the United States to achieve accreditation by the American Montessori Society.

Montessori Children’s House is the name for the classrooms for children between the ages of 3 - 5 years old. In the unique Montessori model, children spend three years in the same class with the same teacher in order to foster maturity and independence. By age five, children have experienced the spiral Montessori curriculum.

Concrete, self-correcting materials help children develop abstract concepts by exploration in math, literacy, geography, social studies, science, practical life, sensorial exploration, art, music, and physical education. Children’s House students are enrolled at Tobin Montessori through fifth grade and may not participate in the Kindergarten Lottery.

Learn more about Tobin Montessori School on page 26.
## Distinctive Features of Elementary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Sheltered English Immersion</th>
<th>Montessori</th>
<th>Two-Way Immersion</th>
<th>World Language</th>
<th>Extended Learning Day</th>
<th>Project-Based Learning</th>
<th>STEAM / Maker Model</th>
<th>Kodaly Music (JK-2 or JK-3)</th>
<th>7:45am or 7:55am Start Time</th>
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<td>Tobin Montessori School</td>
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### Every Elementary School offers:

- CitySprouts Garden
- Responsive Classroom
- DHSP “Community Schools” enrichment classes
- Farm-to-Cafeteria, nutritious, multicultural school meals
- Educational field trips and assemblies
- Alignment to the Massachusetts Curriculum Standards
- Local partnerships that offer enrichment
Options for Learning a New Language

Language study provides an opportunity to explore what it means to live in a global community. There are two models for language study in Cambridge Public Schools:

- **World Language classes** teach language fundamentals while building appreciation for another culture. All students are required to study a World Language starting in 6th Grade. In addition, several of our elementary schools offer world language classes.

- **Two-Way Immersion** offers a more intensive approach. All teaching takes place in two languages. Students learn reading, writing, math, science, and social studies in both of the languages. Immersion is the most effective way to learn a language, second only to living in another country.

There are many benefits to language study, including boosting critical thinking flexibility, memory & problem-solving skills. Language programs also build cultural pride, as students who speak the language see their culture represented in the classroom. Finally, Colleges and employers especially seek out applicants who can speak more than one language.

### World Language Classes

<table>
<thead>
<tr>
<th>Language</th>
<th>School/Program</th>
</tr>
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<tbody>
<tr>
<td>American Sign Language</td>
<td>Cambridge Rindge &amp; Latin School (CRLS), High School Extension Program (HSEP)</td>
</tr>
<tr>
<td>Arabic</td>
<td>CRLS</td>
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<tr>
<td>French</td>
<td>Cambridge Street Upper School (CSUS), Putnam Avenue Upper School (PAUS), Rindge Avenue Upper Campus (RAUC), Vassal Lane Upper School (VLUS) CRLS</td>
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<tr>
<td>Latin</td>
<td>CRLS</td>
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<tr>
<td>Chinese</td>
<td>Dr. Martin Luther King, Jr. School PAUS CRLS</td>
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<tr>
<td>Spanish</td>
<td>Fletcher Maynard Academy, Morse School, Peabody School, CSUS, PAUS, RAUC &amp; VLUS, CRLS &amp; HSEP</td>
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### Two-Way Immersion Opportunities

<table>
<thead>
<tr>
<th>Language</th>
<th>Program/Location</th>
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<tbody>
<tr>
<td>Chinese &amp; English</td>
<td>Chinese Immersion Program at Dr. Martin Luther King, Jr. School &amp; Putnam Avenue Upper School</td>
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<tr>
<td>Portuguese &amp; English</td>
<td>Olà Program at King Open School &amp; Cambridge Street Upper School</td>
</tr>
<tr>
<td>Spanish &amp; English</td>
<td>Amigos School / Escuela Amigos &amp; Honors Program at CRLS</td>
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</tbody>
</table>
The Amigos School is committed to a strong tradition of excellence in a dual language education of English and Spanish. Two-way immersion holds great promise for developing high levels of academic achievement, bilingualism, and cultural competencies among students. Two-way immersion education contributes to long-term preparation of students for the global economy. Bringing culturally diverse students together in situations in which each has equal status spurs motivation and promotes cohesion, community building, and cooperation.

Located in the Cambridgeport neighborhood, Amigos is a comprehensive Junior K – 8 school. Amigos welcomes students from diverse neighborhoods and cultural backgrounds. Latinx Heritage Celebration is an annual highlight of the school year, bringing families, teachers and students together for food and music performances.

Through school-community collaborations, Amigos strives to provide quality out-of-school-time programs that foster linguistic and cultural connections.
Baldwin strives to deliver a welcoming, inclusive, and joyful learning environment that supports every student in taking risks, learning, and reaching his or her full potential; while building community, individual responsibility, and self-confidence.

Every class starts the day with Morning Meeting, which sets the foundation for a positive environment where ownership of learning and personal responsibility are the focus. Student-directed All-School Meetings support the ideal that children are responsible for building our school culture.

Technology and expanded arts instruction are integrated into teaching and learning at Baldwin, so that students can become experts in using technology and creative expression to learn and explore. Our school enjoys strong relationships with the Harvard Museum of Natural History and the Harvard Art Museums. These partnerships form the basis of integrated interdisciplinary projects that take student learning out of the classroom and into the community.

Beginning in Grade 2 our students have the opportunity to go on overnight camping trips to Cape Cod and New Hampshire. These overnight experiential education camping trips are a tradition at the Baldwin School. We offer our students free before and after school programs including basketball, French, STEM club, and sewing.

THE BALDWIN SCHOOL FOSTERS A COOPERATIVE ENVIRONMENT, NURTURING CHILDREN’S NATURAL INTELLECTUAL CURiosity WHILE HELPING EACH STUDENT ACHIEVE HIGH ACADEMIC STANDARDS.
Cambridgeport teachers and families work as a community toward assuring success for every child. The school values the culture and beliefs that each child brings to the classroom, and teachers believe that children must engage with their world in order to make sense of it and build their knowledge. Each student is expected to take responsibility for his/her own learning, while collaborating, supporting, and respecting others. Teachers provide learning experiences that guide and capture our student’s interests while at the same time helping them to develop literacy and math skills, think critically, problem solve, and engage in rich scientific and historical inquiry.

Learning expeditions allow students to investigate a topic and produce work that has a specific purpose and an authentic audience. Examples might include exploring the life cycle and importance of butterflies or the role of fables within a culture or society.

The structure of looped classrooms supports the Cambridgeport philosophy. Beginning in 1st grade, teachers stay with their class through the end of 2nd Grade. Students have a new teacher for 3rd and 4th grade, and spend one year with their 5th grade teacher. The strong bonds that form between teacher and students support a deeper level of understanding, learning, and engagement.
The King School provides two options for pursuing Chinese language study. Students may pursue a sequential two-way immersion option focused on the development of biliteracy in both English and Mandarin Chinese. Or, students may choose to balance daily Chinese lessons with other core content. For Grades JK – 2, classrooms follow two learning strands, which merge together for English and Chinese instruction for Grades 3 – 5.

We believe our programs prepare, enrich, and challenge our students for success as global citizens and scholars. Thanks to a grant from the state of Massachusetts, students benefit from an expanded learning day, which provides opportunities for increased enrichment and more time on core subject areas. The extended day offers teachers the flexibility to set the pace and intensity of learning based on student needs and interests. This time also enables us to offer enhanced enrichment that captures students’ curiosity.

The King School recently moved into a brand-new, state-of-the-art and environmentally sustainable new school building located at 100 Putnam Avenue. Housed alongside Putnam Avenue Upper School, our students benefit from this wonderful new facility for their entire K – 8 experience.

THE DR. MARTIN LUTHER KING, JR. SCHOOL IS AN INNOVATIVE PUBLIC SCHOOL WHERE EVERY STUDENT LEARNS MANDARIN CHINESE.
Fletcher Maynard is a welcoming community with a global perspective. We celebrate the diversity of our students and families through our weekly whole school community meetings, multiple cultural events, and our International Dinner of Thanks held each November. The diversity of our students’ learning needs is also embraced with a tiered system of supports for both academic and social learning.

Fletcher Maynard’s extended learning time provides increased opportunity for academic engagement and special enrichment programs. All of our students study Spanish and take Kodaly music classes four days per week. This performance-based music education system brings music to life through multi-cultural folk songs, dances, singing games, art, jazz, and classical music. Each year, the community works together to raise funds so that every student can travel abroad with the school if they choose to participate. Past trips included England, Mexico, Costa Rica, China, Italy, Senegal, Puerto Rico, Portugal, Morocco, and India.

Principal Robin Harris is one of the most experienced elementary school principals in Cambridge. Under her leadership, Fletcher Maynard achieved and maintained Level 1 status from the Massachusetts Department of Education. The school was also named a Top 15 “Dream School” by Boston.com based on strengths including resources, diversity, and academic performance.
From our founding, we’ve provided a child-centered, project-based approach that imparts necessary academic skills while nurturing the curiosity and intellectual excitement that drives all worthwhile learning. Students conduct hands-on research, investigation, fieldwork, and interviews. By collaborating with their peers to apply academic skills to real-world problems, they build connections between different subjects and between one another. Learning culminates with final projects that are shared with the larger community.

AT GRAHAM AND PARKS ALTERNATIVE SCHOOL, YOU’LL FIND A MULTICULTURAL LEARNING COMMUNITY BUILT UPON A PROFOUNDED RESPECT FOR EVERY STUDENT AND EVERY FAMILY.

From our founding, we’ve provided a child-centered, project-based approach that imparts necessary academic skills while nurturing the curiosity and intellectual excitement that drives all worthwhile learning.

Our school prides itself on our international diversity; our families speak over 30 different languages. Our school is home to a Sheltered English Immersion program, which serves students whose primary language is other than English.

At Graham & Parks, teachers view parents as colleagues. Our community values differences of opinion and perspective so that our school can meet the needs of all families. We believe in educating the whole child. For this reason, the social curriculum is as much of a priority as academic content and skills.
Our school motto, “Everyone is Different, Everyone Belongs” reflects our commitment to diversity and inclusion. We believe that all students can achieve at high levels and seek to address educational inequity through conversations about the impact of racism, implicit bias, and white privilege in education. We welcome you to join us in this crucial endeavor for the success of all students.

All staff work to make sure that all students feel a sense of belonging and see themselves represented in our curriculum, classrooms, and school culture. We believe that student work is the most important data that drives instruction and improves outcomes for students.

Our goal is to foster the love of learning, scientific discovery, artistic expression and justice-seeking among our students. The arts, sciences, and technology are integrated into collaborative projects, and we offer Kodály-inspired, frequent music classes for our youngest learners.

Our non-profit Friends of Haggerty creates many special opportunities to learn as a community. Highlights include Race Matters, our annual Peace Day Concert, International Potluck, Family Folk Dance Night, Arts and Talent Show, and STEAM Night.
At Kennedy-Longfellow, the medium of technology transforms learning on a daily basis. Our students aren’t consumers of information, they are “Makers” who actively engage in imagining, building, and creating.

All K – 5 students have access to their own classroom-based iPad, loaded with grade-level apps—as well as laptops and a huge array of tools that are available in our MakerSpace. Teachers collaborate with fine arts and technology specialists to create project-based curricula utilizing SmartBoards, digital cameras, Green Screen technology, programming tools and games, digital printers, and robotics equipment. Kennedy Community School also offers after-school classes such as Scratch programming and “Mad Science.”

Combined with our research-based social-emotional curriculum, our approach promotes creativity, flexible thinking, and leadership skills. Student generated service projects are just one example of the way that Maker philosophy has empowered our students to express themselves and take ownership of the learning process.
Our inclusive learning community supports academic achievement and equity through culturally responsive learning experiences exploring in-depth themes and projects. Our students pursue themes such as the U.S. Constitution, the Charles River, Resistance to Slavery, and Immigration. Students read nonfiction, historical fiction and primary sources; and create projects such as map-making, playwriting, and mock citizenship tests.

Our students extend their learning through curriculum-driven field trips. Recent examples include attending a Mock Boston Massacre Trial at Faneuil Hall, traveling to Plimouth Plantation, exploring the battlefields of Lexington and Concord, and taking hikes along the Charles River.

King Open is home to the Olá English-Portuguese two-way immersion program. Olá students develop academic excellence through proficiency in reading, writing, and speaking in both languages. Portuguese study continues through 8th grade at Cambridge Street Upper School.

King Open Extended Day (KOED) is our unique afterschool program, made possible through collaboration with the Department of Human Services. Extended Day creates explicit links between in-school and out-of-school learning experience. Academic supports are offered within a more holistic focus on children’s social and emotional development.
WE ARE ONE HEART, WE ARE ONE HAND, WE ARE THE CHILDREN AND PEOPLE OF MANY DIFFERENT LANDS. WE’RE A NEIGHBORHOOD FILLED WITH HOPE AND PRIDE, A BELIEF IN WALKING SIDE BY SIDE.

- THE MORSE SCHOOL SONG

At the Morse School, we work in partnership with our parents and caregivers to provide a safe, nurturing and stimulating learning environment. Our aim is to provide all children with a sense of belonging and access to the academic, social, and emotional resources they need to attain their full potential and to become successful, independent, and culturally-proficient members of our community and our world.

We are proud to serve families from every Cambridge neighborhood and from nearly 30 different countries. Our proximity to the Charles River, to local universities, and to Boston’s cultural and historical landmarks allows our teachers to enhance learning through partnerships and field trips.

Our expanded visual and performing arts offerings include Kodaly Music and Art Studio Drawing Labs. 4th and 5th graders also learn Spanish. Morse students regularly enjoy outdoor learning in our large school garden.

We nurture not only our children’s intellectual curiosity and artistic skills, but also their healthy social and emotional growth. We view positive engagement and respectful behavior as skills that can be taught. Through our Positive Behavior Intervention and Support program (PBIS) and Responsive Classroom approach, we help our students develop a respect for self and others, a sense of civic responsibility, and an appreciation for people with diverse origins, identities, beliefs, and learning styles.
Community is an important value at the Peabody School. In addition to daily morning meeting, our monthly “All School Share” provides a vehicle for each grade level to come together and share what’s happening in each classroom. Our weekly newsletter, The Peabody Planet, is an important communication point for our families. We are especially proud of our music programs at Peabody. Our school was the first in CPS to implement a Kodaly music program, and we embrace the Kodaly philosophy that, “Music is for everyone.” In addition to extra music classes during the week, students who especially love music are also welcome to join our before-school music group, The Early Bird Singers.

Peabody has been recognized by Boston Magazine on their list of the 100 best public elementary schools in Eastern Massachusetts. Learning continues beyond the school day through extracurricular opportunities such as BOKS - Build Our Kids Success, Enviro-Ed, Math Olympiad, curriculum-linked learning clubs, Big Brothers/Big Sisters, and our 5th Grade Science Fair.

Peabody families are vital to our school community. Our active Friends of Peabody organization sponsors enrichment events such as author visits, anti-bullying presentations, and educational trips.

The Peabody School is an inclusive community connected by a passion for the pursuit of academic excellence and a commitment to the arts.

More Information
Peabody School
70 Rindge Avenue, 02140
617-349.6530
https://peabody.cpsd.us

Jennifer Ford
Principal

Catherine Serrano
School Operations Manager

Nicole Sullivan
Family Liaison
617.349.6530 x1141
nsullivan@cpsd.us

Hours: 8:55AM – 2:55PM
In 2015, Tobin achieved accreditation by the American Montessori Society (AMS), making us the first AMS-accredited public school in the United States! Our teachers hold Massachusetts licenses as well as Montessori Certification.

The Montessori method is based upon Dr. Maria Montessori’s observation of children’s ability to absorb knowledge from their surroundings, and their tireless interest in manipulating materials. Her belief was that children possess the intrinsic motivation and ability to teach themselves.

Students at Tobin are engaged in a rich Montessori curriculum that is fully aligned to the Common Core standards. Our highly collaborative school provides an environment where diversity is respected and celebrated. Children not only learn how to be independent learners, but they also gain the skills necessary for working collaboratively inside our classrooms and beyond the walls of our school.

Although there may be some seats available for older children, the typical age of entry for Tobin Montessori is three years old. Our Montessori classrooms are divided into three learning communities: Children’s House (ages 3 – 6) Lower Elementary (ages 6 – 9) and Upper Elementary (ages 9 – 11)
Upper Schools
CPS Upper School Program reflects a thoughtful balance between providing students with greater freedom and choice as they enter early adolescence, while preserving the closeness and community that is so vital at this stage in their development. With approximately 88-100 students per grade level, these four Upper Schools and Amigos Upper School program are united by a shared curriculum and structure that facilitates consistent academic excellence and equity for all students.

The Upper School curriculum was designed by administrators and expert teachers from within CPS, bringing together the best that each of our elementary schools can offer. Rigorous academic expectations are enriched by fine arts, humanities, environmental, health and wellness, and social justice themes.

In addition to the core curriculum, students have the opportunity to make choices in their study of world language, visual and performing arts, electives, and more. Students enjoy out-of-school time options including clubs, citywide arts and intramurals, and access to community-based resources, facilitated by a shared daily schedule, 8:55AM to 2:55PM.
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</tr>
<tr>
<td>15 Upton Street • Cambridge, MA 02139</td>
<td></td>
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<tr>
<td>617.349.6567</td>
<td></td>
<td><a href="mailto:lrater@cpsd.us">lrater@cpsd.us</a></td>
</tr>
<tr>
<td>Website: <a href="https://amigos.cpsd.us">https://amigos.cpsd.us</a></td>
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<tr>
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<td><a href="mailto:wadams@cpsd.us">wadams@cpsd.us</a></td>
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<td><a href="mailto:kshah@cpsd.us">kshah@cpsd.us</a></td>
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<td>Taraneh Ahmadi</td>
</tr>
<tr>
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<tr>
<td>617.349.4060</td>
<td>Peabody School</td>
<td><a href="mailto:tahmadi@cpsd.us">tahmadi@cpsd.us</a></td>
</tr>
<tr>
<td>Website: <a href="https://rindgeavenue.cpsd.us">https://rindgeavenue.cpsd.us</a></td>
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<tr>
<td>197 Vassal Lane • Cambridge, MA 02138</td>
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<tr>
<td>617.349.6550</td>
<td>Haggerty School</td>
<td>o <a href="mailto:carrion@cpsd.us">carrion@cpsd.us</a></td>
</tr>
<tr>
<td>Website: <a href="http://vassallane.cpsd.us">http://vassallane.cpsd.us</a></td>
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Overview

The Upper School Program offers students in grades 6 – 8:

- A challenging math curriculum that engages students in mathematically rich investigation.

- Social Science exploration anchored in programs such as History Alive! and Facing History and Ourselves.

- English Language Arts classes that encourage students to understand themselves as readers and writers through the exploration of genres and writing for outside audiences such as literary contests, journals, and websites.

- A choice of language: French or Spanish at all Upper Schools, plus Portuguese at CSUS and Chinese at PAUS.

- Introductory visual and performing arts for all, and advanced electives in technical theater, band, orchestra, chorus, and drama.

- An interactive science curriculum supported by field experiences at Harvard, MIT, and area technology firms.

- Robust technology for learning, including Eno-boards, Chromebooks, and ThinkPads.

- Enriching afterschool programs such as school plays, intramural sports, city-wide music and theater groups, Debate Team, and Model United Nations.

Principal
Sarah B. Marrero

Assistant Principal
Marco Curnen

Head of Upper School
Manuel J. Fernandez

Assistant Principal
Christen Sohn

Head of Upper School
Mirko Chardin

Assistant Principal
Pamela Chu-Sheriff

Head of Upper School
Julie Craven

Assistant Principal
Teresa Sanchez

Head of Upper School
Daniel Coplon-Newfield

Assistant Principal
Tanya Bacci-Benzan
High School Programs
Cambridge Rindge and Latin School (CRLS) is among the most diverse high schools in Massachusetts, with 83 different countries represented within its halls. Within this vibrant community, students experience a challenging, rigorous, and supportive educational environment.

The high school is divided into four learning communities of about 450 students each: C, R, L, and S. Students remain in the same Learning Community of the course of their high school experience, which allows them to get to know their Learning Community Deans, Guidance Counselors, Social Worker, School Psychologist, and Clerk.

For most students, the Learning Community serves as a smaller academic home where they can find information, seek encouragement, and receive support.

One way that academic rigor is supported at CRLS is through the school’s 4x4 Block Schedule, which consists of four 84-minute periods per day. The Block Schedule allows for unique scheduling opportunities, such as “doubling up” to take two classes during the same year that would be offered over consecutive years in other school districts.

In addition, the Block Schedule provides more time to think and engage in active learning, and students appreciate having fewer classes to prepare for each night, with fewer books and materials to manage.


Due to the Block Schedule, students may choose to pursue up to six sequential courses in Spanish or French. CRLS offers a four-course sequence in Arabic and Mandarin Chinese, a three course sequence in Latin, and American Sign Language 1 and 2.

Embedded within CRLS are our career and technical education program, the Rindge School of Technical Arts; and our smaller non-traditional high school option, the High School Extension Program, which is located a few blocks away, at 359 Broadway.

Our Mission
The Cambridge Rindge and Latin School is an inclusive learning community that challenges and supports all students. Through academic, social and civic engagement, our students are preparing to contribute to a just society.

CRLS has three core values that underlie our beliefs about learning: **Opportunity, Diversity, and Respect.**

More Information
Cambridge Rindge & Latin School
459 Broadway, 02138
617.349.6630
https://crls.cpsd.us

Damon Smith
Principal

Robert Tynes
Assistant Principal

Greta Hardina
Family Liaison
ghardina@cpsd.us

Hours: 8:05AM – 2:30PM

Opportunity, Diversity, and Respect
SPORTS TEAMS & ATHLETICS
Many CRLS sports teams are highly competitive at the local and state level. The diverse array of options invite students to participate, whether they have professional aspirations or are just curious to try something new. Current teams: Basketball, Baseball / Softball, Cross Country, Fencing, Football / Cheerleading, Golf, Gymnastics, Lacrosse, Learn to Row, Orienteering, Ice Hockey, Rugby, Soccer, Swimming/Diving, Track, Volleyball, and Wrestling.

VISUAL & PERFORMING ARTS
CRLS is known for our outstanding visual and performing arts programs. During any given week, students can be found rehearsing, performing and creating modern dance, jazz band, step team, photography, video, ceramics, orchestra, a capella, improv, play-writing, and musical theater--just to name a few.

ENGINEERING, SCIENCE & ENVIRONMENTAL ACTION
Students exercise their ingenuity through a range of competitions and clubs that focus on solving problems through engineering and sciences. Over 100 students participate annually in the city-sponsored Glocal Challenge--proposing actionable solutions to local and global environmental challenges. The team with the winning idea is invited to an international the Global Student Leaders Summit. Other options: Underwater Robotics, Ocean Science Bowl Team, Aerospace Engineering, Environmental Action, Computer Science, Girls Who Code, FIRST Robotics Competition, and Biotechnology Club.


Affinity Groups: Asian Club, Black Student Union, Club 1 - Feminists, The Habashan Club (formerly Ethiopian Club), Haitian Club, Henna Club, Jewish Heritage Club, Latino Club, Muslim Culture Club, and Project 10 East (Gay-Straight Alliance).

For Writers: Register Forum (award-winning student newspaper), student Literary Magazine, Poetry Club, Yearbook, and Scholastic Writing Awards.


Just for Fun: Dungeons & Dragons, Henna Club, Hip Hop Culture Club, and K-Pop Club (Korean Pop).

A Sampling of Colleges and Universities Welcoming CRLS Graduates in 2019:

- Bates College
- Brandeis University
- Colorado College
- Dean College
- Emmanuel College
- Hampton University
- Harvard University
- Lesley University
- MIT
- Middlebury College
- Oberlin College
- Pace University
- Salem State University
- Smith College
- Suffolk University
- Temple University
- Tufts University
- UCLA
- University of Chicago
- University of Massachusetts
- University of Michigan
- University of Rhode Island
- Vassar College
- Wesleyan University
- Wheaton College
- Yale University

Whether academic, creative or “just for fun,” there’s something for everyone...
Our biotechnology laboratory features state-of-the-art equipment used for college-level projects such as splitting genome cells. A recent $100,000 grant from the Mass Life Science Center was used to upgrade computer equipment, fund an in-house mammalian cell culture facility, and expand the program’s technical capability to include high performance liquid chromatography.

RSTA offers 12 Career and Technical Education (CTE) programs of study: Automotive Technology, Biotechnology, Carpentry, Computer Science, Creative Design, Culinary Arts & Hospitality, Early Education and Care, Engineering, Health Assisting, Information Technology, Media Technology, and Print & Production. RSTA also offers courses in Business Education and Bank Operations. Our popular Freshman Technical Arts Exploratory exposes CRLS 9th graders to a variety of careers as they begin to think about their future educational and career goals.

In recent years, RSTA students have garnered numerous awards in areas including engineering, automotive technology, and information technology. Our college admissions rate exceeds the rate for CRLS as a whole, and recent RSTA majors have gone on to colleges including Boston College, Boston University, and MIT, among others.

The City of Cambridge and its surrounding communities are rich in technology, and we have designed our programs to reflect our commitment to prepare young people for continuing education experience at post-secondary institutions or to enter the workplace upon graduation. For instance, RSTA’s Media Arts Studio features the same state-of-the-art equipment found at CNN and ESPN studios, including a three-camera production studio and control room, master control room for transmission of three community cable channels, an editing lab, and field production equipment.

Our Vision
The Rindge School of Technical Arts aims to provide the best technical education for high school students in the Commonwealth of Massachusetts. In a high-tech environment, we will deliver curriculum that connects knowledge development with its application in the workplace.
The High School Extension Program (HSEP) provides a rigorous academic program for 60 – 100 high school students who have had difficulty achieving academic success in a more traditional setting. Modeled on other successful nontraditional high school programs, HSEP’s rigorous academic program incorporates skills-based learning in 9th and 10th grade and authentic project-based learning in 11th and 12th grade. Students are regularly given the opportunity to collaborate on real-world problems facing their community and use research and collaboration to solve these issues. Students regularly participate in community service opportunities and during their junior year are expected to plan two community service experiences.

HSEP has introduced a College and Career Center with a focus on goal-setting, post-secondary planning and a comprehensive internship program. It will also feature integrated social-emotional learning in all classrooms in an effort to provide students with strategies in executive functioning, coping with stress, and time management.

Rooted in the core values of dynamic thinking, self-awareness, professionalism, goal-setting and being a positive community member, HSEP is dedicated to advancing student achievement and developing habits of mind that lead to critical thinking and analytical skills needed to be competitive in the 21st century. Students in the 9th and 10th grades follow the same core courses as CRLS (English, History, Math, Science, World Language, Health, Physical Education, Art), while students in 11th and 12th grade participate in interdisciplinary projects designed to meet the core requirements needed for graduation.

Many of our students participate in CRLS’s afterschool and club activities. We also provide the opportunity of college dual enrollment to our seniors. The goals of HSEP include our students earning their CRLS high school diploma, graduating from a four-year college or trade school and becoming successful in their careers and change agents in their communities. Our students’ special circumstances may present challenges, but they possess the commitment and potential to graduate and reach their academic, professional and personal goals. Ultimately, the graduates of HSEP will be able to successfully contribute to an ever changing, diverse global society.
Information for Families
Title I is a federal law that provides additional funding to schools with a poverty rate greater than 40%.

All students at 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 a special emphasis on the role of families in supporting student achievement. The monthly Title I calendar contains school- and community-based activities, resources and book lists.

Supporting Schools, Students & Families: Title I

Homeless Students and Families

Each year, around 250 students in Cambridge Public Schools experience homelessness in its many forms:

- Not having a permanent home
- Living in a motel, hotel, or camping ground
- Living in a car, abandoned building, or sub-standard housing
- Living with a relative due to the loss of stable housing
- Students living on their own as an “unaccompanied youth.”

Homelessness can have a significant impact on learning. Under the McKinney Vento Homeless Education Act, homeless 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 Homeless Liaison, who can help them understand their rights and access a variety of school- and community-based services and supports.
English Language Learner (ELL) Programs

Cambridge welcomes families from all over the world and our public schools offer our students several options for developing English language fluency and literacy. Screening and testing during the registration process helps to identify students who would benefit from one of our ELL programs.

Students recommended for the Sheltered English Immersion (SEI) program will benefit from smaller class sizes and teachers with highly specialized training. The goal of the SEI program is to prepare students for success in their chosen mainstream school.

English Language Learners who opt out of SEI will be provided with English as a Second Language (ESL) services as part of their school day.

English Learner Parent Advisory Council (EL-PAC) offers support and information to Cambridge families of English Learner and Bilingual Students. Cambridge EL-PAC offers support groups, educational workshops such as civil rights for English Learners and strategies for supporting students learning English. The EL-PAC also advises the School Committee on English Learner education policy and practices. For more information, please contact: Dr. Michelle Madera at mmadera@cpsd.us or call 617.349.6468.

For More information:

Beth Kershner  
Interim Director of JK - 12 English Learner Programs  
617.349.6468

José Rivera  
Spanish-Speaking Family Liaison  
617.999.8472

Blondine Hyppolite  
ELL Administrative Assistant  
617.349.6468

Rejane Castro  
Teacher in Charge of K–8 ESL Programs  
617.349.9716

Beth Kershner  
Teacher in Charge of JK–8 SEI Programs  
617.349.9716

Vera Duarte  
Teacher in Charge of 9–12 SEI Program  
857.235.9506

Mildrid Gédéon  
SEI Family Liaison  
617.592.9215

Aboma Dirbaba  
Ethiopian Family Liaison  
857.331.1199

School Nurses & School Health Services

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

The School Health Program provides an array of services and supports to students, including:

- Emergency care, triage, and first aid
- Medication administration
- Health counseling & education
- Immunization reviews
- Care and safety planning for children with chronic illness or serious allergies
- Hearing and vision screenings
- Medical referrals and other resources
- And more!

Details on school immunization requirements, health forms, and more can be found in the Students and Families section of the CPS website. Families may also contact the school nurse by calling the main number of your child’s school with any question. In addition, please feel free to contact:

School Health Clinical Manager  
Tracy Rose-Tynes, RN  
617.665.3807

Immunization Coordinator  
June Murray, HA  
617.665.3776
The Office of Student Services (OSS) provides comprehensive services to students identified with a disability who need specialized instruction to access and participate in the general education curriculum. These services may include academic support provided by a special education teacher, consultant teacher service, or services provided by a related service provider in the area of speech, counseling, occupational therapy, or physical therapy.

OSS ensures the student has meaningful access to the general education curriculum through the provision of supports, services, accommodations, and modifications as documented in the student’s Individualized Education Program (IEP). OSS provides a continuum of placement options for the student to receive an appropriate education designed to meet his or her educational needs in the least restrictive environment with their typical peers. When the nature of the student’s disability is so severe that his or her needs cannot be met with appropriate aids and services, consideration is given to explore the full continuum of placement options. These options include a general education setting, substantially separate classroom, out-of-district schools, or hospital settings.

OSS also monitors the design and implementation of 504 Education Plans. Section 504 of the Rehabilitation Act of 1973 is a federal law that requires the provision of reasonable accommodations to students with disabilities to access a free, appropriate public education (FAPE) and the opportunities and experiences associated with it, including after-school activities.

Under the purview of OSS is the identification and support of advanced learners. OSS partners with families and schools to develop specific evidenced-based policies and practices for students across all ages, cultures, and economic backgrounds in need of advanced learning opportunities. Our office supports students may already be identified as a high achiever or may have the potential for high achievement but struggle with social, emotional, behavioral, or learning differences.

For More Information:

Dr. Alexis Morgan  
Assistant Superintendent  
617.349.6500

Jean Spera  
Special Education Director  
617.349.6507

Desiree Philips  
Coordinator for Upper Schools, High School, and Out of District  
617349.6416

Dr. Karyn Grace  
Coordinator of Inclusive Education, Curriculum, and Instruction  
617.349.6424

Shelagh Kelly Walker  
Coordinator for Special Start, Related Services, and School Entry  
617.349.6502

Zuleka Queen-Postell  
Liaison, Special Education Parent Advisory Council (SEPAC)  
617.493.4402

Vera Hoffman  
Cambridge Advanced Learners Association  
617.349.6500  
CambridgeALA@gmail.com
If your account becomes over-drawn, we will send you a notice to request payment.

HIGHLIGHTS

- **Breakfast and lunch are served at all schools.** Monthly menus are sent home with all elementary school and upper school students and are also posted online.

- **Our staff prepare healthy meals for student success.** Well-nourished students are better fueled to learn, which provides an academic advantage.

- **We do much of our cooking from scratch rather than the “heat and serve” model used in many school districts.** Each school has its own kitchen where our staff make soups, entrees, and side dishes. In collaboration with the Cambridge Public Health Department, new recipes are introduced via taste tests at each school – giving students the power to provide feedback on our seasonal menu.

- **Fresh food grown on local farms, caught at sea, and harvested in school gardens is featured on our menu as often as possible.** By sourcing locally, we know that the fruits, vegetables, grains, fish, and herbs will be at the peak of freshness. We support local farmers and fishermen, and serve produce from CitySprouts school gardens.

3 Ways to Pre-Pay

Students use their Student ID# to pay for lunch with funds deducted from a school meal account. Options for prepayment include:

1. Mail a check to the Food & Nutrition Services office.
2. Pay online with a debit or credit card at myschoolbucks.com.
3. Or fill out and submit a Free and Reduced Meals application every September or if your income changes.

*If your account becomes over-drawn, we will send you a notice to request payment.*

PRICES 2019 - 20

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* A free meal is complete with at least 3 food categories identified by the USDA (Grains, Fruits, Vegetables, Meat/Meat Alternative, and Dairy), and one fruit or vegetable selected.

** For food allergies, religious dietary restrictions, and limitations on specific foods, please call the Food & Nutrition Services office.
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.

High school students are not eligible for CPS transportation. However, Upper School and High School students can request a Student MBTA Card from their school office to obtain a discounted fare. Thanks to support from the City of Cambridge, high schoolers who qualify for free or reduced price meals can ride on the MBTA for free by bringing their meals status letter to the main office.

Bus Route Finder

From the transportation website, you can look up whether your child is eligible to take the bus and find your closest bus stop:

1. Go to our website and click on Find a Bus Route.
2. Enter your address, and then click on your school.
3. You will see a list of bus stops and a link to view them on a map.

You can also look up whether bus transportation to an afterschool program is available. Enter the address of the program instead of your home address and follow the steps above. Students who take the school bus to a destination other than home must complete a Transportation Change form, available online or at the school.

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

Late Bus for CPS Afterschool Programs

Transportation-eligible students can take a “Late Bus” if they stay after school for CPS clubs or activities. All Upper Schools offer a late bus, and many elementary schools offer the service, as well. The Late Bus follows a standard route that loops around the city, stopping at the first address that is 1.5 miles or more from the school. Check with the school for more information.
Cambridge School Committee

The Cambridge School Committee oversees school district policy and budget. Six members are elected at large, and the Cambridge Mayor serves as Chair.

The 2018-20 School Committee members are (from left, bottom row): Patty Nolan, Emily Dexter, Kathleen Kelly (Vice Chair), Manikka Bowman, and Mayor Marc C. McGovern, (from left, top row): Laurance V. Kimbrough and Fred Fantini.

The regular meetings of the School Committee are held on the first and third Tuesday of the month at 6pm, September through June. Meetings take place at Cambridge Rindge and Latin School, 459 Broadway, in the Dr. Henrietta Attles Meeting Room. All meetings are open to the public and are broadcast over Channel 99 and can be viewed online via the CPS website.

For more information, call Dosha E. Beard, Executive Secretary to the School Committee, at 617.349.6620 or email SchoolCom@cpsd.us to contact the entire School Committee.

CPS Administrative Leadership
135 Berkshire Street

<table>
<thead>
<tr>
<th>Main Number</th>
<th>617.349.6400</th>
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<tbody>
<tr>
<td>Superintendent of Schools: Kenneth N. Salim, Ed.D.</td>
<td>617.349.6494</td>
</tr>
<tr>
<td>Deputy Superintendent: Carolyn L. Turk, Ed.D.</td>
<td>617.349.6418</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction: Michelle Madera, Ed.D. (Interim)</td>
<td>617.349.6483</td>
</tr>
<tr>
<td>Elementary &amp; Early Education: Maryann MacDonald</td>
<td>617.349.6483</td>
</tr>
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<td>Executive Director of Human Resources: Barbara J. Allen</td>
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<td>Chief Strategy Officer: Lyndsay M. Pinkus, Ed.L.D.</td>
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