Greetings Cambridge Families and Community,

Welcome to the Cambridge Public Schools (CPS)! We are a district of approximately 7,000 students that delivers an inclusive, safe, high-quality learning experience that cultivates the potential of each and every one of our students. We do this through our committed, supportive, and highly qualified educators.

As our community continues to grow and thrive, we value the collaboration and support of our families, caregivers, community partners, and stakeholders. As we continue our journey to improve educational outcomes for all of our students, we know that it will only be possible through strong community partnerships and deep and meaningful engagement with our families. It is exciting to embark on this journey together in support of our students.

This is the inaugural year of our multi-year district plan. The work ahead is intentionally designed to be a comprehensive approach to continuous improvement of our school district. This will be the first time that each department will have a department improvement plan that is aligned to the district plan just as the schools. I am confident that as we focus and align our efforts, we will be able to make a positive and lasting impact on our students and staff.

In the 2022-2023 edition of Schools at a Glance, you will find information about each of our schools, programs, and key contacts to help you navigate your journey with us.

It is my honor and privilege to lead such a wonderful school community. I value your voice, input, and feedback and look forward to many years of collaboration and partnership. Welcome to CPS!

Make It Great!

Dr. Victoria L. Greer
Superintendent
VISION

Cambridge Public Schools is widely recognized as an institution of excellence. Our schools deliver an inclusive, safe, high-quality learning experience that cultivates every student’s potential, works to dismantle educational inequities, and strengthens family and community partnerships. Our students are critical-thinkers, lifelong learners, and builders of a more equitable society who graduate prepared to make informed choices about their future.

MISSION

Cambridge Public Schools delivers an excellent education that inspires, acknowledges, empowers, and supports every student on their personal journey to achieve their highest potential in and beyond school and as productive members of their communities.

CORE VALUES

- High expectations
- Equitable opportunity
- Joy of learning
- Wellness
- Sense of belonging
- Personal & collective responsibility
- Partnership
- Continuous improvement

The mission, vision, and core values statements were developed during Spring 2021 through a student-led design process that incorporated feedback from students, staff, families, and partners.

ADOPTED BY SCHOOL COMMITTEE ON JUNE 7, 2022

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OFFICE OF STRATEGY
The Strategy Office strives to build a system-wide strategic culture focused on improving alignment, coherence, efficiency, and effective implementation of best practices. The Chief Strategy Officer provides senior leadership for these efforts, working collaboratively with district and school leaders to support planning, implementation, and continuous improvement efforts. They oversee district and annual planning, implementation and monitoring, research and evaluation, procedure development, and special projects and initiatives.

HUMAN RESOURCES
The Office of Human Resources strives to ensure that Cambridge Public Schools is a welcoming, equitable, and wonderful place to work for the more than 1,800 staff members. The Chief Talent Officer provides visionary leadership to the Human Resources and Talent Management Department and optimizes the district’s ability to recruit, retain, and grow top talent and increase the diversity of the district’s workforce.

The Chief Talent Officer assists the Superintendent in establishing, articulating, and supporting the district vision. They work with the Executive Leadership Team members to develop and facilitate the key strategies and educational goals of the district. They provide interdepartmental support and expertise, serving as an expert colleague on human resources matters and ensure compliance with local, state, and federal requirements. They assist the Superintendent in the development of strategic planning, policy development, and implementation of objectives that impact and relate to the growth and health and safety of the work environment for all staff.
Dr. Lendozia Edwards, Chief of Academics and Schools
617.349.6494 ■ ledwards@cpds.us

ACADEMICS AND SCHOOLS OFFICE

The Chief of Academics and Schools determines and leads the strategic vision and direction for the instructional framework and the district’s pedagogical approach to academics. Through extensive collaboration with Assistant Superintendents and curriculum coordinators, the Office develops the short- and long-term instructional vision for CPS to establish a culture of high expectations and shared responsibility for equitable access to high quality and culturally relevant instruction. The Office also monitors the progress of school performance, student achievement objectives, and academic excellence indicators to align strategies for school improvement.

Manuel J. Fernandez, Chief Equity Officer
857.235.2994 ■ mfernandez@cpsd.us

OFFICE OF EQUITY, INCLUSION, AND BELONGING (OEIB)

The primary responsibility of the Office of Equity, Inclusion, and Belonging (OEIB) is to uplift and advance the district’s mission and strategy to be an antiracist, equitable, and inclusive school district. OEIB provides leadership, professional development, student support, family engagement opportunities, and various resources to stakeholders to eliminate racial, cultural, and socio-economic opportunity gaps within the Cambridge Public Schools. The OEIB develops structures, guidelines, and protocols to lead the district’s equity work in ensuring equitable educational opportunities for all students.

Dr. Nicole Gittens, Assistant Superintendent of Secondary Schools
617.349.6483 ■ ngittens@cpsd.us

OFFICE OF SECONDARY EDUCATION

The primary responsibility of the Office of Secondary Education is to support schools and school leaders in preparing all students to become independent learners with the academic, social, and critical thinking skills to be successful in a diverse, global society. The Office oversees the management, supervision, and evaluation of the four Upper Schools, Cambridge Rindge and Latin High School, the High School Extension Program, and the Rindge School of Technical Arts. It is also responsible for the development of targeted programs to meet identified student and school needs, supervision of the Early College Program, and re-imagining the future of career and internship opportunities.

Maureen MacFarlane, Legal Counsel
617.349.6425 ■ mmacfarlane@cpsd.us

LEGAL COUNSEL

The Legal Counsel functions as a full-time office, managing almost all of CPS’ litigation in-house. The Legal Counsel provides legal guidance and support to the School Committee, Superintendent of Schools, school administrators, and school department heads on school-related matters. The Legal Counsel assists in collective bargaining and drafts, reviews, and approves a wide range of legal instruments required for the orderly accomplishment of CPS’ operations.

The Office of Legal Counsel is charged with the prosecution and defense of all suits in which the Cambridge Public Schools and/or Cambridge School Committee is a part in state and federal courts and in administrative agencies.
Dr. Michelle Madera, Assistant Superintendent of Elementary and Early Education

617.349.6483 ■ mmadera@cpsd.us

OFFICE OF ELEMENTARY AND EARLY EDUCATION

The primary responsibility of the Office of Elementary and Early Education is to support schools and department leaders in providing all students with rigorous academically and socially responsive educational opportunities in safe, supportive, and inclusive learning environments. The Office supports schools in preparing our youngest students to become independent learners and critical thinkers.

The Office is responsible for the management, supervision, and evaluation of the twelve elementary schools, Title I programs, Early Childhood and Early Elementary programs and services.

Dr. Barbara Mullen, Assistant Superintendent of Student Services

617.349.6500 ■ bmullen@cpsd.us

OFFICE OF STUDENT SERVICES

The Office of Student Services (OSS) provides comprehensive support and services to each student in Cambridge to ensure they have the optimal conditions to receive high-quality instruction and thrive in learning. Divisions supported by (OSS) include the Office of Special Education (SES) Services, Multi-Tiered Systems of Supports and Interventions (MTSS), Department of Multilingual Learner Education (MLL), Advanced Learner Supports and the Office for Social and Emotional Learning (OSEL) and Supports covered under Section 504 of the Rehabilitation Act.

The Office of Special Education ensures that students have 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 their educational needs in the least restrictive environment with non-disabled peers. When the nature of the student’s disability is so severe that their 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.

The Office of Social and Emotional Learning (OSEL) realizes that students learn best when they feel safe and supported in school, both physically and emotionally. OSEL ensures school-based staff use the most effective strategies to foster a safe learning climate and maximize student engagement and achievement. OSEL is committed to teaching students skills that will help them with school as well as in life. These skills include:

- Managing and understanding their emotions
- Understanding and being able to relate to others
- Making responsible decisions
- These skills are needed to persist with a range of situations—from figuring out a tough math problem or collaborating on a group project to setting goals for college and career.

This office directly manages district level Lead Teachers for SEL, SEL social workers and the administration of the SEL diagnostic screener, the Devereux Student Strengths Assessment (DESA).

The Multi-Tiered System of Support (MTSS) and Interventions provides the system wide support around the MTSS process, the pre-referral process, and strategic tutoring support. Under this office is the supervision of Advanced Learner Services and support which exist to assist students who have learning exceptionalities in the areas of giftedness in acquiring the needed enrichment or continuum of support.
Steve Smith, **Chief Information Officer**

617.349.3055  ■  ssmit@cbsd.us

**INFORMATION, COMMUNICATIONS & TECHNOLOGY SERVICES**

The Information, Communication, and Technology Services (ICTS) department is a collaboration among Library Media, Educational Technology, Media Arts, Digital & Creative Services, and Technical Services divisions. The department strives to support administration, teachers, and parents and to prepare students for lifelong learning, informed decision-making, and the use of information and communication technologies. ICTS provides the technical infrastructure and services necessary to support CPS teaching, learning, and administration. Department staff members oversee, maintain, and support network and wireless connectivity, internet access, servers, district applications, data collection, and reporting, desktops, hand-held devices, websites, email, the student information system, all educational technologies, library media software, and the video on demand system. In addition, the department is responsible for all CPS online portals and all data integration and ensuring data privacy.

Claire Spinner, **Chief Financial Officer**

617.349.6429  ■  cspinner@cbsd.us

**FINANCE AND BUDGET**

The Chief Financial Officer provides strategic financial leadership and efficient fiscal management for the district.

The Finance Department is responsible to enable principals, administrators, and staff to plan and manage their departments’ resource allocations as effectively and efficiently as possible. Under the leadership of the Chief Financial Officer, Finance includes budget management, accounting, payroll, purchasing, accounts payable, and grants management.

Sujata Wycoff, **Director of Communications**

857.235.2608  ■  swycoff@cbsd.us

**OFFICE OF COMMUNICATIONS**

The Director of Communications oversees and shapes the district’s internal and external communications strategy in order to deepen engagement with internal and external stakeholders, while elevating the district’s brand. The Office strives to ensure communications are timely, informational, and accessible.

The Office is integral in offering communications and marketing support to departments and schools and works closely with the Information, Communications, and Technology Services Department to oversee the website and create marketing materials. The Director of Communications is also the spokesperson for the district and manages all news media requests.

[VACANT], **Chief Operation Officer**

**OPERATIONS**

The Chief Operation Officer (COO) is responsible for the general administration of the operations of the public school district and supervises the following areas: Facilities/Plant Maintenance, Food & Nutrition Services, Safety & Security, the Student Registration Center, and Transportation.

In addition to supervising the departments listed above, the COO is the district leader and liaison for capital improvement projects and other public works efforts by the City of Cambridge. The COO facilitates the federal and state reporting requirements, annual contracts, and School Committee policy recommendations related to school operations. The COO also serves as a member of the district’s collective bargaining team and serves as the Superintendent’s designee overseeing the appeals process for school assignment hardships.
Registering for School

Student Registration Center (SRC)

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

All visits to the SRC must be by appointment only. If you wish to make an appointment, please email welcome@cpsd.us or call 617.349.6551.

Location:
Cambridge Rindge and Latin School
459 Broadway, 02138

Tel: 617.349.6551 | Fax: 617.349.6552
Email: welcome@cpsd.us
Website: www.cpsd.us/departments/src

Age Eligibility & When to Register

<table>
<thead>
<tr>
<th>Child’s Birth date</th>
<th>Eligible to enter in September 2023</th>
<th>When to Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1, 2019 – August 31, 2020</td>
<td>Tobin Montessori, Special Start, FMA Scholar College</td>
<td>October 2022 3-Year-Old Lottery (limited seats available)</td>
</tr>
<tr>
<td>September 1, 2018 – March 31, 2019</td>
<td>Junior Kindergarten</td>
<td>January 2023 JK/K Lottery</td>
</tr>
<tr>
<td>September 1, 2017 – August 31, 2018</td>
<td>Kindergarten</td>
<td>January 2023 JK/K Lottery</td>
</tr>
<tr>
<td>September 1, 2016 – August 31, 2017</td>
<td>First Grade</td>
<td>On or after January 2, 2023</td>
</tr>
<tr>
<td>September 1, 2008</td>
<td>High School</td>
<td>On or after October 1, 2022</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 their child starts school.

About Controlled Choice

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

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

During the lotteries held in October and January, Controlled Choice also considers priorities such as siblings, proximity, and/or program language.

INTERACTIVE MAP
To view the interactive map, please visit the link: https://bit.ly/cps-transportation or scan the QR code below.
Save Time - Register Online

The SRC offers the option of submitting your application online using our Registration Gateway System. Upload required documents and complete all forms through this convenient online registration tool.

IMPORTANT:
In-person registrations are by appointment only. Please e-mail welcome@cpsd.us to request an appointment or call 617.349.6551.

Easy as 1-2-3

1. Gather the required documents (listed to the right, on the front page of the application or requested in the registration system)

2. Fill out the registration form - online or paper. If you use paper forms, you may scan or email them along with the required documents to welcome@cpsd.us.

3. A SRC staff member will process your registration, contact you with confirmation, and inform you of additional steps that may be necessary for completion.

Registration Checklist

☐ Fill Out the Registration Forms through the online system or using the hard copy packet obtained from the SRC or downloaded from the website: www.cpsd.us/departments/src.

☐ Proof of Age (Birth Certificate or Passport)

☐ Proof of Address (Lease, Section 8 Agreement, Mortgage Statement, Purchase & Sales Agreement, Deed, Notarized Letter from Landlord, Letter from Homeless/Transition Service Provider, Property Tax Bill)

☐ Proof of Occupancy (Dated within 30 days: Gas/Electric/Oil Bill or Homeless/Transition Service Provider Letter)

☐ Proof of Parent/Guardian Identity (Driver’s License or Photo ID, Passport, W-2 Form, Vehicle Registration, Excise or Property Tax Bill, Payroll stub or bank statement dated within 60 days)

☐ Student Immunization Record & Health History Form (To be completed by the family)

☐ Physical Exam Record (Must be received within 30 days of the start of school)

If Applicable:

☐ Guardianship Papers or Notarized Caregiver Authorization Affidavit (If the person registering the student is other than the parent listed on the student’s birth certificate.)

☐ Doubling Up Form (If the student and family are living with relatives/friends and are not named on the Proof of Address documents or Occupancy documents. Proof of Address & Occupancy for the person with whom you are staying are also required.)

☐ Copy of Student’s Individualized Education Program

☐ Copy of Student 504 Plan

☐ Previous School Records (Provide directly to assigned school.)
SCHOOL DISTRICT OVERVIEW

Early Childhood Programs (limited space available)

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

Elementary Schools (Grades JK – 5)

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,
and Rindge School of Technical Arts

Special Start
Does not feed into an elementary school.
Early Childhood schools at a glance | 2022 - 23

Early Childhood
**MISSION:** The mission of the Office of Early Childhood is to **connect** the Cambridge early childhood ecosystem; **align** early childhood services and information; and **advocate** for and **advance** the needs of all young children, their families, and the early childhood workforce.

Children are learning at birth and their overall early development has a profound impact on their future success. To ensure a strong foundation for life and learning, all children deserve high quality early education and care, access to physical and mental health care, and strong family support.

The Office of Early Childhood strengthens the early childhood and care ecosystem in Cambridge so that all children and families have equitable access to programs that are high-quality, affordable, and meet families’ needs. This office also supports efforts to improve access to quality home visiting and to strengthen family engagement practices in formal and informal early education and care settings.

The Office is managed in collaboration with the City of Cambridge’s Department of Human Services Programs.

Dr. Lisa Grant, *Executive Director*
lgrant@cpsd.us ■ 617.349.6554

**KEY PROGRAMS AND SERVICES INCLUDE:**

- **Continuous Quality Improvement Program:** supporting community-based centers and family child care providers with improving the level of quality within their programs through coaching, mentoring, professional development, and quality improvement funds.

- **Preschool Scholarship Program:** providing access and financial support to under-resourced families so that children ages 2 years, 9 month or older can attend a high quality preschool at one of over 18 community-based partner programs.

- **Workforce Development:** hosting a wide range of workshops, training, and professional growth opportunities - including college coursework - to early childhood educators across the city.

- **School Readiness Initiatives:** facilitating a seamless transition from early education and care experiences to school by fostering collaboration between community-based and school-based educators and providing educators, programs, and families with resources to support learning and development throughout the first five years.
The Early Years Project supports children, infants through preschool, by working with their early childhood educators and families.

Their child development specialists work with childcare centers and family childcare providers to create welcoming communities for all children, and to address the needs of individual and/or groups of children about whom providers have concerns.

The Early Years Project collaborate with educators and families to understand the child and to support them in the classroom and at home. They reflect on teaching practices, routines, curriculum, and the environment to promote wellbeing, healthy development, and learning. They share articles, handouts, and resources as well as referrals for specialized services.

Their work is strengths-based and grounded in respect of the cultural norms practiced within each center and family. They have Spanish and English-speaking specialists on the team and services are offered free of charge to any childcare center or family childcare provider in the City of Cambridge.

The Early Years Project is a collaboration between Riverside Community Care, Cambridge Office of Early Childhood, Cambridge Public Schools, and the Cambridge Health Alliance.

For more information or to request a service, contact 617.702.5816 or eyp@riversidecc.org.
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 ParentChild+ (PC+) Program, 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. They are designed for the way young children learn best: through active and collaborative engagement. Home Visitors share skills, ideas, resources, and activities related to the curriculum theme.

Each week, a Home Visitor brings a new book and an educational toy or activity. The materials are given to families without cost. Families are encouraged to use the books and materials during the time between home visits. Parents who wish to participate must live in Cambridge, have an age-eligible child, and be available to participate in home visits throughout the school year. Enrollment is ongoing, beginning in October through June.

To learn more please contact:

- Tamara Joy Harper, Program Coordinator
  tharper@cpsd.us ■ 617.349.6849
- Kumi Okabe, Assistant Coordinator
  kokabe-velasco@cpsd.us ■ 617.349.6724

Special Start Preschool Program


Shelagh Kelly Walker, Coordinator
skellywalker@cpsd.us ■ 617.349.6502

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

Heather Francis, Lead Teacher
hfrancis@cpsd.us ■ 617.349.3251

Special Start classrooms offer a play-based, inclusionary educational experience where children with and without disabilities are educated together. Students who do not have disabilities are enrolled through the lottery process. Students with disabilities are assigned through the special education 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.
Tobin Montessori Children’s House  
https://tobin.cpsd.us

Jaime Frost, Principal  
Sandra Paunov, Family Liaison  
359 Broadway  ■ Cambridge, MA 02139  
jfrost@cpsd.us  ■ 617.349.6600

School Hours:  
7:55am - 1:55pm  
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 29.

limited seats are available in these programs. please apply during the 3-year-old lottery, which takes place annually in october.
Every Elementary School offers:

- CitySprouts Gardens
- Responsive Classrooms
- 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

**LANGUAGE STUDY IN CAMBRIDGE PUBLIC SCHOOLS**

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.

- **The State Seal of Biliteracy** is awarded to graduating seniors who have demonstrated high levels of achievement in both English and a partner language. It is designed to celebrate and honor the bilingualism/multilingualism of our students. CRLS also offers Advanced Placement in Chinese, French, Spanish, and Latin as well as elective classes in several languages beyond the AP level.

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

**World Language Classes**

<table>
<thead>
<tr>
<th>Language</th>
<th>Schools</th>
</tr>
</thead>
<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, HSEP</td>
</tr>
<tr>
<td>French</td>
<td>Cambridge Street Upper School (CSUS)</td>
</tr>
<tr>
<td></td>
<td>Putnam Avenue Upper School (PAUS)</td>
</tr>
<tr>
<td></td>
<td>Rindge Avenue Upper School (RAUS)</td>
</tr>
<tr>
<td></td>
<td>Vassal Lane Upper School (VLUS)</td>
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<tr>
<td></td>
<td>CRLS</td>
</tr>
<tr>
<td>Latin</td>
<td>CRLS</td>
</tr>
<tr>
<td>Chinese</td>
<td>Dr. Martin Luther King, Jr. School</td>
</tr>
<tr>
<td></td>
<td>PAUS</td>
</tr>
<tr>
<td></td>
<td>CRLS</td>
</tr>
<tr>
<td>Spanish</td>
<td>Fletcher Maynard Academy</td>
</tr>
<tr>
<td></td>
<td>Morse School</td>
</tr>
<tr>
<td></td>
<td>Peabody School</td>
</tr>
<tr>
<td></td>
<td>CSUS, PAUS, RAUS &amp; VLUS</td>
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<tr>
<td></td>
<td>CRLS &amp; HSEP</td>
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</tbody>
</table>

**Two-Way Immersion Opportunities**

<table>
<thead>
<tr>
<th>Language</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese &amp; English</td>
<td>Chinese Immersion Program at Dr. Martin Luther King, Jr. School &amp; Putnam Avenue Upper School</td>
</tr>
<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>
</tr>
</tbody>
</table>
The Amigos School is committed to excellence in dual language education of English and Spanish. Two-way language immersion holds great promise for developing high levels of academic achievement, bilingualism, and cultural competencies among students. Located in the Cambridgeport neighborhood, Amigos is a comprehensive Junior K – 8 school. 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.

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 School embraces clear core values, inspiring students to develop a growth mindset as lifelong learners. The school helps students be resilient, take responsible risks, value differences, and consider the needs of individuals and the larger community.

Daily class meetings, using the Responsive Classroom approach, encourage students to build relationships and community, learn social skills, and work together to solve problems. Older students lead All School Meetings, where core values are celebrated and students share what they have learned.

At Baldwin, learning is enriched with real-world experiences and applications. Special activities and field trips help the curriculum come to life. Student-led and student-driven ideas are encouraged and supported.

Trips designed to get students outside and to explore and learn about the world are woven into the day and school year. Past trips have included overnight trips for our 2nd-5th graders, walking trips around Cambridge, and trips to local museums.

Baldwin has high expectations for students academically and uses frequent assessment to provide instruction and support to meet the wide range of needs.
The Cambridgeport School’s teachers and families work as a community toward ensuring the success of 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.

Cambridgeport’s instructional structure of looped classrooms supports the school’s philosophy. Beginning in 1st grade, students remain with their class and teacher for two years, through the end of 2nd grade. Students have a new teacher for 3rd grade, and, similarly, spend two years with that teacher and class, through the end of 4th grade. They then spend one year with their 5th grade teacher. The strong bonds that forms between the teacher and students supports a deeper level of understanding, learning, and engagement.

Cambridgeport’s instructional structure of looped classrooms supports the school’s philosophy. Beginning in 1st grade, students remain with their class and teacher for two years, through the end of 2nd grade. Students have a new teacher for 3rd grade, and, similarly, spend two years with that teacher and class, through the end of 4th grade. They then spend one year with their 5th grade teacher. The strong bonds that forms between the teacher and students supports a deeper level of understanding, learning, and engagement.

Teachers provide learning experiences that guide and capture students’ interests while helping them to develop literacy and math skills, think critically, problem solve, and engage in rich scientific and historical inquiry. Learning expeditions, such as exploring the life cycle and importance of butterflies or the role of fables within a culture or society, allow students to investigate a topic and produce work that has a specific purpose and an authentic audience.

More Information
Cambridgeport School
89 Elm Street, 02139
617.349.6587
https://cambridgeport.cpsd.us

Genteen Lacet Jean-Michel
Principal

Audrey Sturgis
Assistant Principal

Kristen Emack
Family Liaison
617.349.6587 x111
kemack@cpsd.us

Hours: 8:25AM – 2:25PM
FLETCHER MAYNARD ACADEMY

More Information

Fletcher Maynard Academy
225 Windsor Street, 02139
617.349.6588
https://fma.cpsd.us

Robert Tynes
Interim Principal

Deborah Hood-Brown
Assistant Principal

Daniel Skeritt
Family Outreach and Engagement Liaison
Office: 617.349.6589
Mobile: 857.270.3351
dskeritt@cpsd.us

Hours:
7:45AM – 3:45PM | M, Tu, Th, F
7:45AM – 2PM | W

FLETCHER MAYNARD ACADEMY IS COMMITTED TO BUILDING AND NURTURING A COMMUNITY OF CARING CITIZENS WHO ARE LIFELONG LEARNERS.

The Fletcher Maynard Academy is a welcoming community with a global perspective. The diversity of students’ learning needs is met with a multi-tiered system of supports for both academic and social learning. The school also celebrated the diversity of students and families through whole school community meetings, cultural events, and an International Dinner of Thanks held annually in November.

Fletcher Maynard’s extended learning time provides increased opportunity for academic engagement and special enrichment programs. All students study Spanish and take Kodaly music classes four days per week.

This performance-based music education system brings music to life through multicultural folk songs, dances, singing games, art, jazz, and classical music.

Prior to the pandemic, the community worked together to raise funds so that every student, if they chose, had the opportunity to travel abroad with the school. Past trips have included England, Mexico, Costa Rica, China, Italy, Senegal, Puerto Rico, Portugal, Morocco, and India.

Cambridgeport
Fletcher Maynard
King Open
Cambridge Street Upper School

fma.cpsd.us
The Graham & Parks School offers a child-centered, project-based approach that inspires academic excellence while nurturing the curiosity and intellectual excitement that drives learning.

Through student collaboration in applying academic skills to real-world challenges, they build connections between different subjects and with each other. Students conduct hands-on research, investigations, fieldwork, and interviews. Learning culminates with final projects that are shared with the larger community.

The school prides itself on international diversity. Families speak over 30 different languages. The school is home to a Sheltered English Immersion program, which serves students whose primary language is not English.

At Graham & Parks, teachers view parents as colleagues. The community values differences of opinion and perspective so that the 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.
The mission of the Haggerty School is to achieve high levels of learning for all students while advancing social justice and celebrating students’ social and emotional development in an inclusive learning community. The school endeavors to center the voices of students and families, especially those who have been historically marginalized. The monthly all school shares are written and hosted by our 5th graders with shares that come from students across the grades, showcasing all they are learning.

All staff work collaboratively to make sure students feel a sense of belonging. They believe that student work is the most important data that centers learners and drives instruction, celebrates successes, and improves outcomes for students.

The school strives to foster love of learning, scientific discovery, artistic expression, and justice-seeking among our students. The arts, sciences, and technology are integrated into collaborative projects. We offer Kodály-inspired music classes for our youngest learners.

The non-profit Friends of Haggerty creates many special opportunities to learn and celebrate as a community. Highlights include Haggerty Day, Race Matters, annual Peace Day Concert, International Potluck, Art Show & Talent Shows, and STEAM Night.

The Haggerty School offers a multicultural learning environment where students learn through mutual respect and cooperation.
At the Kennedy-Longfellow School, the emphasis on technology transforms learning on a daily basis. Students are not “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, 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, games, digital printers, and robotics equipment.

The school also offers after-school classes, such as Scratch programming and “Mad Science.”

Combined with a research-based social-emotional curriculum, the school’s approach promotes creativity, flexible thinking, and leadership skills. Student-generated service projects are just one example of the way that the “maker” philosophy has empowered students to express themselves and take ownership of the learning process.
The King Open School is an inclusive learning community that supports academic achievement and equity through culturally-responsive learning experiences that explore in-depth themes and projects. 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 inspiring projects, such as map-making, playwriting, and mock citizenship tests. Students extend their learning through curriculum-driven field trips, such as 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 the school’s unique after school program through collaboration with the Department of Human Services. Extended Day creates explicit links between in-school and out-of-school learning experiences. Academic supports are offered with a more holistic focus on children’s social and emotional development.
The Dr. Martin Luther King, Jr. 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 they 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.

The school’s programs prepare, enrich, and challenge students for success as global citizens and scholars. They benefit from an expanded learning day, which provides opportunities for increased enchantment and more time on core subject areas.

The extended learning day also offers teachers the flexibility to set the pace and intensity of learning based on student needs and interests. This time also enables MLK to offer enhanced enrichment that captures students’ curiosity.

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

More Information
Dr. Martin Luther King, Jr. School
100 Putnam Avenue, 02139
617.349.6562, https://mlk.cpsd.us

Gerald Yung, Principal
Carmen Cohen
School Operations Manager
Marguerite Hicks-Gyewu
Family Liaison
617.349.6454
mhicks-gyewu@cpsd.us

Hours:
7:55AM – 3:55PM | M, Tu, Th, F
7:55AM – 1:55PM | W
The Morse School strives 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.

The school serves families from every Cambridge neighborhood and from over 30 different countries. Its proximity to the Charles River, to local universities, and to Boston’s cultural and historical landmarks allows teachers to enhance learning through community partnerships and field trips. The school’s beautiful garden and playground areas provide engaging spaces for outdoor learning and play.

The Morse School community is committed to understanding and addressing racism and racial bias, hearing and elevating underrepresented voices, and striving to achieve an equitable and just educational experience for all students.

Morse School staff nurture children’s intellectual curiosity, academic skills, and artistic expression, as well as their healthy social and emotional growth. They approach positive engagement and respectful behavior as skills that can be taught and work as a community to help 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. The school’s core values are: Be Inclusive, Be Kind, Be Responsible and Be an Active Learner.

“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

More Information

Morse School
40 Granite Street, 02139
617.349.6575
https://morse.cpsd.us

Dr. Chad Leith
Principal

Samantha Headley
Assistant Principal

Amy Diaz
Family Liaison
617.349.6679
adiaz@cpsd.us

Hours: 8:25AM – 2:25PM

Kennedy-Longfellow
Martin Luther King
Morse
Putnam Avenue
Upper School

morse.cpsd.us
Community is an important value at the Peabody School. In addition to daily morning meeting, the school’s monthly “All School Share” provides a vehicle for each grade level to come together and share what’s happening in each classroom. The weekly newsletter, Peabody Pumas in the Know, is also an important communication point for our families.

Peabody is especially proud of its music programs. The school was the first in CPS to implement a Kodaly music program, and they 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 the 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, curriculum-linked learning clubs, Big Brothers/Big Sisters, and the National Geographic club, with a nationwide Bee at the end of each year.

Peabody families are vital to the school community. The active Friends of Peabody organization sponsors enrichment events such as author visits, anti-bullying presentations, and educational trips.
In 2015, the Tobin Montessori School achieved accreditation by the American Montessori Society (AMS), making it the first AMS-accredited public school in the United States! 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. A highly collaborative school, educators provide 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 in the classroom 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. Montessori classrooms are divided into three learning communities:

- Children’s House (ages 3 – 6)
- Lower Elementary (ages 6 – 9)
- Upper Elementary (ages 9 – 11)
Upper Schools
The 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, CPS’ four Upper Schools and the Amigos Upper School program are united by a shared curriculum and structure that fosters 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 facets of each of our elementary schools. 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, 8:55 AM to 2:55 PM.

About Our Upper Schools
<table>
<thead>
<tr>
<th>SCHOOL</th>
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<th>FAMILY LIAISON</th>
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<tbody>
<tr>
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<tr>
<td>15 Upton Street ● Cambridge, MA 02139</td>
<td>Amigos School</td>
<td>Lilian Rater</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>
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<tr>
<td>Website: <a href="https://amigos.cpsd.us">https://amigos.cpsd.us</a></td>
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<td>617.349.6315</td>
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<td><strong>CAMBRIDGE STREET UPPER SCHOOL</strong></td>
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<td>Will Adams</td>
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<tr>
<td>840 Cambridge Street ● Cambridge MA 02141</td>
<td>Cambridgeport School</td>
<td><a href="mailto:wadams@cpsd.us">wadams@cpsd.us</a></td>
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<tr>
<td>617.349.3050</td>
<td>Fletcher Maynard Academy</td>
<td>617.999.4354</td>
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<td>Website: <a href="https://cambridgestreet.cpsd.us">https://cambridgestreet.cpsd.us</a></td>
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<td><strong>PUTNAM AVENUE UPPER SCHOOL</strong></td>
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<td>Kunjal Shah</td>
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<td>100 Putnam Avenue ● Cambridge, MA 02139</td>
<td>Kennedy-Longfellow School</td>
<td><a href="mailto:kshah@cpsd.us">kshah@cpsd.us</a></td>
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<td>617.349.7780</td>
<td>Dr. Martin Luther King, Jr. School</td>
<td>857.270.3365</td>
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<td><strong>RIDGE AVENUE UPPER SCHOOL</strong></td>
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<td>Julia Ho</td>
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<td>70 Rindge Avenue ● Cambridge, MA 02140</td>
<td>Baldwin School</td>
<td><a href="mailto:ocarrion@cpsd.us">ocarrion@cpsd.us</a></td>
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<tr>
<td>617.349.4060</td>
<td>Peabody School</td>
<td>781.475.0158</td>
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<td><strong>VASSAL LANE UPPER SCHOOL</strong></td>
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<td>Obi Carrion</td>
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<td>158 Spring St ● Cambridge, MA 02141*</td>
<td>Graham &amp; Parks School</td>
<td>o <a href="mailto:carrion@cpsd.us">carrion@cpsd.us</a></td>
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<td>617.349.6550</td>
<td>Haggerty School</td>
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<td>Website: <a href="https://vassallane.cpsd.us">https://vassallane.cpsd.us</a></td>
<td>Tobin Montessori School</td>
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<td>*TEMPORARY LOCATION DURING CONSTRUCTION</td>
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Overview

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

- A challenging math curriculum that engages students in problem based lessons, conceptual understanding, fluency and growth mindset
- An inquiry-centered, inclusive social studies curriculum where students investigate ancient societies, world religions and civics, culminating with student-led civic engagement projects in 8th grade
- ELA instruction is grounded in empowering every scholar to use literacy as a tool for communication, self-expression, access, and advocacy. Scholars engage with rigorous, complex texts that represent diverse authors and perspectives, developing their independence and creativity as readers, speakers, writers, and critical thinkers.
- 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.
- A rich, hands-on science curriculum that actively engages students in figuring out engaging phenomena and is enhanced by field experiences at local nature areas and biotechnology companies.
- Robust technology for learning, including 1:1 Chromebooks for students and classrooms equipped with interactive projectors.
- Enriching afterschool programs such as school plays, intramural sports, city-wide music, theater groups, Debate Team, and Model United Nations.
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 485 students each: C, R, L, and S. Students remain in the same Learning Community through 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 85-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. Students also appreciate having fewer classes to prepare for each night, with fewer books and materials to manage.

Whatever a student’s interests or priorities, the CRLS Course Catalogue contains an engaging array of learning opportunities. The curriculum proceeds through core requirements into many exciting and diverse options. Just a sampling of available course offerings includes Computer Science, Literature in Religion, Statistics & Society, African American History, Leadership & Community Action, Sociology, Digital Film & TV Production, Robotics, African Literature, Oceanography, Brain & Behavior, Modern Dance Company, and Playwriting.

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

CRLS Core Values

Opportunity, Diversity, and Respect

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

Allan Gehant
Interim Assistant Principal

Greta Hardina
Family Liaison
ghardina@cpsd.us
617.349.6660

CRLS Hours:
8:35AM – 3PM
Beyond the School Day

Whether academic, creative or “just for fun,” there’s something for everyone...

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. CRLS’ sports teams include:

CURRENT SPORTS TEAMS

- Basketball
- Baseball/Softball
- Cross Country
- Fencing
- Football/Cheerleading
- Golf
- Gymnastics
- Lacrosse
- Learn to Row
- Orienteering
- Ice Hockey
- Rugby
- Soccer
- Swimming/Diving
- Track
- Volleyball
- Wrestling

VISUAL & PERFORMING ARTS

CRLS is known for its 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 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.

A Sampling of Colleges and Universities Welcoming CRLS Graduates in 2022:

- American University
- Berklee College of Music
- Boston University
- Brown University
- Cornell University
- Drexel University
- Emerson College
- Harvard University
- Howard University
- Johns Hopkins University
- Massachusetts Institute of Technology
- Michigan State University
- Mount Holyoke College
- New York University
- Princeton University
- Smith College
- Syracuse University
- Temple University
- The New School
- Tufts University
- University of Pennsylvania
- Wellesley College
- Yale University

Academics


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.

Government & Politics


Volunteering & Service

Habitat for Humanity, UNICEF, Sisters on the Runway, Club 4, Peer Mentors, and Falcon Friends.

Just for Fun

Dungeons & Dragons, Henna Club, Hip Hop Culture Club, and K-Pop Club (Korean Pop).
The biotechnology laboratory features state-of-the-art equipment used for college-level projects, such as splitting genome cells.

RSTA offers 12 programs of study:

- Automotive Technology
- Biotechnology
- Carpentry
- Computer Science
- Creative Design
- Culinary Arts and Hospitality
- Early Education and Care
- Engineering
- Health Assisting
- Information Technology
- Media Technology
- 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.

The Rindge School of Technical Arts (RSTA) offers Career and Technical Education (CTE) to Cambridge Rindge and Latin School students. With state-of-the-art equipment and highly trained staff, RSTA prepares students for post-secondary education and careers in some of the fastest growing professions in the world today.

In recent years, RSTA students have garnered numerous awards in areas including engineering, automotive technology, and information technology. Recent RSTA majors have been accepted to Boston College, Boston University, and Massachusetts Institute of Technology, among others.

The City of Cambridge and its surrounding communities are rich in technology. RSTA has designed its programs to reflect its deep commitment to prepare young people for continuing their 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 40-60 high school students who have had difficulty achieving academic success in a more traditional setting. Modeled on other successful, non-traditional high school programs, HSEP’s rigorous academic program includes courses created with student voice and interest in mind focused on real-world, authentic learning that pushes students to think critically. Students have an opportunity to take courses online or in-person with a focus on individualized support and attention in classes that typically do not exceed 6-8 students.

HSEP recently introduced a College and Career Center with a focus on goal-setting, post-secondary planning, and a comprehensive internship program. The center features 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 HSEP students participate in CRLS’ afterschool and club activities. The program also provides the opportunity for college dual enrollment for seniors. The goals of HSEP include 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. While special circumstances may sometimes present challenges, they possess the commitment and potential to graduate and reach their academic, professional, and personal goals.
Information for Families
Multilingual Learner (MLL) Programs

Cambridge welcomes families from all over the world. We offer our students several options for developing English language fluency and literacy. The Multilingual Learner (MLL) Program is a division within the Office of Student Services and is responsible for language acquisition and academic achievement for multilingual learners in grades JK-12. We promote bilingualism by providing equitable access to meaningful and rigorous learning opportunities through culturally and linguistically responsive instruction.

Screening and testing during the initial registration process helps to identify students who would benefit from one of our MLL programs in the district. Students recommended for the Sheltered English Immersion (SEI) Program benefit from smaller class sizes and teachers with highly specialized language acquisition training. The goal of the SEI Program is to prepare students for success in the general education program. Students in the MLL program receive small-group instruction based on the WIDA English Language Development (ELD) Standards.

The English Learner Parent Advisory Council (ELPAC) offers support and information to Cambridge families of English Learner and Former English Learner students. The ELPAC’s main responsibility is to advise the district on matters that impact English Learners. The ELPAC also offers educational workshops, such as civil rights for English Learners and strategies for supporting students learning English.

For more information, please contact the MLL Office at 617.349.6468.

For More information:

Rejane Castro  
**Teacher in Charge, SEI Program**  
rcastro@cpsd.us | 617.349.6468

Claudia Cossio Lopez  
**MLL Department Clerk**  
cossiolopez@cpsd.us | 617.349.6468

Vera Duarte  
**Teacher in Charge, CRLS SEI Program & International Center**  
vduarte@cpsd.us | 857.235.9506

Mildrid Gédéon  
**SEI Family Liaison**  
mgedeon@cpsd.us | 617.592.9215

Beth Kershner  
**Director of JK-12 Multilingual Learner Education**  
bkershner@cpsd.us | 617.349.6473

Debbie Lee  
**Instructional Coach, JK-12 English Programs**  
dlee@cpsd.us | 617.349.6468

Carlos Loredo  
**Teacher in Charge, EL Programs**  
cloredo@cpsd.us | 617.349.6468

School Nurses and 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

Families may also contact their child’s school nurse by calling the main number of the school with any questions or concerns. In addition, please feel free to contact:

Mackenzie Shubert, RN  
**School Health Clinical Manager**  
mshubert@chaliance.org  
617.665.3807

Vanessa Sanz  
**Immunization Coordinator**  
vsanz@chaliance.org  
617.665.3776

* Details on school immunization requirements, health forms, and more can be found in the Students and Families section of the CPS website or by scanning the QR code.
Family Engagement: Creating Welcoming Schools

The term Family Engagement refers to all the ways that schools can partner with families to support the achievement of our students. CPS seeks to build school-family partnerships that are culturally respectful and inclusive.

Each school has a Family Liaison who is available as a resource to both families and educators. Special district-wide Liaisons serve as points of contact for families and students with particular needs such as language access, disability issues, and economic inequality.

For More information:

Debbie Bonilla, Family Engagement Specialist and CPS Homeless Liaison
dbonilla@cpsd.us  ■  617.349.6554

Aboma Dirbaba
Amharic-speaking Family Liaison
adirbaba@cpsd.us  ■  857.331.1199

Jardine Jerome
Haitian-speaking Family Liaison
jjerome@cpsd.us  ■  617.201.6039 or 617.349.6551

Joseph Rivera
Spanish-speaking Family Liaison
jrivera@cpsd.us  ■  617.999.8472

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.

Title I: Supporting Schools, Students, and Families

Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

Mary E. Grassi, Title I Coordinator
mgrassi@cpsd.us  ■  617.349.6487

Xiomara Nunez, Title I Liaison
xnuez@cpsd.us  ■  617.349.6492
The Food & Nutrition Services Department participates in the U.S. Department of Agriculture’s (USDA) National School Lunch Program and the National School Breakfast Program. For the 2022-23 school year, all meals will be available at no cost to students. However, families are still encouraged to submit a Free and Reduced Meal application to ensure qualification of other benefit programs.

The staff in our kitchens work hard to provide the best meals possible for students. Our work is not just putting food on a plate, it’s about putting well-nourished students in front of educators ready to learn.

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, diverse recipes are introduced via our international flavors tasting program 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.
The primary responsibility of the Office of Equity, Inclusion, and Belonging (OEIB) is to uplift and advance the district’s mission to become an anti-racist school district. The OEIB provides leadership, coaching, professional development, student support, family engagement initiatives, and various resources to all stakeholders to eliminate racial, cultural and socio-economic opportunity gaps. The OEIB also leads district-wide equity initiatives and supports school-based equity initiatives and initiatives conceived in collaboration with educators, students and caregivers.

Established in 2021, the Building Equity Bridges (BEB) Project inspired the creation of the OEIB and paved the way for CPS to explore more deeply how to achieve our vision of an anti-racist school district while providing the social, emotional and academic supports each student needs to achieve their goals and post-secondary success as engaged community members.

INITIATIVES

- Coaching and Professional Learning
- School-based Equity Self-Assessments
- Student Advisory Council
- Incident Reporting System

EVENTS

- Annual Youth Equity Leadership Summit
- Annual Caregiver Equity Summit
- Annual Community Pride Day

OEIB Team

Manuel J. Fernandez  
Chief Equity Officer  
mfernandez@cpsd.us

Dr. Leslie Jiménez  
Director of Equity  
ljimenez@cpsd.us

[VACANT]  
Youth Advocacy Specialist

Jenny Chung  
Curriculum and Training Specialist  
jchung@cpsd.us

For More Information

Please contact equity@cpsd.us.
The Office of Student Services (OSS) is comprised of four distinct divisions offering a spectrum of social and emotional supports and instructional services. Underneath the OSS umbrella is the Office of Special Education, The Office of Social and Emotional Learning, Multi-Tiered Systems of Support, Advanced Learner Services, and the Department of Multilingual Learner Education (page 40). Each office supports the whole child through data driven, student centered and family and community oriented direct services.

Under the Office of Special Education, a full spectrum of services and supports are available for learners to meet their unique needs as identified in their Individual Education Plan (IEP). 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 services. Our office supports students who may already be identified with academic or artistic giftedness, twice exceptional, or may have the potential for giftedness but have not had equitable access to enrichment opportunities.

For More Information:

Dr. Barbara Mullen, Ph.D.
Assistant Superintendent
bmullen@cpsd.us ■ 617.349.6500

Jean Spera
Special Education Director
jspera@cpsd.us ■ 617.349.6507

Desiree Phillips
Coordinator for Upper Schools, High School, and Post-Secondary
dphillips@cpsd.us ■ 617349.6416

Dr. Karyn Grace
Coordinator of Inclusive Education, Curriculum, and Instruction
kgrace@cpsd.us ■ 617.349.6424

Shelagh Kelly Walker
Coordinator for Special Start, Related Services, and School Entry
skellywalker@cpsd.us ■ 617.349.6502

Zuleka Queen-Postell
Liaison, Special Education Parent Advisory Council (SEPAC)
zqueen-postell@cpsd.us ■ 617.493.4402

Molly Singh
Advanced Learning Services Lead Teacher
mosingh@cpsd.us ■ 617.349.6500
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 Parkway, McGrath Highway, Alewife Brook Parkway, or the railroad tracks at Sherman Street.

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

Families can learn whether their child is eligible to take the bus and find the closest bus stop by:

1. Visiting https://BusTracker.cpsd.us transportation and clicking on “Find a Bus Route”
2. Entering their address and then clicking on their child’s school.
3. You will find a list of bus stops and a link to view them on a map

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

CPS Bus Tracker

Families can now track their child’s school bus by GPS! You will need your child’s student ID# to set up an account.

Learn more by visiting https://BusTracker.cpsd.us or scanning the QR code above.

Late Bus for CPS Elementary and Upper Schools

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 your child’s school for more information.

Tina Fisher
Transportation Manager
tfisher@cpsd.us • 617.349.6862
- For non-emergency calls, please call between 9AM - 1PM.
- Eastern Bus Company (big bus): 617.628.6868
- NRT (van or mini bus): 781.224.0003 X5
- Chief Operating Officer: 617.349.6420
The Cambridge School Committee oversees school district policy and budget. Six members are elected at large, and the Cambridge Mayor serves as Chair.

The 2022-23 School Committee members are (from left): Jose Luis Rojas Villarreal, Akriti Bhambi, Rachel B. Weinstein (Vice Chair), Mayor Sumbul Siddiqui (Chair), Ayesha M. Wilson, David Weinstein, and Alfred B. Fantini.

How to Watch School Committee Meetings

The regular meetings of the School Committee are held on the first and third Tuesday of the month at 6pm, September through June. The current meeting schedule, including agenda, meeting materials, public comment sign-up and School Committee actions (also known as final orders) can be found on the School Committee meeting portal.

Meetings take place at Cambridge Rindge and Latin School, located at 459 Broadway, in the Dr. Henrietta Attles Meeting Room. All meetings are open to the public and are broadcast on Channel 99 and can be viewed online at cpsd.us.

For More Information

For more information, call the Executive Secretary to the School Committee at 617.349.6620 or email SchoolCom@cpsd.us to contact the entire School Committee.
Looking for activities and resources for you and your family?
Use Find It Cambridge to search for childcare, housing, health services, free events, & more!

Visit www.finditcambridge.org ■ Call or text 617.686.2998 ■ Email info@finditcambridge.org

Need help searching?
Call, text, or email Andrew. He can help you find what you are looking for.

www.cpsd.us

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135 Berkshire Street
Cambridge, MA 02141
617.349.6400

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