

Office of Student Services Parent & Family Handbook 2019-2020



CAMBRIDGE
PUBLIC SCHOOLS

Office of Student Services
159 Thorndike Street, Cambridge, MA 02141
Phone: 617.349.6500 Fax: 617.349.6504
Published Fall 2019

Contents

Office of Student Services
Parent & Family Handbook
Published Fall 2019

www.cpsd.us



A MESSAGE FROM DR. SALIM

Dear CPS Families

I am pleased to introduce this Office of Student Services Parent and Family Handbook, which provides a useful overview of special education in Cambridge. While the focus of this booklet is on special education services, I would like to take a moment to note that your student's learning is the responsibility of all of us in CPS.

The Office of Student Services provides specialized supports to students with Individualized Education Programs (IEPs), seeking to provide the highest standard of professionalism, collaboration, and quality. At the same time, your student is not just a special education student—your student is a CPS Student who receives special education services.

As a district, CPS is committed to one shared vision:

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

This vision defines what we expect all schools to provide to all of our students. Regardless of your student's placement or program of services, we hold this vision for their learning. We believe in your student's potential will support them to grow.

Special Education Teachers and Related Service Providers bring a high degree of knowledge, education, skill and experience to their work with CPS students. What makes their teaching even more powerful, however, is the unique role of parents and families in the special education process. You were your child's first teachers, and you will be the ones to guide them into adulthood.

As you work with us to understand and teach your student, please know that your questions and insights will always be welcome. Together, we will help your student to achieve their goals.

Sincerely,

Kenneth N. Salim
Superintendent of Schools

- 2** A Message to Parents
- 4** Vision and Mission Statement
- 5** Section 1: Key Components of the Special Education Process
 - Child Find
 - Special Education Services
 - Disability Categories
 - Related Services
 - Due Process
- 9** Section 2: Steps in the Special Education Process
 - Referral
 - Assessment
 - Eligibility Determination
 - Development of Individualized Education Program
 - Annual Review/Re-Evaluation
- 14** Section 3: Program Options
 - Description of Programs
 - The Least Restrictive Environment
 - Continuum of Special Education Services
- 18** Section 4: Additional Information
 - Section 504
 - Disciplinary Procedures
 - Transitioning
- 20** Section 5: Parent Resources
 - Special Education - Parent Advisory Council (SE-PAC)
 - Cambridge Advanced Learning Association (CALA)
 - Parent Support Groups
- 23** Section 6: Organizational Structure & Contact Information
 - Office of Student Services School-Based Teams
 - Office of Student Services Central Office Teams
- 27** Appendices

A MESSAGE FROM DR. ALEXIS MORGAN

Dear Cambridge Families,

The Office of Student Services (OSS) would like to extend a warm welcome to all of our students and families as we enter the 2019-2020 school year! Our families are the bedrock to our students' success, and our office is committed to enhancing the quality and provision of services and programs through ongoing collaboration with our community.

OSS is responsible for providing an array of supports and services to meet the unique needs of exceptional learners. Our programs are dedicated to ensuring equitable access to educational excellence for students with disabilities and students who have advanced learning needs.

The *Office of Student Services Parent and Family Handbook* is designed to help our families better understand the continuum of services and supports available to your child. Included is an array of information that provides information on the special education process, a complete list of the special education programs and their locations, and a frequently asked questions and answers section.

In the upcoming months, our office looks forward to communicating with you through timely articles, updates, and events relevant to the families and students we serve through a monthly newsletter. We are confident that our partnerships with our parent advisory groups will lead to positive and lasting change for all students. Thank you in advance for the privilege and honor of serving your children and youth.

Sincerely,

Dr. Alexis Morgan
Assistant Superintendent
Office of Student Services

ABOUT THE OFFICE OF STUDENT SERVICES

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 a student's educational needs in the least restrictive environment. 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.

Finally, the Office of Student Services 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).

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 who 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.

OFFICE OF STUDENT SERVICES EXECUTIVE LEADERSHIP TEAM

Dr. Alexis Morgan | Assistant Superintendent of Student Services

Alexis K. Morgan, Ed.LD is the Assistant Superintendent of Student Services for Cambridge Public Schools. Previously, she served as the Executive Director of Instructional Supports for the Office of Special Education for Newark Public Schools and as a Special Education Specialist/State Interventionist for the New Jersey Department of Education. In both of these positions, she developed and led instructional and curriculum reform efforts that led to increased academic achievement, improved post-secondary outcomes, reliable data management to shape the quality of services and supports, and stronger partnerships with schools and families that promoted a focus on inclusive education. Dr. Morgan has a Doctorate in Education Leadership, a Master's Degree in Education, Policy, and Management from Harvard Graduate School of Education, and a Master's Degree in Special Education from Cheyney University.

Ms. Jean Spera | Special Education Director

In over 25 years of experience in Cambridge Public Schools, Jean has worn many hats: Psychologist, Assistant Director, Director, and Interim Executive Director. She has extensive experience with interpreting psychological evaluations as well as experience with designing and developing programs to support student's social, emotional, and behavioral needs. Jean will be contributing this wealth of knowledge and expertise to the OSS Leadership Team. Jean holds a Master of Education in Counselor Education and Counseling Psychology from Boston College and advanced certificates in School Psychology and Administration.

Ms. Desiree Phillips | Coordinator of Upper Schools and High School

Desiree has worked for Cambridge Public Schools since 2006 and is deeply invested in the lifelong success of students with disabilities. She was a special educator at CRLS in both general education and substantially separate settings for eight years, followed by two years as Lead Teacher for High School, Upper School, and Out-of-District. Desiree holds a Master of Education in Learning and Teaching from the Harvard Graduate School of Education. She also teaches a Moderate Disabilities course at Brandeis University. In her current role, she supervises and supports OSS teams at CSUS, PAUS, RAUS, VLUS, Amigos, CRLS, and the High School Extension Program.

Ms. Shelagh Walker | Coordinator of Pre-School/Special Start

Shelagh has experience in the private sector developing educational programs and as a coach consultant. She holds a Master's Degree in Curriculum, Instruction, and Administration from Boston College and has both public and private experience with organizational design and leadership of educational programs. Shelagh has 20 years of experience as a classroom teacher and educational support. In addition, Shelagh brings extensive local and international experience with developing appropriate educational supports for children. Her educational experience combined with her organizational design skills will be most useful as the OSS Leadership Team charts a new direction for the students and families it serves.

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

Karyn Grace, Ed.D serves as Coordinator for Curriculum, Instruction, and Inclusive Education in the Office of Student Services. Karyn holds a Certificate of Advanced Graduate Studies in Educational Leadership, a Master's Degree in Special Education and undergraduate degrees in Psycho-Social Development and Early Childhood Education. Karyn most recently received an Educational Doctoral Degree in Educational Leadership and Supervision. She brings to this administrative role 21 years of teaching students, working with families, and fostering inclusive practice in Cambridge Public Schools. She has extensive experience as an educational leader with developing and designing professional development both within district as well as the surrounding areas. Karyn Grace is also an adjunct professor for Lesley University and presents nationally and internationally on reading instruction. Karyn has a great track record for the academic gains of her students and has developed positive educator-mentor relationships throughout the district.



SECTION 1: KEY COMPONENTS OF THE SPECIAL EDUCATION PROCESS

VISION & MISSION STATEMENTS

Vision Statement of Cambridge Public Schools

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

The 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 postsecondary 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.

Vision Statement of Office of Student Services

The vision of the Office of Student Services is that “students receive a high quality education in the least restrictive environment through the provision of specialized services and supports to meet their unique learning, social, emotional, and behavioral needs.”

The intent of our vision is to ensure that students with disabilities are:

- Educated in environments with peers who do not have disabilities as often as possible.
- Educated by individuals in ways that address the specific areas that impact a student’s ability to access the curriculum
- Provided opportunities to reach their full capacity and potential for success in all areas.

Mission Statement of Office of Student Services

To collaborate with the school community, families, students, and community stakeholders to ensure the academic, social, and emotional success of every learner.

CHILD FIND

Child Find Notice:

It is the responsibility of Cambridge Public Schools to identify any child who may have a disability who either:

- resides in the City of Cambridge and/or
- is in a district approved home-school program or
- who attends private school within the geographic boundaries of Cambridge (resident or non-resident)

Child Find is an ongoing process used by the Office of Student Services to identify children and youth from the ages of 3-22 who may be eligible for to receive special education and related services because they have a disability. Cambridge Public School’s Office of Student Services is responsible for locating, identifying, assessing, and evaluating (with parental consent) students ages 3-22, who may have a disability to ensure they receive needed special education and related services.

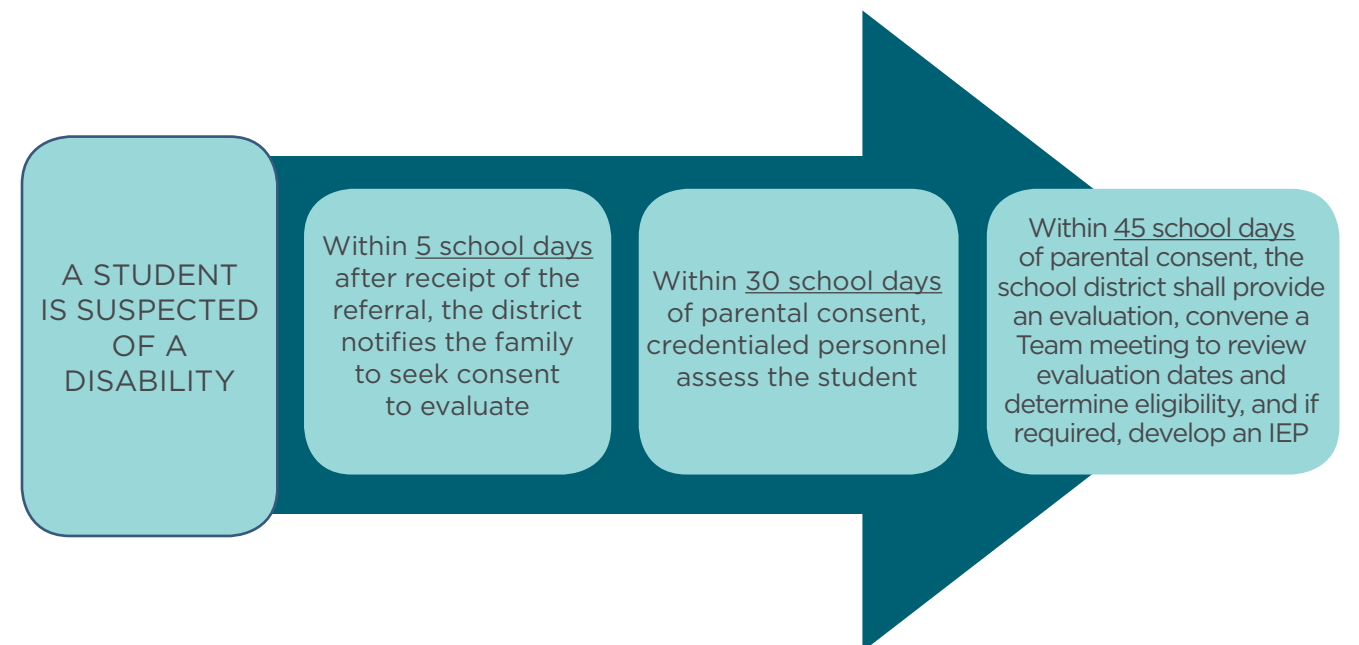
The Office of Student Services is responsible for conducting Child Find activities to inform the public that every child with a disability is entitled to a free, appropriate, public education designed to meet the child’s individual needs.

If you have a concern about your child, contact your child’s school or the Office of Student Services at 617.349.6500 to discuss your concerns and determine if further assessment is warranted.

SPECIAL EDUCATION SERVICES

Special Education is specially designed instruction that addresses the unique needs of students found eligible for special education and related services by fully meeting one of the 13 categories of disability under the Individuals with Disabilities Education Act (IDEA). Note, in order to be eligible for special education and related services, students between the ages of 3 and 22 must have a disability that adversely affects his or her educational progress in school.

Special education services include specially designed instruction and supplementary aids and services (e.g. assistive technology, adaptive materials, and adaptive tools), supports, and anything else needed by the student that will provide meaningful educational benefits.



DISABILITY CATEGORIES

Autism

Autism is developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Communication Impairment

The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language.

Developmental Delay

The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

Emotional Impairment

The student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

Health Impairment

A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment.

Intellectual Impairment

The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts.

Neurological Impairment

The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions.

Physical Impairment

The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions.

Sensory Impairment

The term shall include the following:

Hearing - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorally-presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.

Vision - The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment.

Deaf-Blind - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.

Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

ACADEMIC SERVICES AND SUPPORTS

Overview:

- Academic services are services that are designed for students based on their unique learning needs that are impacted by their disability. Academic services are provided by a special educator and can be delivered across content areas and through various curriculum.

Service Goals:

- Students are able to access the general curriculum
- Students develop into independent learners
- Students perform at rates that align with their non-disabled peers
- Students experience academic growth at rates that align with their non-disabled peers

Service Delivery:

- Individual or small group instruction
- Provided within the general education classroom
- Provided outside the general education classroom
- Collaboration with general education teachers and other service providers

Service Locations:

- All Cambridge Schools K-12

RELATED SERVICES

Overview:

To help your child benefit from special education, he or she may receive additional help, called "related services." Related services are specific support services provided to students with disabilities to help them be successful in their instructional programs. The need for these related services is assessed through the evaluation process, with the involvement of individuals who have specialized knowledge in a specific area.

Goals:

- Ensures access to the instructional program.
- Ensures success in their instructional/school program.
- Ensures support to the student in achieving overall school success.

The following is an abridged version of possible related services with a brief description:

- Counseling* - Services provided by qualified social workers/adjustment counselors, psychologists, and guidance counselors.
- Occupational Therapy* - Occupational therapists identify modifications, specialized supports, and adapted equipment needed by a student to improve the ability to perform school tasks and promote independent functioning in school.
- Physical Therapy* - School based physical therapists assist students with disabilities by addressing needs that impact their ability to participate and access instructional programs and school settings
- Speech and Language Therapy* - Support from the pathologists may include counseling and guidance for teachers, staff, and parents to address the communication needs of students; provision of speech and language therapy interventions for students who require additional specialized supports for access to curriculum; and successful participation and communication in the educational setting.
- Assistive Technology* - Assistive technology services refer to any service that directly assists your child with the selection, acquisition or use of a device. Examples of these services include evaluating your child for assistive technology needs, selecting or fitting a device, and training you or your child in the use of a device.
- Transportation* - Travel to and from school and between schools; the provision of specialized equipment, accommodations, and/or supports if they are required to provide transportation for a student who receives special education services.

DUE PROCESS PROCEDURES

A disagreement about the eligibility, evaluation, placement, individualized education program (IEP), provision of special education, procedural protections of state and federal law for students with disabilities, or disagreement about the 504 plan.

If you cannot come to agreement with the school, you have the right to disagree with the school's decisions concerning your child. This includes decisions about:

- Your child's eligibility for special education;
- Your child's special education evaluation;
- The special education and related services that the school provides to your child
- Your child's educational placement

The Office of Student Services is committed to resolving concerns internally but understands that resolutions may be difficult to achieve; in these cases, OSS supports the parent and family and follows the problem resolution process outlined in state and federal guidelines.

When a school district or parent disagrees about the educational needs of a student with disabilities, either may request mediation. Mediation is a voluntary and confidential dispute resolution process facilitated by the Bureau of Special Education Appeals.



SECTION 2: STEPS IN THE SPECIAL EDUCATION PROCESS

REFERRAL PROCESS

In cases where general education interventions and supports fail to address your child's difficulties in the classroom, his or her teacher will discuss with you any continuing concerns and the possibility of referring your child to the Special Education Team in your building.

What is a referral?

A referral is a written request for an evaluation that is given to the school district when a child is suspected of having a disability and might need special education services. Once a referral is initiated, the school has **5 school days** to send notice requesting consent to test child.

Who can make a referral?

- Parents, or any person in a care giving position
- School personnel
- Agencies concerned with the welfare of students, including city and state agencies

If you believe that your child may have a disability, you may refer your child for an evaluation by submitting a written request to your school district.

Referral for a special education evaluation is the first step in the process of determining if your child should receive special education services. The evaluation should examine all areas of suspected disability and provide a detailed description of your child's educational needs.

INDEPENDENT EDUCATIONAL EVALUATIONS (IEE)

There are times when parents do not agree or have concerns regarding the evaluation conducted by the school district. Parents have a right to request an independent educational evaluation by a credentialed assessment specialist who is not employed by Cambridge Public Schools. **However, the Director of Student Services must approve the request before parents can initiate outside evaluation.**

Parents must notify their school (IEP Team Chairperson or the Director of Student Services) in writing when requesting an Independent Educational Evaluation. Within **10 school days** from the time the school district receives the report, the Team shall reconvene and consider the IEE and whether a new or amended IEP is appropriate.

ASSESSMENT

When your child is referred to the Special Education Team, he or she may receive a full and comprehensive multidisciplinary diagnostic evaluation of the suspected disability and of his or her educational needs. This diagnostic evaluation will be based on an assessment plan developed by the Special Education Team to address the suspected area(s) of disability and your related concerns as the parent. **Your written consent is needed prior to beginning the administration of assessments.**

You are encouraged to ask questions to ensure that you understand what this diagnostic evaluation means so you can provide informed consent. The assessments will be completed by a trained professional and/or team of professionals within **30 school days** from the date that you sign the consent to evaluate form. A team meeting must be held within **45 school days** of receipt of the consent to evaluate to determine eligibility for special education services.

ELIGIBILITY DETERMINATION

After the assessment is completed, you and other members of the Special Education Team will review all of the information collected about your child. The results of the assessment must relate to your child's classroom and academic performance, and should identify both strengths and areas of need. You should ask enough questions that you fully understand the results of the assessments given to your child. **A general education teacher, a special education teacher, your child as appropriate, the assessment specialist(s), school psychologist/team or the administrator's representative will be present** at the Special Education Team meeting to determine whether your child has a disability and is eligible for special education and related services.

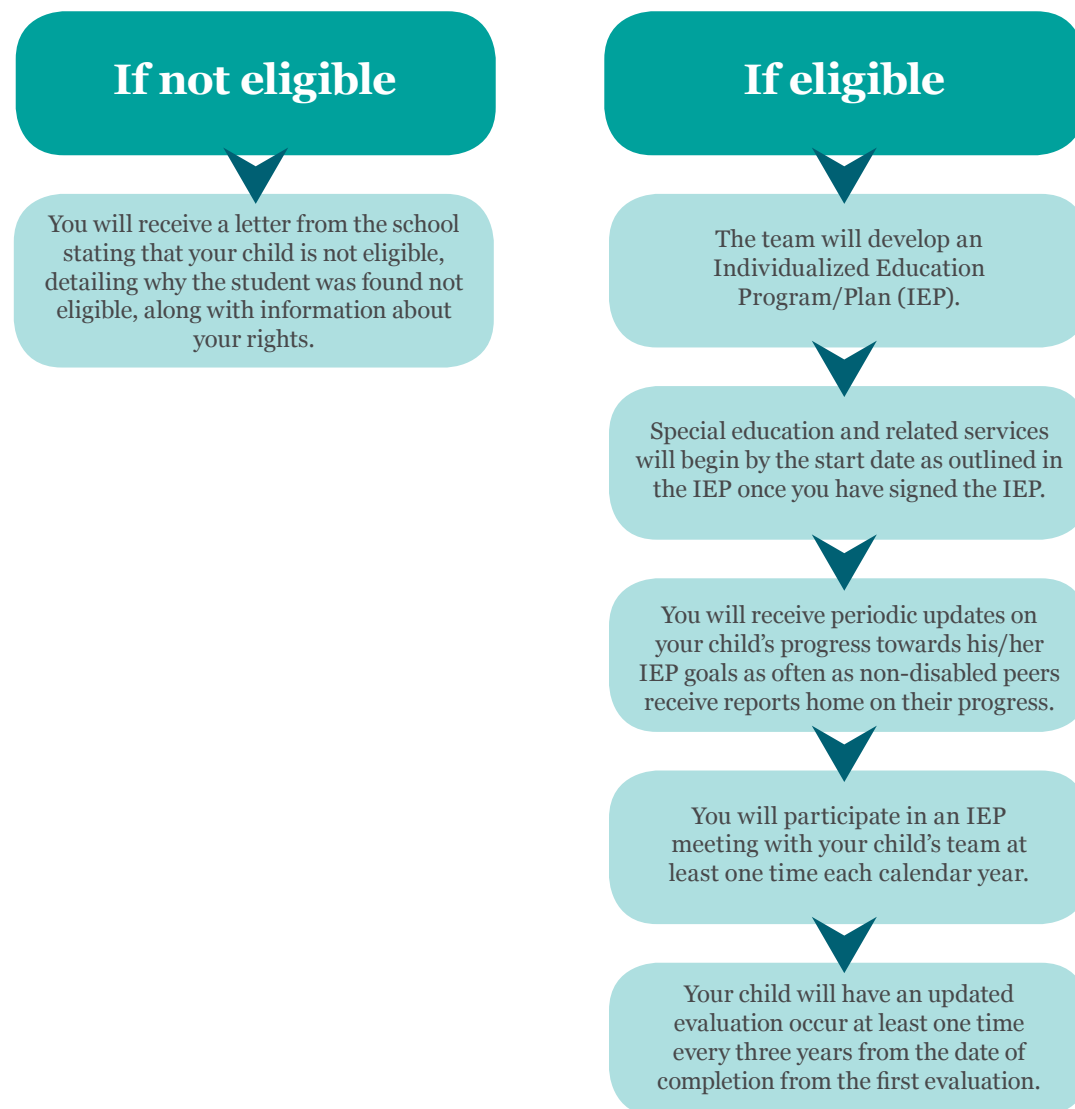
Upon request, summaries of the assessments shall be completed and made available to the parents at least two days in advance of the Team discussion at the meeting.



DEVELOPMENT OF AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

If the Team has found the student eligible for special education, the elements of the Individualized Education Program (IEP) must be discussed, planned and then captured in a written document. As an equal partner in the IEP team, you will work with school personnel in developing your child's IEP, and will be actively involved in all IEP team meetings. The development of the IEP is a student driven process. There are several components that are required to be addressed when developing the IEP. Several areas are outlined below with specific explanation (these are not all components):

- **Vision Statement:** The vision statement is the vehicle that focuses the team on the future of the student. It is designed to help the team focus on the long-term plans for the student.
- **Present Levels of Educational Performance (PLEP):** The present levels of educational performance uses various assessments (formal and informal) to determine the areas of strength and the areas of need. The PLEP is based on current, relevant data and information from a variety of sources that guides the development of the student's goals and objectives.
- **Specially Designed Instruction:** Specially designed instruction addresses the unique needs of the student that results from the student's disability by adapting, as appropriate, the content, methodology, or delivery of instruction. Specially designed instruction ensures the student's access to the general education curriculum. Please note, not all students will need specially designed instruction in all areas of educational need. Furthermore, not all students will require all types of specially designed instruction.
- **Measurable Annual Goals:** The current performance levels of the student are the starting points for the development of measurable annual goals. Current performance levels state what the student can currently do and the areas where the student is not performing within the curriculum, academically, socially, or behaviorally. The goals state what the student will accomplish by the end of the IEP period.
- **Service Delivery:** Service delivery includes the types of service delivery the student will need to reach the IEP goals and to progress in the general curriculum. Types of services may include, related services, academics services and consultation. The Service Delivery page (outlined in your child's IEP) also provides information about the frequency and duration of the service, start and end date, and the personnel who will provide the service.
- **State or District Wide Assessment:** IDEA requires that students with disabilities take part in any state or district-wide assessment. The IEP team will identify the student's assessment participation status for each content area. Alternatively, the Team may decide that the student should participate in an alternate assessment for a specific content area. This section will also identify any **assessment accommodations** for state or district-wide assessments. Accommodations provide students with disabilities by altering the testing conditions to give students equal access to demonstrate what they know. These accommodations are typically categorized into four groups: presentation (e.g., directions or test items read aloud), response (alternate ways to solve or organize a response), timing (changes the length of testing time), and setting (changes the location in which the assessment is given).
- **Transition Planning:** Transition planning is required under IEP 1 Federal law and becomes a major Team focus when a student reaches fourteen years of age. The Team is required to write IEPs that prepare students with disabilities for independence and employment and other post-school activities.
- **Participation in General Education Program:** The IEP must also include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in other school settings and activities.



ANNUAL REVIEW OF THE IEP

Your child's IEP must be formally reviewed and revised at least once a year by your IEP team. The purpose of this review is to see whether your child is making progress toward the stated annual goals.


At the annual review, you should share your observations about any changes in your child's education, including areas of growth, regression or lack of progress. You can prepare for the review meeting by reading your child's current IEP and listing considerations for the development of the next IEP.

THREE-YEAR RE-EVALUATION

In keeping with the mandates of IDEA, DESE requires that a student with a disability be reevaluated every three years (or more often, if conditions warrant) to determine whether he or she continues to have a disability and continues to need special education and related services. This process may be referred to as the triennial reevaluation. This reevaluation is a time to look critically at your child's progress and instructional needs, and determine the effectiveness of the services that are being provided.

IEP TIMELINE

STEP	DATE REQUIREMENTS	FORMS NEEDED
Request for a special education evaluation	School has 5 school days to send notice requesting consent to test child.	<ul style="list-style-type: none"> Notice of Proposal N1 Evaluation Consent Form N1A Parent's Notice of Procedural Safeguards*
Initial Evaluations	<p>Within 30 school days after receipt of parental consent:</p> <ul style="list-style-type: none"> Evaluation assessments shall be completed Notice of team meeting early enough to ensure mutually agreed time and place <p>Within 45 school days of receiving parental consent:</p> <ul style="list-style-type: none"> Assessment summaries completed and available to parents, upon request, at least 2 calendar days before meeting. 	<ul style="list-style-type: none"> Assessment summaries Meeting Invitation N3 Attendance Sheet N3A
Receipt of an Independent Educational Evaluation	<p>Done at parent's request due to disagreement with district's testing.</p> <p>Within 5 school days of parental request:</p> <ul style="list-style-type: none"> District must reply by assenting to the evaluation at a sliding scale and the rate setting fee set by the state or file with the Bureau of Special Education Appeals. <p>Within 10 school days of receiving an IEE at private or public expense.</p> <ul style="list-style-type: none"> A team meeting will be set to review and consider any recommendations. 	
IEP Team Meeting		<ul style="list-style-type: none"> Attendance Sheet N3A Special Education Eligibility Determination ED1 Administrative Data Sheet ADM1 Individualized Education Program IEP 1 - IEP 8
If the student is found eligible for special education services	<p>Following a team meeting:</p> <ul style="list-style-type: none"> Parent receives 2 copies of summary sheet containing disability category, goal areas, objectives and service delivery. If they do not have the summary, Team has 3 calendar days to provide formal IEP. <p>Within 2 calendar weeks:</p> <ul style="list-style-type: none"> District sends formal IEP Placement determination page for parent signatures 	<ul style="list-style-type: none"> Notice of Proposal N1 Individualized Education Program IEP 1 - IEP 8 Placement Consent Form PL 1

 CAMBRIDGE PUBLIC SCHOOLS	AUTISM SPECTRUM DISORDER PROGRAM	BASIC ACADEMICS PROGRAM	FUNCTIONAL ACADEMICS PROGRAM	LANGUAGE-BASED LEARNING DISABILITY	STRUCTURED ACADEMICS PROGRAM	SPECIAL START PROGRAM
	ELEMENTARY					
Baldwin School					•	•
Cambridgeport School						•
Fletcher Maynard Academy	•					
Dr. Martin Luther King, Jr. School						
Graham & Parks School				•		•
Haggerty School						
Kennedy-Longfellow School						•
King Open School	•					
Morse School						•
Peabody School						•
Tobin Montessori School	•					•
K-8						
Amigos School / Escuela Amigos						
UPPER SCHOOLS						
Cambridge Street Upper School	•					
Putnam Avenue Upper School		•	•			
Rindge Avenue Upper School					•	
Vassal Lane Upper School				•		
HIGH SCHOOL						
Cambridge Rindge & Latin School	•	•	•		•	

SECTION 3: PROGRAM OPTIONS

AUTISM SPECTRUM DISORDER PROGRAM/SERVICES (ASD)

Overview:

The Autism Spectrum Disorder (ASD) program is an eleven-month program designed for students diagnosed with an Autism Spectrum Disorder (ASD) ages 3-22 who require intensive, specially designed instruction and support in order to access the curriculum. Students served in the program have needs in multiple areas such as communication, social, behavior, and academic.

Program Components:

- Low student to teacher ratio, staffed with a certified special education teacher and program paraprofessionals
- Eleven-month program
- Evidenced based instruction, intervention and support emphasizing safety, independence, social, functional, academic and behavior skills.
- Empirically based instruction
- Needs based-instruction, intervention and support delivered throughout various settings
- Service delivery (i.e. inclusive, small group, one-to-two, or one-to-one)
- Group and community based activities emphasized during the summer
- Applied Behavior Analysis
- Highly skilled teaching staff in development, social interaction, verbal and non-verbal communication, distractibility, sensory integration, etc.
- Related services consult to teaching staff and direct services to students
- Students participate in lunch, recess and other school-based activities with peers
- Peer buddies as models

Program Locations (ASD):

Fletcher Maynard Academy
225 Windsor St., Cambridge 02139

King Open School
850 Cambridge St., Cambridge
02141

Tobin Montessori School
197 Vassal Ln., Cambridge 02138

Cambridge Street Upper School
850 Cambridge St., Cambridge
02141

Cambridge Rindge & Latin School
459 Broadway, Cambridge 02138

Contact Information:

Stephanie Barney
Autism Specialist
sbarney@cpsd.us

BASIC ACADEMICS PROGRAM/SERVICES (BA)

Overview:

The Basic Academics Program is offered to students in grades K-12 who have moderate to severe disabilities across various domains (i.e. language, fine motor, gross motor, social and cognitive). The program focuses on functional academics and social skills development. Students are taught with a modified curriculum that is aligned to the Massachusetts Curriculum Frameworks. The K-5 classrooms are at the Morse School and the 6-8 Basic Academics classrooms are located at the Putnam Avenue Upper School. The program is provided across the core academic areas in grades 9-12.

Program Components:

- Low student to teacher ratio, staffed with a certified special education teacher and program paraprofessionals
- Staffed with a Certified Special Education Teacher and a Para-professional
- Individualized curriculum and instruction based on student's needs and readiness level
- Multi-sensory approach to instruction
- Positive behavior supports
- Social pragmatics
- Executive Functioning (i.e. setting goals, prioritizing, problem-solving)
- Life Skills (i.e. developing independence, taking responsibility)
- Related Services consult to class and direct services as per the students IEP
- Service delivery in both special education and general education settings as determined by their IEPs
- Students participate in lunch, recess and other school-based activities with peers
- State and district-wide testing as determined by the Team

Program Locations (BA):

Morse School
40 Granite St., Cambridge 02139

Putnam Avenue Upper School
100 Putnam Ave., Cambridge 02139

Cambridge Rindge & Latin School
459 Broadway, Cambridge 02138

Contact Information:

Morse School:
Shelagh Walker
Preschool/Early Childhood
Coordinator
617.349.6502, skellywalker@cpsd.us

Upper Schools & High School:
Desiree Phillips
Upper Schools and High School
Coordinator
617.349.6416, dphillips@cpsd.us

FUNCTIONAL ACADEMICS PROGRAM (FA)

Overview:

The Functional Academics Program is part of the continuum of services from the elementary Basic Academics program. It is a program for students in grades 6-12 through age 22 who have moderate to severe disabilities across various domains (i.e. language, fine motor, gross motor, social and cognitive). The program primarily focuses on functional academics, life skills, and social skills development. Lessons are designed using a modified curriculum that is aligned to the Massachusetts Curriculum Frameworks. There is one 6-8 classroom, a 9-12 classroom, and a post-graduate (18-22) classroom in Cambridge.

Program Components:

- Low student to teacher ratio, staffed with a certified special education teacher and program paraprofessionals
- Individualized curriculum and instruction based on each student's needs and readiness level
- Multi-sensory approach to instruction
- State and district-wide testing as determined by the Team
- Positive behavior supports
- Social pragmatics
- Transition planning and preparation
- Community networking
- Vocational supports
- Related services consult to class and direct services as per each student's IEP
- Service delivery (inclusive, small group, one-to-two, one-to-one)
- Students participate in lunch, recess and other school-based activities with peers

Program Locations (FA):

Putnam Avenue Upper School
100 Putnam Ave., Cambridge 02139

Cambridge Rindge & Latin School
459 Broadway, Cambridge 02138

Contact Information:

Upper Schools & High School:
Ashley McCarthy
High School Lead Teacher
617.349.7774, amccarthy@cpsd.us

Desiree Phillips

Upper Schools and High School
Coordinator
617.349.6416, dphillips@cpsd.us

LANGUAGE-BASED LEARNING DISABILITIES PROGRAM

Overview:

The Learning Disabilities program is designed to address the academic needs of students in grades K-12 who are diagnosed with a specific learning disability and who are performing significantly below grade level. The goal of the program is to ensure maximum progress and success so that students are successful in the general education curriculum. The program is instructed using a structured, sequential, multisensory, systematic reading, and language arts approach to instruction.

Program Components:

- Low student to teacher ratio, staffed with a certified special education teacher and program paraprofessionals
- Staffed with a Certified Special Education Teacher with specialized training in Learning Disabilities and one Para-professional
- Related Services consult to class and direct services as per the students IEP
- Service delivery (i.e. inclusive, small group, one-to-two, or one-to-one)
- Specially Designed Instruction designed around each student's individual learning need
- Students participate in lunch, recess and other school-based activities with peers

Program Locations (Academics):

Graham and Parks School
44 Linnaean St., Cambridge 02138

Vassal Lane Upper School
197 Vassal Ln., Cambridge 02138

Cambridge Rindge & Latin School
459 Broadway, Cambridge 02138

Contact Information:

Graham & Parks:
Karyn Grace
Curriculum, Instructional &
Inclusive Coordinator
617.349.6424, kgrace@cpsd.us

Upper Schools & High School:
Desiree Phillips
Upper Schools and High School
Coordinator
617.349.6416, dphillips@cpsd.us

STRUCTURED ACADEMICS PROGRAM (SA)

Overview:

The Structured Academics program is a therapeutic program designed for students who exhibit both internalizing and externalizing behaviors that adversely affect their educational performance and impede their ability to be successful in the general education classroom with additional supports and services. The program provides academic, social, emotional, and behavior interventions and supports for students who meet the eligibility requirements for special education and is outlined in their Individual Education Plans (IEP's).

Program Goals:

- Achieve academic success and access to the general education classroom and curriculum
- Develop positive interpersonal relationships and skills with peers and adults
- Develop and maintain healthy social and emotional behaviors across settings

Program Components:

- Low student to teacher ratio, staffed with a certified special education teacher and program paraprofessionals
- Group and individual counseling (i.e. theory of mind or perspective taking, building trust, increasing self-worth, taking risks)
- Behavior planning (i.e. individual and classroom)
- Social Pragmatics (i.e. general socialization, communication, non-verbal cues)
- Self-regulation (i.e. sensory integration/regulation, motor planning, coping skills)
- Related Services (consultation and direct services) as designated for individual student IEP's and program needs
- Executive Functioning (i.e. setting goals, prioritizing, problem-solving)
- Life Skills (i.e. developing independence, taking responsibility)
- Social work support/outreach

PRE-SCHOOL/SPECIAL START PROGRAM (SS)

Overview:

The Pre-School program for students with disabilities in Cambridge Public Schools is the Special Start program. The program provides services for preschool aged children, 3-5, who have a disability as outlined by state and federal requirements under the Individuals with Disabilities Education Act (IDEA). The program is designed to service students with a variety of needs from mild to severe disabilities. Students are educated with non-disabled peers in integrated classrooms. Sub-separate classrooms are always paired in buildings with integrated classrooms in order to provide inclusive opportunities for students, as they are ready. The delivery of services is based on the intensity and need of each individual student and is determined by the student's IEP team.

For more information on identification process, please visit our website:

https://www.cpsd.us/departments/special_start/welcome_to_special_start/

Program Components:

- Behavior planning (i.e. individual and classroom)
- Speech and Language therapy/consultation (i.e. general socialization, communication, non-verbal cues)
- Occupational therapy (i.e. sensory integration/regulation, motor planning)
- Low student to teacher ratio, staffed with a Certified Special Education Teacher with specialized training in early childhood/pre-school education and special education and one-three Para-professionals based on the intensity of the needs of the students
- Eleven-month program
- Evidenced based instruction, intervention and support emphasizing safety, independence, social, functional, academic and behavior skills.

Program Locations (SA):

Baldwin School
85 Oxford St, Cambridge 02138

Rindge Avenue Upper School
70 Rindge Ave., Cambridge 02140

Cambridge Rindge & Latin School
459 Broadway, Cambridge 02138

Contact Information:

Elementary:
Shelagh Walker
Preschool/Early Childhood
Coordinator
617.349.6502, skellywalker@cpsd.us

Upper Schools & High School:
Desiree Phillips
Upper Schools and High School
Coordinator
617.349.6416, dphillips@cpsd.us

Program Locations (SS):

Baldwin School
85 Oxford St., Cambridge 02138

Cambridgeport School
89 Elm St., Cambridge 02139

Graham and Parks School (G&P)
44 Linnaean St., Cambridge 02138

Kennedy-Longfellow School
158 Spring St., Cambridge 02141

Morse School
40 Granite St., Cambridge 02139

Peabody School
70 Rindge Ave., Cambridge 02140

Tobin Montessori School
197 Vassal Ln., Cambridge 02138

Contact Information:

Shelagh Walker
Preschool/Early Childhood Coordinator
617.349.6502, skellywalker@cpsd.us

Students with IEP:
Elizabeth Rollins
Special Start Lead Teacher
617.349.3251, erollins@cpsd.us
Heather Francis
Special Start Lead Teacher
617.349.3251, hfrancis@cpsd.us

Lottery:
Rasmiya Ferej, Specialist
617.349.6500, rferej@cpsd.us

OUT-OF-DISTRICT PLACEMENT

An out-of-district placement is a specialized school or program outside your local school district and is determined by your child's IEP Team. Students in out-of-district placements shall be entitled to the full protections of state and federal special education law and regulation. Out-of-district options include, but are not limited to, special education schools approved under 603 CMR 28. The Team shall not recommend a specific program unless it is assured that the adequacy of said program has been evaluated and the program can provide the services required by the student's IEP.

Contact Information:

Joyce Costello
Compliance/Out-of-District
Specialist
617.349.6980, jocosello@cpsd.us

THE LEAST RESTRICTIVE ENVIRONMENT

Least Restrictive Environment, or LRE means to the maximum extent possible, students with disabilities receive an appropriate education designed to meet his or her unique needs alongside of peers who are not disabled in the general education environment with appropriate aids and supports. The removal of students with disabilities from the general education environment occurs only when the nature or severity of the student's disability is such that education in a general education class with the use of supplementary aids and services cannot be achieved satisfactorily.

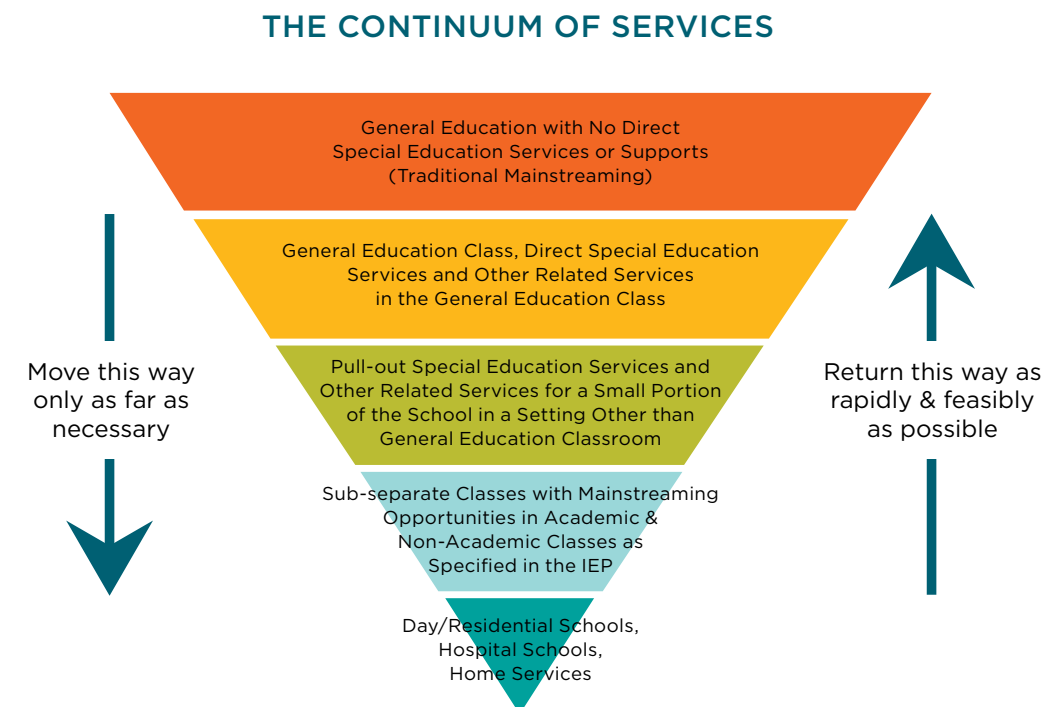
CONTINUUM OF SPECIAL EDUCATION SERVICES

The Continuum of Special Education Services is an array of services to meet an individual student's need that includes:

- Consultative Services for academics and/or other areas of need
- Direct Services in a general education setting or direct services outside of a general education setting
- Direct Services in a Sub-Separate Program
- Related Services

The continuum of services is fluid. Services and service delivery are based on a student's needs and can be rendered throughout an array of educational settings. Educational settings serve as the location for services to be rendered.

The visual pyramid model of continuum of services illustrates how services may move up or down the continuum based on a student's needs.



SECTION 4: ADDITIONAL INFORMATION

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which provides that: “no otherwise qualified individual with disabilities in the United States...shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” 29 U.S.C. 794.

A person may qualify for 504 services if:

1. has a physical or mental impairment which substantially limits one or more of such person’s major life activities,
2. has a record of such an impairment, or
3. is regarded as having such an impairment

Contact Information:

Christine DeAmbrose, Teacher-in-Charge of 504s – 617.349.6508, cdeambrose@cpsd.us

DISCIPLINARY PROCEDURES

Our schools provide a continuum of high-quality social and emotional strategies to create environments conducive to learning for all students. These strategies include restorative practices, conflict resolution, Positive Behavior Intervention and Supports (PBIS), behavioral contracts, and establishing strong rapport with students.

However, when these supports have limited effectiveness in minimizing inappropriate behaviors, school leaders may discipline a student with a disability. The Individuals with Disabilities Education Act (IDEA) and Massachusetts special education regulations provides schools with specific guidance on enacting discipline procedures on students eligible for special education services to protect the rights of students to a free and public education (FAPE).

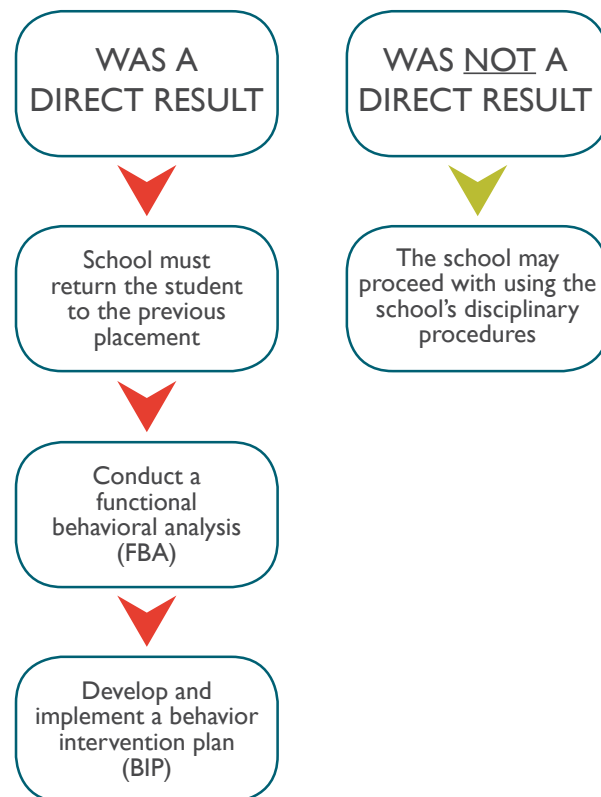
Students may be removed from their programs for up to 10 cumulative and/or consecutive school days per year. Allowable removals include in-school and out of school suspension or assignment to an interim alternative educational setting. Students may be suspended for up to 10 cumulative days in a school year. However, when a student is suspended for more than 10 days consecutively or cumulatively within the school year, it is considered a change of placement and the IEP Team must reconvene to conduct a manifestation determination review to determine if the behavior of concern is a manifestation of the child’s disability.

Long-Term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year.

Short-Term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less.

During the manifestation determination review Team meetings, members of the Team will review all relevant information in the student’s file to determine if the misconduct resulted from the disability.

Contact the Bureau of Special Education Appeals to request a hearing:
By phone: 781.397.4750
By mail: 14 Summer Street, 4th floor, Malden, MA 02148
By fax: 781.397.4770



TRANSITIONING BEYOND HIGH SCHOOL (AGES 18-22)

Secondary transition is a coordinated set of activities for your child to promote his or her movement from high school to post-school activities. The goal of transition is that students acquire skills that are valued in the adult world so they will become independent, productive adults and assume responsibility for their behaviors and accomplishments. Post-school activities include post-secondary education, vocational training, integrated employment (including support employment), continuing adult education, adult services, community participation, and independent living. A coordinated set of transition activities must be based on your child’s needs, taking into account his or her preferences and interests, and must include:

- Instruction,
- Community experiences, and
- The development of employment and other post-school adult living objectives.

Transition planning will begin when your child turns 14 years of age. The IEP Team, including you and your child, will develop a transition plan that identifies your child’s transition goals and service needs.

For more information, please visit the Massachusetts Department of Elementary and Secondary Education website at: <http://www.doe.mass.edu/sped/links/transition.html>

AGE OF MAJORITY

In Massachusetts, a child reaches the age of majority (legal adulthood) at age 18. When a child with a disability becomes an adult, the rights granted to you as a parent by special education policies and procedures automatically transfer to your child regardless of the severity of the disability. You and your child will be notified about this transfer of rights at least *one year before* your child’s 18th birthday. Parents are still allowed to receive all written notices and have access to school records. In certain cases, a child with a disability who has reached the age of majority may not have the ability to provide informed consent. In these cases, court action is required so that a court appointed guardian could give informed consent.

SECTION 5: PARENT RESOURCES

PARENT/CARE-GIVER ORGANIZATIONS

Special Education Parent Advisory Council (SE-PAC) cambridgesepac.org

The Cambridge Special Education Parent Advisory Council (SEPAC) is an all-volunteer organization of parents and caregivers of students with disabilities in Cambridge Public Schools. Our mission is to work for understanding of, respect for, and support of all children with special needs in our community.

Informal and facilitated gatherings give our diverse community the opportunity to share experiences, learn new information to empower you as your child's most important advocate, and offer one another advice and encouragement. We warmly welcome families of students with disabilities in Cambridge to join us at our Family Dinner Nights, Sensory-Friendly Movies, Support Groups, and other activities.

You can find us online through our website, on Facebook, or on Twitter @Cambridge_SEPAC. Or, call SEPAC Family Liaison Zuleka Queen-Postell at 617.593.4402 to receive information and supports to match your needs. We look forward to meeting you!

Karen Dobak, Co-Chair: 617.852.9227
Zuleka Queen-Postell, Liaison:
zqueen-postell@cpsd.us or 617.593.4402

The Dyslexia and Struggling Readers Working Group

The Dyslexia and Struggling Readers Working Group, which is comprised of parents, school administrators, teachers and community members, was formed in July 2019 and began meeting monthly with the Assistant Superintendent of the Office of Student Services and members of her staff to support program improvement for students with language-based learning disabilities, including early screening and intervention, and Dyslexia Awareness. This working group is a sub-committee of the Cambridge Special Education Parent Advisory Council. If you are interested in getting involved, please contact: Zuleka Queen-Postell (zqueen-postell@cpsd.us) and/or Mercedes Soto (soto.mercedesm@gmail.com)



Our purpose is to build effective partnership with school and community stakeholders to ensure that Cambridge Public School students with dyslexia and struggling readers are taught in a way that is research and evidence-based, meets their unique learning and emotional needs, and is rigorous, joyful and culturally responsive. Our goal is to ensure that all students receive personalized support, experience post-secondary success, and become engaged community members.

Cambridge Advanced Learning Association (CALA) cambridgeadvanced.org

CALA (Cambridge Advanced Learning Association) is a parent group for families of children with advanced learning needs. Whether your child needs greater challenge in one or more subjects; is a candidate for acceleration and/or enrichment; is twice exceptional and requires both additional challenge and additional scaffolding; or would benefit from socioemotional support and interactions with similar interest peers, our group is the place to start. At our meetings you have the opportunity to:

- Meet with other parents to share experiences and offer mutual support
- Learn about district, school, and community initiatives to support advanced learners
- Join our parents-only email list and Facebook group to ask questions and share resources
- Share your perspective about issues affecting children with advanced learning needs in CPS

Vera Hoffman, Head of CALA
CambridgeALA@gmail.com

PARENT SUPPORT GROUPS

Help Finding Resources in Cambridge

Community Engagement Team Outreach Workers help Cambridge Public School families connect to school and community events and resources. Outreach Workers are from the Haitian, Bangladeshi, Chinese, Ethiopian, American-born Black, and Arabic and Spanish speaking communities of Cambridge. Please talk to your school's family liaison or your child's teacher if you would like an outreach worker to contact you.

National Alliance on Mental Illness Massachusetts (NAMI Mass)

The National Alliance on Mental Illness of Massachusetts (NAMI Mass) is a nonprofit grassroots education, support and advocacy organization that is dedicated to building better lives for individuals and families affected by mental illness. Through their education programs, support programs and advocacy, NAMI is committed to improve the public's awareness and understanding of mental illnesses; and advocate at all levels to ensure that all persons affected by mental illnesses receive, in a timely fashion, the services that they need and deserve. For more information regarding NAMI Mass, please visit www.namimass.org



24-Hour Helpline:

Cambridge Emergency Services Team (ESP): 1.800.981.4357

National Suicide Prevention Lifeline: 1.800.273.8255

National Suicide Prevention Lifeline Hearing and Speech Impaired with TTY Equipment: 1.800.799.4889.

Bay Cove Human Service Groups

Two ongoing, free support groups are available for parents or guardians of students with disabilities. Facilitated by a Parent Partner from Bay Cove Human Services Parent Support Program, these groups offer safe space to ask questions and get support from other parents and families. To participate, please contact Zuleka Queen-Postell at zqueen-postell@cpsd.us or 617.593.4402.

Online Support Group for Cambridge Families

The Cambridge Parent Advisory Council on Special Education refers parents and families of Cambridge students with disabilities or suspected disabilities to a free, online support email group run by Cambridge families, for families. This confidential and families-only resource is a place to ask questions and seek advice from other parents/guardians of Cambridge students. To sign up for this privately run email listserv, contact the list moderator Maureen Manning at mo.maureenmanning@gmail.com.

Federation for Children with Special Needs

The Federation for Children with Special Needs provides information, support, and assistance to parents of children with disabilities, their professional partners, and their communities. They are committed to listening to and learning from families, and encouraging full participation in community life by all people, especially those with disabilities. For more information, please visit www.fcsn.org.

The Council of Exceptional Children (CEC)

As a professional organization for special educators, CEC's mission is to improve the quality of life for individuals with exceptionalities and their families. CEC has developed a list of resources to provide parents and caregivers with the evidence-based tools and information they'll need to effectively advocate for their exceptional child and partner with professionals to provide special education services. Those resources can be located here: <http://www.cec.sped.org/Tools-and-Resources/For-Families>

Learning Disabilities of America (LDA)

Parents are often baffled by the problems presented by a child with learning disabilities. Often this "invisible disability" does not become obvious until a child reaches school age. Even then, difficulties may be subtle and hard to recognize. Here is a link to support families of students with learning disabilities: <http://ldaamerica.org/parents/>

Autism Speaks

The Center for Disease Control and Prevention estimates that 1 in 68 children in multiple communities has been identified with autism spectrum disorder (ASD). It is 30% higher than estimates from two years ago (2012). With the increase in the number of children identified with Autism Spectrum Disorder, early intervention and education is the key to their success. Autism Speaks is an organization that is committed to support families who have children and adult family members with autism. The link below provides many resources and useful information for families: <http://www.autismspeaks.org/families-adults>

Speech/Language Resources

According to the US Department of Education, approximately 21% of students ages 3-21 are eligible for special education due to a speech/language impairment or communication disorder.

Partners Resource Network: <http://partnerstx.org/speech-language-impairments>
The Center for Speech Language Disorders: <http://www.csls.org>

Cognitive and Developmental Disabilities Resources

Cognitive and developmental disabilities may be considered a low incidence disability, however, the needs of this group of children are great and their needs for support span the course of their lifetime.

Bridges for Kids: <http://www.bridges4kids.org/Disabilities/CognitiveImpairment.html>
Compiled list of resources: <http://www.jpkf.org/links/mrsites.html>

Massachusetts Down Syndrome Congress

A resource for Down Syndrome information, advocacy and rehabilitation: <http://www.mdsc.org>

Vocational Rehabilitation

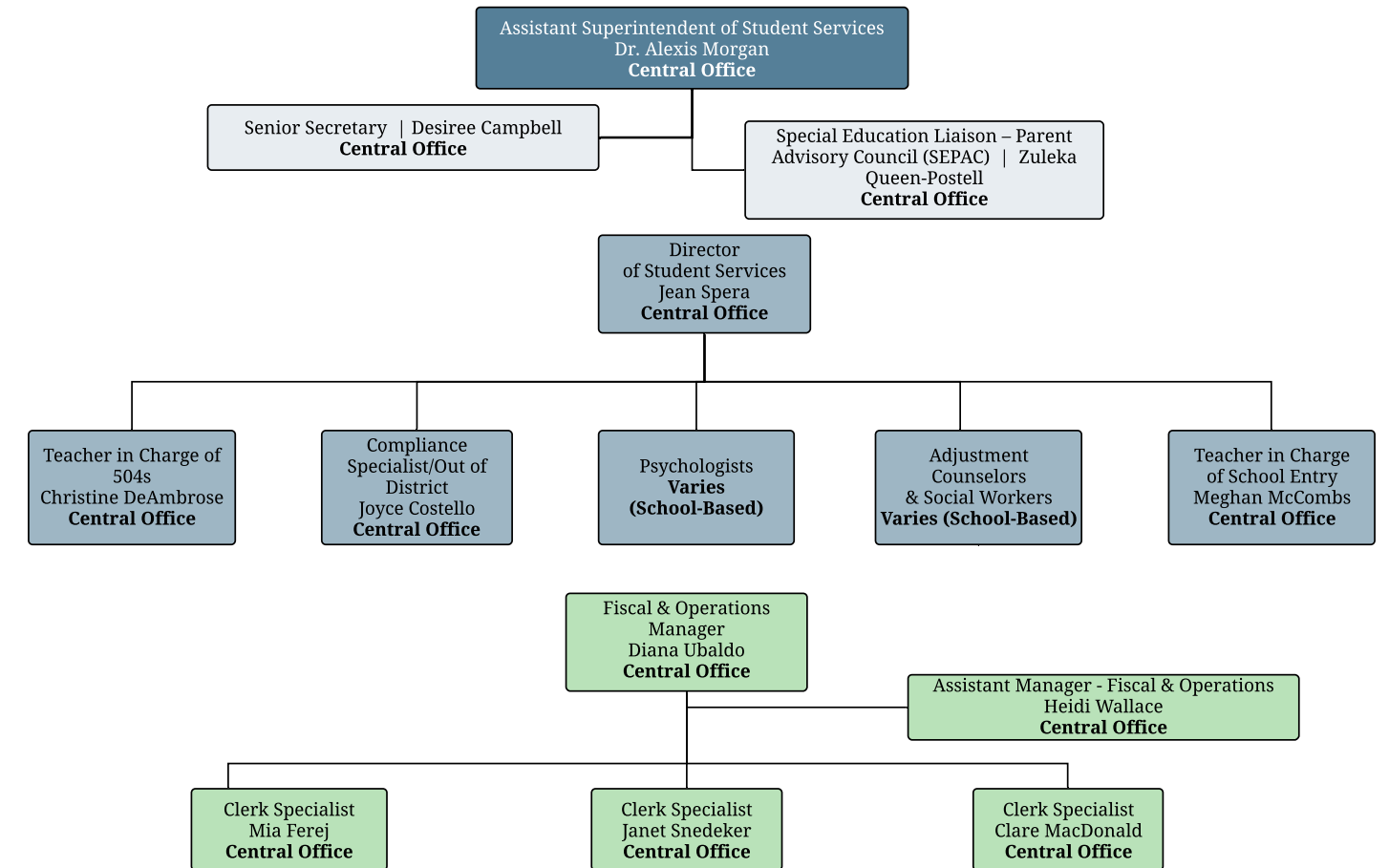
The Vocational Rehabilitation Program assists individuals with disabilities to obtain and maintain employment. <http://www.mass.gov/eohhs/consumer/disability-services/vocational-rehab/>

U.S. Department of Education: Office of Special Education Programs

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

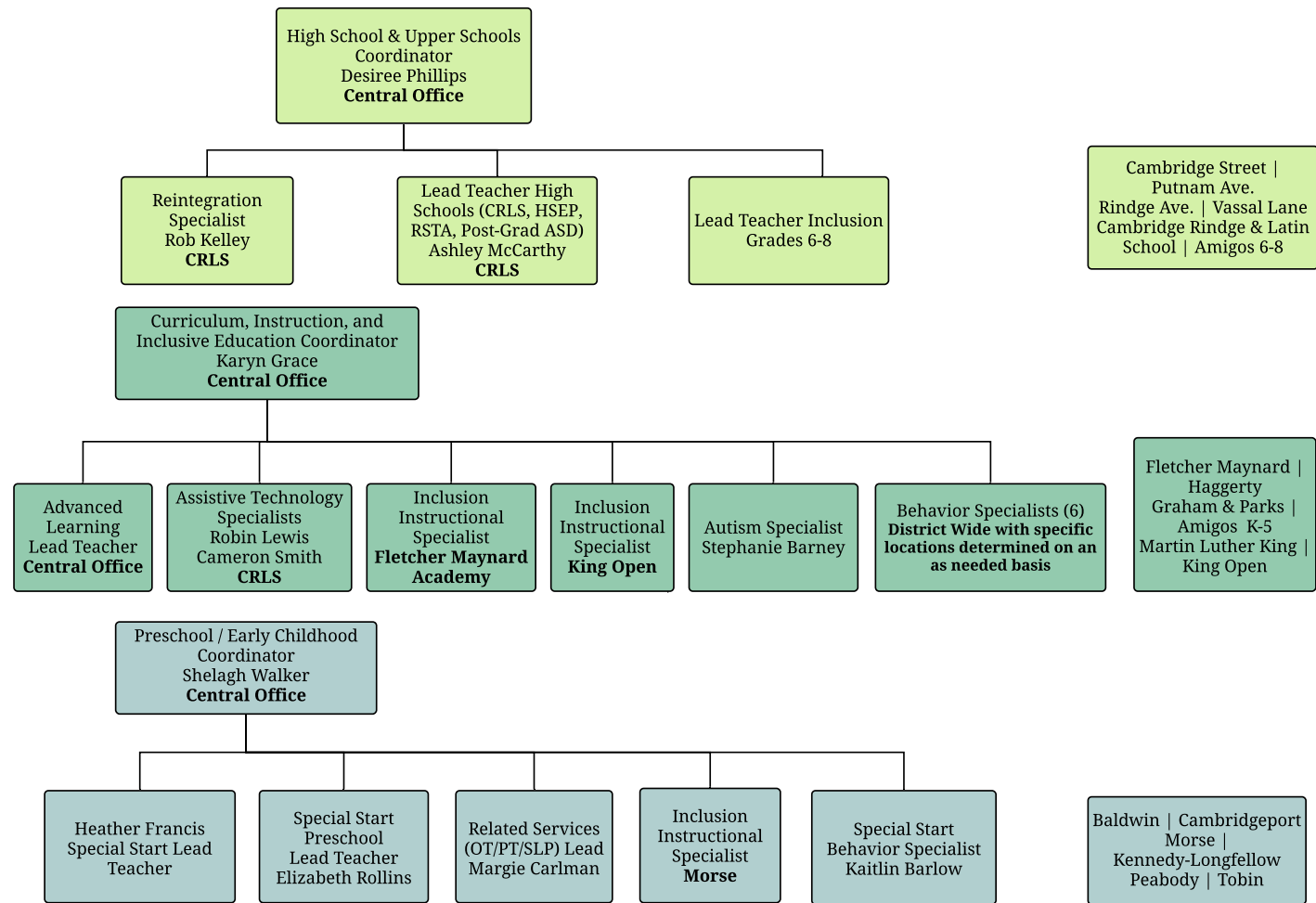
SECTION 6: ORGANIZATIONAL STRUCTURE & CONTACT INFORMATION

The Office of Student Services Organizational Structure – Central Office 2019-2020



Updated July 11, 2019

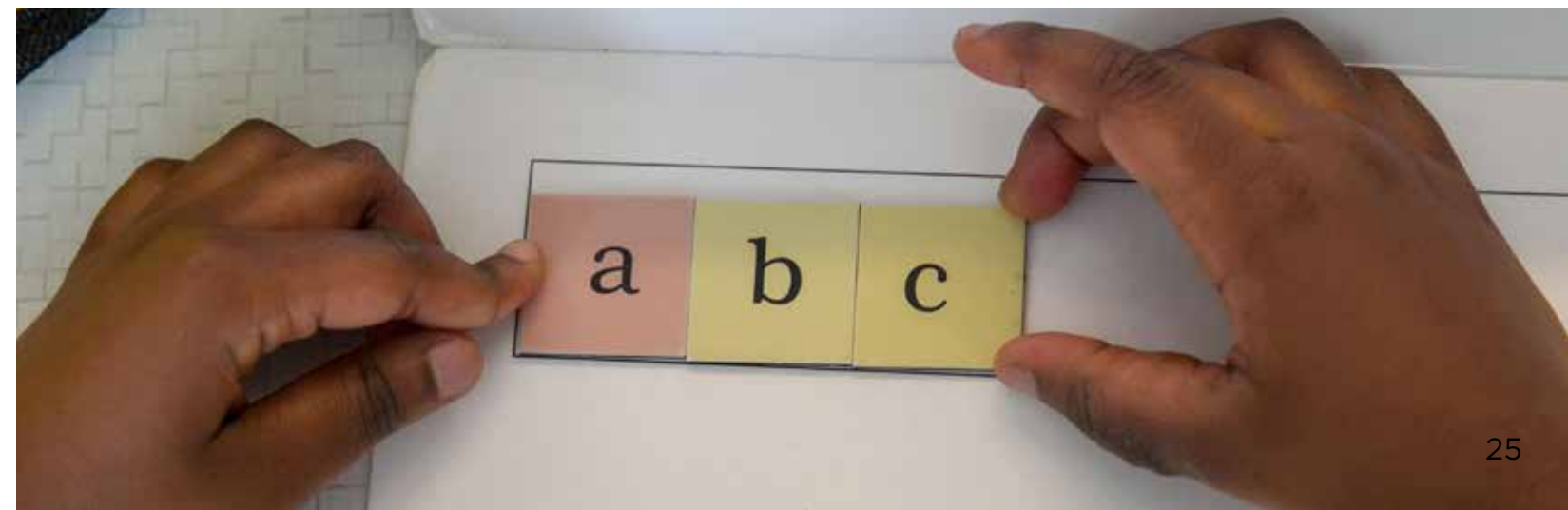
The Office of Student Services Organizational Structure – Schools 2019-2020



Updated July 11, 2019

OFFICE OF STUDENT SERVICES | SCHOOL-BASED TEAMS

School	Principal	Psychologist	Counselor	Main Office #	OSS Coordinator
ELEMENTARY					
Amigos	Sarah B. Marrero	Johanna Homan	Sarah Miller	617.349.6567	Karyn Grace/Desiree Phillips
Baldwin	Heidi Cook	Christine Moley	Raquel Cerqueira Furtado	617.349.6525	Shelagh Walker
Cambridgeport	Katie Charner-Laird	Kerriann Weaver	Gail Nunes	617.349.6587	Shelagh Walker
Dr. Martin Luther King, Jr.	Gerald Yung	Cheryl Green	Kevin Howe	617.349.6562	Karyn Grace
Fletcher Maynard Academy	Robin Harris	Ann Dostert	Cherie Coulson	617.349.6588	Karyn Grace
Graham and Parks	Tony Byers	Sylvia Kinn	Karen Haglund	617.349.6577	Karyn Grace
Haggerty	Nancy Campbell	Kevin Mundt	Jessica Joseph	617.349.6555	Karyn Grace
Kennedy-Longfellow	Christine Gerber	Erica Liu	Rolanda Prophete	617.349.6841	Shelagh Walker
King Open	Darrell Williams	TBD	Ruth Jones	617.349.6540	Karyn Grace
Morse	Dr. Chad Leith	Stephanie Brennan	Cynthia Wheeler	617.349.6575	Shelagh Walker
Peabody	Jennifer Ford	Carmela Ulmschneider	Nadia Jeudy-Pierre	617.349.6530	Shelagh Walker
Tobin	Jaime Frost	Kim Boglarski	Ian Kenney	617.349.6600	Shelagh Walker
UPPER SCHOOL					
Cambridge Street Upper School	Manuel J. Fernandez	Maurine Marcellus	Kini Griffin	617.349.3050	Desiree Phillips
Putnam Avenue Upper School	Mirko Chardin	Leslie Loomis	Mathieu Perry	617.349.7780	Desiree Phillips
Rindge Avenue Upper School	Julie Craven	Megan Martin	Amanda Laws	617.349.4060	Desiree Phillips
Vassal Lane Upper School	Daniel Coplon-Newfield	Heidi Munoz	Susan Peloquin	617.349.6550	Desiree Phillips
HIGH SCHOOL					
CRLS Learning Community-C	Damon Smith	Robin Sperling	Katherine Rocco Blevines	617.349.6674	Desiree Phillips
CRLS Learning Community-R	Damon Smith	Alyssa Tanner	Mara Bentman	617.349.6661	Desiree Phillips
CRLS Learning Community-L	Damon Smith	Devan Hannigan	Allison Wade	617.349.6638	Desiree Phillips
CRLS Learning Community-S	Damon Smith	Shannon Curd	Janeen Bono	617.349.6652	Desiree Phillips
High School Extension Program	Ryan Souliotis	Devan Hannigan	Briget Evans	617.349.6880	Desiree Phillips
CRLS BRYT Program	Damon Smith		Ashley Sitkin	617.349.6630	Desiree Phillips
CRLS SAP Program	Damon Smith		Margaret Hans	617.349.6630	Desiree Phillips
PRE-SCHOOL/SPECIAL START					
The Longfellow Building		Beverly Seidenberg		617.349.6997	Shelagh Walker
The Longfellow Building		Christiana Hryb		617.349.6792	Shelagh Walker
The Longfellow Building		Jennifer Turner		617.349.6628	Shelagh Walker
The Longfellow Building		Aubrey Rogers		617.349.4358	Shelagh Walker



Dr. Alexis Morgan	Assistant Superintendent	617.349.6500	
Jean Spera	Special Education Director	617.349.6507	jspera@cpsd.us
Desiree Phillips	Coordinator for Upper Schools and High School	617.349.6416	dphillips@cpsd.us
Dr. Karyn Grace	Coordinator of Inclusive Education, Curriculum, and Instruction	617.349.6424	kgrace@cpsd.us
Shelagh Kelly Walker	Coordinator for Special Start, Related Services and School Entry	617.349.6502	skellywalker@cpsd.us
Diana Ubaldo	Fiscal and Operations Manager	617.349.6700	dubaldo@cpsd.us
Heidi Wallace	Fiscal and Operations Assistant Manager	617.349.6506	hwallace@cpsd.us
Desiree Campbell	Senior Secretary	617.349.6501	dcampbell@cpsd.us
Rasmiya Ferej	Specialist	617.349.6500	rferej@cpsd.us
Janet Snedeker	Student Support Specialist	617.349.6702	jsnedeker@cpsd.us
Clare MacDonald	IEP Specialist	617.349.4467	cmacdonald@cpsd.us
Joyce Costello	Compliance/Out-of-District Specialist	617.349.6980	jocostello@cpsd.us
Elizabeth Rollins	Lead Teacher for Special Start	617.349.3251	erollins@cpsd.us
Heather Francis	Lead Teacher for Special Start	617.349.3251	hfrancis@cpsd.us
Margie Carlman	Lead Teacher for Related Services	617.349.6883	mcarlman@cpsd.us
Ashley McCarthy	Lead Teacher for High School	617.349.7774	amccarthy@cpsd.us
Stephanie Barney	Autism Specialist		sbarney@cpsd.us
Jessica Middlebrook	Lead Behavior Specialist	617.349.6701	jmiddlebrook@cpsd.us
Christine DeAmbrose	Teacher in Charge of 504s	617.349.6508	cdeambrose@cpsd.us
Rob Kelley	Reintegration Specialist	617.349.7774	rkelley@cpsd.us
Robin Lewis	Assistive Technology	617.349.6677	rlewis@cpsd.us
Cameron Smith	Assistive Technology	617.349.6677	csmith@cpsd.us
Meghan Singh	Teacher in Charge of School Entry	617.349.9448	msingh@cpsd.us
Zuleka Queen-Postell	Special Education Liaison - Parent Advisory Council (SEPAC)	617.593.4402	zqueen-postell@cpsd.us

APPENDIX A: TRANSPORTATION

Students with disabilities are eligible for door-to-door transportation as outlined in their IEP and determined by their IEP Team. The health and safety of our students is very important, therefore, the guidelines for pick-up and drop-off of students are closely adhered to. Below are some of the guidelines:

- Changes to pick-up or drop-off locations should be requested and reported to SP&R by Cambridge Public Schools (CPS) only. SP&R will not make any changes without approval or notification from CPS.
- Students will only be dropped off at a residence or childcare facility where an approved adult meets the bus.
- Parents should notify the bus company at 781.224.0003 if their child will not be attending school on a certain day. Transportation will be discontinued after the third day of an unreported absence.
- Students are never left at a drop-off location when the bus is not met by an adult unless they are over the age of 12 and the parent signed a waiver. If the bus arrives and there is not an approved adult to retrieve the child, the student will be taken to the Office of Student Services district office at 159 Thorndike Street.

Important Numbers

- SP&R - 781.224.0003 - notify SP&R if student will be absent, or if you transport your child to school and want SP&R to transport home. Call SP&R if the bus is running late.
- CPS In-District Transportation/McKinney Vento: Tina Fisher and Mary Canavan - 617.349.6862
- CPS Out-of-District Transportation: Janet Snedeker - 617.349.6702
- Report problems, concerns, or changes in your child’s transportation schedule to Tina Fisher and Mary Canavan for In-District transportation or Janet Snedeker for Out-of-District transportation. Contact CPS if the bus is more than 25 minutes late, or if there is a pattern of lateness either in morning pick up, drop off at the school, late pick up from the school in the afternoon, or late drop off at home.

APPENDIX B: NOTICE OF PROCEDURAL SAFEGUARDS

Please visit Massachusetts Department of Elementary and Secondary Education to view Parent’s Notice of Procedural Safeguards. <http://www.doe.mass.edu/sped/prb/>

APPENDIX C: GLOSSARY

Accommodations—adaptations to presentation or setting that can typically and easily occur in general education—they do not involve modifying the material content but do allow students to received information in a more effective manner.

Assistive Technology Device—any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a person with disability.

FAPE—Free and Appropriate Public Education, including special education and related services that are provided at public expense under public supervision and direction and without charge; that meet the standards of the State Educational Agency (SEA) including requirements of IDEA.

504 Accommodation Plan—a written document detailing adaptations to be made to assist a child with a disability in access to the general curriculum and to a free and appropriate public education; does not involve specially designed instruction.



General Education Curriculum—Frameworks in Massachusetts—Federal Regulations define it as the curriculum used with typical learners.

IDEA—(federal) Individuals with Disabilities Act, reauthorized 1997.

LEA—Local Education Agency; usually, the town or city.

LEP—Limited English Proficiency

LRE—Least restrictive Environment; the school district shall ensure that, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities, and that special classes, separate school, or other removal of children with special needs from the general education program occurs only if the nature of severity of the disability is such that education in general education classed with the use of supplementary aids and services cannot be achieved satisfactorily.

Progress effectively in the general education program—to make documented growth in the acquisition of knowledge and skills, including social/emotional development, within the general education program, with or without accommodations, according to chronological age and developmental expectations, the individual educational potential of the child, and the learning standards set forth in the Massachusetts Curriculum Frameworks and the curriculum of the district; the general education program includes preschool and early childhood programs offered by the district, academic and nonacademic offerings of the district, and vocational programs and activities.

Special Education—specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, and shall include the programs and services set forth in state and federal special education law; it is a modification of instruction, instruction level, content and/or performance criteria; specially designed instruction is a modification not regularly provided for students in the general education program.

Supplementary Aids & Services—aids, services, and other supports that are provided in regular education classes or other education—related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.

Team—a group of persons, meeting, participant requirements of federal special education law, who, together, discuss evaluation results, determine eligibility, develop or modify an IEP or determine type of placement ; the IEP team for each child includes:

- parents
- at least one regular education teacher of the child
- at least one special education teacher of the child
- if appropriate, at least one special education provider of the child
- a representative of the public agency who is:
 - o qualified to provide or supervise provision of specially designed instruction to meet the unique needs of children with disabilities
 - o knowledgeable about general curriculum
 - o knowledgeable about availability of resources of public agency
- an individual who can interpret the instructional implications of evaluation results (may be one of the above, or next attendee).

At discretion of parent and agency, other individuals who have knowledge or special expertise regarding child, including related services personnel as appropriate; if appropriate for the child.

Transition—commonly used to refer to the change from secondary school to postsecondary programs, work, and independent living typical of young adults; also used to describe other periods of major changes such as from early childhood to school or from more specialized to mainstreamed settings.

APPENDIX D: ACRONYMS IN SPECIAL EDUCATION

ABA – Applied Behavioral Analysis

ASD - Autism Spectrum Disorder

ADA – Americans with Disabilities Act of 1990

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

AT – Assistive Technology

BIP – Behavior Intervention Plan

BSEA – Bureau of Special Education Appeals

BTR – Behavioral Treatment Residence

DCF – Department of Children and Families (formerly DSS)

DD – Developmental Delay

DDS – Department of Developmental Services (formerly DMR, effective 7/1/09)

DESE – Department of Elementary & Secondary Education (formerly DOE)

DMH – Department of Mental Health

DOE – U.S. Department of Education

DPH – Department of Public Health

DYS – Department of Youth Services

ED – Emotional Disability

EI – Early Intervention

ESY – Extended School Year

ETV – Educational and Training Voucher

FAPE – Free Appropriate Public Education

FBA – Functional Behavioral Assessment

FERPA- Family Education Rights and Privacy Act

GAL – Guardian Ad Litem

IAES – Interim Alternative Educational Setting

IDEA – Individuals with Disabilities Education

Improvement Act of 2004 Public Law 108-446

IEE – Independent Education Evaluation

IEP – Individual Education Program

IFC – Intensive Foster Care

IFSP – Individual Family Service Plan

LEA – Local Education Agency

LD – Learning Disability

LRE – Least Restrictive Environment

MCAS – Massachusetts Comprehensive Assessment System

MCB – Massachusetts Commission for the Blind

MCDHH – Massachusetts Commission for the Deaf and Hard of Hearing

McKinney-Vento – Homeless Assistance Act

MRC – Massachusetts Rehabilitation Commission

MTSS – Massachusetts Tiered System of Support

OT – Occupational Therapy

PLEP – Present level of Educational Performance

PT – Physical Therapy

PL – Public Law

PQA – Program Quality Assistance

PTSD – Post Traumatic Stress Disorder

SEA – State Education Agency

SED – Serious Emotional Disability

SEIS – Special Education in Institutional Settings

Section 504 – Section of the Vocational Rehabilitation Act of 1973

SESP – Special Education Surrogate Parent

SLD – Specific Learning Disability

STARR – Stabilization, Assessment, and Rapid Reunification

TPF – Transition Planning Form

VR – Visiting Resource





WWW.CPSD.US

School Committee Members, 2019-20:

Mayor Marc C. McGovern, Manikka L. Bowman, Emily R. Dexter, Alfred B. Fantini, Laurance V. Kimbrough, Kathleen Kelly, Patricia M. Nolan

Cambridge Public Schools is an equal opportunity employer and is committed to the provision of quality educational programs for all students. Cambridge Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, sexual orientation, disability, genetic information, age, veteran or marital status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.



**CAMBRIDGE
PUBLIC SCHOOLS**



Office of Student Services
159 Thorndike Street, Cambridge, MA 02141
Phone: 617.349.6500 Fax: 617.349.6504