

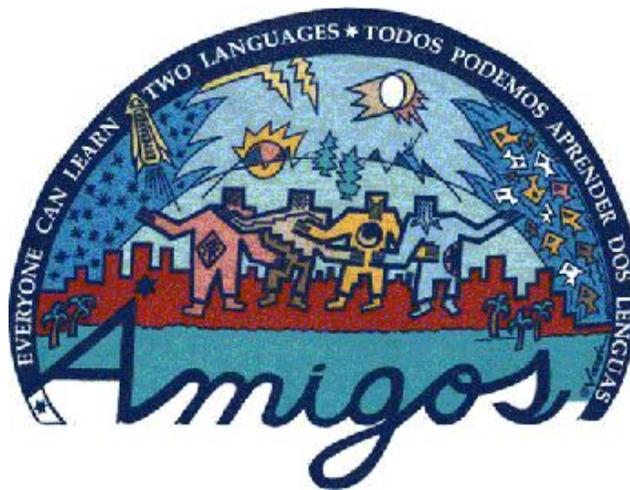
Cambridge Public Schools
Upper School Network

Amigos Two-Way Immersion School
Upper School Handbook
Grades 6 – 8

Policies, Practices and Programs at the Amigos Upper School

2016-2017

Normas, prácticas y programas en la Escuela Intermedia de Amigos



Escuela Amigos School, TWI JrK - 8
15 Upton Street
Cambridge, MA 02139
Main Telephone Number: (617) 349-6567
Fax: (617) 349- 6833

Principal/Directora: Sarah Bartels-Marrero
Assistant Principal/Subdirector: Marco Curnen

Mission Statement

Nuestra misión

English

The Amigos School is committed to a strong tradition of excellence in a dual language education of English and Spanish.

Our mission is to provide a child-centered environment rich in academics and interpersonal experiences.

The Amigos School develops socially responsible and critical thinkers who are competent bilingual/biliterate students.

We strive to create citizens who make positive contributions to our local community and to the world.

Our diversity is our greatest strength.

Español

La Escuela Amigos está dedicada a una sólida tradición de excelencia en la educación bilingüe del inglés y el español.

Nuestra misión es la de proveer un ambiente centralizado en el estudiante, rico en experiencias académicas e interpersonales.

La Escuela Amigos desarrolla pensadores críticos y sociales que son estudiantes competentemente bilingües.

Nos esforzamos en crear ciudadanos que contribuyen de manera positiva a nuestra comunidad local y al mundo.

Nuestra diversidad es nuestra mayor fortaleza.



School Start and Dismissal Times

The Amigos school hours are 8:55 am – 2:55 pm. Students may arrive as early as 7:30 am and report to the cafeteria where the before school program is held. At 8:00 am, the lower gym or the outside park areas are open with supervision for all upper school students. The first bell rings at 8:40 am, whereby all students are dismissed from the cafeteria, park or gym to their first homeroom block.



Breakfast/Lunch

Breakfast and Lunch are available for all upper school students at Amigos. Breakfast and Lunch are available at a free or reduced price for those families whose income qualifies them for this benefit. Prices for the daily breakfast and lunch are listed below. Research demonstrates that students who eat a healthy breakfast are better prepared to engage in academic work and perform overall better than students who do not eat breakfast. We strongly encourage all of our students to eat breakfast in the morning, either at school or at home before they come to class.

Prices 2016-2017	Elementary/Upper Schools	
	Standard	Reduced
Breakfast	\$1	\$.30
Lunch	\$2.75	\$.40
Milk	\$.50	



Homeroom

Upper School students report to their homerooms every morning to meet with their homeroom teachers and advisors, greet their friends and gather the news of the day. Teachers take attendance in the morning between 8:40 am and 8:55 am, and provide important daily announcements. In the afternoon, they go to their lockers at 2:55 pm and then wait for their buses in their respective homerooms. Walkers leave after the first bell.



The Circle of Power and Respect (CPR) / Advisory

Each day begins with a homeroom circle in which students greet each other respectfully, share what's happening in their lives, and move around in activities that teach important social skills in a lively way. The CPR helps students make the transition from home to school and establishes a clear path into the learning day. It is an essential part of each Upper School

student's day, beginning as early as 8:45 am and no later than the official beginning of the day, 8:55 am. Advisory is a part of the CPR, dedicated to building community, increasing self-management skills, and preparing adolescent learners for the academic day.

Developmental Designs (DD)

The Amigos School follows the practices of Developmental Designs, a social skills curriculum which offers an array of strategies designed to keep our Upper School students



safe, connected, responsible, and engaged in learning. This approach is based on research – grounded in the belief that healthy and enjoyable relationships are the foundations for success in schools. In order to establish and maintain those relationships, teachers must know their students, and students must know and appreciate one another. Clear parameters for acceptable behavior must be drawn and consistently maintained, and learning must be active, exploratory, relevant and varied. The approach to behavior management is based on our belief that all students want to contribute and be successful. The purpose of correction is not to punish, but to clarify expectations, provide a chance to restore order, safety and relationship, foster new habits and help students build self-control.

Discipline

Discipline is usually handled by the classroom teachers; on some occasions the Assistant Principal or Principal. Our goal at Amigos is to be both firm and understanding, using the moment to enhance a student's growth and appreciation of rules and expectations.

The Amigos School subscribes to the expectations and norms set forth in our Behavior Matrix for the school, supported by the practices and approaches of Developmental Designs.

Repeated problems or a serious breach of school rules may result in suspension, as outlined in the Cambridge Public Schools Rights and Responsibilities Handbook, which is posted on the school district's website.

Attendance/Absences

Children learn better and achieve higher degrees of success when they consistently attend school. Regular and punctual attendance contributes to the general welfare of the entire student body by reducing disruption to the learning environment. Daily attendance and punctuality are essential to the child's future school and job success. *The expectation is that all students will have, at a minimum, at least ninety-five percent (95%) attendance in school and in each class during the school day.*

Please keep the following practices in mind this school year:

- a. **Parents/Guardians must call the school to give notification of an absence by no later than the morning of the absence.**
- b. If a call is not made, a note from the parent/guardian or the student's medical provider is due on the day that the student returns to school explaining the absence. No student, however, shall be sent home to obtain a written explanation from his/her parent/guardian during a school session.
- c. In the instance of a chronic or irregular absence due to illness, the school principal may request a physician's statement in order to justify the absence.
- d. If an extended absence of a student is foreseen, the parent/guardian should contact the principal to make arrangements for the completion of academic requirements.
- e. A student who is truant, chronically absent or tardy will be referred to the Office of the Safety and Security.

Excused absences include:

- a. Absences attributable to personal health; grieving due to a death in the family;
- b. Observance of a religious holiday;
- c. Medical appointments that absolutely cannot be made outside of school hours or counseling visits;
- d. Legal matters requiring a personal appearance;
- e. Suspensions in or out of school;
- f. School-related trips, assemblies or meetings;

Unexcused absences include:

- a. Truancy from school or from individual classes;
- b. Trips not approved in advance by the principal;
- c. Leaving the school building during the school day without signing out in the Principal's office;
- d. Oversleeping or otherwise being tardy to school (**Three unexcused tardies will be counted as one unexcused absence**);
- e. Any other absence that is not reported by a parent/guardian or medical provider per telephone or written note.

Each teacher shall keep an electronic record of student absences or tardies. The first bell is at 8:40 am and students should proceed to lockers and homerooms at this time. A student who enters the classroom after 8:55 am shall be recorded as tardy and needs to report to the office to get a tardy pass. Parents/guardians will be notified of any absence and/or tardiness by a student with a computer-generated phone call.

When a child has been tardy five (5) times or has been absent five (5) days or ten (10) half-days in the previous six (6) months for which no lawful excuse for said tardies or absences has been presented, it shall be the duty of the principal of the school in which such child is enrolled to report the attendance record to the Superintendent of Schools.

Any student with an excused absence from school or class will be allowed to make up the class assignments according to school policy.



Snack

All upper school students are encouraged to bring a snack from home on a daily basis. Preferably, students are encouraged to bring fruits and vegetables, whole-wheat crackers or pretzels, or nutritional bars and water. Students are given snack time during their 4th period class at 11:10am, a practice that has worked exceptionally well in the past. Since this is a “working snack”, we appreciate snacks that are easy to manage and mess-free.

Given serious anaphylactic reactions to nuts in all upper school grades at Amigos, we ask that **nut-free snacks be sent to ensure the safety of all our students**. If a student were to eat a snack with nuts on a desk that an allergic student were to use the next period, the reaction could be life-threatening.

Dress Code

At Amigos, students shall have the right to express themselves by the dress and hair style of their own choosing provided students meet their responsibility to dress and groom in a manner that conforms to *professional standards of health and safety*. After many revisions of the dress code and conversations with upper school students through the years, **we have simplified our code with gender-neutrality in mind**.

- Students will not wear hats unless the school is celebrating ‘Hat Day’.
- Students will not wear shirts or sweatshirts that send a demeaning or disrespectful message to any member of our community.
- Underpants should remain, as they suggest, under clothes and not visible.
- Students will select clothes that allow for a complete range of movement--bending down, reaching up, stretching, etc-- without needing to adjust their clothes.*

Students who break this code will receive a reminder about how their clothes do not meet our dress code. Their parents/guardians will receive a call or email from their Advisor explaining why their child’s clothing choice did not meet our standards for active and practical wear.

Please review these rules with your child, and support them in following them.

Lockers

Students are assigned a locker every year in Upper School. 6th graders will receive their locker assignment once they have memorized their lock combination and can comfortably open their lock three times in a row. All students are allowed to use their lockers in the morning before

Grading and Reporting

Students will be issued two progress reports and two report cards this year. Parent-teacher conferences with your student’s homeroom teachers will be held twice a year.

Semester 1:	September 6th-January 27th
Semester 2	January 30th - June 19th
● Progress report issued November 18th (end of First Quarter)	
● Report card issued February 3rd (end of Second Quarter, Semester 1)	
● Progress report issued April 13th, (end of Third Quarter)	
● Report card issued end of year June 20th (end of Fourth Quarter, Semester 2)	

Parents/guardians will be able to access their child’s ongoing grades in all core subjects via their Aspen computer grading accounts. Parents will be given guidelines and instructions to access their child’s grades throughout the year. All information will be password-safe and grant parents/guardians access solely to their child’s account.



On the district-wide Upper School report card, students receive traditional letter grades from “A” to “NP” for each of their core subjects and specials. In this context, a student generally receives an “A” grade when he/she is *exceeding the standards* specific to the subject, a “B” grade when he/she is *meeting the standards*, a “C” grade when he/she is *progressing toward the standards*, a “D” grade when he/she is *beginning to understand of the standards*, and an “NP” grade when he/she is *failing to understand the standards*. The grades correspond to the student’s mastery of the standards for each class according to the District frameworks and Massachusetts Common Core.

Homework Expectations and Support

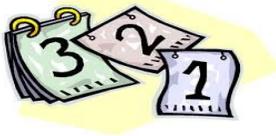
Homework is assigned at the upper school level on a daily or weekly basis, depending on the content area and decision of the teacher. The purpose of homework is to supplement the instruction that has taken place during the school day.* Students have been provided with an Amigos Agenda in which they record homework for each content area. Students and families may also track homework assignments through Aspen.



Please note that while homework may not be factored into the report card, homework completion is inextricably linked to summative assessments (final projects, exams, essays, etc.) and plays an important role in the student’s grade. Homework also plays an important role in supplementing skill development and building independent work habits. Ultimately, homework management and success prepare students for a smooth transition to high school and college.

This year, teachers will be posting homework in Aspen. Students and their parents/guardians can refer to the student agendas and their Aspen accounts for updates after 3:30pm. Homework completion time varies between one hour to one hour and a half each night for 6th graders and up to two hours for 7th and 8th. We will guide each student to record their homework assignments in their agenda and we will give students the opportunity to clarify assignments with teachers or peers at the end of each class period.

*Please note that students in the Accelerated Math Pathway (AMP) in the 7th and 8th grades have different expectations for homework commitment and time.



Testing Dates - MCAS 2.0

Testing dates for the Massachusetts State tests are determined a year in advance. The testing windows for the ACCESS (English Language Learners), students and for MCAS tests are:

- **ACCESS** – Jan. – Feb. 2017
- **ELA** – April – May 2017
- **Math /Science** – April - May 2017

In addition to the academic results, the school is graded on the participation of each student's MCAS tests. As such, we expect that all students are available during these important testing dates. *Parents are strongly urged not to take their students on vacation at any time during these testing windows.* Your cooperation and support in this effort is greatly appreciated.

Addressing Student Concerns

For any concern that your child communicates to you, *please speak directly with your child's teacher first.* We take any concern or question like this seriously. We also recognize that a child may present a concern to a parent/guardian without including all perspectives or details.



Please ask the teacher about your concern from a stance of establishing the facts. We are confident that with timely (within 1-2 days at the most) and direct communication with your child's teacher (e.g. phone conversation), you will arrive at a clear understanding of what took place and what next steps, if necessary, will be taken to address this concern. We believe that by communicating directly with the classroom teacher about a child's concern, we reinforce a respectful and professional atmosphere of communication that addresses both the family's needs as well as respects the professional role of the teacher/staff member. If, after several attempts to follow these steps, you are still not satisfied with the response, you are welcome to contact the school administration.

How to Communicate with the Amigos School



• **Office:** Please call the Amigos main number (617) 349-6567, to speak to the school secretary, Sheila Colón, or to leave a message on the school’s voice mail. If you are leaving a message, please be sure to speak slowly, leave the time and date and a number where we can reach you. Our office staff is bilingual and can receive and respond to your inquiries in either Spanish or English.

• **Classroom Teachers:** Parents may reach teachers in a number of ways. First, you may call the office to speak to the school secretary and leave a message with her. *If your message is urgent, we ask that you call to speak to the school secretary* as teachers are not required to pick up their phone during the day and cannot be interrupted during instructional hours. Some Upper School teachers and staff may elect to provide families with their cell phone numbers. This form of communication is optional and based on teacher preference.

*Please respect the *confidentiality of emails received from teachers and administrators*. This communication is meant to be between teacher and parent. As a result, we ask that parents do not forward or quote messages from teachers or administrators to other parents or disseminate them through the listserv or social media.*

All of the teachers may be contacted through the CPS First Class Email. Parents should be reminded that teachers are not expected to read or respond to email during the school day and that all teachers should be given up to 24 hours to respond to an email message.

Upper School Staff and Email addresses:

· Dacey Sartor	dsartor@cpsd.us
· Caroline Butler – Rahman	cbutler-rahman@cpsd.us
· Laurie Ferhani	lferhani@cpsd.us
· Michael Batt	mbatt@cpsd.us
· Brian Boyd	bboyd@cpsd.us
· Caryn Collins	ccollins@cpsd.us
· Vionette Matos	vmatos@cpsd.us
· Rebecca Sawady	rsawady@cpsd.us
· Patrick Kantlehner	pkantlehner@cpsd.us
· Trish Hayes	thayes@cpsd.us
· Jorge Arce	jarce@cpsd.us
· Annette Colón	acolon@cpsd.us
· Aimee Chanler	achanler@cpsd.us
· Richey Tally	rtally@cpsd.us

· John Frazee	jfrazee@cpsd.us
· Sharon Hamel	shamel@cpsd.us

Support Services: *Special Education Teacher, School Counselor, and School Psychologist*

• Jillian Kalen	jkalen@cpsd.us
• Sarah Miller	smiller@cpsd.us
• Amy Hrobak (6-8)	ahrobak@cpsd.us
• Johanna Homan	jhoman@cpsd.us

ICTS (Information, Communication and Technology Services), Support Staff:

School Librarian and Technology teacher

• Melisa Paulino	mpaulino@cpsd.us
• David Albert	dalbert@cpsd.us

Administration / Office and Health Email addresses:

• Sarah Bartels-Marrero	smarrero@cpsd.us
• Marco Curnen	mcurnen@cpsd.us
• Sheila Colon	scolon@cpsd.us
• Lillian Rater	lrater@cpsd.us
• Susan Greenberg	sgreenberg@cpsd.us



Visits to the School

Parents are encouraged to visit the school for all events, parent/teacher conferences, or any question/concern regarding an individual student or teacher. Upper school parents are asked to drop off students on the ground floor and refrain from walking up to the classrooms without advance notice.

All parents visiting the school must sign in at the office and take a visitor’s pass, to ensure the level of supervision and safety that all our students and staff deserve. Parents are highly encouraged to email teachers ahead of time to set up an appointment to meet. Parents are discouraged from dropping in on a teacher during school hours with the expectation of having a conference during the teacher’s teaching time, planning and preparation time, before, during, or after school without advanced notice. Thank you for your cooperation.

Chorus, Instruments

Upper school students may choose two instruments to explore at the beginning of 5th grade. After this trial period they will choose one to play for the remainder of the year. At the beginning of 6th

grade, students are asked to make a choice between instrumental or general music/chorus. They are not offered a new choice for 7th or 8th grade. However, the teachers, parents and administration working together can override this policy and move a child to a different option in 7th or 8th grade if they feel it is a beneficial move. This is not to be offered as a choice to students as a group. Rather, it is to be used as a last resort and must involve parents, teachers and administration. In other words, if something is not working for a child in his/her particular music pathway, the instrumental teacher and school administrator can make a change together.

Drama/Theater

The Drama/Theater curriculum, offered to students in 7th and 8th grades, is based on the state standards for middle school drama. Theater students explore the principles of pantomime, storytelling and improvisation, while learning to create original works, and develop/present polished monologues, scenes, and plays for an audience in a public forum. They learn to speak in a variety of situations with poise, confidence and clarity and gain confidence in performing in various theatrical styles. The Drama teacher at Amigos, Mr. Jorge Arce, is a skilled and passionate teacher who has demonstrated many years of service to bilingual communities in the Boston, Cambridge and New England area as well as in Puerto Rico.



Upper School Electives and Out of School Time Activities

Amigos Upper School students will have many opportunities to engage in electives and out of school time activities. Our program is customized to fit the program interests and needs of our Upper School in the areas of student governance, academics, athletics, arts and learning center support.

Examples include:

• Science Club for Girls	• Intramural Basketball	• Bilingual Piano lessons
• City Step	• Intramural Volleyball	• Cambridge School Volunteers Learning Center
• Student Government	• Intramural Soccer	• Bilingual Homework Club
• Intramural Cross Country	• Street Marching Band	

The Amigos – Cambridgeport Community School

The Amigos – Cambridgeport Community School is based at the Amigos School and works closely with the administration and staff to provide extracurricular activities that enrich and support students at the Amigos School, as well as those in the larger Cambridgeport community. This year, we are excited to be collaborating with the Amigos – Cambridgeport Community School on a number of electives and clubs specifically for upper school students. For more information, please contact Ms. Ellen Thompson at ethompson@cambridgema.gov

Upper School Student Council

The Amigos Upper School Student Council provides upper school students with the opportunity to run for office--President, Vice President, Secretary and Grade Representatives, (6th, 7th and 8th)--and gain valuable leadership experience at the upper school level. Students on the council engage in community learning activities, develop cooperative and democratic ways of exchanging information and sharing perspectives, and develop new friendships. Over the past two years, the Amigos Student Council has planned a variety of events that included “Movie Nights”, School Dances, “Spirit Days” and the design of class themed T – shirts.



Upper School Health

The Health Education program’s goal is to help students adopt and maintain healthy behaviors. The program promotes the physical, social, and emotional health and safety of students through comprehensive, integrated programs and initiatives. At the Amigos School, the 6th, 7th and 8th grade curriculum units are embedded into the Health class, which meets once a week. The curriculum units are listed below:

6 th	Getting Along with Others; Bullies and Bystanders; Keeping Healthy; What Should We Eat and Why, Summer Safety
7 th	Feelings and Life Skills, Resolving Conflicts; Understanding Substances, Depression and Signs of Suicide, Making Nutrition Choices
8 th	Media’s Impact on Health, Human Sexuality and Healthy Relationships; Life Skills for Substance Abuse and Violence Prevention; Transition to High School

Field Trips

There are numerous field trips offered in the upper school years at Amigos. Most take place during the school day, with the exceptions of Farm School (a three-day trip in the 6th grade) and our 8th Grade New York City trip.

It is important to remember that the school needs a *signed permission slip from parents* for each field trip, and students without parental consent are not allowed to leave the building. Please encourage your upper school student to let you know ahead of time about field trip plans. Most of the field trips are funded by the school or the Friends of Amigos. Occasionally, however, there is a small fee involved, especially on class trips. The Upper School staff will keep parents informed of larger class trips and encourage help and support in carrying out these activities, should you wish to become involved. We are grateful to parents who are able to chaperone a field trip and, as a reminder, want to let parents know that they must fill out a CORI form prior to any field trip or school based activity in which they are interacting with students.

Playground and Recess Rules



The Amigos School subscribes to the expectations and norms set forth in our Behavior Matrix for the school, supported by the practices and approaches of Developmental Designs.

Amigos encourages healthy, inclusive play at recess. In addition to the play areas at the school, upper school students have the opportunity to walk to the Dana Park once or twice a week, to engage in play activities in a larger setting. The Amigos Assistant Principal supervises all recess activities, supporting the school's policies on fair and inclusive play. Students are not allowed to eat snacks or any part of their lunch at recess.

Policy on Anti-Bullying



The Amigos School endorses the Cambridge Public Schools Anti-Bullying Policy and Bullying Prevention and Intervention Plan which are posted on the school district's website. All staff are trained on the policies and procedures around bullying on an annual basis and lessons around safe and inclusive behaviors are modeled and integrated into CPR and Health Education classes.



Rights and Privileges

Chapter 76, section 5 of the Massachusetts General Laws provides, in pertinent part, that: "[no] person shall be excluded from or discriminated against in admission to a public school of any town, or in

obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation."

Cambridge Public Schools and the Amigos School are committed to providing an atmosphere in which all students can learn and to participate in all activities pertaining to their education. Corporal punishment in any form is expressly forbidden. Moreover, any behaviors that insult the dignity of others, interfere with their freedom to learn is unacceptable, or creates hostile academic environment is unacceptable and shall result in disciplinary action being taken. Additionally, any intimidation, threats, harassment, degradation, humiliation or other retaliatory conduct of students will not be tolerated and shall result in disciplinary action being taken. School staff will not attempt to impede or discourage students or their parents/guardians from reporting such conduct to school officials. Any such interference should be reported immediately to the school principal or head of upper school. Additionally, reports can be made to the Superintendent of Schools, Deputy

Superintendent of Teaching and Learning or Affirmative Action Officer. Further details on the reporting process are set forth below.

Non-Discrimination Policy and Prohibition Against Sexual Harassment

The Cambridge Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of race, color, national origin, sex, sexual orientation, gender identity, religious beliefs, disability, genetic information, or age are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable. The Cambridge Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, coworker, vendor, or other third party, as such conduct is contrary to the mission of the Cambridge Public Schools and its commitment to equal opportunity in education and employment. Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, genetic information, marital status, gender identity, or sexual orientation. "Sexual harassment" is defined as unwelcome conduct of a sexual nature. It includes sexual advances, requests for sexual favors, and verbal, nonverbal or physical conduct of a sexual nature when:

Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.

Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment. Sexual harassment includes acts of sexual violence, including without limitation, physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol, or is unable to give consent due to an intellectual impairment or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX. The Cambridge Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace are prohibited by law and will not be tolerated by the Cambridge Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment, including without limitation, extracurricular and athletic activities and programs, traveling to and from school or on a school sponsored field trip. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated.

The Cambridge Public Schools takes allegations of discrimination and harassment seriously and

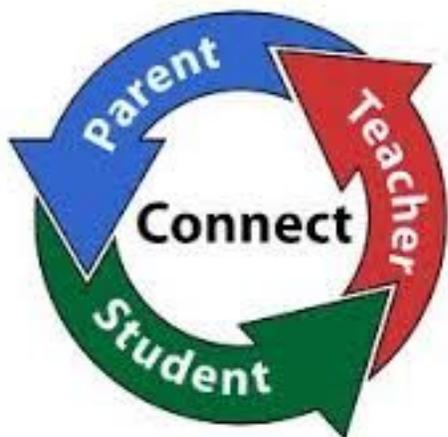
will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Cambridge Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline, up to and including suspension and/or expulsion/exclusion of a student from school. A student can raise complaints regarding alleged discriminatory practices may be raised informally with a student's teacher, principal, head of upper school or dean, Affirmative Action Officer or Deputy Superintendent of Teaching and Learning. An employee can raise complaints with his/her supervisor, the Affirmative Action Officer or the Executive Director of the Office of Human Resources. The offices of the Affirmative Action Officer, Human Resources and Deputy Superintendent of Teaching and Learning are located at 159 Thorndike Street, Cambridge, Massachusetts. The telephone number for the Affirmative Action Officer is 617-349-6456, the telephone number for Human Resources is 617-349-6438 and the telephone number for the Deputy Superintendent of Teaching and Learning is 617-349-6418. The Affirmative Action Officer also handles formal complaints regarding alleged discriminatory practices. In some cases, the conduct complained of may constitute sexual harassment under Title IX and criminal activity. If you believe that the conduct also constitutes a crime you have a right to file a criminal complaint at any time, including during or after the school's investigation into your complaint. A complete copy of the school district's nondiscrimination policy and prohibition against sexual harassment can be located on the school district's website or you can request a copy from the school principal or head of upper school.



8th Grade Graduation

It is the policy of the Cambridge School Committee and Cambridge Public School Department that all eighth grade students be required to attend school for 180 days and be scheduled to receive a minimum of 900 hours of structured learning time per school. Consistent with this policy, the Amigos eighth grade graduation exercises, in consultation with the Superintendent of Schools and the Office of the School Committee, will be scheduled during the last week of school, ensuring that students are present during the 179th and 180th days of their eighth grade year.

Parent Engagement and Participation



There are many opportunities for parents to engage in school activities or events at Amigos. The Amigos School Council (ASC) or Friends of Amigos (FOA) are both parent organizations that support a strong partnership between the home and school. If you are interested in sharing your expertise or volunteering at the Upper School, please speak to your son or daughter's homeroom teachers. For more information regarding family events and partnerships with the Amigos Upper School, please contact Amigos parent liaison, Ms. Lillian Rater at (617) 349-6567, ext. 183.

Thank you for your ongoing support and collaboration! Wishing you all a successful 2016-2017 school year at the Amigos Upper School !

