



Fletcher Maynard Academy

225 Windsor Street, Cambridge, MA 02139
617.349.6588 | <https://fma.cpsd.us>

Welcome Guide



2020-21

a reference for FMA families produced by the PTO

Principal: Maisha Rounds
Assistant Principal: Deborah Hood-Brown
Family Liaison: Daniel Skeritt



August 15, 2020

Dear Fletcher-Maynard Academy Families,

The faculty, staff, and I are eager to welcome our scholars to the Fletcher-Maynard Academy for what promises to be an innovative, creative, and productive school year!

Our school-wide focus this year will be 3 key themes that arose during “Inside Out” interviews with staff, students, and families this summer: Inclusion, Equity, and Accountability. First and foremost, all scholars need and deserve to feel a sense of belonging and connection at school, whether they are attending remotely or in-person in the classroom. We aim to establish these connections early in the beginning weeks of school and to continue throughout the year in a variety of ways. Including scholars in the life of the school by elevating student voice and choice are paramount. Secondly, students need and deserve equitable access to high quality instructional opportunities in meaningful, engaging, and culturally responsive ways. They should see themselves reflected in the work. So, we are taking an “all hands on deck” approach to ensure rigorous and engaging learning experiences through community partnerships and Universal Design for Learning, a framework that optimizes instruction to meet the unique needs of every learner. Finally, staff are committed to being reflective practitioners who continuously evaluate their best practices and student achievement to make daily informed, instructional decisions in the learning environment. In this way, we aim to hold ourselves and each other accountable for improving student outcomes, regardless of the circumstances.

Communication is the heartbeat of any relationship, and the school-to-home relationship is no different. I am committed to communicating early and often as much as possible throughout the year and ask that families also assist with this. Please establish a two-way, open relationship with your child’s teachers beginning the first day of school. Make sure all updates and school forms are completed at your earliest convenience. Don’t hesitate to reach out to your child’s teachers with questions, comments, concerns, and commendations. You may also feel free to contact me if additional support is ever needed. Your support and open, honest communication will go a long way in helping to make this a great school year! This is going to be a phenomenal year! FMA welcomes several new staff members to our school and some are changing roles and/or positions to better meet the needs of our scholars. We are excited to see what successes this year holds for scholars. Thank you for your support, and we look forward to an exciting and successful school year!



Sincerely,
Maisha Rounds
FMA Principal

mrounds@cpsd.us

August 15, 2020

Dear FMA Families,

Welcome new families and returning families to Fletcher Maynard Academy (FMA)! We are so pleased you will be part of our amazing community of scholars, teachers, parents, guardians, professionals, caregivers, coaches, musicians, and artists, and we hope you find this guide of use.

We couldn't cover all the possible questions you might have in this booklet, but hopefully this will give you enough information to know who or where to go to get answers.

The guide is divided into five sections:

Overview (page 4)

A Day at FMA (page 8)

FAQs (page 10)

Who's Who & Ways to Get Involved (page 14)

Resources & References (page 17)

This school year will be like no other in living memory, with most of our scholars learning in their homes and not within the walls of the building, much of the information in this guide will not be applicable or maybe significantly altered due to the [health and safety precautions](#) at will be possible within the building are still being developed. So while this guide contains updated information (and welcomes our new principal Ms. Rounds), if you have any questions about certain policies or information contained in this guide, please reach out to staff or members of PTO - we are here to help.

FMA is all about community. Our community is diverse and vibrant and strong, and while this year much of that community will be fostered and supported online, our community is still here and we encourage you to find ways to engage and connect with FMA families and teachers in ways your family finds safe and accessible.

We hope you enjoy being a part of our wonderful FMA community and that you are looking forward to a year of creative and innovative learning opportunities and new ways of engaging as a community!

Take care and stay safe,
Lovette Curry
president@fmapto.org

Sarah Figge Hussain
vicepresident@fmapto.org



FMA Parent-Teacher Organization (PTO)

[Fletcher Maynard Academy PTO website](#)

[FMA Update](#): a newsletter for Fletcher Maynard Academy caregivers & staff produced by the PTO Standing Committee

[LinkedIn Group](#)

Sign-Up for the PTO newsletter: <http://eepurl.com/zU77L>



We are lucky in Cambridge, to have so many great schools, each with their own distinctive features. Here are a few features that make FMA special.

Mission & Values

The Fletcher Maynard Academy (FMA) is committed to building and nurturing a community of caring citizens who are lifelong learners and to promoting academic excellence. With perseverance and courage, this community fosters respect for cultural and social diversity, family and education.

FMA is committed to building and nurturing a community of caring citizens who are lifelong learners. For years, this mission has been expressed through our core values, FMA C.A.R.E.S.: **C**uriosity, **A**ttitude, **R**esponsibility, **E**xcellence, and **S**elf-Discipline.

We are proud that members of our community come from over 40 countries and speak more than 30 languages at home. We believe it is important for our children to respect and appreciate cultural differences and to develop the skills, habits and heart to contribute successfully to a diverse society.

History

FMA was originally two separate K-8 schools, the Fletcher School and the Maynard School. The Fletcher was named after Ruel Hasseltine Fletcher who served as the school's principal for almost 50 years. The Maynard was named in honor of Joseph Maynard, a longtime member of the Cambridge School Committee.

In 1999, a Steering Committee composed of parents, teachers, community members, and Cambridge Public Schools central office staff was elected to discuss the merging of the Fletcher and Maynard Schools. Working together, they developed a plan for combining these schools, which centered on establishing one new school focused on educational excellence and smaller class size. FMA opened its doors in September 2000.

Fletcher Maynard Academy is one of two elementary schools that house the autism spectrum disorder strand with students in the integrated inclusion program and in substantially separate classrooms.

The uniform policy at FMA was a parent-based initiative that dates to the founding of the school. The idea behind the uniform policy was to shift focus from what children wear to school to what they do in school. Uniforms were NOT a response to disciplinary problems, and instead emerged naturally from the culture of many FMA families who traced their family histories to the Caribbean, where school uniforms are common.

Between 2003-12, Cambridge Public Schools implemented a series of changes, including a new consolidation and improvement plan that restructured its 15 existing elementary schools from the K-8 model to K-5th grade Elementary Schools and 6th-8th grade Middle Schools. As a result, FMA retained its name, but became a [K-5 school](#) and students who graduated moved to the Cambridge Street Upper School, a middle school.

Special Activities & Programs at FMA



Annual School Trip ([learn more](#))

FMA encourages scholars to think globally from their first day at our school. We celebrate our diversity with events throughout the year that encourage engagement in our multifaceted world and usually plan one annual trip for interested students and their families.

The international trip is a longstanding tradition of FMA that reaches back to when FMA was a K-8 school and the international trip was an annual activity enjoyed by all 8th graders when they “graduated” FMA. Now the trip is open to all students, their families and teachers. Over the years FMA scholars have explored England, Mexico, Costa Rica, China, Italy, Senegal, Puerto Rico, India, Spain, Portugal and Morocco, to name just a few.

The school works with scholars and their families to help them raise money to go on the trip and the PTO also raises funds to help ensure every student that wants to travel, can. The final decision to travel is taken based on local and international conditions, and if a trip is not taken in a given year, it is postponed until it is safe (for example, the April 2020 trip to Panama was postponed due to the COVID-19 pandemic).

Scholar College Preschool Program ([learn more](#))

FMA's **preschool program** is one of only three programs in Cambridge Public Schools that accept 3-year-olds by lottery. Established in 2013, the program serves one class of up to 18 students and is led by two wonderful and experienced teachers, Ms. Corey and Ms. Gaetane.

The program utilizes an active, hands-on, and student-directed curriculum, which includes music, gym, library and Spanish. These young 3 and 4-year olds participate in the full 8-hour day and are a wonderful addition to the FMA community!



Autism Spectrum Disorder (ASD) program ([learn more](#))



We proudly house an ASD program that has classrooms designed to provide special assistance for students who are on the spectrum, while at the same time maximizes educational inclusiveness for all students. This eleven-month program is designed for students diagnosed with an Autism Spectrum Disorder (ASD) in grades PK-5 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.

Having scholars with ASD integrated into regular classrooms benefits all students because of the additional instructional support, universal design for learning, and community-building experiences (like the all school participation in Autism Awareness week activities).

Qualls Academy

The mission of Qualls Academy is to improve the academic achievement, self-esteem, and social competence of young men of color and to enable each one to achieve and recognize their overall potential in their personal, social, and academic lives. This program encompasses FMA boys of color in grades 3-5. The program leader checks in with each one in the morning to make sure homework is completed and they are ready for the day. During class if issues arise, teachers can call on the program leader for extra support to defuse issues before they escalate. Members have a separate lunch and recess at FMA to create time for bonding and increasing in-person interactions.



Qualls Academy alumni in grades 6-8 may join the group on its weekend field trips and projects twice a month. Projects have included design collaboration with MIT graduate students, visits to the Harvard museums, basketball leagues, Kwanzaa celebrations, and trips to Historically Black Colleges and Universities (HBCUs). For more information please contact Elon Fyfield (efyfield@cpsd.us).

Sisters With a Dream

Sisters With a Dream (SWD) is an after-school enrichment program for FMA's girls of color in grades 3-5. It meets weekly for four hours plus one Saturday a month. Our mission is to improve the academic achievement, self-esteem, self-awareness and social competence needed to enable girls to achieve their dreams, and to recognize their overall potential in their personal, social and academic lives.



Led by Jill Minot-Seabrook (retired FMA speech pathologist), Aishah Abdul Musawwir, (FMA library media specialist) and Amatul Mahmud (FMA special educator), SWD offers girls an opportunity to believe in their ability to recognize and achieve their potential in all that they do. We believe it is very important to expose the SWD members to the lives, struggles and successes of women who look like them.

Activities have included MIT staff and students teaching coding, technology and inventions, celebratory tea parties, field trips, guest speakers, arts & crafts, cooking classes, knitting/crocheting, annual overnight at the Museum of Science, poetry contest, and family dinner. Contact Aishah Abdul-Musawwir (aabdul-musawwir@cpsd.us) to learn more.



Girl Scouts

In January 2020 FMA launched a Girl Scout troop. Daisy Girls Troop 70021 is composed of kindergarten and 1st grade girls. In 2020-2021 there will be two troops - Daisy and Brownies (2nd graders).

[Girl Scouts](#) help girls build courage, confidence, leadership skills and character. The Girl Scout slogan is “Do a good turn daily” and the FMA Troops focus on what “good turns” they would like to do

by participating in school and community projects. Contact Nancy Sommers (nancy_sommers@gse.harvard.edu) to learn more.

CitySprouts Garden Program ([learn more](#))

CitySprouts is a school garden program in Cambridge Public Schools founded on the principle that all children should experience hands-on learning with real-world applications, support and practice in making good food choices, and a life-long connection to the natural world.

The Fletcher Maynard school garden is built along the edge of the playground in the front of the school. In addition to six raised beds, the garden also includes a habitat “walk” and a perennial pollinator garden. In 2016 a kindergarten art class painted colorful bees on the planters. The garden has a shed and composter. FMA classes also garden in the nearby Squirrel Brand Community garden one block away, where CitySprouts has a number of garden plots.



The CitySprouts garden educator is at FMA twice each week during the fall and spring to support teachers' lessons and projects in the school garden and a FoodCorps service member helps teachers with projects through the winter. For questions about the program, please email info@citysprouts.org.

Covid-19

On August 6, 2020, the School Committee voted to approve the Superintendent's recommendation to re-open schools with a staged approach that provides remote learning for all students with in-person options for preschool-3rd grade (with capacity limits at 2nd and 3rd grades), students in substantially separate (preschool-12) and SEI programs (JK-12). Students in grades 4-12 will be fully remote with the exception of substantially separate and SEI. Details of the revised hybrid model can be viewed [here](#). The vote included a number of contingencies that need to be met related to health and safety including a COVID-19 testing plan, ventilation analysis, and health metrics. The decision also calls for a co-planned process for substantially separate classrooms, an exploration of childcare options for students engaged in remote learning and an SEL, mental and behavioral health plan.

Beginning on the following dates, you can expect...

Sept. 14-18: Family Conferences

Sept. 16: First Day of School (remote learning for all students)

Oct. 13: In-person learning begins for ASD & PreK-3 who opt in (4 days - MTRF)

Family conferences take place the week of Sept. 14-18. All students begin remote learning on Sept. 16th. Students in PreK-3 and the ASD program who opt in will return to campus for learning in person on Oct. 13th for 4 days each week (Mondays, Tuesdays, Thursdays, and Fridays). All students will be remote on Wednesdays throughout the fall 2020.

A Day At FMA

The remote learning day begins at 8AM and ends at 4PM on Mondays, Tuesdays, Thursdays, and Fridays. The in-person learning day begins at 7:45AM and ends at 3:45PM Mondays, Tuesdays, Thursdays, and Fridays. Students attending in-person are asked to arrive at school between 7:45-8AM and should promptly go directly to their classroom. Wednesdays are remote learning days for all students. Wednesday remote learning days are from 8AM until 12PM (through October 12th only) and 8AM until 2PM (beginning October 13th).



Before Arrival

Covid-19 testing will be available for all CPS staff returning to the classroom in person. Families are expected to pre-screen child(ren) for illness prior to sending them to school. Students will be monitored at school for symptoms of illness. Staff & students showing signs of illness, such as fever and cough, should stay home and notify the school immediately.

Personal Protective Equipment (PPE)

All students and staff will be required to wear PPE during the school day. CPS will provide masks for students and staff. Students will be able to take mask breaks at designated times throughout the school day. Students will be taught about the importance of wearing masks with gentle consistent reminders and adult modeling. Enhanced PPE (face shields, gowns, gloves) will be provided for staff working with our most vulnerable scholars.

Arrival

Students are expected to arrive at school wearing masks. Homemade masks are acceptable. There will be a designated entry through the main entrance for walkers and car riders. Bus riders have a designated entry through side doors. During SY20-21 to maintain the health and safety of our school community, only staff, students, and deliveries may enter the school building. Families will not be able to enter the building but will have opportunities to engage with the school virtually and in other ways to minimize exposure.



Attendance

If your child must be absent from school, please call Linda, the school secretary before 8AM at 617.349.6588. Please always inform the main office of absences even when you text/email the teacher.

Arriving Late / Leaving Early

Please make every effort to arrive on time and let us know if there is anything we can do as a school to support your child's on-time arrival. If arriving late, parents/caregivers should buzz the main office and wait outside the front doors of the main entrance. Students may enter the building when buzzed in. Families will sign in their child on a clipboard at the main entrance and will not be able to enter the building to ensure health and safety.

If your child must leave early, please send a note, email your child's teacher, or call the school ahead of time. In the event of an emergency, please contact the school by no later than 3PM. When you arrive, buzz the main office and wait outside the front doors of the main entrance. Your child will be dismissed from their classroom. Young students will be escorted to the front doors. Parents/caregivers will sign out their child on the clipboard at the main entrance without entering the building.

Transportation

During SY20-21, FMA will have its own dedicated buses and will not be sharing with other schools to ensure student health and safety. Details about the health and safety plan as well as CPS bus trackers can be found at <https://www.cpsd.us/administration/transportation>. For specific questions, you may contact CPS transportation supervisor, Tina Fischer, Monday-Friday, 7AM-4:45PM at 617.349.6862.

If your child takes a special education van to/from school, please also call NRT Bus/SP&R at 781.224.0003 as your special van service may be discontinued if the child is absent from the bus – without any notice to the bus company – for five or more days. You can get bus service back, simply by asking FMA to call them, but it can take 2-3 working days to be re-established.

If you have a van driver, it can be helpful to ask for their mobile number so that you can contact them in case of absence as the bus company may be slow to contact the driver especially if you call close to school dismissal. If students are tardy or need to be dismissed early from school for something like a doctor's appointment, please provide a written explanation to the FMA office and alert your child's teacher. Many teachers communicate with parents via email or text. Please ask your teacher how to contact them.

Parking around FMA is limited, but there are a few spots reserved for pick-up and drop-off right in front of the school on Harvard St. Parents who drive also often find parking on Boardman St., which is parallel to Windsor St., or further down Harvard St. near Izzy's Park. If possible, try biking to the school or taking the MBTA (bus 68, 1 and Red Line to Central Square).

Community Meetings

Every Monday morning, the whole school gathers for the “FMA Community Meeting.” During SY20-21, this will take place virtually from 8-8:15AM on Mondays. A student committee plans the meeting and presents the topics for the week. Parents are welcome (and encouraged) to attend whenever they can. These 15-20 min meetings are a great way to hear about what will be happening at school that week and learn more about the wonderful work our scholars are doing. There is seating for families on the right side (when facing the stage) of the gym.

Breakfast & Lunch

For students attending remotely, remote lunch pick-up will take place from 12-1PM at a designated location outside on school grounds. For students attending in person, breakfast and lunch will be served in classrooms, and recess will be with students’ respective learning pods. Breakfast will be available inside the main entrance near the main office for students to “grab & go” directly to class. Students will eat breakfast at desks in classrooms 6 ft. apart. Students will discard their trash into bins. Teachers will roll bins into halls for custodians.

FMA has its own breakfast menu: assorted cereals, yogurts, breads, muffins, fresh fruits, 100% orange juice or apple juice, milk, and a hot option at least twice per week. Every month, your child will receive a school breakfast and lunch menu in their folders. To learn more about the school breakfast and lunch program, pay for child’s lunches or to fill out an application for free/reduced meals, check out CPS Food & Nutrition Services at https://www.cpsd.us/administration/food_and_nutrition_services.

For students attending in person, lunch will be served to go on half days at the beginning of the transition period to in-person learning. Students will pick up a bagged lunch at the exit to eat at home. Lunch during full days in person will be served at school in classrooms. Lunch aides will deliver lunches to the hallways for students to eat in classrooms.

Recess

Students will have at least 30 minutes of recess daily. Recess will take place outdoors on the playground (ground level), roof top, & Green Rose Heritage Park by Izzy’s in good weather. During inclement weather, recess will take place indoors in classrooms, the gym, and cafeteria on a rotating schedule.

Students will be encouraged to play games that don’t require physical interactions or sharing items instead of using shared play equipment. Students will be discouraged from climbing on or using play structures to limit exposure. Mask breaks will be permitted at designated times with 10 ft. of social distance. Playworks will assist with providing safe play experiences during SY20-21.

Dismissal


School ends at 3:45PM on Mondays, Tuesdays, Thursdays, and Fridays for students learning in person. School ends at 4PM for students learning remotely. Early release days end at noon. For bus riders, students will be dismissed from classrooms. Buses will be called over the intercom, and there will be social distancing on buses.

Parents who pick up their children attending in person should pick them up through the carpool line or from the playground. Parents will not be able to enter the building during drop-off or pick up for health and safety reasons. Older grade students with permission from parents may walk home.

On Wednesdays, all students will learn remotely from home. The remote learning day ends at 2PM on Wednesdays and 4PM on Mondays, Tuesdays, Thursdays, and Fridays.

Teaching & Learning

Learning days will consist of daily morning meetings, core instruction (Reading, Writing, Math, Science, Social Studies), Specials Classes - World Language, Art, Music, PE, Library, & Technology, lunch, & play. As a school, we aim to provide a balance between online and offline work for students learning remotely and in person. This will be accomplished through live (synchronous) lessons, pre-recorded (asynchronous) lessons, and office hours. The following chart outlines what you can expect during remote learning.

	JK-5 students can expect for REMOTE learning:	
Morning Meeting	Live Video Morning Meeting (30 min) <ul style="list-style-type: none"> • Community/SEL check-in • Skills building/executive function • Morning message & review of the schedule of independent learning activities 	
Core Class or Subject (e.g. Math, ELA, Social Studies, Science, etc.)	Live Video Lessons (30-60 min) <ul style="list-style-type: none"> • Whole or small group lessons reviewing, reteaching, or reinforcing new learning (30 min) • Small group or one-on-one instruction (30 min X minimum of 2 times/ day) • Skills building/executive function • Preparation for independent learning 	
	Schedule of Independent Learning Activities (At Least 175 mins) <ul style="list-style-type: none"> • Recorded video lessons introducing new learning (2 X 20 min) • Independent learning activities (e.g. independent reading, assignments, projects, etc.) (105 min) • Online Learning Programs varies 	
Specials Subject (e.g. Visual Arts, Music, PE, Library, etc.)	Live or Recorded Video Lessons (30 min) <ul style="list-style-type: none"> • Video lessons and/or independent learning activities (e.g. assignments, projects, etc.) 	
Lunch & Play	Independent Lunch & Play (60 min)	

Student expectations for remote learning are as follows:

Overall expectations for Remote Learning, Fall 2020

Students experience: Students should have access to meaningful and productive learning experiences equivalent to a **typical school day** every day.

Students will have access to a combination of whole group instruction, small group instruction, social-emotional learning opportunities, and independent activities, in alignment with districtwide grade-band schedule guidelines.

Student expectations: Students are **expected to participate** in remote learning experiences, just as they are expected to attend school in-person. Student **attendance** will be taken and student work will be **graded**.

Students are expected to follow CPS Online Engagement Expectations.*

*under development

^ Expectations for Extended Learning Time schools to be determined.

Weekly check-ins: Every student will be matched with a staff member and receive a **one-on-one check-in each week**, in alignment with districtwide grade-band guidelines.

Staff expectations: Staff are expected to **work a typical school day** in alignment with contractual expectations.

- Educators' work day is **6 hours, 25 minutes**^
- Educators' schedules will include delivery of instruction, student support, services, and opportunities for collaboration and planning
- Before Monday morning, educators will share learning plans, objectives, anticipated agenda and anticipated assignments for the week with students and caregivers, based on grade-band guidelines.
- Take attendance and provide timely feedback on student work, per grade-band guidelines
- Participate in planning, collaboration, and training activities

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What if my child gets sick at school?

If your child becomes sick during the school day, s/he/they will be sent to the nurse. If symptoms are consistent with Covid-19, s/he/they will be quarantined in our supervised "Get Well Room" and the family will be called to pick up. Please make arrangements to pick up your child as soon as possible.

Symptoms to watch for:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Daily Schedule

FMA proudly features a diverse group of talented teachers and professionals, along with a wide range of education specialists including teacher's aides, math coaches, language coaches, Title 1 specialists, librarians, art teachers, music teachers, and athletic coaches who teach the “specials.” The 8-hour day allows students to receive instruction in a variety of subjects and provides more time for field trips around Cambridge and Boston.

Each class has a set weekly schedule that the students quickly become familiar with. The number of recesses varies by grade, but all children have the [equivalent of a double recess period](#). For more information, please contact your child's teacher, who can share the classroom's daily schedule.

“Special” Classes

In addition to having a room teacher all scholars also have “special” classes at least once a week.

- FMA is one of the few Cambridge elementary schools to offer music class four times per week through the [Kodaly Music Program](#). Students display their talents at concerts, which are attended by family members, parents, caregivers, friends, and members of the community.



- FMA is the only Cambridge school to offer non-immersion [Spanish language classes](#) at the elementary level, three times a week. The program utilizes the foreign language in the elementary school (FLES) model for Spanish instruction. Grades 3, 4, & 5 receive 30-45 min. Lessons, grades 1 & 2 have 20-30 min. lessons and Kindergarten, JK and preschool 20 minute lessons. The model is structured on best practices recommended by the Center for Applied Linguistics (*the Spanish immersion program at the Maynard School began in 1986 and in 2001 the program became an autonomous bilingual (dual-language) school known as the Amigos School*).

- The Library and Technology Center (room 207) is run by Ms. Aishah Abdul-Musawwir or “Ms. A.” Our library has an excellent collection of books that reflect the diversity of our student body. All FMA students go to the library weekly and have many opportunities to browse, borrow, and read books. The Information, Communications & Technology Services (ICTS) Team works together to provide support for the library, instructional technology services, and technical assistance to staff and students. If you have any questions about the library or to schedule use of the library space during the school day, please contact Ms. A (617-349-6588, aabdul-musawwir@cpsd.us). FMA families can sign-up for a “Family Library Card” and check out two books, between 7:30 – 8:30AM and 2:45 - 3:45PM when Ms. A is in the library.



Covid-19 Testing

CPS will provide Covid-19 testing to teachers and non-teaching staff before returning to classrooms in person. Testing is voluntary and strongly encouraged.

Learning Schedules

Remote: Teachers are expected to coordinate learning schedules with their teaching teams and specialists to provide equitable, culturally responsive remote learning experiences and curricular alignment using the principles of UDL. Teachers should provide families with a copy of their child's learning plan and hold office hours weekly.

In-Person: Teachers are expected to coordinate learning schedules with their teaching teams as well as specialists to provide equitable, culturally responsive in-person learning experiences and curricular alignment using the principles of UDL. Teachers should communicate weekly with families.

All teachers (remote and in-person) should schedule conferences with students' families during the year to update them about their child's progress. For consistency, all CPS schools are also organizing their school day (both in-person and remote) to include the following: morning meeting, core class subjects, specials classes, lunch/recess.

Social Distancing

Staff are expected to maintain 6ft of social distancing and to space students' desks and seating areas 6 ft. apart. For specialist classes in which masks may need to be removed temporarily, such as physical education or playing instruments in music, this should only be done outdoors with 10 ft. of social distance space between each student.

Staff and students are expected to work in "learning pods" to minimize student groups mixing. Students should be reminded of this regularly as needed.

Personal Protective Equipment (PPE)

All staff and students attending school in person are required to wear face coverings. CPS will provide PPE for staff who are working in person. PPE includes masks and gloves. In certain cases, enhanced PPE for high risk populations may also be provided, including face shields and gowns where appropriate.

Students who remove face coverings should be gently reminded to put it back on as often as needed. If a student exhibits a pattern over time of repeatedly removing PPE or exhibits a low tolerance for wearing PPE, the teacher should schedule a meeting with the family to determine ways to support their child and ensure student safety.

Cleaning Protocols

Custodians will clean the school building daily, with special attention to "high touch" surfaces such as doorknobs, handrails, and light switches. Cleaning protocols of shared items such as technology and library books can be found in the CPS Facilities Manual. Educators may also feel free to clean their classroom spaces if desired.

Sharing Materials

Teachers should assign materials to students for individual use. No school supplies, manipulatives, or learning materials should be shared between students. No shared rugs will be permitted in classrooms. Classroom routines and procedures should be established to ensure students are adhering to this.

Breakfast/Lunch/Recess

For students attending in person, breakfast and lunch will be served in classrooms, and recess will be with students' respective learning pods. Remote lunch will be served from 12-1 p.m. at a designated location outside on school grounds for pick up to be eaten at home.

Arrival/Departure

Assigned staff will support students as they arrive and are dismissed from their classrooms to avoid crossing paths with other students.



Restrooms/Water Breaks

Teachers will establish classroom routines and procedures to ensure student safety and active adult supervision when going to the restrooms and getting water. Students should be encouraged to bring filled water bottles from home to avoid drinking directly from water fountains at school. Students may refill water bottles at the school's water fountains.

Dealing with a Suspected Case

Protocols for dealing with a suspected Coronavirus case is outlined in Section D4 (Communication and Reopening Procedures) of the CPS Safety, Health, and Facilities Manual. For your reference, it has also been included in this handbook:

D4. Communication and Reopening Procedures

As soon as it is known that an individual school must be shut down due to possible or confirmed exposure to COVID-19, Cambridge Public Schools will notify the school community of the need for closure and expected duration during which the building will be closed. Specific procedures will include:

- Communicating to families in the student's class or cohort that there has been a positive test without naming the individual student or staff member who tested positive.
 - Inform them there was a positive test (not the specific individual) in their classroom or cohort.
 - Explain that since they may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should be tested.
 - Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
 - Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.
 - Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 - Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- Notification to the broader school and/or district community will outline the actions being undertaken by the school, including that only close contacts need to quarantine and if individuals have not been instructed to quarantine they have been identified as having not been in close contact with the affected individual (s)

Notifications will be made by email, text and robocall, and will include an estimated return to school date as well as instructions for the interim time period. Once the return date is definite, notification will take place via the same channels. Translations of standard messaging will be prepared in advance of the opening of school to ensure these communications are ready to go as needed.



Getting To and From School

Cambridge Public Schools has an extensive school bus system. There are many different bus routes and schedules for FMA students depending on what neighborhood of Cambridge you live in. All FMA students who walk one mile or more to get to the school are eligible for free bus transportation.

Additionally, students who must cross Massachusetts Avenue, Fresh Pond Parkway, McGrath Highway, Alewife Brook Parkway, or the railroad tracks at Sherman Street, are eligible for bus transportation to FMA.

You can now track your child's bus online by signing up for an account at the CPS transportation website linked below.

Children may also be transported to after school programs at the end of school day. You might want to check out the “Afterschool Care and Summer Camp resources” (<https://tinyurl.com/y93looj7>) note for programs which include busing or are within walking distance of FMA.

Students with special needs are eligible for door-to-door transportation if it is included in their IEP (Individualized Education Program). Note that at the start of the school year, it may take a few days for van routes to be straightened out.

For more information about the FMA bus schedules or policies, please stop by the main office, visit the CPS Transportation website at: <http://www.cpsd.us/departments/transportation>, or contact Tina Fisher, Transportation Supervisor (617-349-6862, tfisher@cpsd.us)

Frequently Asked Questions (FAQs)



What are the uniform guidelines at FMA?

Students are expected to be in uniform every day, with the exception of “dress-down” days (like “No Uniform Fridays” or special events/reward day) that will be announced by the Principal or in cases where a waiver has been approved for religious reasons. Students must also wear the school uniform for all field trips, unless otherwise directed by the classroom teacher or Principal.

Any attire that meets the [uniform guidelines](#) is acceptable. You can buy new or used clothing to serve as your child's uniform or visit the “FMA Uniform Storeroom” which offers uniforms at no cost (located in room 8 in the hallway behind the gym).

The Storeroom has numerous gently used clothing (in all sizes) that comply with the FMA uniform guidelines. Families are encouraged to share gently used uniforms their children no longer need and go “shopping” as needed in the Storeroom. The “FMA Uniform Storeroom” is part of an effort by FMA to be socially and environmentally responsible, and is managed through the Family Outreach & Engagement Liaison's office and supported by the PTO.

What should my child bring to school each day?

Your child should wear his/her uniform, bring weather appropriate clothing (especially in winter, to enable them to play outside as much as possible) and a nutritious snack and a lunch (if not eating school lunch). For lunch, your child can decide each day whether to bring a lunch or eat school lunch. Each child has a swipe card. You can load money onto the card by creating an account at <https://www.myschoolbucks.com>. They should also have a bag of some sort (like a backpack) with a water bottle and school-provided homework folder. Children should wear sneakers on days they have gym class.



How does the school communicate with parents/caregivers and keep us informed?

- A monthly school-wide newsletter (FMA Gazette) is sent home with each child in her/his homework folder. You can also find the newsletter on the FMA website and sign-up to get it emailed to you.
- Many teachers also send out a classroom newsletter by email or homework folder or use the app Remind.
- “Monday Morning Meetings”, open to parents/caregivers, are another great way to learn about what is happening at FMA.
- The PTO sends out a regular newsletter, and there are a variety of district level newsletters you can subscribe to to keep up to date. The “how to get involved” section of this guide has a complete list.

What do I do if I have a concern about an issue in or outside of the classroom?

If you have a concern about your child you should first speak with their teacher or the room parent. If you feel you need more help, please contact Daniel, the Family Liaison (dskeritt@cpsd.us) or one of the principals (mrounds@cpsd.us, dhoo-brown@cpsd.us). Parents’ broader interests are also represented through the FMA Leadership Committee, PTO (president@fmapto.org) and elected School Committee members (SchoolCom@cpsd.us).

How can I learn more about the curriculum and what my child is learning?

Here are some ways to learn more about what your children are learning in the classroom:



- Talk with your child’s teacher and other parents at FMA
- Attend the curriculum night in the fall
- Read the FMA Gazette
- Review homework folder every evening
- Visit your child’s classroom and/or serve as a Room Parent
- Attend Monday Morning Meetings and other school wide events
- Check out the “[Academics](#)” page on the FMA website

How are disciplinary issues dealt with at FMA?

FMA utilizes “Responsive Classroom,” a research based approach to teaching that focuses on the strong link between academic success and social-emotional and behavioral skills. We believe that a high quality education for every child is based on the foundation of a safe and joyful learning community.

The school also utilizes an R & R (reflection & recovery) Coach, Mr. West, who, when needed, helps students process reasons why they are having difficulties and supports a quick return to work and class. We are also the only school to use the innovative and award winning “Peace Couch” — a space for students to initiate discussions surrounding potential conflicts with their classmates. This is not a “disciplinary” space, but a space for students to learn valuable life skills about how to communicate their own concerns, listen to the concerns of their peers, and resolve issues collaboratively among themselves.

What are some of the annual all school events/activities at FMA?

Back to School night - held in early-mid September and is an evening when families are invited to explore the school, meet other parents and their child’s teacher and also find out how they can get involved with the school (including the PTO).

No Uniform Friday -first Friday of each month, children may wear regular street clothes to school if they bring in a donation of \$1 or more to the school.



Monthly Free Food Market - Fresh produce and food is available to anyone in the school community. During the 2019-2020 school year the free food market was held on the third Tuesdays of each month from 3:45-5:00PM or until supplies were over. The FMA Market is a partnership between CPS and Food For Free Cambridge. For questions contact FMA Family Liaison Daniel Skeritt (dskeritt@cpsd.us).

Halloween Party - the FMA after school program hosts a party in the gym, usually the day before Halloween. There are games, food and kids and staff are encouraged to wear costumes.

The International Dinner of Thanks - scheduled around Thanksgiving and draws many families from our school and the greater community who come together to celebrate our diversity and strengths. Performances, art displays and delicious food round out a fun evening.

The Turkey Trot - happens on the Wednesday before Thanksgiving during the school day. The children race for prizes like cider, pie and turkeys! Family members are invited to join the fun and race with the staff members before heading home for the long Thanksgiving weekend.



continued>>

(Events Continued)

The Annual Winter Bazaar - Started in 2017 this annual PTO event is held in early December and is a fun community activity with activities for kids and holiday shopping opportunities for parents. It also serves as a fundraiser to help pay for school activities, like the International Trip.

Field Day happens in early June and is an all school sports day with the scholars playing a series of group and individual games and participating in a range of physical activities.

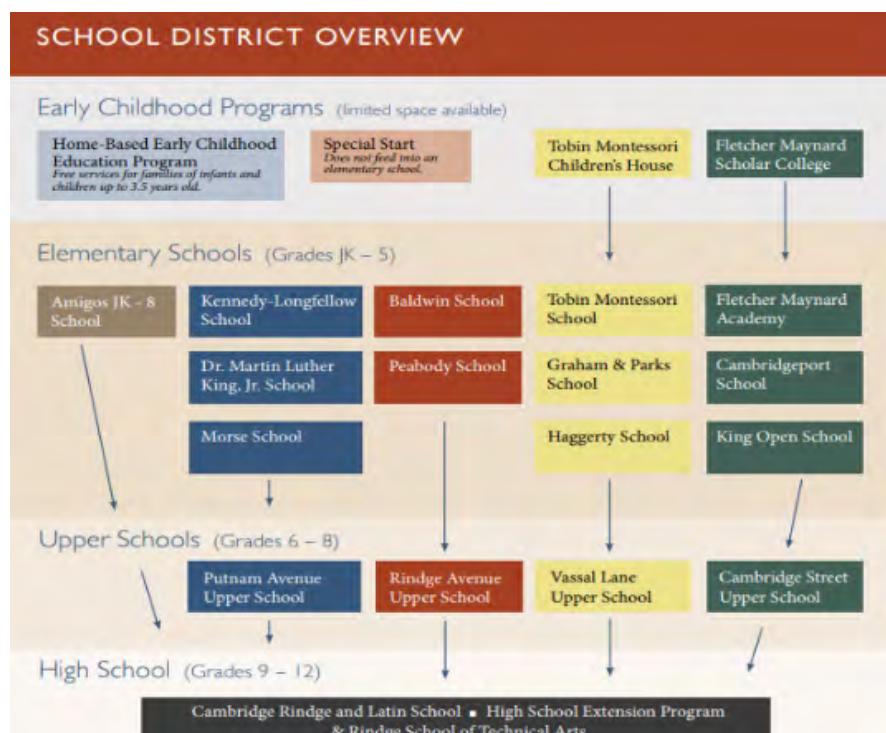
There are also **two music concerts** each year, one in December and the second in May or June. All the students participate in the concerts and parents and other family members are encouraged to attend.

What do I do if my child needs medication during the day?

Over-the-counter medications such as Tylenol require a signed parental consent form. Only the school nurse may administer consented medication. The nurse may also administer prescription medications, but there must be both a physician order and parental consent form on file for each medication. It is the parent's responsibility to ensure that prescriptions are filled and given to the nurse. If your child has an allergy, you may ask that a 504 Plan be implemented to ensure that there is a plan in place to manage the allergy within the school setting. If you have any questions, please contact the School Nurse (617-349-6588 x203). The nurse's office is on the second floor of the building, at the Broadway/ Windsor corner.

What schools will my child attend after graduating from FMA?

The Cambridge Street Upper School is where FMA students attend grades 6, 7 and 8. All the Upper Schools then feed into one high school, Cambridge Rindge and Latin, for grades 9-12. See below:



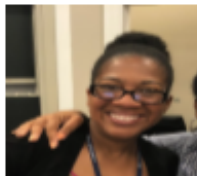


If you have a question that is not listed here and you think it would be a great addition to this FAQ section, please contact the FMA PTO (president@fmapto.org). We welcome feedback and update it each year.




Who's Who & Ways to Get Involved

We are keen to connect with as many members of our community as possible. All of us were lucky to have “veteran” FMA folks who helped us when we were new, and we are eager to serve the same role.

There are basically three types of people working with our scholars - 1) administrators (who have offices on the 1st and 3rd floors), 2) teachers (including specialists and paras or assistant teachers), and 3) professionals providing support services (e.g., occupational therapy, speech & language therapy, etc.).

Below are some of the folks you will likely see around the school, with your child's specific teachers...

	Maisha Rounds <i>Principal</i> mrounds@cpsd.us 617.201.7817
	Deborah Hood-Brown <i>Assistant Principal</i> dhood-brown@cpsd.us 617.349.6798
	Daniel Skeritt <i>Family Outreach and Engagement Liaison</i> dskeritt@cpsd.us Office - 617.349.6588 Cell - 857.270.3351

	Linda Barnes <i>Clerk</i> LBarnes@cpsd.us 617.349.6588 x150
	“Uche” Uchechukwuka Amaechi <i>Program Manager & Facilitator for Courageous conversations</i> UAmaechi@cpsd.us
	Mary-Margaret Segraves <i>School Nurse</i> 617.349.6588 x203 masegraves@challiance.org

	Cheri Coulson <i>Social Worker / Adjustment Counsel</i> ccoulson@cpsd.us 617.349.6588 x209
	Ann Dostert <i>Psychologist</i> 617.349.6589 x208
	Ndia Olivier <i>Social Worker</i> nolivierr@cpsd.us

Get Involved & Stay Connected

Along with knowing who some of the people working in and around the school are, it is helpful to know about the various ways you can get involved with your child's education...

Become a Room Co-Parent

A room parent helps facilitate communication between the school and classrooms throughout the year, and helps keep all the parents of the room stay informed about classroom activities, field trips and other events during the year. Types of activities include: organizing parents of activities (i.e. bringing in food for special events, collecting contact info from parents to enable easy communication, etc. Daniel, Family Liaison, is coordinating this effort and if you have any questions or want to get involved, email dskeritt@cpsd.us or talk to your child's teacher.

Engage with the Parent-Teacher Organization

<https://www.facebook.com/pages/Fletcher-Maynard-Academy-PTO/171275863059666>

The "PTO" is a group of parents and teachers that work to support the families, students, teachers, and school administration/staff. At FMA, the PTO is currently mostly made up of parents, but we are actively looking for ways to bring in more teachers to help make the group more balanced. Every parent, caregiver, and teacher at FMA is a member. The FMA PTO meets monthly to discuss a wide variety of topics. Schools can be confusing and intimidating places, and parents are not always sure how and where they should engage with the school. The PTO is a "bridge" between school and home—a way for parents to engage more in their children's school and for teachers to connect better with parents. The PTO also works to support all of the initiatives of the school by raising funds.

Consider participating in the PTO, because the only way the bridge works is if parents help "build" and "use" the bridge. We welcome parents to attend and participate or just listen in. For more information about participating in any of these areas or just to learn more about the PTO, you can email president@fmapto.org.

The 2020-2021 Standing Committee members are:

Lovette Curry, president@fmapto.org

Emely Diaz, espanol@fmapto.org

Melissa Duggan, secretary@fmapto.org

Sarah Figge Hussain, vicepresident@fmapto.org

Tim Mazanec, treasurer@fmapto.org

Kristala Pouncey Smart, sibcort@aol.com

Tonya Winston, Leadership Team co-chair selfstarter@gmail.com

Selam Wondimu, fundraising@fmapto.org

Attend Leadership Team Meetings

The FMA Leadership team is composed of FMA parents, teachers, staff, and community members that is responsible for planning, goal setting, and budgeting for school improvement. It is an excellent meeting to attend to hear about what is going on at the school as far as policies, improvements, and school direction. It allows for teachers and administrators to work closely with parents and the community to become more responsive to the needs of the Academy, and meets the first Friday of every month from 8:00 - 9:30 am in the school library. There is one parent co-chair (in 2020-2021 it is Tonya Winston) who sets the agenda with the principal. All parents, teachers, and staff are welcomed to attend. To get involved, please contact Principal Rounds (617-349-6588, mrounds@cpsd.us).

Participate in the “[Courageous Conversations](#)” series

Faculty, family, and community members of the FMA have met since 2016 monthly (in the fall or spring) to engage in “Courageous Conversations.” During these facilitated conversations, participants explore the concepts of racism as a construct, institutional and ideological, in alongside interpersonal and intrapersonal racism, and how our implicit biases can lead to microaggressions--subtly racialized behavior that the actor and the receiver may not completely understand or even believe. The group also discusses how race and racialized behaviors impact the FMA community and explore ways faculty and staff can approach the topic of race with students. If you are interested in joining the Equity Taskforce to be involved in the planning, please contact Uche (617.642.8657, uamaechi@cpsd.us). All family, school, and community members are invited to participate.

Attend Cambridge [SE-PAC](#) meetings (Parent Advisory Council on Special Education)

The mission of this council is to work for understanding of, respect for, and support of all children with special needs in the community. For more information, please contact Zuleka Queen-Postell, Special Education Liaison (617.593.4402, zqueen-postell@cpsd.us).

Volunteer to help at a school event

There are various all school activities and programs each year, some run by the school and others in coordination with the PTO - like the Dinner of Thanks, Scholastic Book Fairs, Winter Bazaar, Teacher Appreciation Day, Turkey Trot, and Field Day. You can join in for just that event, either by helping organize or physically support the day of activities. You will hear about these types of opportunities during the year via the PTO newsletter, flyers sent home from school or notices put up at the school. For more information about volunteering for a specific event please email president@fmapto.org or dskeritt@cpsd.us.

Subscribe to School Newsletters/Updates

There are a lot of ways to stay in touch with the school and district. You can subscribe to relevant newsletters/updates:

[FMA Update](#) - produced by the FMA PTO

[FMA Gazette](#) - produced by FMA staff

[CPS District Newsletter](#) - produced by district media team

[Green eNews](#) - produced by the Cambridge Green Schools Initiative team

[ICTS Newsletter](#) - produced by the dept. of Information, Communication & Technology Services (ICTS)

[Letters from the Superintendent](#)

[OSS Newsletter](#) - produced by the Office of Student Services team

[Student Registration Center Updates](#)



Resources & References

Afterschool Care Options

<https://tinyurl.com/y93looj7>

CPS Mobile App

https://www.cpsd.us/departments/icts/web_services/stay_informed_cps_mobile_app/

English Language Learners Programs

<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3471326>

Homeless Family Resources

<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3508719>

Mediation Services

<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3416176>

School Lunch Information

<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3457247>

School Quality & Curriculum Standards

<https://www.cpsd.us/cms/one.aspx?portalId=3042869&pageId=3477805>

Students with Special Education Needs

<https://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3497759>

Title 1 Resources - Federal Program to aid public schools

<https://www.cpsd.us/cms/One.aspx?pageId=3409109>