

The Kingdom of  
the Heavens is  
similar to a bit of  
yeast which a  
woman took and  
hid in half a bushel  
of dough. After a  
while all the dough  
was pervaded by it.

-JESUS OF NAZARETH



Cambridge  
SCHOOL

handbook

2008/2009



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# Mission & Vision

## mission

Cambridge School is a classical, Christ-centered (K-8) community of learners, which exists to partner with parents to educate the hearts and minds of children in both virtue and truth.

## vision

Cambridge School seeks to develop in our students the capacity and character required to live out their God-given destinies as they proceed to high school and beyond.



# Distinctives

Cambridge is a Classical, Christ-centered school offering an integral curriculum.

## CLASSICAL

A classical education is one that values children as persons and educates them with time-tested, meaningful content that is presented in a manner that is intellectually, physically, socially, and spiritually age appropriate. A classical education is one that inspires the imaginations of children by immersing them in rich literature, history, art, and music within a dynamic classroom environment where students are encouraged to question and explore. As genuine questions emerge and students have the opportunity to examine truth that transcends history, they are transformed from passive participants into engaged and interested learners.

At Cambridge School, we believe that rich literature is a tremendous source for learning grammar, writing, and speaking; classical art and music provide the foundation for appreciating modern works and trends; exposure to the Masters inspires students to create their own works and to appreciate the patience and practice required for excellence; and that science and math enable students to understand the precision and order of our world.

*“Non scholae sed vitae discimus.” – Seneca*  
*“We learn not for school but for life.”*

## CHRIST-CENTERED

As students look for truth in literature, science, drama, art, and music, they begin to understand that truth comes from God. Therefore, His creation and His inspired and incarnate Word are the foundations for our classical curriculum. Throughout our curriculum we examine evidence of the presence of God in history, technology, and the arts. As a Christ-centered school, we acknowledge that God is the author of all knowledge and the source of all truth, and we welcome Jesus Christ as an active, living presence in all that we do at Cambridge School. He is, in fact, the “Master Teacher” who models the full integration of knowledge, wisdom, and character; He calls each of our students to discover and embrace the unique destinies for which he/she was created. Because we believe that all children are created in the image of God, we are committed to an environment of small classes that enable teachers to identify and encourage each student’s unique gifts and abilities.



The Cambridge School Statement of Faith is the Apostle's Creed which captures the essentials of the faith that unite all Christians.

*We believe in God the Father almighty, creator of heaven and earth.*

*We believe in Jesus Christ, His only Son, our Lord. He was conceived by the power of the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died and was buried. He descended into hell. On the third day He arose again. He ascended into heaven and is seated at the right hand of the Father. He will come again to judge the living and the dead.*

*We believe in the Holy Spirit, the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.*

## INTEGRAL

Children learn best when they can experience the inter-relatedness between subject matters and God's created world. Therefore, Cambridge School is committed to an integral curriculum in which the full range of subjects is presented, not as isolated bits of information, but in ways that reflect the wholeness of created order. Instruction is organized into unit themes, which help students to learn in a coherent, rather than a fragmented, way. It is our goal to appreciate all the facets of life, including the arts, sciences, literature, history, mathematics, religion, and culture from a Christian worldview.

Immersed in thematic units of study that cross all of the disciplines, students have time to absorb, ponder, and dwell on information, to identify with the characters of a book, and to experience history through the lives of different characters. For example, the Civil War will be characterized by more than just names and dates. Students will explore the meaning, cause and effect, and moral issues surrounding the war. When students are given time to reflect on the issues, spend time with the characters, dramatize the events, consider the cultural relevance, and explore the work of God during a time period, a greater and more personal level of understanding is achieved.

An integral curriculum also provides an environment that naturally accommodates the unique learning style of each student. Its multi-sensory approach, including direct instruction, coaching, seminar discussions, and hands-on experiences, not only enables each student to interact meaningfully with the content, but also enables each intelligence of a student to be strengthened and developed. Additionally, the instructional technique of narration allows students to process and explain in their own words what they have learned.

The arts are another important facet of an integral curriculum. It is through the arts that the emotions, senses, imagination, memory, and intellect are cultivated and developed. Inclusion of the arts, as part of a cohesive theme, awakens in a student a sense of wonder, and it is through this sense of wonder that the student learns and makes connections.

Cambridge's distinctives can be further delineated into the following aspects:

1. **Christ-centered World View** – We stand by the conviction that all truth comes from God and that all areas of Cambridge's school life are to be understood in the light of His creation and His inspired and incarnate Word. This distinctive encompasses and informs all of the school's other distinctives.
2. **Character Development** – An emphasis is placed on developing each student's character, in partnership with the home, through reflection on Christ, role modeling, and examining unchanging standards of virtue in literature and history.
3. **Integral Curriculum** – The full range of subjects is presented in thematic units of study which reflect the wholeness of God's created order.
4. **Classical Curriculum** – Time tested content and incremental development of skills and reasoning ability form the basis of this classical approach which cultivates an appreciation for beauty.
5. **Varied Teaching Styles** – A multi-sensory curriculum provides a balance of instructional approaches involving:
  - lectures for acquiring organized knowledge;
  - coaching for developing reasoning, communication, and mathematical skills;
  - seminar discussions for enlarging the grasping of ideas and values;
  - hands-on experiences for gaining a concrete understanding of the unit material.
6. **Children as Persons** – Our view that children are persons who are created in the image of God demands an atmosphere of respect for each child. We are committed to a supportive environment of small classes that enables teachers to identify and encourage each student's unique gifts and abilities and allows each child to progress at his or her own pace.
7. **Parent Involvement** – We encourage and expect our parents to be a part of their children's community of learning and to assume a high level of involvement in their children's education.

# Core Values

## CHARACTER

We seek to develop children's character. The pillars of character that we emphasize are compassion, respect, honesty, self-discipline, and responsibility.

## HOLISTIC LEARNING

We seek to educate children using a classical, Christ-centered, and integral approach. We want to nurture a sense of excellence, imagination, beauty, cohesion, creativity, and wonder. To achieve this, we use a developmentally appropriate curriculum that engages the whole child and develops a love of learning.

## REDEEMING GRACE

We seek to respond to the redeeming act of the cross, which invites us to place our trust in a God who pursues us and desires to bless us every day of our lives.

## INCLUSIVE COMMUNITY

We seek to sustain an environment that develops servanthood, outreach, unity, inclusiveness, and connectedness among students, parents, staff, faculty, and the board.

## SPIRIT OF GOD

We seek the leading of the Spirit of God, who provides vision, power, and instruction, and whose fruits are love, joy, peace, patience, goodness, kindness, gentleness, faithfulness, and self-control.

## TRUTH

We seek truth and believe that it is absolute and permanent; this truth can be known. The earnest search for truth forms a basis for clear thinking and supports our efforts to be honest, transparent, and authentic.



# Academics

**W**e believe children learn best when they see for themselves the inter-relatedness between subject matters and their world. Therefore, we are committed to an integral curriculum in which the full range of subjects is presented, not as isolated bits of information, but in a way that reflects the wholeness of God's created order.

Instruction for each of the classes is provided within the context of thematic units. This type of instruction lends itself to a multi-sensory, interdisciplinary approach to teaching, which in turn provides students with a coherent method of learning. Students are given opportunities to learn through direct teaching, coaching, seminar discussions, and hands-on experiences. Cambridge teachers place strong emphasis on building students' reading, writing, spelling, speaking, listening, math comprehension, and math computation skills.

## CLASS SIZES

The maximum class size for kindergarten is 14 students. For grades 1-8, the maximum class size is 16. Special consideration may be given for increasing the maximum size for unique situations.

## TEACHER QUALIFICATIONS

All lead classroom teachers must have earned a minimum of a bachelor's degree. Most current teacher qualifications may be found on the Cambridge School website ([www.cambridgeschool.org](http://www.cambridgeschool.org)).

## LOWER GRADES (Kindergarten, First and Second Grade)

### Kindergarten

Kindergarten at Cambridge is designed to foster the development of the whole child in a creative, loving, and enjoyable environment. This first, formal educational experience is designed to enhance each child's God-given joy of discovery and learning. Phonics, reading, and math readiness activities are introduced using developmentally appropriate manipulatives and activities. Cognitive and verbal skills are developed through storytelling, seminar discussions, show-and-tell, and poetry.

**Kindergarten Schedule:** Our kindergarten program is in operation Monday and Friday from 8:45 a.m. to 3:15 p.m., and Wednesday from 8:45 a.m. to 1:15 p.m. This schedule allows kindergartners to participate in most of the all-school activities, including chapel and field trips. It also facilitates carpooling for families that have children in other grades.



Children at this particular stage especially benefit from spending a great deal of time with their nuclear family. It is also important at this “play age” to learn to take initiative in an environment without too much structure. Specifically, these children need to rest, choose, have the freedom to change their minds, “to tag along” with regular chores and activities, to observe and create, to feel and think, and to be quiet and noisy. They need to share 1-on-1 time in a relationship of significance, and to be free with body movements, and to see God in everyday places and situations.

While the Board and the Administration reaffirm that the 3-day structure is optimal for children at this stage, we are also mindful of our desire to be an inclusive community of learners (see Mission Statement and Core Values), and therefore seek to respond to the parent need in our community for a full-time kindergarten opportunity. Consequently, the Board has approved an additional two-day option (Tuesday/Thursday) that may be offered to support families seeking a full-time situation without detracting from the existing program. These additional days would specifically:

- Reflect a home environment as the space and flow of the day would be less structured, have fewer limitations, and provide increased opportunities for exploring, discovering, creating, and freely initiating;
- Offer individualized attention through a lower child to adult ratio;
- Focus on play.

### **First and Second Grade**

Phonics instruction continues to be a vital component of our reading and spelling instruction in first and second grades. Units emphasize a hands-on, multi-sensory instructional approach in which the primary goal is to nurture each student’s imagination, creativity, and social skills while laying a strong reading and math foundation.

While first grade units focus on who the child is and the structures that surround him/her (family, community, city, nation), the second grade focuses on geography-based units that teach how landforms, flora, fauna, and people interact to create unique cultures.

### **MIDDLE GRADES (Third, Fourth and Fifth Grades)**

Beginning in third grade, Latin and historically based unit themes are introduced. Instruction continues to be multi-sensory and developmentally sound, building sequentially on the foundations laid in the first two years. Literature and writing increase in importance during these Middle Grade years as the students’ skills continue to develop. Art and music are woven throughout the units, thereby helping students to use all of their senses and imagination to explore topics they are studying.

We begin the third grade with a study of the ancient cultures of the world such as Mesopotamia, Egypt, Greece, and Rome. Our students study the Middle Ages in fourth grade, including topics and cultures as diverse as Byzantium, Islam, and Medieval Europe. Our fifth graders study the Renaissance, the Reformation, and the giant shifts in thinking that precipitated changes in Europe and throughout the world.

## UPPER GRADES (Sixth, Seventh and Eighth Grades)

Our goal is to provide our upper school students with solid skills, healthy self-views, a hunger for godly excellence and an awareness of what a Christ-centered world-view will mean to them as they face the challenges of our modern world in high-school and beyond.

The students will study logic and debate, examine history and geography through hands-on distinctives and primary resources, apply literature and writing across the curriculum, experience both the visual and performing arts, acquire a strong foundation in Pre-algebra and Algebra I, explore science through laboratory experimentation, and complete the first year of high school Spanish.

Our sixth graders study the impact that exploration and European colonialization had throughout the world. In the seventh grade, our students focus on American history from the Civil War through the World War I, including the Industrial Revolution, and the Great Depression. The eighth graders study the modern era from World War II to the present with a strong emphasis on the important issues of our time, including understanding current events, trends, literature, art, and radically or subtly differing world-views.

## ART

Creative expression is encouraged at Cambridge School. Students' art projects are coordinated with their units of study. In addition, field trips to art museums in both Baltimore and Washington are a part of the school's emphasis of art history and appreciation.

## ASSEMBLY/CHAPEL

A student Chapel service is held each Friday morning unless otherwise noted. The purpose of the service is to promote spiritual enrichment, worship and prayer, unity, and school spirit within the Cambridge community.

Students may be offered a variety of teaching and worship opportunities. In addition, the students themselves take part through drama, singing, reading scripture, praying, and answering questions. Periodically, we schedule special speakers and programs; parents, families, and others are invited to attend all chapel services.

## CAR SEAT REQUIREMENTS

The state of Maryland requires that children seven years and younger to be fastened in booster seats while riding in cars. Children who are 4 feet 9 inches tall or weigh 65 pounds are exempt from this law. Please be sure to provide boosters for all children who are not exempt from this requirement.

## FIELD TRIPS

Field trips are an important way to enhance a student's concrete understanding of the created world. They stimulate a child's ability to move from the concrete to the abstract. Our field trips may include visits to museums, historical sights, the theater, the zoo, and many other cultural and educational destinations in the Baltimore/Washington metropolitan area.

The standards of attendance and behavior that apply to all areas of Cambridge School life also apply on field trips. Students should not bring money or electronics on field trips unless specifically requested by teachers.

## FOREIGN LANGUAGE

Latin instruction begins in the third grade. Latin provides an efficient way to learn the grammatical structure of English. As the basis for approximately fifty percent of the English vocabulary, Latin is the key to all the romance languages, including French and Spanish. Latin requires precision of mind and attention to detail that carry over to other fields of study, such as science.

Spanish instruction begins in the sixth grade. This allows our upper grade students to acquire a contemporary foreign language before entering high school. Spanish is already the most widely used second language in our country. It is the language of the fastest growing group of immigrants in the Baltimore area and, as a first language, there are more Spanish speaking people than English speaking people worldwide. Additionally, Spanish is commonly offered in high schools and colleges.

## HOMEWORK

Philosophy: Homework is a natural extension of classroom instruction and a means of reinforcing and enriching Cambridge School's classical, Christ-centered, and integral curriculum. It is not designed to be burdensome in nature, an intensive endeavor, or to require excessive time. Rather, it is intended to foster growth within personal habits and academic proficiency. Homework provides a vehicle through which parents and teachers partner together to encourage and develop students to become life-long learners.

### Objectives:

- Homework promotes reinforcement of skills and clarification of concepts;
- Homework develops self-discipline, responsibility, independence, and nurtures a desire for excellence;
- Homework engages parents with studies and offers them insight into classroom work;
- Longer-term projects or assignments provide an opportunity for students to express their individuality, creativity, and image-bearing gifts.

### Parameters:

Partnership (see page 27)

**Grade Level Requirements:** Completion of daily homework (which includes the daily reading requirement outlined below) may necessitate, but should not exceed, the following time commitments at home:

- First grade: 20 minutes
- Second grade: 30 minutes
- Third grade: 30-45 minutes
- Fourth and fifth grades: 45-60 minutes
- Sixth and seventh grades: 60-90 minutes
- Eighth grade: 90-120 minutes
- Kindergarten students may receive unit-related activities to be completed at home.

*Weekend homework is not assigned for grades K-5.*

**Reading Requirements:** A daily reading requirement is expected of each student, depending on the student's grade level:

- Kindergarten: no requirement; however, parents are strongly encouraged to read to or along with students.
- First grade: 10 minutes
- Second grade: 10-15 minutes
- Third grade: 15-20 minutes
- Fourth and fifth grades: 20-30 minutes
- Sixth-eighth grades: 30 minutes

*Please note: Reading assigned as homework may fulfill this requirement. Although reading is not required over the weekends, it is strongly recommended.*

## SUMMER REQUIREMENTS

### Objectives of Summer Homework:

- Engagement in summer learning promotes “life-long learning.”
- Writing activities and math review enable students to maintain skill levels achieved during the academic year.
- Reading assignments uphold the importance of literature at Cambridge and introduce students to themes and historical time periods to be studied in the upcoming year.
- Longer-term projects or assignments provide an opportunity for students to express their individuality, creativity, and image-bearing gift.

### Parameters of Summer Homework:

- Reading: approximately 2-3 hours per week (required literature for upcoming grade, books on tape, family read alouds, etc.).
- Math: see attached grade level requirements and recommendations.
- Writing: see attached grade level requirements and recommendations.

## MUSIC

As part of the integral curriculum, music instruction and experience are coordinated with units of study. Students will be exposed to vocal and instrumental music, great composers, and/or music history during the course of the year.

## PARENT CONFERENCES

Cambridge welcomes and encourages frequent communication between parents and teachers. All parents confer formally with their child's teacher three times yearly to discuss the child's progress. Parents are given a calendar of events before the beginning of each school year. Please note the dates for Parent Conferences. Make-up conferences are conducted at the discretion of the teacher.

Additional conferences may be scheduled at the parent's or teacher's request. Please call the office to schedule teacher meetings.

When difficulties arise in a child's life, parent conferences are essential. We view these situations as opportunities to minister to the child and to direct the child toward effective behavior.

## PHYSICAL EDUCATION

Students in K-2 will have a minimum of 30 minutes of scheduled physical education per week. Daily recess provides the opportunity for students to participate in free play and to practice some of the skills they have learned in class. Students in grades 3-8 participate in physical education classes for a minimum of one hour each week. The classes strive to include instruction in team sports such as soccer and lacrosse, as well as individual fitness, rhythm, and coordination games. Encouraging a spirit of cooperation and good sportsmanship is foundational to our entire physical education program.

## SEXUAL CHARACTER DEVELOPMENT

We believe that while the discussion of sex and sexual character is primarily the responsibility and privilege of parents, Cambridge School's mission and vision statements encourage us to support parents' efforts. To this end, we plan all parent gatherings, devote time through unit-related work in 5th-8th grades, and invite speakers and presentations in our upper grades.

## STANDARDIZED TESTING

Cambridge administers standardized tests annually to all students except kindergartners and first graders. The results are given to parents before the beginning of the next school year or as soon as they are available. Standardized tests are only one limited measure of student progress and the effectiveness of the school's educational program.

## ACADEMIC WARNING

If a student is performing poorly, it is the task of parents and teachers to determine the cause. If the student is struggling due to academic deficiencies or learning disabilities, the school will seek to identify the problem and present appropriate options to the parents.

If a student's progress is deficient because of motivational issues or flagging interest in academic performance, he/she may be placed on academic warning for one grading period in order to focus on improving performance and to fulfill the requirements defined by the classroom teacher(s) and/or the administration. If significant progress is not noted during the probationary period, a student's contract may be withheld for the coming year.

# Admissions

The admissions process at Cambridge School is both comprehensive in scope and sensitive in implementation. The goal of the admissions process is to identify students who will continue to grow and mature within the learning community at Cambridge in a manner that upholds our mission statement and core values.

As a Christ-centered school, Cambridge is open to students of all faiths. No requirement is placed upon you or your child to sign a statement of faith. However, becoming part of the Cambridge community commits us all to support the school's educational philosophy and distinctives (see the Cambridge School Statement of Purpose for a full statement of Cambridge's educational philosophy).

What does Cambridge look for when admitting a family?

## 1. Parental Commitment

Cambridge School seeks families who will support the mission of the school, commit to our philosophy of learning, and partner with us in the education of their children. As part of this partnership, each family is asked to volunteer a minimum of six hours a month (four hours per month for kindergarten families). Accommodations are made for single parent families.

## 2. Developmental Readiness of the Student

Cambridge is committed to a philosophy of education that is developmentally appropriate and integral in nature. We recognize that all children are uniquely gifted and that they develop individually. The following criteria help us to determine a child's developmental level and are required for admission to Cambridge School:

## APPLICATION

- Application Fee: \$60.00 per student with application
- Copy of Report Cards: Previous two academic years (minimum)
- Standardized Test Results: From previous school (for grades 2-8)
- Common Referral Form: Completed by previous teacher
- Interview with a member of the Admission Committee: To be scheduled once application is filed
- Student Assessment: To be scheduled once application is filed



According to Maryland State Law, by the 2006–2007 school year and thereafter, a child who will be 5 years or older on September 1 of a school year is age-eligible for enrollment in a kindergarten program. Cambridge School will follow the Maryland State plan to phase in the September 1 kindergarten age-of-eligibility date. In addition, consideration will be given to the developmental readiness of the child.

### **Cambridge School’s Ability to Meet the Needs of the Student**

During the application process, Cambridge School requires disclosure of information regarding a student’s emotional, social, or learning needs. Each student will be evaluated to determine whether Cambridge can effectively meet the needs of the student as well as for appropriate classroom placement. The Admission Committee makes decisions based on what is best for the individual child as well as the classroom community. Acceptance of any child at Cambridge School is the decision of the Admission Committee.

Cambridge School encourages and welcomes applications from students without regard to race, color, religion, or national origin and does not discriminate in its educational policies, financial aid programs, or other school-administered extracurricular activities. Admission priority is given to the siblings of current students.

## **ADMISSION DATES**

October 1, 2008	Applications accepted for 2009–2010 school year
October 29, 2008	Admission Open House (9:00 a.m.–11:00 a.m.)
January 14, 2009	Admission Open House (9:00 a.m.–11:00 a.m.)
January 16, 2009	Financial aid applications due
January 24, 2009	Student Assessment: Kindergarten – Grade 2 (2 hour slots from 9:00 a.m.–1:00 p.m.)
January 31, 2009	Application deadline for February 27 enrollment notification; applications submitted after January 31 will be considered if space is available
January 31, 2009	Student Assessment: Grades 3–8 (9:00 a.m.–11:00 a.m.)
February 7, 2009	Student Assessment make-up day (inclement weather only)
February 27, 2009	Admission and Financial Aid decisions mailed
April 1, 2009	Enrollment contracts due

# Attendance

Parents are expected to send their children to school except for such reasons as personal illness, medical appointments, or family emergencies. All students are expected to be punctual except under special circumstances such as sickness, inclement weather, or mechanical difficulties.

## ABSENCE

If a student will be absent, please notify the school office by 9:00 a.m. A phone call will be placed to the parents if no communication is given as to the student's absence. Upon returning to school, the student will bring a written note regarding the child's absence.

Absences may be allowed under special circumstances for family trips and enrichment activities. The student's teacher should be notified in advance to allow adequate teacher planning. It is at the discretion of each teacher whether or not he/she will give advance assignments. Generally, students are given time to make up work upon their return.

Students are responsible for all work missed during absences. Parents and students need to work together to make up missed work, recognizing that teachers cannot be expected to make up for lost time, while at the same time moving ahead with the rest of the class.

A continuing pattern of absences or tardiness will require a parent conference with the appropriate administrator or Head of School to discuss a solution to the problem.

## LATE ARRIVAL

Students may arrive between 8:30 and 8:45 a.m. through the building's front doors. At 8:45, the front doors are locked and will remain locked for security purposes. Any student arriving after 8:45 is considered late and must be escorted by a parent to the side entrance and signed in. A late slip will be filled out and given to the child; the child is expected to give the slip to the teacher before entering the class.

## EARLY PICK-UP

A student leaving school for appointments, trips, etc. will meet the parent at the school office. The parent is required to sign out the child. After 15 minutes of waiting, the student will return to his/her classroom until the parent arrives. All departures from the regular school day must be accompanied by a written parental note. Non-emergency appointments should be scheduled during non-school hours.



# Dress Code

Proper dress and personal grooming promote attitudes of respect for oneself, for others, and for the school environment. To promote a sense of unity, with choice, and to enhance a purposeful and respectful learning environment, all students will adhere to the dress code.

The dress for Cambridge is distinguished as “relaxed uniform” and “dress uniform.” Cambridge’s dress and grooming principles are:

- Students must be in uniform at all times unless otherwise announced. The relaxed uniform may be worn Monday – Thursday; all students are required to wear the dress uniform on Fridays. Students may also be required to wear the dress uniform on special days, including field trips, picture days, and special celebrations. The school will notify students when the dress uniform is required for these special occasions.
- Clothes will be neat, modest, and discreet in fit and appearance as determined by the school administration.
- Hair will be neatly trimmed, avoiding extremes in style or color, as determined by the school administration.
- Undershirts must be white and without writing.
- Gym uniforms may not be worn under uniforms.
- Wearing of make-up or nail polish must be modest, appropriate, and respectful (any make-up or nail polish which becomes a distraction in the classroom will be addressed).
- Girls’ skirts should not be shorter than two inches above the knee.
- Tasteful jewelry may be worn. However, for safety reasons, necklaces should be worn inside shirts and blouses. Dangling earrings are not permitted. Girls may wear small post earrings. Earrings are not permitted for boys.
- Boys’ pants must have a plain or pleated front with straight legs and belt loops (i.e. cargo pants, pull-up pants or other styles are not acceptable).
- Boys may wear shorts from September through October and April through June. Shorts may not be worn, however, on dress uniform days anytime during the school year.

*Please note that embroidered polos may be ordered at either Land’s End (1-800-469-2222) or Flynn and O’Hara (410-828-4709).*



## GIRLS (GRADES 6-8)

Please note that Girls' and uniform plaid skirts and dress uniform blouses are available only through Flynn and O'Hara.

### Relaxed uniform:

- Uniform plaid skirt (Flynn and O'Hara #34-80)

#### Shirt:

- Long or short sleeved polo shirt (white or navy)
- Turtleneck (white or navy)

#### Leggings:

- Flynn and O'Hara (navy)
- Underarmor (navy)
- Bike shorts (navy)
- Tights (navy)
- No sweatpants or athletic shorts may be worn under skirt

#### Sneakers:

- Predominantly white, navy, grey or silver with white ankle socks

#### Optional:

- Navy Cambridge sweatshirt (available at the school store)
- Sweater (navy cardigan or v-neck)

### Dress Uniform:

- Uniform plaid skirt (Flynn and O'Hara #34-80)
- White oxford blouse (long or short sleeved) with embroidered logo (Flynn and O'Hara – full logo)

#### Leggings:

- Flynn and O'Hara (navy)
- Underarmor (navy)
- Bike shorts (navy)
- Tights (navy)
- No sweatpants or athletic shorts may be worn under skirt

#### Shoes:

- Brown or black shoes with white ankle socks
- Shoes must have rubber soles
- No patent leather
- No black sneakers

#### Optional:

- Sweater (navy cardigan or v-neck)

## GIRLS (GRADES K-5)

Please note that Girls' jumpers and dress uniform blouses are available only through Flynn and O'Hara.

### **Relaxed uniform:**

- Uniform plaid jumper (Flynn and O'Hara #94-80)

#### **Shirt:**

- Long or short sleeved polo shirt (white)
- Turtleneck (white)
- Blouse with Peter Pan collar (white)

#### **Leggings:**

- Flynn and O'Hara (navy)
- Underarmor (navy)
- Bike shorts (navy)
- Tights (navy)

#### **Shoes:**

- No sweatpants or athletic shorts may be worn under jumper
- Sneakers – predominantly white, navy, grey or silver with white ankle socks

#### **Optional:**

- Navy Cambridge sweatshirt (available at the school store)
- Sweater (navy cardigan)

### **Dress uniform:**

- Uniform plaid jumper (Flynn and O'Hara #94-80)
- White blouse with Peter Pan collar (long or short sleeved) with embroidered logo (Flynn and O'Hara – modified logo, cross only)

#### **Leggings:**

- Flynn and O'Hara (navy)
- Underarmor (navy)
- Bike shorts (navy)
- Tights (navy)
- No sweatpants or athletic shorts may be worn under jumper

#### **Shoes:**

- Brown or black shoes with white ankle socks
- Shoes must have rubber soles
- No patent leather
- No black sneakers

#### **Optional:**

- Sweater (navy cardigan)

## BOYS (GRADES 6-8)

### Relaxed uniform:

- Khaki pants (flat front or pleated, no cargo style)
- Khaki shorts may be worn until November 1st and after April 1st

### Shirt:

- Long or short sleeved polo shirt (white or navy)
- Turtleneck (white or navy)
- Brown belt

### Shoes:

- Sneakers – predominantly white, navy, grey or silver with white ankle socks

### Optional:

- Navy Cambridge sweatshirt (available at the school store)
- Sweater (v-neck)

### Dress uniform:

- Khaki pants (flat front or pleated, no cargo style)
- White button down shirt (long or short sleeved)
- Navy and grey striped tie (Flynn and O’Hara)
- Brown belt
- Brown or black shoes with white ankle socks
- Shoes must have rubber soles
- No black sneakers

### Optional:

- Sweater (navy v-neck)

## BOYS (GRADES K-5)

### Relaxed uniform:

*Note: Elastic waist pants (without belt loops) may be worn in kindergarten only*

- Khaki pants (flat front or pleated, no cargo style)
- Khaki shorts may be worn until November 1st and after April 1st

### Shirt:

- Long or short sleeved polo shirt (white or navy)
- Turtleneck (white or navy)
- Brown belt

### Shoes:

- Sneakers – predominantly white, navy, grey or silver with white ankle socks

### Optional:

- Navy Cambridge sweatshirt (Available at the school store)
- Sweater (v-neck)

### Dress uniform:

- Khaki pants (flat front or pleated, no cargo style)
- Long or short sleeved polo shirt (white) with embroidered logo (Full logo)
- Brown belt
- Brown or black shoes with white ankle socks
- Shoes must have rubber soles
- No black sneakers

### Optional:

- Sweater (navy v-neck)

# Finances

Normal expenses of operating the school are covered by tuition. Normal operating costs include school expenses for teachers, facilities, supplies, and most field trips.

Major capital improvements or other one-time costs are not covered by tuition payments. For example, there may be a need to raise additional funds to help defray building upgrade costs, to enhance our scholarship fund, or to address various short-term and long-term capital needs. These expenses are met through special donations, annual giving, and other fundraising efforts. All gifts to Cambridge are tax deductible. Copies of the school's financial statements, which are reviewed by an outside independent accounting firm, are available upon written request.

## TUITION

The 2008/09 tuition is \$8,900 for grades 1-8 and \$6,500 for kindergarten.

## TUITION PAYMENTS

The tuition, net of any financial aid, is due as follows: 5% with the return of the enrollment contract and either one payment for the remaining 95% on July 1, or two equal payments for the remaining tuition due on July 1 and December 1. Finance charges may be levied on all amounts 30 days past due.

The school has made arrangements for an alternative payment plan through Key Education Resources to families who prefer to spread their payments for the 95% of tuition normally due in July or July/December more evenly throughout the year. This is a ten-month payment plan with ten equal installments starting in May. Forms are available upon request from the school office.

## FINANCIAL ASSISTANCE

Cambridge is committed to helping families in need of financial assistance. We solicit funds for need-based scholarships (separate from the operating budget) to provide financial assistance to those families who qualify for support. Financial aid is awarded on the basis of financial need. Parents should request financial aid applications when submitting applications for enrollment if assistance is desired. An outside consulting service reviews applications for financial aid. Allocation of available funds is the responsibility of the Financial Aid Committee. All scholarship applications and financial information are kept in strictest confidence. Financial Aid applications must be submitted to SSS on or before January 16, 2009.



## OTHER FINANCIAL OBLIGATIONS

Tuition is structured to cover a significant portion of the cost of sending your child to Cambridge. However, the following financial obligations are not covered by tuition:

**Lost or Damaged Books:** Students are expected to take good care of all school and library books. Parents are expected to pay the replacement cost of any books that are lost or damaged.

**Damage to Property:** Parents are expected to pay the cost of restoration or replacement for any damage their children cause to school property or to the property of teachers or other students. Opportunity is given to the student to complete the restoration if she or he is able.

**Extended Field Trip and/or Mission Trip:** In the event that your child's class goes on an overnight or a mission trip, you will be responsible for a significant portion of the cost.

# Grievance Resolution

All members of the Cambridge community are expected to follow the model for conflict resolution, which Christ outlined in Matthew 18. The one offended is to address the offending party in order to give that person the opportunity to clarify the problem and, if necessary, to seek forgiveness. If the conflict cannot be resolved, an administrator or Head of School may intervene.

In all cases, the aim is to handle grievances in a Biblical, professional, charitable manner involving only those directly concerned with the offense and its resolution. The temptation to talk with others who are not party to the issue or situation is great, but it is not God's way and cannot be condoned within the Cambridge community.



# Health & Safety

## IMMUNIZATION AND HEALTH RECORD

Each student's health history and Emergency Card must be received by the school office prior to the beginning of the school year. Only new or transferring students are required to complete a Health Inventory. If there are changes to a Health Inventory on file, please notify the office. Health records must be received before students are admitted to the school.

## ILLNESS

Parents are asked to notify the school immediately if a student has a serious illness or communicable disease. If a student has symptoms of illness, please have him/her stay home.

Consider the following when deciding whether to bring a student into school:

- A student who is running a fever or vomiting should not be sent to school.
- A student with swelling, a rash, or any other startling symptom should not be sent to school.
- A student who has been prescribed an antibiotic should not be sent to school within twenty-four hours of the start of the prescription.
- Students who have pink eye or head lice should not be sent to school. Treatment should be completed before students return to school.
- Should a child become ill at school, a parent or guardian will be notified and asked to pick up the child as soon as possible.

## MEDICATIONS

Students are expected to self-medicate with adult supervision. The school cannot take responsibility for making sure students take their prescription medications.

### Over-the-counter medications

The school does not stock medication for students without a doctor's order. We encourage all medications that can be dispensed outside of the normal school hours to be administered by the parents. Over-the-counter medications should only be sent to school if the child's condition warrants medication during the school day. Parents must provide the school with 1) written authorization for the medication and 2) explicit instructions on how the medication is to be dispensed. All medication must be sent to school in the original packaging and will be secured in a locked closet at the start of the day.



**Prescriptions**

Prescription medicines require a doctor's authorization. All prescriptions must be sent to school labeled and in the original container (pharmacists will provide an extra container for this purpose). Prescriptions should be brought in by the parents and given to an adult in charge. We will count the number of pills and keep track of the number dispensed. If the prescribed dosage changes, the school requires a written physician's order.

**Medication taken at home**

If a child is taking medication at home (either prescription or non-prescription), the school should be notified so that we can watch for anything that may indicate an adverse reaction. Some medications have side effects which include tiredness, distractibility, irritability, etc., and it will be helpful to both parents and teachers to know whether the medication might be a factor.

**ACCIDENTS**

Simple first aid (cleansing, bandages, ice-packs) will be applied at school. Parents will be notified about serious incidents and if more complicated treatment seems necessary.

**FIRE DRILLS**

The school conducts fire drills in accordance with the Baltimore County code regulations.

# Home & School Partnership

Quality education depends on a partnership between the home and the school. This partnership must uphold the need for:

- Rigorous academic training as preparation for life;
- Adherence to consistent standards of truth and morality;
- Direct parent and teacher involvement in the child's learning.

To this end, all Cambridge members (i.e. parents, teachers, students) sign a statement affirming their commitment to support the education of their children according to Cambridge's:

- Educational philosophy and approach (see pages 3-13)
- Standards for conduct and discipline (see pages 34-36);
- Standards for grievance resolution (see page 23);
- Requirements for parent involvement (see page 29-30)
- Dress codes (see pages 17-20)
- Teacher, parent, student partnership (see page 27-28)

*Please note that this Statement of Affirmation is provided on page 39 of the Cambridge Handbook.*



# Teacher/Parent/Student Partnership

## ROLE OF THE TEACHER

To regularly communicate with parents through weekly newsletters or emails or other venues regarding the following:

- New unit perspectives
- Classroom lessons
- Guidelines for projects/special assignments
- To communicate with other grade level teachers in order to honor the homework guidelines (see page 12)
- To accommodate the individual student's stage of development, learning style, and ability to complete the work within reasonable time limits
- To consistently provide timely feedback to homework assignments in order to:
  - Hold students accountable for consistently completing homework
  - Honor students' time and work ethic
  - Provide instruction and guidance
- To respond to parents' reasonable requests to collaborate with outside professionals
- To regularly check nightly reading (see page 13) in order to
  - Hold students accountable for consistently completing homework
  - Honor students' time and work ethic
  - Provide instruction and guidance



## ROLE OF THE PARENT

- To set the priority for completing homework;
- To provide adequate time and environment required for the student to complete homework assignments;
- To be attentive to teachers' communications and to respond in a timely fashion with any questions, comments, or concerns;
- To communicate with the teacher when the amount or nature of homework becomes excessively difficult, time consuming, or inadequately engages and challenges the student;
- To initiate communication between teachers and outside professionals as appropriate;
- To partner with teachers in providing literature for nightly reading and DEAR time;
- To communicate individual student needs, family concerns, or absences to the teacher;
- To initial student planner as required.

## ROLE OF THE STUDENT

- To consistently record assignments in the Cambridge School Planner;
- To bring home and return all necessary books, papers, and materials needed to complete assignments;
- To complete homework assignments with excellence and submit work on the date due;
- To document and record nightly reading.

# Parent Involvement

**W**e encourage and expect our parents to be a part of their children's community of learning and to assume a high level of involvement in the children's education. Cambridge believes parent involvement is pivotal to the success of the school. We further believe it is the responsibility of parents to enrich their children's educational environment. It is within this spirit that we invite parents' involvement.

Parent involvement opportunities are varied and numerous. They include serving on board committees, working on the building and grounds, helping in the office, planning field trips and other school events, assisting teachers in the classroom, monitoring lunch/recess duty, serving as homeroom parent, and serving as resource parent. Opportunities may also include such things as performing telephone or clerical tasks at home and providing childcare to free others to complete their parent involvement responsibilities. Whether performed at school or at home, parent tasks give us all the opportunity to share a part of ourselves with other families in the Cambridge community.

## VOLUNTEER HOURS

Parents participate in their child's educational community by giving a minimum of six hours per month for one or more full-time students (a minimum of three hours per month for single parents) or four hours per month for families who only have a kindergartner (two hours for single parents). Each family should plan to be reasonably close to the total targeted hours at the end of each school year. This commitment is separate from any tuition obligation. Parents may log volunteer hours by downloading a Volunteer Hour Log from the Cambridge website or by requesting a form from the School Office. This is an expected requirement of all parents.



## CAMBRIDGE PARENT COMMUNITY (CPC)

The Cambridge Parent Community (CPC) is vital to fostering the close cooperation between parents and teachers, a relationship which is distinctive to Cambridge. All parents and teachers will be automatically considered members of the CPC. The Cambridge Parent Community has four primary objectives:

- to encourage and organize parental involvement with the faculty in researching, developing and implementing curriculum;
- to enhance communication and mutual understanding between parents and teachers;
- to foster friendships among families and staff by planning meetings and social events;
- to support the school in prayer, material acquisition, finances, publicity and administrative help.

## PARENT VISITATION

For security purposes, all parents and visitors are required to sign in at the office. Parents who desire to observe in classrooms should contact their child's classroom teacher(s). However, parents should not expect to have private discussions with teachers during class time. Because of the nature of daily school life, we ask that parents refrain from unscheduled visits. Any visiting young children on campus must be supervised accordingly by the accompanying parent.

# Schedule

## OPERATING HOURS AND BUILDING ACCESS

- School hours are between 8:45 a.m. and 3:15 p.m. Monday, Tuesday, Thursday and Friday. Wednesday is a shorter day for students with a 1:15 p.m. dismissal.
- Kindergarten meets during the regularly scheduled hours on Monday, Wednesday and Friday.
- Students may arrive at the school between 8:30 a.m. and 8:45 a.m., and should be picked up at the end of the school day between 3:15 p.m. and 3:30 p.m.
- For security reasons we ask that you not plan to access the building before 8:30 a.m. in the morning.

## DAILY SCHEDULE

Arrival	8:30 a.m. – 8:45 a.m.
Devotions	8:45 a.m. – 9:00 a.m.
Class Begins	9:00 a.m.
Unit Block	9:00 a.m. – 11:15 a.m.
Lunch/Recess	11:15 a.m. – 12:15 p.m.
Unit Block	12:15 p.m. – 3:15 p.m.
Dismissal/Pick-up	3:15 p.m. – 3:30 p.m.

Children should be picked up no later than 15 minutes after school dismissal. There is no scheduled adult supervision after school. In the event a parent is late picking up a student, a faculty member is requested to stay with the child. A fee of not less than \$5 per every fifteen minutes may be assessed and collected at the school office at the arrival of the parent.



# School Closings

## SNOW POLICY

Cambridge School will follow its own criteria for delaying or closing school because of inclement weather. Please check the website at [Cambridgeschool.org](http://Cambridgeschool.org) for all information regarding school closings or delays; parents may also check the school answering machine for all updates as well as WBAL radio and television.

## PHONE CHAIN

In case of emergencies, the phone chain will be activated. Administration will contact teachers, teachers will contact room parents and room parents will activate the class phone chain.



# School Governance

Cambridge School is an independent private school registered with the State of Maryland and is not under the authority of one particular church or denomination.

Cambridge School is governed by a Board of Directors whose duties, qualifications, and selection are defined in the school’s Articles of Incorporation and Bylaws. The Board of Directors is comprised of parents, educators, professionals and community liaisons. Directors must adhere to the school’s statement of faith and philosophy, and are responsible to uphold and implement the unique vision and educational mission of Cambridge.

One of the primary purposes of the Board of Directors is to guard and maintain the vision of Cambridge. New Board members may be elected to serve in accordance with the School’s By Laws.

The Board of Directors works closely with the administration and faculty. The work of Board members is divided into the following standing committees: Admissions, Cambridge Parent Community, Facility, Executive, Fundraising, Development and Finance.

The Head of School is responsible for day-to-day operations of the school and implementing approved policies.

The lead teachers on the faculty have a required minimum of a BS or BA degree. All teachers support and uphold the Statement of Purpose put forth by the school.



# Student Life

## CODE OF CONDUCT

Our aim at Cambridge is nothing less than the high standard to which God calls all his children, and which is outlined in Scripture:

*Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things (Philippians 4:8).*

*The fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23).*

*[Love] always protects, always trusts, always hopes, always perseveres... And now these three remain: faith, hope and love. But the greatest of these is love (1 Corinthians 13:7 and 13).*

Cambridge School expects each member of its community to uphold the following pillars of conduct at all times:

- Compassion
- Respect
- Honesty
- Self-Discipline
- Responsibility

Throughout our curriculum, we teach these values to our students. As adults, we model these values for our students and we hold all members of our community accountable to these pillars. These pillars provide the standard for our code of conduct and are non-negotiable.

## DISCIPLINE

Maintaining school discipline and proper behavior are essential in preserving a safe and positive environment where children are free to learn. The goal of discipline is to develop in children habits of self-control, putting others first, and honoring God in all they do. We believe that the application of discipline should be positive rather than negative. The purpose of discipline is to help a student to recognize an inappropriate behavior and understand the personal and communal consequences, then to redress the wrong, heal broken relationships and modify the behavior. We believe that this will equip students to respond appropriately in the future and enable them to experience the fullness and abundance of Biblical community.



The following seven R's of discipleship/discipline at Cambridge School include:

- Recognition – lovingly and boldly confronting sin and its harm to others;
- Responsibility – taking personal responsibility for one's actions;
- Repentance – an act of the will that cannot be forced and should be genuine;
- Reconciliation – repairing broken relationships with others involved;
- Reparation – making right or rectifying what has been harmed, including one's character and reputation;
- Restoration – welcoming the offender back into community relationships;
- Response – responding appropriately in future situations.

Students and their families are responsible for understanding the Cambridge School's Code of Conduct and abiding by the code in a cooperative manner. Any action which compromises the learning environment is considered a breach of conduct and will not be tolerated. We desire parents to work with us in the interests of their children and to recognize that both the faculty and parents are encouraged to be fair, honest, reasonable and cooperative in working together. The faculty and staff at Cambridge can only address issues of which we are aware. Please encourage your child to communicate any concerns to the classroom teacher or the appropriate administrator. If you hear about an incident from a child who is not your own, please encourage that child to talk to his parents and the classroom teacher or appropriate administrator.

## SUSPENSION AND EXPULSION

In all discipline we endeavor to correct, counsel and pray with a child; however, if a child fails to change disruptive behavior after loving and persistent correction, he/she may be temporarily suspended from the classroom. The terms of reinstatement will be discussed with the parents and clearly explained to the student. If these terms are not met, or if the parents are unwilling to support the school's behavioral expectations, their child may no longer be permitted to attend Cambridge School.

An activity or incident which jeopardizes the safety or well-being of any person, makes it impossible to proceed with the normal school routine, or violates the law must result in immediate and severe disciplinary action.

Behaviors that may be cause for suspension or expulsion from school include, but are not limited to:

- excessive unexcused absence or tardiness which exceeds 10% of the school year (please note that non-emergency appointments should be scheduled during non-school hours);
- disruptive behavior including coercion, force, threat, intimidation, harassment, fear or passive resistance;
- damage, destruction, theft or unauthorized possession of school or private property;
- foul or abusive language;
- aggressive or violent behavior including fighting and/or causing physical injury;
- possession or use of tobacco products;
- possession or use of alcohol or any mood-altering chemical or controlled substance;
- possession or use of dangerous instruments including fireworks, explosives, or weapons;
- dishonesty;
- cheating and/or plagiarism;
- insubordination and/or disrespect;
- forgery;
- trespassing (going into rooms unaccompanied by an adult and without permission).

## SCHOOL LIFE POLICIES

**Birthdays:** Parents are encouraged to help make birthdays special occasions. Please contact your child's teacher if you plan to provide a special snack or activity. If you plan a party outside of school, please do not hand out invitations at school unless all the students in the class are invited.

**Electronics:** No electronics, such as cellphones, iPods and games are to be used during school hours unless otherwise directed by teachers and/or administrators.

**Lost and Found:** The school maintains a lost and found box. On July 1st, all unclaimed items will be given to a local charity or may be sold at a used uniform sale during the summer.

**Lunches and Snacks:** All students bring their own lunch and drink (no soda please). We provide time for a small snack for our kindergarten children and parents are asked to pack a snack in addition to lunch. Water coolers are available if a student arrives without a drink.

Also, students are not to bring hard candy or gum, nor should they share food. Several Cambridge students have food allergies. Please advise your child/children that, for safety reasons, they should not ask each other for food – or share food – at any time.

**Recess:** Children need at least one recess period each day. All children are expected to go outside for recess. We typically go outside every day throughout the year unless it is raining or snowing. Parents should dress their children appropriately for outdoor play. Children too ill to go outside are asked to stay home until they are well.

# Tutoring

Cambridge School aspires to help all students develop their gifts and maximize their potential. It is our goal to do everything within our power to develop strategies that will enable each child at Cambridge to become a lifelong learner and begin to live out his/her destiny as a child of God.

Cambridge School has a unique curriculum. Because of the nature of this integral curriculum and our unit study format, it is our desire that tutoring complement and supplement what a child is doing in the classroom and accommodate the need for blocks of uninterrupted classtime.

Because we are limited by the number of hours in our school day as well as by the space available, we will do our best to accommodate a child's need for extra help. The following factors form the basis of our tutoring guidelines at Cambridge School.

## ON-SITE TUTORING

If parents wish to request time and space for tutoring, they must first have their child tested by a certified professional and make the evaluation available to the school.

Once the school receives the professional's educational evaluation, the parents may make a written request for their child to receive tutoring during the school day. This request can be made to the appropriate administrator or to the Head of School.

When the request has been made, the administrator will confer with the classroom teacher, check for time and space availability, and respond to the parent within two school weeks.

If requested, a list of potential tutors will be provided to the parents who will set up tutoring in accordance with time and space requirements. Parents may choose from, but are not confined to this list of tutors. Payment for tutoring services is to be arranged by the parents directly with the tutor. Cambridge School is not involved in setting rates, billing, or collection.

Once a tutor has been selected, parents should notify the school (in writing) regarding the details which may include the tutor's name, phone number and the hour and days selected from the times previously suggested by the school.



Communication between the tutor and the classroom teacher is essential in order to co-ordinate the tutoring with the classroom experience. The tutor will be asked to provide bi-weekly reports to the classroom teacher informing him/her of what skills are being reinforced. Likewise, the classroom teacher may request, in writing or by phone, that the tutor address a certain skill deficiency.

The parent is responsible for communicating with the tutor regarding special events, class field trips, chapels, etc. that may require a change in the tutoring schedule.

The parent is responsible to give the tutor a copy of the Cambridge calendar so that he/she knows about all school field trips, holidays, professional days, etc. The parent is also responsible for letting the tutor know if the child is absent or leaving school for any reason.

The appropriate administrator, the tutor and the classroom teacher will confer at least once every 12 weeks to determine if the arranged schedule is beneficial to the child's school experience. If the tutoring schedule is determined not to be beneficial, the school will ask that the schedule be adjusted or that the in-school tutoring cease.

Cambridge is not in a position to schedule make-ups for sessions missed due to inclement weather, emergencies, tutor cancellations or other unplanned cancellations.

### **OFF-SITE TUTORING**

Because of the nature of school life as well as our curriculum, off-site tutoring during school hours is not encouraged. However, the faculty and staff of the school will do everything they can to support off-site tutoring before and after school.

Communication between the tutor and the classroom teacher can only benefit the child. Parents should encourage a child's tutor to make contact with the classroom teacher by email or by phone so that they can be mutually supportive.

# Statement of Affirmation

As stated in the Cambridge School Handbook (page 26 under HOME & SCHOOL PARTNERSHIP), parents and students are asked to sign a statement affirming their commitment to support the education of their children according to Cambridge's requirements for the parent involvement, standards for conduct and discipline, standards for grievance resolution, and educational philosophy and approach.

As a Cambridge parent and teacher, I have read and will support Cambridge's requirements as listed above as described in the Handbook.

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Field Trip Form

DEAR CAMBRIDGE PARENTS,

In order to alleviate paper work and to expedite the process of field trips, we ask that all parents sign a field trip release form for all planned trips during the school year. This release form must be signed and returned at the beginning of the year.

Please keep in mind that all pertinent information regarding each field trip will be provided by teachers before the planned events. This information will include departure and return times, necessary items including meals and/or snacks, type of clothing (relaxed or dress uniform), etc.

Please be sure to contact teachers with any questions regarding field trips.

God bless,

Steven T. Song  
Head of School

I, \_\_\_\_\_, give permission for my son/daughter,  
\_\_\_\_\_, to attend all field trips through this year of 2008-2009.

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Print Media Release Form

DEAR CAMBRIDGE PARENTS,

Throughout the year, Cambridge School participates in various forms of advertisement or opportunities where we use pictures of our students. Examples would include updating pictures for our website ([www.cambridgeschool.org](http://www.cambridgeschool.org)), Open House announcements in Baltimore's Child and other periodicals, CD's marking our continued growth and development, etc.

We would like your permission in using your child's picture for opportunities described above, as well as other print media ventures. The hope is to expedite the process of obtaining pictures and working with various media groups.

Thank you for your consideration and God bless,

Steven T. Song  
Head of School

I, \_\_\_\_\_, give permission for my son/daughter,

\_\_\_\_\_ , to appear in any print media for Cambridge School;

this may include pictures for the website, advertisement in local venues, etc.

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Cambridge School encourages and welcomes applications from students without regard to race, color, religion or national origin and does not discriminate in its educational policies, financial aid programs, and other school-administered extracurricular activities.

**For more information about Cambridge School, call or write:**

Cambridge School • 110 Sudbrook Lane • Baltimore, Maryland 21208  
Telephone: 410/486-3686 • Fax Number: 410/486-3680

[www.cambridgeschool.org](http://www.cambridgeschool.org)