



Strawberry Hill

an extension of Rogers International School



Parent Handbook 2021-22



VIEW FROM STRAWBERRY HILL

Stamford Public Schools



Contents

Part 1: General Primary School

The IB Learner Profile	P.1
Mission Statements and Guiding Principles	
School Organization and Structure	
Arrival /Dismissal	P.6
Buses	
ROSCCO	
Absences	P.11
Cafeteria Services	P.12
Security	P.12
 Magnet Lottery Policy	 P.13
Dress Code	P.14
Communications	P.15
 Field Trips Policy	 P.16
Home Learning Homework	P.17

Part 2: Student Well Being

Student and Staff Health Protocols	P.19
Positive School Culture and Behavior Expectations	P.20
Behavior Supports and Disciplinary Actions	
Pupil Personnel Services	P.24
Scientific Researched Based Intervention (SRBI) Process	
Celebrations and Food Policy	P.27

Part 3: Technology

Electronic Device, Personal Items, Valuables, and Toys	P.28
Information technology (IT) and digital learning resources	P.29
Acceptable use of IT Policy	P.30



PART 1: GENERAL PRIMARY SCHOOL INFORMATION

IB Learner Profile

The IB Learner Profile The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Disposition	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development



Mission Statements and Guiding Principles

Strawberry Hill is an extension of Rogers International School, accredited in the International Baccalaureate program. We are an interdistrict magnet school accepting students from Stamford and other school districts in CT. Strawberry Hill is a K-6 school in the 2021-22 school year. Each year thereafter, the school will expand a grade level, becoming a K-8 school by 2023.

Stamford Public Schools Mission Statement

The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Strawberry Hill Guiding Principles

We foster a caring supportive environment for all

- We explicitly embed social emotional learning strategies
- We are caring, friendly, respectful, and genuine
- We view all types of learning with a growth mindset
- We are constantly reflecting with the purpose of improving

We inspire through inquiry

- We foster creativity and curiosity through questioning and wondering
- We believe in the International Baccalaureate curriculum, and adhere to it
- We continually offer choice that promotes expression in learning
- We incorporate student interests in our learning
- We model the practice we want to see in our students

We are a learning organization

- We build collaborative, trusting relationships focused on learning
- We embrace an environment that encourages risk-taking
- We take responsibility, and reflect on our actions
- We share and collaborate, learning from each other to better our practice

We cultivate a supportive school community

- We strive to develop partnerships that engage in our learning
- We promote open, two way communication
- We value multiple perspectives from our community
- We are collectively invested in our goals



School Organization and Structure

Principal	Assistant Principal	Primary Years Program Facilitator	Middle Years Program Facilitator
Frank Rodriguez - 101c	Sandra Carlton - 101b	Tressa Kinahan - 102	Jeff Bianco - 103

Kindergarten	Grade 1	Grade 2
Christine Lewis - 107 Shayna Sexton - 108 Jill Tomas - 109 Carolyn Tschinkel - 110 Ashley Vicaro* - 106	Maritza Benhiudiath - 119 Jesy Clark - 122 Katie Fajt* - 123 Melissa McGovern - 202 Tami Raymer - 204 Gladymarie Rivera - 120	BreeAnne Coombs* - 208 Rachel Cuesta - 203 Bonita Maddox - 205 Caroline Sarlo - 201 Jessica Wolfgruber - 206 Priscilla Huyhua - 121
Grade 3	Grade 4	Grade 5
Chantel Boeger - 210 Nicole Bronson - 211 Terri Cavanna* - 209 Kathleen Henkel - 212 Kendal Magnoli - 207	Doug DeLuca - 303 Maria Linton - 306 Gayle Olson* - 307 Hannah Pappas - 301 Andrew Park - 302	Anthony Grimaldi/Amelia Luckey - 308 SCI Lauren Hofer - 312 IS Angela Lyden - 315 Writing Laura Lynam - 309 Math Jessica Petruzzelli* - 314 ELA
Grade 6	Essentials	Essentials
David Flynn - 310 - IS Jon Kolman* - 320 Math Michael Sapia - 304 SCI Elyssa Walker - 317 - ELA	Art Nancy Woods - 313 Ariana Sanchez - 127 P.E. Robert Lewis - 131a/Gym Malory Nadro - 130a / Gym	Music Sandy Errico* - 141 Seth Goldstein - 140 LAQ Jackie Mullins - 124 PYP Edison Sanchez - 224 MYP

(*Grade Level Leaders)



Student Support	Student Support	Student Support
ELL Maritza Bredy - 317 Literacy Maria Evanko - 113 Kerry Kelly - 222 Technology Integration Tara Wilcox - 216b SRBI Helene Anglaret - 125d	Special Ed Alyssa Bogdanowicz - 221 Elissa Cohen - 311 Melissa Farrell - 319 Christina Hughes - 128 Jessica Reardon - 213 Stacey Smith - 218 School Psychologist Mollie Kimmel - 115 Julie Tooher - 125a	Social Work Nina Smeriglio - 118 Dana Vera - 125b SLP Ariel Gaudet - 126 Allyson Martin - 318 OT/PT Julia Chiappetta OT - 116 Arelis Cepeda PT - 219

Para-Educators	SpEd. Para-Educators	SpEd. Para-Educators
Tanya Alcantara Adriana Arango Georgiana Boiano	Maria Andrade Linda Buchetto Dorothy Carpenter Amanda Decaminada Ashley Geigel Caitlin Kemp Tracey McGuinness Kathi Mirto Jasmine Norman Divya Parmar Sheila Sampson Mary Willis	Amanda Bogdanowicz Dawn Bria Tara Dunmore Tracy Kane Papia Popy Jana Zakharian

Office	Student Health	Custodians	ROSCCO
Office Support Cristina Alfano - 101 Marcia Dinella - 101 Parent Facilitator Mirel Roig Govea - 101	Nurse Josette Grimaldi - 117c Dental Hygienist Celeste Baranowski - 117b Cafeteria Bobbie Sellers - 137a	Anthony DeFelice - 133 Frank Brown - 133 Paul Bogacki - 133 TBD - 133	Mornings Giselle Retana Afternoons Nadine Little Days/Hybrid Alexi Skiadas



Arrival and Dismissal

Student Arrival - Early Drop-Off - 8:30am

Strawberry Hill accommodates an early drop-off from 8:30am to 8:45am. All early drop-offs will be from the **Rear Entrance**. K-2 students wait inside, while Grades 3-6 students wait outside (both groups monitored by a staff member). At 8:45am the first bell rings and students walk to their classrooms.

Student Arrival - Drop-Off - 8:45am

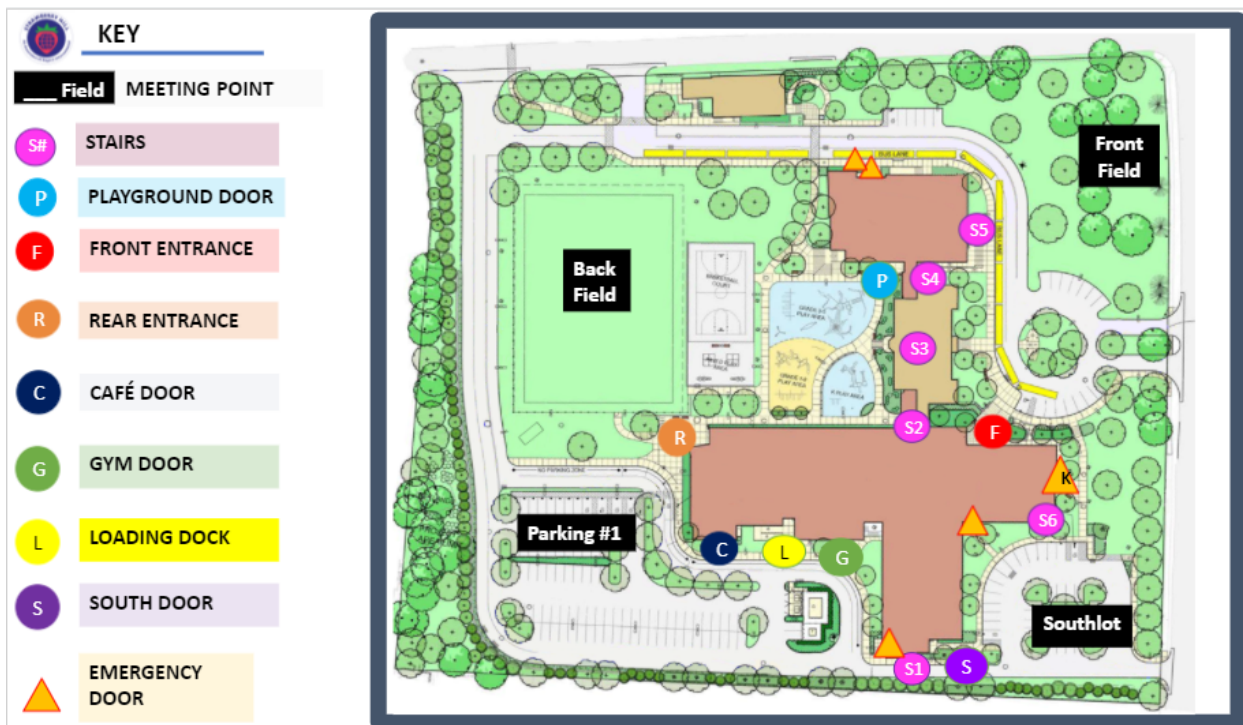
Regular drop-off time is from 8:45am - 9:00am. Car rider drop-off is at the **Rear Entrance**. Walkers can come in through the **Front Entrance** or the **Rear Entrance** of the school. Staff members will be stationed at various points in the building.

Student Arrival - ROSCCO Morning Program

ROSCCO Morning Program students can be dropped off from 7:30am-8:30am, at the **Cafeteria Entrance**. More information on the ROSCCO Program is described in the subsequent pages.

Student Arrival - Bus Riders

Bus students arrive through the **Front Entrance** with staff members stationed outside, 8:45am - 9:00am.



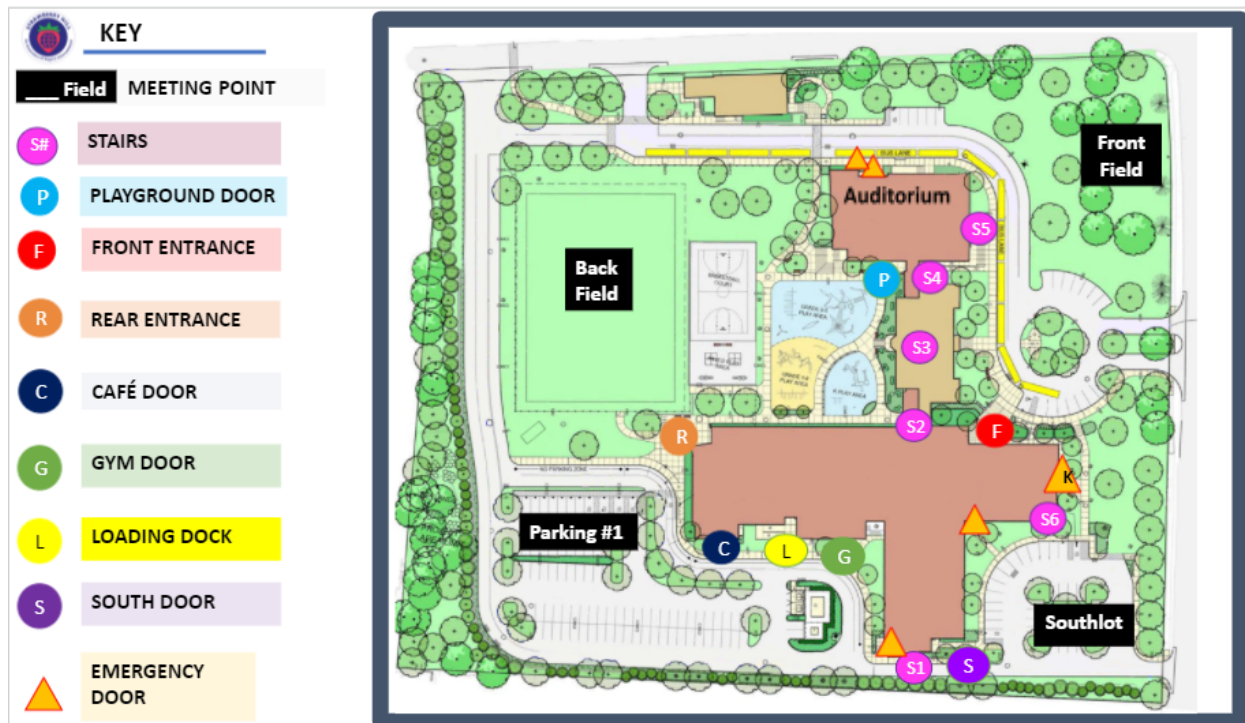
We kindly ask that you **DO NOT PARK** your car during arrival or dismissal. We have very limited parking spaces. The added pedestrians cause more traffic. Please refer to the [arrival and dismissal procedures on our website](#).



Student Dismissal - Grades 1-6

Students are picked up between 3:25pm and 3:45pm. Grades 1-6 Car Rider and Walker Pick-up is at the back of the school, via the 5th Street Entrance. Kindergarten Car Riders/walkers, and their siblings will be staged at the South Parking Lot (see section below).

GRADE	CAR / WALKERS PICK-UP	ROSCCO PICK-UP	BUS Students
G-K	@ South Parking Lot S	C @ Cafeteria Door	S5 @ S5 Exit Auditorium
G-1	@ Rear Entrance R		
G-2			
G-3			
G-4	@ Cafeteria Door C		
G-5	@ Loading Dock Sidewalk L		
G-6	@ Gym Door G		



The **Rear Entrance** to the school is closed at 9:00am. Between 9:00am and 3:30pm, you must buzz the office through the **Front Entrance**. You will be allowed inside the vestibule only to drop-off late and/or pick-up early. There are no visitors allowed in the building.



Kindergarten Dismissal

All Kindergarten Car Riders & Walkers and their siblings will be dismissed through the **South Parking Lot**. Please post student name tag on the car windshield.

Follow this schedule to ease traffic and congestion:

- Last Name A-L → Arrive at 3:20-3:30
- Last Name M-Z → Arrive at 3:30-3:40

Car Riders

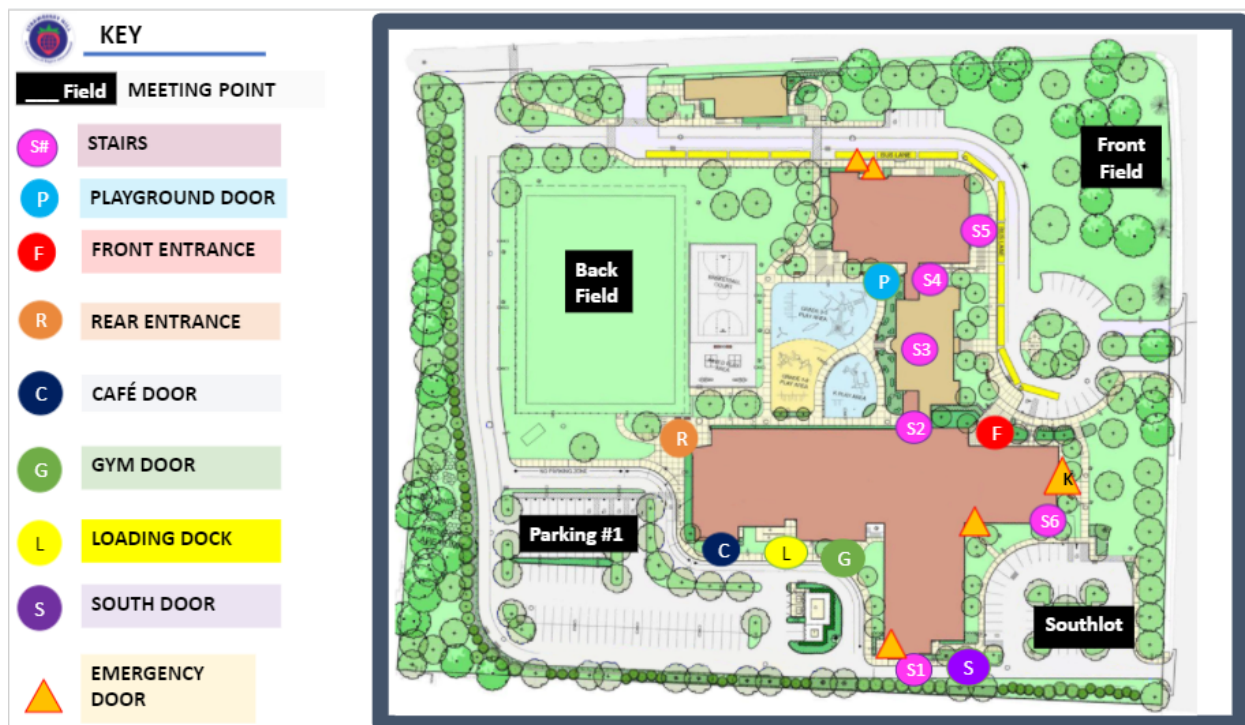
- Cars enter **South Lot** through Strawberry Hill Ave and pick up at **South Door**.
- Cars will form 2 lines around the lot
- Parents will stay in their cars
- Students will be escorted to your car
- Cars will exit the same way, via Strawberry Hill

Walkers

- Walkers will be waiting outside the **K Exit**
- Parents will walk on the sidewalk and inform the staff member who they are picking up

Bus Riders

- Bus riders will board the bus exiting the **Auditorium**



Please note that arrival is the same for **ALL STUDENTS** Grades K-6.

DO NOT DROP OFF IN SOUTH LOT UNDER ANY CIRCUMSTANCES.



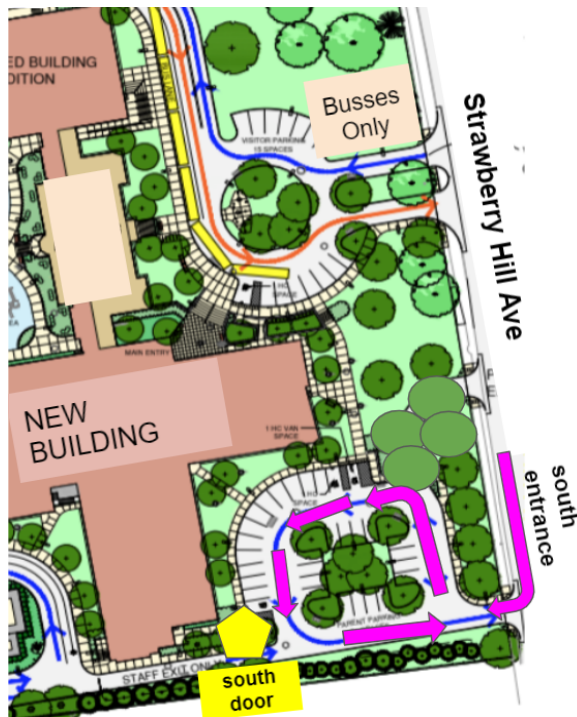
Alternate Dismissal-5th Grade Car Riders & Walkers without Siblings

To alleviate the traffic, we are piloting a new dismissal location for **5th grade car riders/walkers, without siblings**. You will now be dismissed from the South Door of the new building (depicted by the pentagon). Please note that Kindergarten is also dismissed from there.

You will enter the campus through Strawberry Hill Ave. South entrance shown in the purple arrow. Please do not get out your car. **Although there will be a two lanes, once inside the South Lot you will wait in the right lane closest to the building.** Have your sign ready so we can easily see who you are picking up.

5th Grade parents must pick-up BETWEEN 3:30 pm and 3:45 pm. If the driveway is full, you will need to wait on Strawberry Hill facing south as shown in purple. **This will only work if you follow the tiered times for pick up.** Do not come earlier as 5th grade will arrive by 3:30pm.

We will pilot this procedure beginning **Monday September 20th.**



Late Arrival

Arrival after 9:00am is considered late. If you are dropping off your child late, please ensure that you accompany them to the **Front Entrance** vestibule and inform the office.

Early Pick-up

We ask that you avoid early pick-ups from school as much as possible. If you must pick-up early, you need to pick-up before 3:00pm in the **Front Entrance**. Once the dismissal process is underway, we will ask you to wait until regular dismissal time to avoid disruptions. Please do not pick-up students from the office simply to avoid dismissal traffic.



Late Pick-up from School

Please avoid late pick-ups. Our secretarial staff is not able to supervise students on an ongoing basis. Students who are repeatedly picked up late will be asked to meet with administration. Late pick ups will be in the **Front Entrance**.

Alternate Pick-up Plans

If a child is to be picked up by someone other than the normal parent/caregiver, the parent should inform the office the morning of. Parents are asked to avoid calling the office immediately before dismissal. They are asked to communicate changes to dismissal before 11:00 am.

Inclement Weather Arrival / Dismissal

Inclement Weather Early Arrival between 8:30am - 8:45am will be staged the following way:

- Car Riders/Walkers Grades (Gr.3-6) enter through **Rear Entrance** and wait in Gym
- Car Riders/Walkers Grades (Gr.K-2) enter through **Rear Entrance** and wait in Main Hallway

Inclement Weather Dismissal will be staged at the following locations

- **Gym Door:** Car Riders Grades (Gr.4-6)
- **Cafe Door:** Car Riders and Walkers (Gr.1-3)
- **South Parking Lot** Kindergarten Car Riders/Walkers & Siblings
- **Auditorium** Bus Riders

Bus Transportation

Bus arrival and dismissal will occur at the front of the school. Bus services are available for students residing in Stamford according to Stamford Public Schools Policy. Bus routes are published in the Stamford Advocate in August before the start of the school year. They are based on the general registration of students at the school. For bus related information you can reach the director of transportation, at 203-977-4249 or visit, <https://www.stamfordpublicschools.org/district/transportation>

Due to traffic or inclement weather, there may be times when the buses will not be on time. Children should only ride their assigned bus. A long term bus route change must be done separately, and submitted to the office (example, change of address).

Bus guidelines

Students and guardians should be on time for pick-up and drop-off. Students should be in the company of an adult while waiting for the morning pick-up and afternoon drop-off. In the event that the parent/guardian is not at the bus stop in the afternoon, the student will not be dropped off the bus. The bus driver will finish the route and return to the school with the student, who will wait there to be picked up. In the interest of safety please review the following guidelines. **We reserve the right to deny travel on the school bus should a student continually not follow the guidelines for travel. This includes COVID safety guidelines such as (wearing a mask, staying**



in your seat, social distancing, etc.) See Appendix to review school-wide behavioral expectations.

- All students must stay in their seats and face forward while the bus is moving.
- Food and drink are prohibited on the bus.
- Students are expected to behave in a principled and caring manner.

ROSCCO Program

ROSCCO at Strawberry Hill offers a licensed school age program designed to meet the needs of working parents by providing a safe and stimulating environment for their children. The Before and After School Activity Programs utilize the gym, cafeteria, outdoor spaces and several rooms in the school building. Children are accepted monthly on a pre-registered, prepaid basis. New participants may be added during the payment cycle using a prorated fee scale. Registration is on a first come, first served basis. Participation is determined by space availability and an issued start date. Programs operate following the Stamford Public School calendar and do not operate when school is not in session.

Morning Program

The Before School Program begins at 7:30 a.m. and runs until the beginning of the school day. Activities include: Indoor and Outdoor play, Games, Homework help, Crafts and Story Time and Reading Corner. Before School Program registration follows the monthly payment schedule and is based on 5 days per week. Breakfast is available through the School Breakfast program.

After School Program

The After School Program begins at school dismissal and runs until 6:00 p.m. In addition to a Daily Snack, Supervised HomeLearning Time and Reading Corner, Enrichment Activities include: Arts & Crafts, Chess, Cooking Projects, Dance/Music/Skits, culminating in an annual show, Field Trips, Movies, Outdoor Play, Gym Games, Science Projects, Story Time, Table Games, and visiting specialists. The After School Program registration follows the monthly payment schedule and is based on a predetermined schedule of either 3, 4, or 5 days per week. For more information you may refer to our [website section on ROSCCO](#).

School Cancellation

Should it be necessary to close school at short notice (for example, due to inclement weather), the district will notify every parent via automated robocall, email, and through their website.



Absences

Parents are asked to report absences by telephone before 9:00am. On our voicemail, parents may leave a message with a child's name, class, the reason for absence and the anticipated length of absence. An absence due to illness of three or more days requires that the nurse readmit the child to school. We ask that students out for three or more days bring a doctor's note. Please notify the Nurse if your child has been exposed to:

- COVID-19
- Chicken Pox – (child may return when lesions are scabbed).
- Strep Throat – (return when child has been on medication for 24 hours).
- Head Lice - (After treatment and note from parent or treatment center), child should be checked by the nurse before he/she returns to class
- Other injuries or illnesses that may require accommodations

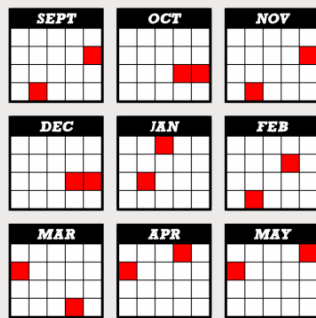
Extended Travel

We request that a family's travel plans respect the school calendar. If a child's absence is to be prolonged, the school should be informed in writing. Parents are asked to write an email or note to the teacher and Principal indicating the reason for the extended leave. We will not provide work for your extended travel. **Please note that the Principal does not grant permission for extended leave. We will record the absences on the student's record as per state guidelines (see below).**

Attendance Guidelines

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success both in school and in life.¹ **When a student is**

**2 Absences Per Month
x 9 Months of School
= Less Likely to Graduate
from High School**



absent more than 10% of the school year, s/he is considered chronically absent by the state of CT. Other than a long term

medical leave, you are chronically absent regardless of the type of absence (excused or unexcused). For example, if a student is sick, or goes on a trip due to a family hardship, those absences still contribute towards the 10%.

All schools are required to make a plan to reduce chronic absenteeism, and report these numbers to the state. Part of the plan will be to communicate with parents, monitor the report, and develop an intervention plan, if necessary. Part of the communication will involve a letter to inform you of this status, and document the rationale for the absence. If your son/daughter

exceeds the 10% rate you will receive this notice. For more information on attendance please visit our [school site](#).

¹ AbsencesAddup.org



Cafeteria Services

Bobbie Sellers is the cafeteria manager. Questions related to the program, menu, payments, etc. can be directed to her at 203-977-1188. The USDA Free Meals Program for all students has been extended for the 2021-22 school year. All Breakfast and lunch are free for all students.

Student Breakfast Program

Strawberry Hill offers a breakfast program through Chartwell Food Services.

- All students are eligible to access the breakfast program.
- Breakfast is available daily 8:45am-9:00am
- Students who qualify for free/reduced lunch automatically qualify for breakfast.
- Breakfast will be served in the cafeteria in a “grab and go” format.
- Students will bring breakfast to the classroom and eat there.

Lunch Program

Entrees include: A choice of a) hot lunch entree, b) bagel and yogurt, or c) Sunbutter and Jelly. With the main entree you also get a fruit or juice, a vegetable side, and a choice of milk. Cold lunch is served on early dismissal days. All menus are subject to change, per Chartwell Services.

Security

No visitors are allowed in the school building.

- There is restricted access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours.
- Those wishing to speak with the teachers or staff, can call the office to schedule a call, or send an email.
- Students, parents, and staff are prohibited from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19.
- If you need to pick up your son/daughter early from school, you must pick up in the Front Entrance vestibule, with a maximum of four people.

Safety Drills

The school practices safety drills once a month throughout the year, consisting of fire, lockdown and evacuation drills. The state is providing guidelines on conducting these drills as it relates to social distancing. Parents will be notified of lockdown or evacuation drills ahead of time. Parents will not be notified for routine fire drills.

The school evacuation location is located at St. Bridget's Church on 278 Strawberry Hill Ave. In the event of an emergency due to an evacuation, our school will walk to the building and communicate to parents from this location.



Magnet Lottery Policy

There are specific policies that all families should be aware of in regards to the magnet lottery seats offered. Per the state grant requirements, 25% of all students enrolled in the school must reside outside of Stamford, but within CT.

Residency and Moving

- If you applied to the lottery with an address outside Stamford, and were offered a seat, **that lottery seat is only valid if you remain in an out-of-district address (outside Stamford, but within CT).**
 - **Therefore if you move to an address in Stamford, the seat is relinquished.**
 - You can re-apply for the lottery the following year as a Stamford resident.
 - If you move to a town out of the Stamford district, but within CT, then you are eligible to keep your seat.
- If you applied to the lottery with an address in Stamford, and were offered a seat, **you are eligible to retain the seat if you move anywhere in Stamford or out of town, within CT.**
- **All families must notify the main office when moving.**

Families that reside outside Stamford

There are procedures to note for families that reside outside of Stamford as it pertains to Special Education and 504 support services. We ask that all families register with the district school, based on the family's residency. (The district school in which the family resides is referred to as the nexus school). This will help facilitate special education and IDEA support services should they be needed.



Dress Code

Our school follows a dress code with a variety of colors and styles convenient for parents. The school community overwhelmingly supports this initiative. Our PTO helps to facilitate our partnership with our vendors and coordinate sales of spirit wear. You can order via our online providers, Lands End & French Toast. Orders may take up to several weeks during busy months.

Lands End:

- Online: Log on to landsend.com, click on School, Search by our school number (900189770) or by location.
- Phone: Call 800-469-2222 and reference our school number.

French Toast:

- Online: Log on to frenchtoast.com, click on School, Search by our school number (QS5VCMC) or by location.
- Phone: Call 800-373-6248 and reference our school number.

GIVING BACK

We are excited to share that both Land's End and French Toast participate in programs which give back a percentage of every order to the school. If you have gently worn logo items or spirit wear that your child has outgrown; please contact strawberryhillspiritwear@gmail.com and collection will be arranged.

DRESS CODE GUIDELINES

- Clothing with the school logo is not mandatory, although please adhere to our school colors of Red, Navy, Green or White.
- Short or long sleeve shirts in Red, Navy, Green or White.
- Pants/Shorts/Skirts/Skorts/Scooters/Jumpers in Navy or Khaki.
- Physical Education Days: Students have the option of wearing school logo or plain activewear. Students must wear sneakers on physical education days. Rubber-soled closed footwear are preferred for all school days.
- Field Trip Days: Red shirts are recommended.
- Iron-on patches may be purchased by contacting strawberryhillspiritwear@gmail.com.

BENEFITS OF SCHOOLWIDE DRESS CODE

- Helps enforce positive behavior and self image
- Helps promote school spirit
- Helps with timeliness in the morning
- Helps with overall costs



Communications

Communication between home and school is essential. The following information will assist you in identifying where information may be found and suggestions on whom you may speak with. The school strives to model environmentally friendly practices, and this means taking active steps to reduce our carbon footprint. **Therefore, we will have paperless communication whenever possible.**

- **General classroom inquiries:** In most cases, the teacher would be the first point of contact for parents with inquiries about their child's academic progress. Should you need to speak with one of your child's teachers, please email them directly as an initial point of contact.
 - The **Parent Facilitator, Mirel Roig**, is responsible for parent engagement, communication, and general assistance in this area. 203-977-5825
 - The **IB PYP Coordinator, Ms. Tressa Kinahan**, is responsible for K-4 curriculum questions and general matters related to the Primary Years Program
 - The **IB MYP Coordinator, Mr. Jeff Bianco**, is responsible for 5-8 curriculum questions and general matters related to the Middle Years Program.
 - The **Literacy Teachers, Mrs. Maria Evanko, Mrs. Kerry Kelly, and SRBI Teacher, Ms. Anglaret** are responsible for literacy support, and student academic support.
 - The **Assistant Principal, Mrs. Sandra Carlton**, is responsible for the general day to day operations, Special Education Department, and supporting the Principal.
 - The **School Principal, Mr. Frank Rodriguez**, is the pedagogical leader and has overall responsibility for the operation of the school.
- **Phone:** All staff members can access school phones lines to call parents. If you wish to reach teachers by phone, arrange a time to speak as time is limited during the school day.
- **Email:** All staff members have email addresses. Parents may contact teachers directly. It is suggested that teachers speak with parents on the phone for extended back and forth communications. Email should be used as an initial point of contact, rather than a regular means of communication. This is the [link to the staff directory](#).
- **Virtual Conferences:** Virtual Conferences between parent and teacher are a time to communicate on the progress of your child. The Stamford Public School system sets aside two conference periods – immediately following the distribution of report cards (mid December and March). Please refer to the Stamford Public Schools Calendar for those dates. Teachers will set aside time to meet with parents during these conference times. In the event that you cannot attend a conference in person, teachers may plan phone conferences, as well.
- **PTO Website / Newsletter:** You can subscribe to the newsletter distributed by the PTO by subscribing to the [PTO Webpage](#).
- **Unit of Inquiry Newsletter:** This newsletter will be posted on our [school website](#) for each Unit of Inquiry. The purpose of the newsletter is to communicate what your son/daughter is doing in class, with respect to the Unit of Inquiry. It will provide parents with information



to further engage students at home. In addition there will be links and references to any resources helpful in facilitating discussions around the central concepts.

- **School Calendar (a consolidated calendar of School & PTO events):** [The School calendar](#) gives information regarding upcoming school events. We strongly recommend that you use this resource to keep-up with school events and activities.
- **School Messenger:** Stamford Public Schools has a district wide automated robo-call system that is utilized by all schools. The system is typically used to communicate school wide events as well as school closings due to inclement weather.
- **Strawberry Hill Website:** [The school website](#) contains a variety of resources and information for parents.. The following are some of the resources and information you can access via our website:
 - Recent news, and upcoming bulletins
 - Electronic directory of staff contacts
 - Calendar, newsletter, communications, resources, and policy
 - ROSCCO Before/After School Program
 - School videos, presentations
- **Social Media:** Strawberry Hill utilizes Facebook, Twitter social media platforms to engage families. Twitter is a platform we utilize to post about our learning, to share resources, and engage SPS community. It is a platform that is typically used to showcase and broadcast. For more information on joining these platforms [click here](#).

All staff members have email addresses and parents can contact them directly about issues which concern their child.

Field Trip Policy

COVID Related: Until further notice there will be no in-person Field trips scheduled.

Strawberry Hill School offers students a variety of field trip experiences throughout the Primary and Middle Years Program. The purpose of these trips is to give students hands-on opportunities outside of the academic environment. Field Trips can be used as provocations for learning and opportunities to further connect to units of study in the Program of Inquiry.

Field Trip Funding

Strawberry Hill PTO works hard to raise funds to subsidize the cost of field trips and transportation. A large portion of the money raised each year is allocated to this purpose. We do ask that families make a yearly contribution towards these enriching activities. Each family is asked to contribute however, all students attend regardless of ability to pay. Instructions on remittance will be sent home during the first month of school. Should you need assistance in meeting this request please contact our parent facilitator at 203-977-5825..



Expectations for Students

- Students must return a signed permission slip including emergency contact information prior to the date of the field trip.
- Students must demonstrate respect for and listen attentively to their chaperone, field leader, speaker. Students are expected to show principled, caring behavior toward others.
- Students must stay with their chaperone(s) at all times.
- Students should follow the suggested guidelines for appropriate dress. These will be provided by the teacher and determined by the activity.
- Students should respect nature and clean up after themselves.

Guidelines for Chaperones

We offer opportunities for parents to volunteer as chaperones on our field trips. The role of a chaperone is an important one, and while enjoyable, requires accepting certain responsibilities. These guidelines help ensure that field trips result in safe and rewarding experiences for all participants. The recommended age for chaperones is 21 years of age or older.

- Please leave other children at home. The students assigned to your group will need your full attention during the entire field trip.
- Teachers reserve the right to assign and/or reassign students to groups. The students in your assigned group are your responsibility.
- Know exactly how many students are in your group and learn their names and faces. Be sure that all are present before moving from one place to another.
- Always be safety conscious. You are responsible for the continuous monitoring of your group's activities. Keep your assigned group of students with you throughout the field trip.
- Be on time for designated meeting places and departure.
- School district policies apply to district sponsored, off-site activities. Smoking, tobacco use and/or controlled substances including electronic cigarettes in any form are strictly prohibited. You may not possess articles that can be used as weapons, and you may not administer medications to students.
- Please do not purchase items or provide opportunities that are not offered to all students in the class or preapproved by the teacher.
- Sensitive information you may learn about a student's abilities, relationships, or background must be kept confidential.
- To ensure that you are able to devote your full attention to the important responsibilities of chaperoning, restrict cell phone use to emergencies only.



HomeLearning Homework

Our mission is to provide homework that is authentic, meaningful, and engaging. It is for this reason we are reframing the term homework, as HomeLearning. The amount of time dedicated to home learning should be balanced with healthy lifestyle choices and family time. We prescribe to the '10-minute Rule' which advises homework time should be equal to the child's grade level multiplied by 10, i.e. a second grader should have 20 minutes of homework per day.

Responsibilities of the school

1. To communicate HomeLearning policy and expectations early in the school year.
2. To provide information on the purpose of effective practices, and resources for support (through newsletters, parent workshops, school website, and open house).
3. To encourage a partnership between school and families
4. To design HomeLearning assignments with clear purpose and expected outcome.
5. To assign HomeLearning that is appropriate to the student's age, developmental level, and is directly related to classroom instruction (clear, purposeful, and engaging).

Responsibilities of the student

1. To clearly understand the assignments, and ask teachers if further explanation is needed
2. To complete assignments showing best work and turn in on time
3. To be responsible for materials and time management

Responsibilities of the family

1. Providing an appropriate environment for the student to complete assignments
2. Providing encouragement and appropriate support without doing the work for their child
3. Encouraging a healthy balance between *HomeLearning*, activities and family time
4. Encouraging healthy sleep habits, making sure students go to bed on time even if assignments are not completed
5. Contacting the teacher if their child is not consistently able to do the assignments or if challenges or questions arise.

Additional Guidelines

1. *HomeLearning* shall not be assigned on scheduled holidays
2. Wherever possible, assignments shall be assigned to be returned using blocks of time so that families can best support completion by balancing the time with extra curricular activities, or activities that support personal and family wellness.
3. Parents who have concerns with *HomeLearning* expectations for their child shall be encouraged to contact their child's teacher or the school principal to discuss the situation.
4. Teachers shall not be expected to provide detailed classroom assignments for students who are away for extended periods of time as a result of family- or parent-initiated absences. For absences due to extended illness, parents may contact the school principal to discuss the available options.



PART 2: STUDENT WELL BEING

School Nurse Guidelines

The following are general guidelines to help prevent the spread of contagious illnesses and promote full recovery from them, we ask you to please read the following recommended guidelines before making your decision. These guidelines are still consistent with COVID guidelines.

Keep your child home if the child has:

- Cough, runny nose, fever, nausea, vomiting or diarrhea is present for 24 hours.

For symptoms related to COVID, we will need a Doctor note stating there is an alternate diagnosis (such as allergies). In lieu of a doctor's note, submit a COVID Negative test.

Generally students can return to school when:

- The stage of contagion for communicable disease has passed
- The child under doctor's care has received permission to return
- The child feels well enough to participate in all activities

An absence due to illness of three or more days requires that the nurse readmit the child to school. Students should bring a doctor's note.

Please notify the Nurse if your child has been exposed to:

- COVID - Follow COVID Guidelines
- Chicken Pox – (child may return when lesions are scabbed).
- Strep Throat – (return when child has been on medication for 24 hours).
- Head Lice - (After treatment and note from parent or treatment center), child should be checked by the nurse before he/she returns to class
- Other injuries or illnesses that may require accommodations, such as elevator use or restricted activity, require a doctor's note

Medication

CONNECTICUT STATE LAW PROHIBITS SCHOOL NURSES TO GIVE MEDICATION TO CHILDREN UNLESS ORDERED BY A PHYSICIAN. Children may not self-administer any medication at school.

This includes over-the-counter medication. A special pink form may be picked up from the nurse's office any time if you wish your child to receive medication in school. This form needs to be signed by you and the doctor. The medication to be given must be given to the nurse by an adult only. Parents may come to school and give their children the medication themselves. The medication must be given in the nurse's office. Parents must pick up their child's medication on the last day of school.



Positive School Culture and Behavior Expectations

The Learner Profile is the IB mission statement translated into a set of learning outcomes. The aim of all IB programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The Learner Profile is central to the IB Program and how we carry ourselves everyday. To help our students embody these qualities, we focus on one Learner Profile trait each month across all grade levels. Our staff determines how these traits are integrated through the units of inquiry. Our students gain an authentic view of the attributes when we explore how each trait can be embodied in our daily activities. At the end of each month a grade level meets to share their learning. (Grade level meeting schedules will be posted on our school calendar.)

We have partnered with District to develop a culture that understands, values and embeds trauma informed and social emotional learning principles in the school community. Our goals are to:

- Develop a school community that emphasizes the importance of connection, self-reflection and emotional literacy among all members of the community, including students, para-educators, support staff, teachers, admin and families
- Being informed, & sensitive to trauma by knowing triggers and developing strategies
- Provide a safe, stable, and understanding environment for all
- Provide a professional development, individual and group consultation and assessment for staff focused on developing connection, self-reflection and emotional literacy
- Integrate strategies involving mindfulness and the learner profile
- Avoid stigmatizing of students and avoiding punishing students
- Offer topic series (Mindful Moments) for school community (teachers, para-educators, support staff and parents)

Behavioral Expectations

Tier 1 supports consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best.* (Source: PBIS.org)

On the next page there's a description of behavioral expectations for all areas on campus beyond the classroom. Although these expectations have NOT been updated for COVID, there are universal principles that apply to all environments and context (keeping a safe body, respect). Teachers and students will be arriving on their own classroom essential agreements, soliciting input from the class and adding additional context as needed. This is an example of providing students agency in their own self management.



Behavior Expectations Matrix

PRINCIPLED I am Principled when...		All SETTINGS							
		I keep my hands and feet to myself. I walk. I stay on task. I do my best everywhere I go.							
		Arrival	Lunch	Playground	Bathroom	Hallway	Assemblies	Dismissal	Bus
		I walk to my classroom.	I use a quiet voice.	I demonstrate good sportmanship.	I use the bathroom appropriately.	I respond immediately to thumbs up.	I respond immediately to thumbs up.	I am prepared with my belongings s.	I stay in my assigned seat.
		I arrive to school by 9:00 am.	I eat my own food in a timely manner.		I return to class as soon as possible.		I am ready to listen and learn.		
		I go to the office if I arrive late.	I remain seated and raise my hand for help.	I use equipment safely & return it	I wash my hands & throw away trash.	I always walk silently.	I sit in one spot on my bottom.	I go to my dismissal spot & listen for directions.	
		I complete my morning routines.	I throw away my trash.	I leave with my belongings.	I tell an adult of any unsafe behavior.	I use the railing in the stairwell.	I line up quietly.		I leave with my belongings.
			I line up silently.						
CARING I care for myself, others, and my school.		All SETTINGS							
		I help others when needed. I treat others the way I want to be treated.							
		Arrival	Lunch	Playground	Bathroom	Hallway	Assemblies	Dismissal	Bus
		I greet everyone.	I say please and thank you.	I am respectful when I play.	I respect privacy.	I greet others by waving.	I respect presenters and participants.	I say goodbye to my teacher(s).	I am polite and listen to the bus driver.
			I listen & follow directions from the adults.	I have caring conversations.					
	I keep my space clean.	I include others.		I listen & follow directions.	I use appropriate applause.	I wait quietly.	I keep the bus clean.		



Description of Responsibilities (Policy 5131)

Student Responsibilities:

a. Respecting the authority of teachers, administrators and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct. b. Behaving in classrooms and school campuses in a manner that does not disrupt or interfere with the rights of other students and staff. c. Abiding by the standards of conduct and rules and regulations governing discipline established by the school. d. Attending school and assigned classes daily and time and for each full term.

Parent Responsibilities:

a. Accepting and respecting the right of the Board of Education to require discipline standards of behavior for all students and for all non-students while on campus during school activities. b. Reviewing district policy and school discipline rules and regulations with family members to ensure all are familiar with and understand the standards of conduct expected by school authorities and school campuses. c. Cooperating with school officials in working toward a solution to a student's problem and carrying out appropriate discipline penalties when such action is necessary. d. Seeking out, when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.

Teacher Responsibilities:

a. May review with classroom students at the start of every semester discipline policy and school rules and regulations regarding discipline. b. Enforcing consistently and fairly district policy and school rules and regulations regarding discipline. c. Providing a well-planned teaching situation by establishing lesson/course objectives with varied learning activities that allow every student the opportunity to pursue his/her studies successfully in an orderly environment conducive to learning. d. Communicating with students and parents* regarding behavior problems and proposed solutions. e. Reporting promptly any continuing student behavior problems to appropriate site personnel. f. Assuming the responsibility for the supervision of students in the school facility as per teacher's schedules in order to maintain control and to ensure the safety and welfare of all concerned.

Behavior Supports and Disciplinary Actions

Our goal is for our students to consistently demonstrate the behavioral standards and be safe in school. There are times when we will need to address the misbehavior through intervention, and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. It relies on a strong foundation of tier 1 instruction with social emotional skills embedded along the way.

When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken. Based on Stamford Public Schools Board



of Education Policy, the following describes consequences that are corrective and restorative, as well as punitive.

Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school, as per board policy.

Corrective Disciplinary Measures

- Time to Reflect, or calming time for non-compliance (approximately 5 min)
- Engage students in social-emotional focused lessons and social scenario modeling
 - Model Learner Profile
 - Model Expected behaviors
- Students check-ins during throughout the day to monitor behavior
- Cue expected behaviors
- Verbal redirection to engage in expected behavior
- Social Worker/School Psychologist observe/support student
- Counseling services
- Conferences with parents, students
- Communication log with parents
- Safety Plans
- Adjustment of school program
 - a. alternate learning class
 - b. shortened school day
 - c. alternate school
 - d. schedule changes when possible
- Services of support personnel
 - a. home visits
 - b. peer interaction group sessions
- Referral to Planning Placement
- Family services, 211 called to support student*

*211 or 911 may be called if the student demonstrates behavior that exhibits a danger to themselves or others, leaves the building/campus, or other elevated behaviors. Parent is contacted when behavior has been unable to be redirected

Additional Disciplinary Measures:

There are times where additional disciplinary action is considered to address repeated and/or serious infractions. This may entail removal from a class period, in-school suspension, or out of school suspension. For grades Pre-K -2, the administration must determine that an out of school suspension is appropriate based on evidence that such pupil's conduct is of a violent or sexual nature that endangers persons.



- Removal from class for reflection time in another room (approximately 5-10 minutes)
- Administration call for repeated and/or serious infractions
- Denial of privileges, such as school-provided transportation, field trips, events, recess
- In-school suspension
- Out-of-school suspension

All regulations cited can be read on the SPS web site at:

<https://www.stamfordpublicschools.org/district/board-education/pages/policies-and-regulations>

Pupil Personnel Services

Strawberry Hill believes that education encompasses the whole child. Our school promotes a collaborative working environment where the well being of every student is our number one priority. Our student support team works closely with our staff and parents to ensure that students are safe, happy and learning. Co-led by the Principal and Assistant Principal, it comprises our School Psychologist, School Social Worker, Speech Pathologist, and Special Education teacher.

The team members serve as consultants to teachers or parents who are concerned about any type of problem - developmental, behavioral, or academic. Many techniques are utilized to develop the students' skills. Staff members who have chosen these specialties work with classroom teachers to assure the greatest possible progress. Parents are encouraged to work closely with the teachers.

Psychologist

A school psychologist evaluates a child's intellectual and emotional status. The psychologist assists with determining how the child can best be helped and provides individual or group counseling.

Social Worker

A social worker is assigned to collaborate with staff, parents, students and community agencies to maximize the education program for all students. The social worker provides individual and group counseling for students.

Speech and Language Pathologist

A speech and language pathologist diagnoses and provides remediation in all areas of communication. There are five basic areas: receptive language (how we process language), expressive language (how we use language), articulation (the sound system of language), voice and fluency.

Special Education Resource Teacher

The resource teacher provides support to students who have individual education plans. The children may leave the general education classroom for part of the school day and are provided with specialized instruction. Support may be provided in or out of child's classroom.



Scientific Research Based Intervention Teacher

The SRBI Support Teacher is the point person for individual students who need academic and or behavioral supports in regular education. The SRBI Support Teacher works with families and staff to coordinate the interventions and collect data to show progress.

Scientific Researched Based Intervention (SRBI) Process

Scientific Researched Based Intervention is Connecticut's version of RTI or Response to Intervention. It consists of a continuum of supports for all students within the general education system. The Framework emphasizes successful instruction for all students through high quality core general education practices, as well as targeted intervention for students experiencing learning, social-emotional, or behavioral difficulties. SRBI emphasizes use of research-based practices, monitoring the fidelity of implementation, prevention and early intervention, a comprehensive assessment plan, and data-based decision making. The CT SRBI framework integrates a multi-tiered system of academic and behavior supports with increasing intensity of instruction matched to student need. Through this framework, the Stamford Public Schools endeavors to achieve its mission statement of providing an education that cultivates productive habits of mind, body, and heart in every student.

SRBI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. SRBI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For SRBI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- Comprehensive Core Curriculum (essential competencies, culturally relevant, researched based)
- School-wide/district wide system of social/emotional learning and behavioral supports
- School Climate
- Researched Based Instructional Practices
- Differentiation for all learners, below, above, EL
- Universal Common Assessments
- Early Intervention for all students- academic, behavioral, social/emotional



- Educational decision making driven by data, analysis by teams of educators (data/early intervention, ect), results interpreted for individual students and to improve overall interventions, or general education practices
- Continuum of supports as part of the general education system with increasing individualization/intensity across the tiers
- Common formative assessments (well coordinated, consistent expectations, academic/behavioral)

Source: SPS, SRBI Handbook, RTINetwork.org



Celebrations and Food Policy

COVID Protocols on Visitors

- There is restricted access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours.
- Those wishing to speak with the teachers or staff, can call the office to schedule a call, or send an email.
- There will be no in person celebrations of birthdays or holidays

Holidays, festivals, and celebrations are wonderful ways in which people express themselves, and are beautiful reflections of their beliefs and values. They are also an important piece of understanding our unique identities and becoming internationally minded citizens. At Strawberry Hill we strive to create enriching opportunities for students to learn about each other and develop the PYP attitudes and learner profile attributes, as well as bringing our whole school community together.

For these reasons and more we created a policy to reflect our inclusiveness of students. For birthdays you can opt to acknowledge your child's special day in a way that sends the message of inclusion and respect for all. Instead of bringing food, each child's birthday can be recognized in school through activities such as reading a favorite book, showcasing some pictures of your family celebrations, showing us something about your culture, or simply talking to the class about a topic that is important to your son/daughter. Celebrations are optional based on the family's preference, and classroom schedule.

Our NO FOOD policy stands for all school day celebrations. Given the increasing number of children whose access to food is limited by allergies, dietary restrictions, custom or religious affiliation; food at many of our celebrations has led to exclusion instead of inclusion. In addition it helps to support us in keeping with the State of Connecticut and the USDA Federal School Nutrition guidelines that promote positive lifestyle choices.



PART 3: TECHNOLOGY

Electronic Device Policy

(Includes cell phones, game consoles, ipads, smart watches, etc.)



In school, students should not use mobile phones, portable music devices, smart watches, and electronic games unless for educational purposes, AND condoned by the teacher. This includes busses, recess, cafeteria and assemblies. More often than not, they are a distraction in the school setting.

We recognize that parents allow their children to have cell phones for safety & communication purposes. Please review this policy with your child.

Students have permission to have a cell phone in school under the following conditions:

1. The cell phone is always turned off and is kept in a safe place in your classroom during the day.
2. Cell phones may not be visible in any area inside or around the school grounds (classrooms, gym, playground, etc.)
3. NO calls or text messaging will be made or answered during the school day.
4. Cell phones or any electronic device should NOT be used on school buses.
5. Teachers in Middle Years Program may offer a way to hold the device while student is in the classroom (pocket chart)

Any violation of these responsibilities will result in your permission being revoked, the cell phone confiscated and a parent conference scheduled at which time the student's phone will be returned to the parent.

THE SCHOOL IS NOT HELD RESPONSIBLE FOR LOSS OR DAMAGE TO ANY ELECTRONIC DEVICE OR ITEM OF VALUE BROUGHT TO THE SCHOOL.

Personal Items, Valuables, and Toys

Valuables have no place in school. Students should not bring things of value to school. Children are not to bring toys, dolls, and/or any item causing disruptions in class. **If such items are brought to school, the PARENT ASSUMES RESPONSIBILITY FOR LOSS OR DAMAGE.** Please see related policy on cell phones and electronic devices, under Part 3: Technology.



Information technology (IT) and digital learning resources

One of our goals at Strawberry Hill is to lead in providing exciting and compelling ways for students to demonstrate their learning. This strategy will involve sharing, communicating, and celebrating our school events. It will involve utilizing technology and accessing the Internet through a variety of forums (social media, apps, etc). We ask that you read this quote in considering our goals for our school:

“Digital leaders understand that we must put real-world tools in the hands of students and allow them to create artifacts of learning... This is an important pedagogical shift as it focuses on enhancing essential skill sets—communication, collaboration, creativity, media literacy, global connectedness, critical thinking, and problem solving – that society demands.” –Eric Sheninger

Content Resources

	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech
LITERACY												
Sadlier Phonics	✓	✓	✓	✓	✓	✓						
Sadlier Vocabulary							✓	✓	✓	✓	✓	✓
Fountas and Pinnell Leveled Text		✓		✓		✓						
Decodable Texts FlyLeaf Spire WrightSkills		✓		✓		✓		✓		✓		✓
Lexia	✓		✓		✓		✓		✓		✓	
WordWall.net							✓					
Readworks							✓		✓		✓	
Getepic.com							✓					



	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech	Hi-Tech	Lo-Tech
MATH												
Symphony Math	✓		✓		✓		✓		✓		✓	
IXL					✓		✓		✓		✓	
EM Math	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Greg Tang			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TRANSDISCIPLINARY												
BrainPop	TRUE		TRUE		TRUE		TRUE		TRUE		TRUE	
Academic Magazines	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
Epic!					TRUE		TRUE					
SPS Destiny	TRUE		TRUE		TRUE		TRUE		TRUE		TRUE	
Ferguson Linked Libraries		TRUE		TRUE		TRUE		TRUE		TRUE		TRUE

Acceptable use of IT policy

Strawberry Hill aims to foster appropriate use of digital technologies and to establish attitudes and behavior in line with the IB philosophy. **Acceptable Internet Use Policy and Media Release Forms should be filled out in the Parent Portal.**

Our policy has three parts:

1. Acceptable use of IT at Strawberry Hill and specific agreements relating to its use, per Stamford Public Schools policy
2. Permissions around publishing, digital use of student work and student images
3. Guidelines for the use of digital technologies: general advice relating to the use of all digital technology, including social media, both within and outside the school environment.



Strawberry Hill's information technology resources, including internet access, are provided primarily for educational purposes. Students are responsible for good behavior in this digital environment just as they are in the physical school environment. Please remember that access to Strawberry Hill IT resources is a privilege, not a right, and that access requires responsibility. Individual users of the school's resources are responsible for their behavior, actions and communications.

All students and parents should read the Publishing, Media Release, & SPS Policy document below. Parents, please discuss the policy agreements with your child to ensure they understand them thoroughly. Consequences will be put in place if these agreements have not been followed.