



Stamford Public Schools

EXCELLENCE IS THE POINT.



FAMILY GUIDE

2025-26

Stamford Public Schools

888 Washington Boulevard

5th Floor

Stamford, CT 06901

203.977.4105

www.stamfordpublicschools.org



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

Vision: Stamford Public Schools will be a learning organization that continuously improves its effective, innovative, and transformational teaching and learning. We will challenge, inspire, and prepare all students to be productive contributing members of society.

This guide was developed to provide parents with information about Stamford Public Schools and select Stamford Board of Education (BOE) policies and regulations. This guide is not intended to be all inclusive, nor does it contain all policies, regulations, rules, and directives of the BOE, Stamford Public Schools, or the individual schools. BOE Policies and Regulations are available to view in their entirety on the Stamford Public Schools [website](#); links to each policy are provided in [Appendix C](#).

Students and families are expected to know and follow all relevant policies, regulations, and protocols of the BOE, Stamford Public Schools, and the individual schools. Violations of policies, regulations, and protocols will be investigated, and appropriate disciplinary action will be taken, up to and including suspension, expulsion, and referral to law enforcement.

All BOE, SPS, and school policies comply with federal, state, and local laws. Please contact your school principal or the District's Chief Compliance Officer for further information.

For the purposes of this guide, "parent" means parents, guardians, or those otherwise responsible for the education of a child enrolled in Stamford Public Schools.

Information in this guide is current as of July 29, 2025.

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Stamford Board of Education

Online: www.stamfordpublicschools.org/board-of-education

Email: BOEMembers@stamfordpublicschools.org

The Stamford Board of Education is the representative of the state and the officially authorized body of the City of Stamford in all matters relating to the governance of Stamford Public Schools. The BOE acts as a legislative and appraisal body; executive functions related to the management of Stamford Public Schools are delegated to the Superintendent of Schools and their staff.

Members

Michael Hyman, President

Versha Munshi-South, Vice President

Andy George, Secretary

Antonia Better-Wirz, Secretary

Julienne Foy

Rebecca Hamman, EdD

Gabriela Koc

Michael Larobina

Prasad Tunga, Assistant Secretary

Mayor Caroline Simmons

Meetings

The BOE meets regularly throughout the year. All regular, special, and committee meetings are open to the public and streamed live. Members of the public may address the BOE during the monthly regular meeting of the BOE. Information about BOE meetings, including agenda and instructions for signing up to speak, may be found [here](#).

Stamford Public Schools

www.stamfordpublicschools.org

Dr. Tamu Lucero, Superintendent

Amy Beldotti, Chief Academic Officer

Dr. Lori Rhodes, Associate Superintendent, High Schools

Matthew Laskowski, Associate Superintendent, Middle Schools

Angela Asaro, Associate Superintendent, Elementary Schools

Dr. Michael Fernandes, Chief Staff & Family Resource Officer

Ryan Fealey, Chief Financial Officer

Christopher Soules, Chief Compliance Officer

Cindy Grafstein, Joint City of Stamford / BOE Facilities Officer

Kevin McCarthy, Director of Facilities

Michael Smith, Director of Capital Projects

District at-a-Glance

16,000+ Students

- 5th largest district in Connecticut
- 19% are multilingual learners
- 17% are students with disabilities
- 54% qualify for free/reduced-price meals
- 75+ languages spoken in student homes

2,400+ Staff

- 1,600+ certified teachers and administrators
- 97% of staff work in school buildings
- 86% of staff work directly with students

20+ Program Sites

- 3 million+ square feet of building space
- 300+ acres of property

Pre-K to Adult Education

- APPLES Preschool
- 10 Elementary Schools
- 3 K-8 Schools
- 5 Middle Schools
- 3 High Schools
- SPS Anchor (alternative grades 6-12)
- Remote Learning Program (grades 9-12)
- Adult & Continuing Education

Staying Informed

Parents should know how to access information about their child's education and stay up to date on what is happening in their child's school and the District. The District and individual schools make information available via their websites, the REMIND app, email, and social media. A reasonable effort is made to duplicate essential information across multiple channels.

PowerSchool Parent Portal



The PowerSchool Parent Portal is where you can view your child's grades, bus information, class schedules, absences, and report cards. The Parent Portal is also where you can access important forms.

Accessing PowerSchool

Parents of enrolled students have access to the PowerSchool Parent Portal. If you do not know how to access PowerSchool, contact your school's [Family & Community Engagement Facilitator](#).

PowerSchool App

The PowerSchool Mobile App for [iOS](#) and [Android](#) provides access to the PowerSchool Parent Portal from your smart phone. Parents can receive real-time push notifications with updates about grades, scores, attendance, assignments, and more.

PowerSchool SIS

Student and Parent Sign In

Select LanguageEnglish

Username

Password

[Forgot Username or Password?](#)

Sign In

Welcome to the PowerSchool Portal of STAMFORD PUBLIC SCHOOLS

For ACCESS CREDENTIALS and any issues, please contact your school's Parent Facilitator

Para CREDENCIALES DE ACCESO y cualquier problema, póngase en contacto con facilitador para los padres de la escuela.

[List of Parent Facilitators](#)

[Parent Portal Mobile App Tutorial](#)

PowerSchool

Welcome | Help | Sign Out

Cody Brody Jeremy Jacob

Navigation

- Grades and Attendance
- Grade History
- Attendance History
- Email Notification
- Teacher Comments
- School Bulletin
- Class Registration
- Balance
- My Schedule
- School Information
- Account Preferences

District Code
DIPA

Download on the App Store

GET IT ON Google play

Grade History: Anderson, Cody N

14-15 - AGHS1

Q1				
Course	Grade	%	Clt	Hrs
Biology	A	100	H	0.0
English Survey	A-	92	H	0.0
Home Ec	A	96	H	0.0
Individual Sports	A-	90	H	0.0
Music	A-	93	H	0.0
Phys Ed 9	A-	93	H	0.0
U.S. History	A-	94	H	0.0

Q2				
Course	Grade	%	Clt	Hrs
Biology	A-	92	H	0.0
English Survey	A	97	H	0.0
Home Ec	A-	95	H	0.0
Individual Sports	B+	88	H	0.0
Music	A	97	H	0.0
Phys Ed 9	A	97	H	0.0
U.S. History	A	100	H	0.0

S1				
Course	Grade	%	Clt	Hrs
Biology	A	97	H	1.0
English Survey	A-	94	H	0.5

School Messenger



Stamford Public Schools uses School Messenger to communicate essential information to parents.

Information is sent to the email addresses and phone numbers in PowerSchool.

Parents can choose to receive notices in a language other than English.

Make sure your contact information is up to date in PowerSchool and add broadcasts@schoolmessengermail.com to your safe senders list!

From: Stamford Public Schools
<broadcasts@schoolmessengermail.com>

Sent: Monday, February 12, 2024, 6:02 PM

To: You

Subject: All Schools Closed Tomorrow

Due to the winter storm forecast for our region, all Stamford Public Schools will be closed tomorrow, Tuesday, February 13.

Stamford Public Schools District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Stamford Public Schools District directly. To stop receiving all email messages distributed through our School Messenger service, follow this link and confirm: [Unsubscribe](#)

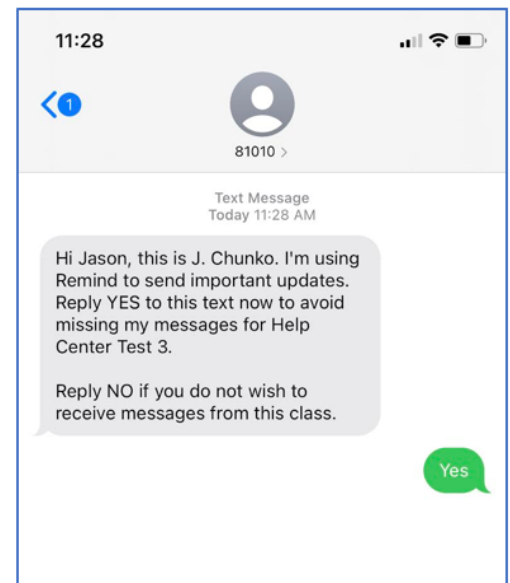
School Messenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Remind



Principals and teachers use Remind for two-way communication with parents. Remind delivers messages via text, email, and the web. Remind is linked to the PowerSchool Parent Portal. It is easier to set up Remind if your information is up to date in PowerSchool.

If your child's teachers use Remind, you will receive an invitation to join their classrooms at the beginning of the school year.



District News & Alerts

Anyone can [subscribe](#) to District News & Alerts to receive important information including the Superintendent's Weekly Message and Board of Education Meeting Notices.

District Urgent Alerts are sent automatically to the parent contact information in PowerSchool.

Social Media

Follow Stamford Public Schools on [Facebook](#) and [Instagram](#).



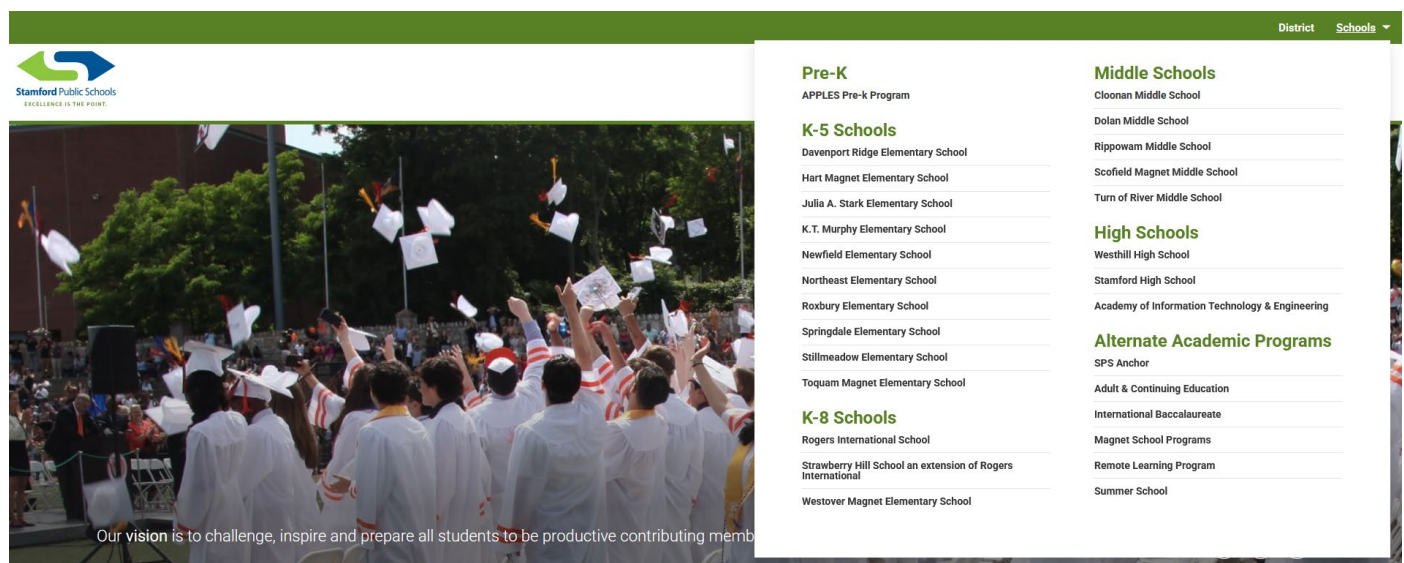
District News & Alerts

- ✓ District Urgent Alerts
- ✓ District News & Announcements
- ✓ Superintendent's Weekly
- ✓ BOE Announcements
- ✓ BOE Meeting Agendas
- ✓ BOE Meeting Minutes
- ✓ SPS Quarterly Newsletter

Websites

The District and individual school websites are managed by SPS staff. Bookmark <https://www.stamfordpublicschools.org/> and check back often for the latest information.

Every school website can be accessed from the District Homepage.



The screenshot shows the Stamford Public Schools website homepage. The header is green with the district logo on the left and navigation links for 'District' and 'Schools' on the right. Below the header is a large banner image of students in white graduation gowns and caps, with the text 'Our vision is to challenge, inspire and prepare all students to be productive contributing members of society.' overlaid. To the right of the banner is a sidebar menu with the following sections:

- Pre-K**
 - APPLES Pre-k Program
- K-5 Schools**
 - Davenport Ridge Elementary School
 - Hart Magnet Elementary School
 - Julia A. Stark Elementary School
 - K.T. Murphy Elementary School
 - Newfield Elementary School
 - Northeast Elementary School
 - Roxbury Elementary School
 - Springdale Elementary School
 - Stillmeadow Elementary School
 - Toquam Magnet Elementary School
- K-8 Schools**
 - Rogers International School
 - Strawberry Hill School an extension of Rogers International
 - Westover Magnet Elementary School
- Middle Schools**
 - Cloonan Middle School
 - Dolan Middle School
 - Rippowam Middle School
 - Scofield Magnet Middle School
 - Turn of River Middle School
- High Schools**
 - Westhill High School
 - Stamford High School
 - Academy of Information Technology & Engineering
- Alternate Academic Programs**
 - SPS Anchor
 - Adult & Continuing Education
 - International Baccalaureate
 - Magnet School Programs
 - Remote Learning Program
 - Summer School

Stamford Public Schools Directory

Academy of Information Technology & Engineering

411 High Ridge Road, 06905
203-977-4336

Adult and Continuing Education

175 Atlantic Street, 06901
203-977-4209

APPLES Early Childhood Center

381 High Ridge Road, 06905
203-977-5094

Cloonan Middle School

11 West North Street, 06902
203-977-4544

Davenport Ridge Elementary

1300 Newfield Avenue, 06905
203-977-4291

District Office

888 Washington Boulevard, 06901
203-977-4105

Dolan Middle School

51 Toms Road, 06906
203-977-4441

Hart Magnet Elementary School

61 Adams Avenue, 06902
203-977-5082

Julia A. Stark Elementary School

398 Glenbrook Road, 06906
203-977-4583

K.T. Murphy Elementary School

19 Horton Street, 06902
203-977-4516

Newfield Elementary School

345 Pepper Ridge Road, 06905
203-977-4282

Northeast Elementary School

82 Scofieldtown Road, 06903
203-977-4469

Rippowam Middle School

381 High Ridge Road, 06905
203-977-5255

Rogers International School (K-8)

202 Blachley Road, 06902
203-977-4560

Roxbury Elementary School

751 Westhill Road, 06902
203-977-4287

Scofield Magnet Middle School

641 Scofieldtown Road, 06903
203-977-2750

Springdale Elementary School

1127 Hope Street, 06907
203-977-4575

Stamford High School

55 Strawberry Hill Avenue, 06902
203-977-4223

SPS Anchor

229 North Street, 06901
203-977-6156

Stillmeadow Elementary School

800 Stillwater Road, 06902
203-977-4507

Strawberry Hill School (K-8)

200 Strawberry Hill Avenue, 06902
203-977-6600

Toquam Magnet Elementary School

123 Ridgewood Avenue, 06907
203-977-4556

Turn of River Middle School

117 Vine Road, 06905
203-977-4284

Welcome Center

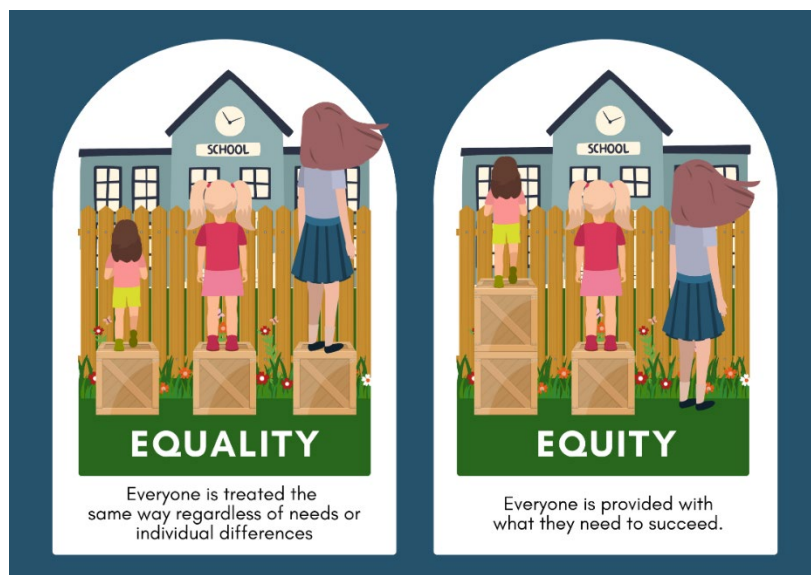
11 West North Street, 06902
203-977-5312

Westhill High School

125 Roxbury Road, 06902
203-977-4477

Westover Magnet School (K-7)

412 Stillwater Avenue, 06902
203-977-4572



Bell Times

Elementary & K-8 Schools	Regular Schedule	Delayed Opening	Early Release
Davenport Ridge	9 AM to 3:30 PM	11 AM	1:20 PM
Hart Magnet	8:55 AM to 3:25 PM	10:55 AM	1:15 PM
Julia A. Stark	9 AM to 3:30 PM	11 AM	1:20 PM
K. T. Murphy	9 AM to 3:30 PM	11 AM	1:20 PM
Newfield	8:10 AM to 2:40 PM	10:10 AM	12:30 PM
Strawberry Hill	9 AM to 3:30 PM	11 AM	1:20 PM
Northeast	8:10 AM to 2:40 PM	10:10 AM	12:30 PM
Rogers International	8:55 AM to 3:25 PM	10:55 AM	1:15 PM
Roxbury	9 AM to 3:30 PM	11 AM	1:20 PM
Springdale	9 AM to 3:30 PM	11 AM	1:20 PM
Stillmeadow	8:10 AM to 2:40 PM	10:10 AM	12:30 PM
Toquam Magnet	9 AM to 3:30 PM	11 AM	1:20 PM
Westover Magnet	9 AM to 3:30 PM	11 AM	1:20 PM
Middle Schools	Regular Schedule	Delayed Opening	Early Release
Cloonan	7:25 AM to 2:05 PM	9:25 AM	11:45 AM
Dolan	8 AM to 2:40 PM	10 AM	12:20 PM
Rippowam	7:25 AM to 2:05 PM	9:25 AM	11:45 AM
Scofield Magnet	8 AM to 2:40 PM	10 AM	12:20 PM
Turn of River	8 AM to 2:40 PM	10 AM	12:20 PM
SPS Anchor	9 AM to 4:00 PM	11 AM	12:20 PM
High Schools	Regular Schedule	Delayed Opening	Early Release
AITE	7:25 AM to 2:05 PM	9:25 AM	11:45 AM
Stamford High	7:25 AM to 2:05 PM	9:25 AM	11:45 AM
Westhill High	7:25 AM to 2:05 PM	9:25 AM	11:45 AM
SPS Anchor	8 AM to 2:10 PM	10:00 AM	11:45 AM
APPLES PreK	Regular Schedule	Delayed Opening	Early Release
General Education Program	7:30 AM to 4:30 PM	9:30 AM	2:30 PM
School Readiness Program	8 AM to 2:00 PM	10 AM	10:30 AM
Special Education Students	8 AM to 1:00 PM	10 AM	10:30 AM

Annual Notices

Certain state and federal notifications must be made available to families annually. These notifications are outlined in [Appendix B](#). BOE policies may be reviewed in full online. For a hard copy of any policy, please speak with your principal.

Assignment to Schools

School assignments are based on the student's home address. To look up school assignments by address, click [here](#).

Below are the feeder patterns for all attendance zone schools.

- Students attending Rogers, Scofield, and Strawberry Hill are assigned to the attendance zone high school associated with their home address.
- * Students attending Westover through the magnet lottery are assigned to the attendance zone high school associated with their home address. Students for whom Westover is their attendance zone school are assigned to Westhill High School.
- ^ Students attending Hart or Toquam through the magnet lottery are assigned to the attendance zone middle school associated with their home address. Students attending Hart as their attendance zone elementary school are assigned to Rippowam Middle School. Students attending Toquam as their attendance zone elementary school are assigned to Rippowam Middle School or Dolan Middle School based on their home address.



**WESTHILL
HIGH SCHOOL**

Westover* Magnet K-7 (2025-26) K-8 (2026—)	Turn of River Middle School Grades 6-8	Cloonan Middle School Grades 6-8	Rippowam Middle School Grades 6-8	Dolan Middle School Grades 6-8
	KT Murphy Elementary Grades K-5	Roxbury Elementary Grades K-5	Davenport Elementary Grades K-5	Stark Elementary Grades K-5
	Northeast Elementary Grades K-5		Newfield Elementary Grades K-5	Springdale Elementary Grades K-5
	Stillmeadow Elementary Grades K-5		Toquam^ Elementary Grades K-5	Toquam^ Elementary Grades K-5
			Hart^ Elementary Grades K-5	

Assessments

Assessments are necessary to check student progress and identify which skills require further instruction or intervention. Stamford Public Schools administers various assessments to understand the academic progress of students both individually and as a class, grade, school, and district.

State-Mandated Summative Assessments

Stamford Public Schools (SPS) is required by law to administer summative assessments each school year. Summative assessments are used by the Connecticut State Department of Education (CSDE) and SPS to measure academic achievement by grade, by school, and district-wide to ensure students are acquiring the skills and knowledge outlined in the [Connecticut Core Standards](#) and the [Next Generation Science Standards](#).

State-mandated assessments are administered to all students across the state during a designated period. Stamford administers the following state-mandated assessments:

- Smarter Balanced Assessment (SBAC) in English Language Arts and Mathematics: April-May, Grades 3-8
- SAT: Spring semester, Grade 11
- PSAT: Fall semester, Grades 10-11
- Next Generation Science Standards (NGSS): April-May, Grades 5, 8, 11
- LAS Links (for students in Multilingual Learner Programs): January-March Grades K-12

Benchmark Assessments

Benchmark assessments measure student progress on certain learning goals over time. Teachers and administrators use these assessments to understand each student's knowledge against grade level standards, provide a baseline for progress monitoring, identify skills that need review/intervention, and differentiate instruction.

SPS utilizes i-Ready, an online program offering diagnostic assessments and adaptive instruction for students in grades K-8. i-Ready provides data to inform instruction and increase student learning gains. iReady diagnostic assessments are administered three times a year to SPS students in grades K-8.

- iReady Literacy Tasks: K-3
- iReady Math & Literacy Diagnostic: K-8

School-Based Summative Assessments

Many middle school and high school courses include summative assessments that evaluate how much a student has learned throughout a semester or school year. Summative assessments will vary by course and instructor. In some courses, summative assessments will be a traditional midterm exam or final exam, while in other courses students' mastery of the material will be assessed via reports or projects.

Stamford Public Schools ended the traditional midterms and finals "weeks" during which high school students only reported to school for exams, as this practice resulted in 10 days of lost instructional time. Students now complete summative assessments during the instructional day as part of their regular class time.



Attendance & Absences, Students

Regular school attendance is critical to academic success. Research studies and Stamford Public Schools' own data show that students who attend school regularly earn better grades and are more likely to reach important academic goals at every grade level.



Parents and families play a critical role in school attendance. Ensuring that your child arrives at school on time and ready to learn every day is one of the most important things you can do to support your child's academic achievement.

Regular attendance ensures that students stay engaged with classroom instruction; helps students establish routines that foster discipline and time management skills; and facilitates strong relationships with teachers and peers.

Connecticut state law requires parents to ensure their children, ages 5 through 18, attend school regularly during the school year.

Parent Responsibilities

- Make sure your child attends school regularly (mandated by CT state law)
- Establish morning and evening routines so your child is prepared for school each day
- Report absences to your child's school as soon as possible
- Provide necessary documentation for excused absences

Strive for 5

Stamford Public Schools, in collaboration with the City of Stamford and community partners, launched Strive for 5 in 2024 to promote regular school attendance. Students who attend school regularly earn better grades and are more likely to reach academic goals at each grade level.

Strive for 5 is a call to action for students to miss no more than five days of school each year. Learn more about Strive for 5 [here](#).



Excused Absences

A student's absence from school shall be considered excused if written documentation as outlined below is sent to school within ten (10) school days of the student's return:

Excused Absences		
Absences	Acceptable Reasons (for absence to be excused)	Required documentation (within 10 days of return to school)
1 through 9	Any reason approved by the parent	Parent note
10 or more	Student illness	Parent note AND a physician's note
	Student's observance of a religious holiday	Parent note
	Death in the family or other emergency beyond the family's control	Parent note

	Mandated court appearances	Parent note + court documentation
	Lack of transportation normally provided by a District other than the one the student attends	None needed
	Extraordinary educational opportunities	Opportunities must meet certain criteria and be pre-approved by District administrators

Unexcused Absences

A student's absence from school shall be considered unexcused unless:

- The absence meets the definition of an excused absence and meets the documentation requirements outlined above; or
- The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and is excluded from the State Board of Education approved definitions.

If a student does not report to school on a regularly scheduled school day and school personnel were not notified of the absence, parents will receive a message at the phone number(s) listed in PowerSchool.

Chronic Absenteeism

Chronic absenteeism is defined as missing 10 percent or more school days in an academic year. In Connecticut, students who miss 18 or more days of school – which is just 2 days a month – are considered chronically absent. Chronic absenteeism negatively affects academic growth.

High School Attendance

High school students are expected to attend every class period every day and to keep track of any absences. Students must seek out missing work upon their return and complete all make up work by the deadline agreed upon with the classroom teacher.

High school students and their parents/guardians are expected to provide required documentation for any absences as outlined in BOE policies and regulations.

Due to the credit-bearing nature of high school courses, there are additional regulations governing high school attendance. These regulations address loss of credit penalties and credit recovery options. Please see [BOE Policy 5113A-4](#) for more information.

Attendance & Absences, Teachers

As public employees and union members, the time off afforded to Stamford Public Schools teachers is outlined in the [collective bargaining agreement](#) between the Stamford Board of Education and the Stamford Education Association. SEA members are required to work 186 days and are afforded the following time off to be used if necessary:

- Illness (personal): 15 days
- Personal business: 2 days
- Illness (immediate family member): 2 days
- Bereavement (for death of immediate family member): 5 days
- Religious observance: 1 day

Behavior, Adults

The BOE is committed to ensuring a safe and harassment-free environment for students and staff.

The BOE expects adults on school grounds and those attending school-sponsored events to treat one another with respect and civility. Volatile, hostile, or aggressive actions and words will not be tolerated, and those engaging in such activities may face legal penalties.

The following are prohibited on school grounds and at school-sponsored events on or off premises:

- Injuring, threatening, harassing, or intimidating behavior
- Cursing or using obscenities
- Disrupting or threatening to disrupt school or office operations
- Damaging or threatening to damage another's property
- Damaging or defacing school property
- Violating federal, state, or local laws and ordinances
- Using tobacco products, including vaping
- Consuming, having, distributing or being under the influence of alcohol or illegal drugs
- Possessing dangerous instruments or weapons
- Impeding, delaying, or otherwise interfering with activities occurring on school property
- Operating a motor vehicle recklessly on school grounds
- Violating any other BOE policy or regulation or directives from SPS staff

Behavior & Discipline, Students

School is a community with rules and regulations. The BOE expects students to obey all rules and regulations set forth by the BOE, SPS, or the individual schools. Parents and students should review [BOE Policy 5131 & 5131R](#) in its entirety.



Expectations Regarding Student Behavior

Students are expected to:

- Respect the authority of school staff to enforce policies, rules and regulations
- Behave in a manner that does not disrupt or interfere with the rights of other students and staff
- Follow the standards of conduct and rules and regulations governing discipline
- Attend school and assigned classes daily on time and for each full term

Parents are expected to:

- Accept and respect that there are standards of behavior for students and non-students
- Review student conduct policies and rules with their children
- Cooperate with school officials in addressing student misbehavior
- Seek out or accept referrals to community agencies to help address student misbehavior

Prohibited Conduct

The following conduct is prohibited and may be grounds for suspension, expulsion, or referral to law enforcement. This list is not all inclusive.

- Threatening, harassing or intimidating any member of the school community
- Using physical force which is not necessary for self-defense
- Theft of personal or school property
- Willfully causing, or trying to cause, damage to school property
- Possession, use, transmission or being under the influence of alcohol, any illegal drug, or any prescription drug for which the possessor, user or transmitter does not have a legal prescription.
- Possession or transmission of any weapon, including firearms, martial arts weapons, knives, box cutters, chemical sprays, etc.
- Using or copying another's academic work
- Possessing, smoking or consuming tobacco products or vaping on school grounds
- Open defiance of, or verbal abuse toward, any staff member with authority over the student
- Bullying or cyberbullying, including conduct off school grounds if such bullying:
 - Creates a hostile environment for, or infringes on the rights of the victim, at school
 - Disrupts the education process or the orderly operation of the school
- Any violation of Board policies prohibiting sexual, racial and other unlawful harassment
- Making false threats of violence against the school community
- Unauthorized use of any school computers, networks, or other technology
- Creating, using, accessing, uploading, downloading, having, transmitting or distributing pornographic, obscene, sexually explicit, harassing, threatening or illegal material
- Violating any BOE policy, rule, agreement, or directive dealing with student conduct

Discipline Policy

[BOE Policy 5131R](#) outlines the disciplinary actions students may face for misbehavior. School staff are expected to seek parental involvement and cooperation in dealing with student misbehavior. All disciplinary issues will be resolved with careful observance of all legal requirements including due process. Interpreters will be provided to anyone who does not speak or understand English.

Disciplinary Measures

A variety of corrective and punitive measures may be used to address misbehavior.

Corrective measures:

- Counseling
- Conferences
- Behavior contract
- Daily conduct reports to parents
- Adjustment of school program (alternate classes, alternate school, etc.)
- Support services (home visits, peer groups)
- Referral to Planning and Placement Team (PPT)
- Referral to Juvenile Review Board (JRB)

Punitive Measures

- Denial of privileges
- Denial of school-provided transportation (maximum 10 days per state law)
- Removal from classroom for one day
- In-school suspension (maximum of 5 days per in-school suspension)
- Suspension from school (maximum of 10 days per suspension)
- Expulsion (exclusion from school for 11+ days)
- Referral to law enforcement
- Restitution
- Lowering grades for academic misbehavior (cheating, plagiarism, etc.)

Bullying

The BOE defines bullying as unwanted and aggressive behavior among children in Grades K through 12 that involves a real or perceived power imbalance.

Bullying includes actions based on a student's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or disability.

The Stamford BOE is committed to providing a safe, supportive, and inclusive learning environment for all students — free from bullying, harassment, and discrimination.

Board Policy 4000.2/5005 prohibits bullying behavior:

- In school buildings and classrooms.
- On school buses and other school transportation.
- At school-sponsored events, on or off campus.
- Outside of school, if the behavior affects a student's safety or learning environment at school.

Reporting and Responding to Bullying

SPS takes accusations of bullying seriously and wants to hear from anyone who experiences or witnesses bullying behavior.

- Students can report bullying anonymously [via a form on the SPS website](#) or they can share their experience with a trusted adult at the school.
- Parents/guardians can submit written reports [via a form on the SPS website](#) or contact the school principal.
- School staff must report bullying promptly to a school administrator.

Schools track and report incidents as required by law, and all reports are investigated. Please note, disciplinary action cannot be taken based only on anonymous reports.

The following steps are taken in response to substantiated allegation of bullying:

- A plan will be developed by school administrators and other staff to support any student who has been bullied and to prevent further incidents.
- Parents/guardians of both the student who was bullied and the student who bullied will be notified and invited to a meeting.
- Law enforcement may be contacted.
- Students who bully may face disciplinary action up to and including expulsion.
- Staff who engage in bullying may be disciplined up to and including termination.

Is it Bullying?

Conflict:

- Unplanned; heat of the moment
- All parties are upset
- All parties want to find a resolution
- All parties willing to accept responsibility

Rude:

- Occasional and usually unintentional
- Can create upset or hurt feelings
- Often rooted in thoughtlessness or poor manners
- Rude person often accepts responsibility and apologizes

Mean:

- Occasional and usually intentional
- Can hurt the other party deeply
- Often rooted in anger, frustration, or impulsiveness
- Mean person often regrets behavior and accepts responsibility

Bullying:

- Repeated, persistent actions
- Intentional and often planned
- Can cause serious, long-term emotional damage to the target
- Bully is trying to gain power or exert control over the target
- Bully will often blame the target
- The target wants the behavior to stop
- Bully ignores requests from target to stop

Bus Transportation



First Student, Inc., is the district's student transportation provider.

Stamford Public Schools runs more than 600 bus routes daily to transport approximately 12,000 K-12 students to/from 22 school buildings.

Bus routes are updated annually based on the home addresses of students eligible for bus transportation. Bus routes, bus numbers, bus stop locations, and pickup/drop-off times are subject to change from year to year.

During the first few weeks of school, routes will be adjusted based on ridership and traffic conditions. Bus stops that go unused for two weeks at the beginning of the school year will be eliminated from the route but can be reinstated upon request.

There is a nationwide bus driver shortage, which means your assigned bus route may not have the same driver every day. Every effort is made to ensure consistency in bus drivers, but that cannot be guaranteed.

Eligibility

Bus transportation is provided to in-district students who meet the following criteria:

- **Elementary (all schools):** Must live 1 mile or more from their school.
- **Middle Schools (Cloonan, Dolan, Rippowam and Turn of River):** Must live more than 1.5 miles from their school.
- **High Schools (AITE and Stamford High):** Must live more than 2 miles from their school.
- **Scofield Middle School and Westhill High School:** Transportation is provided with no distance restrictions.
- **Students with Identified Special Needs (all grade levels):** Must require specialized transportation as part of their educational plan.

Parental Supervision

Parents/guardians are expected to supervise their children at the bus stop each morning until they board the school bus. Similarly, parents are expected to supervise their children when they exit the school bus at the end of the day. ***The school district's responsibility for students ends when students disembark the bus at their bus stop at the end of the school day.***

Bus Conduct

Time spent on a school bus is considered an extension of the school day, and all policies and regulations for student behavior apply when on a school bus. Misbehavior of any kind will not be tolerated. Students who cannot behave on the school bus will be subject to discipline, including denial of transportation services. Misbehavior that creates a safety hazard may be referred to law enforcement.

Students are expected to do the following while riding the school bus:

- Always remain seated unless the bus has reached your stop, and you are getting off
- Always listen to and follow the bus driver's instructions
- Keep their voices low, especially during difficult driving conditions (heavy rain, sleet, snow, etc.)
- Use respectful language; profanity and other offensive language is subject to discipline

Where to Find Your Child's Bus Assignment

Bus assignments for the 2025-26 school year will be available in [PowerSchool](#) on August 22.

Bus routes with bus stops and approximate pickup times will be posted on [the website](#) by August 25.

Track Your Child's Bus – NEW APP

First Student has launched **FirstView 1.0**, an updated application for tracking your child's bus. You can download [FirstView 1.0](#) for [iOS](#) or [Android](#). **The previous First View app has been disabled.**

When creating a FirstView 1.0 account, you must provide your First Name, Last Name, Email Address, Phone Number, and choose a password. You must also enter the unique district code: **H2Z4S**.

Download the FirstView 1.0 Parent Registration Guide ([ENGLISH](#)) ([SPANISH](#)) for detailed instructions with graphics.



Decline Bus Service

If your child qualifies for bus transportation but does NOT take the bus, you may opt-out of bus service by completing the Bus Transportation Opt-Out Form in [PowerSchool](#). This helps First Student improve on-time performance. Should your child's transportation situation change, you may contact your school principal to reinstate your child's bus rider status.

Calendar



The BOE creates an annual District calendar that meets the state mandate for 180 days of instruction and takes into consideration continuity of instruction, contractual requirements, religious observances, and family and staff needs.

The 2025-26 calendar can be downloaded [here](#) and is in [Appendix A](#).

Last Day of School

The last day of school noted on the 2025-26 calendar (June 15) is tentative and subject to change pending closures for inclement weather or other emergencies that may occur during the school year. The official last day of school will be announced in late March or early April 2026.

High School Graduation Dates

The dates and times for graduation ceremonies at AITE, Stamford High School, SPS Anchor, and Westhill High School will be announced in late March or early April 2026. Exact dates will be communicated to families in the Superintendent's Weekly Newsletter and by school principals.

High School graduation dates and times are scheduled in consultation with the school principals, the City of Stamford, and the Stamford Police Department.

Moving Up Ceremony Dates

The dates and times for elementary and middle school moving up ceremonies will be announced in late March or early April 2026 and communicated to families in the Superintendent's Weekly Newsletter and by school principals.

Cell Phones and Other Electronic Devices



The BOE adopted a comprehensive policy in August 2022 that clearly outlines when cell phones and other personal electronic devices may be used by students in elementary, middle, and high schools.

At all levels, **cell phones are to be silenced and stored during class time** unless otherwise instructed by a teacher or administrator or if a student is allowed to use their device as part of their IEP.

Definition of Electronic Devices

Electronic devices include two-way wireless communication devices, tablets, smart watches, cell phones, e-readers, headphones, handheld video game devices, etc.

Use and Timing

- Devices are allowed on school grounds and at school-sponsored events per BOE policy.
- Devices must be silenced and stored out of view except as follows:
 - **Elementary School Students:** Use of cell phones and other electronic devices is prohibited except as directed by the principal or another administrator. If your child brings a cell phone, smart watch, or other electronic device to school, it must be silenced and stored in their backpack for the entire school day. Parents who need to reach their child during the school day should call the main office.
 - **Middle School Students:** Use of cell phones and other electronic devices is prohibited except as directed by the principal or another administrator. If your child brings a cell phone, smart watch, or other electronic device to school, it must be silenced and stored in their backpack for the entire school day. Parents who need to reach their child during the school day should call the main office.
 - **High School Students:** High school students may use their devices before the first bell, at lunch, at dismissal, any time they are not in class (unless otherwise directed by their administrator or classroom teacher) and as allowed by the school principal.
- Audio and/or video recording devices may be authorized for student use during a class and only in support of a student's specific education needs (IEP/504).



Prohibited Uses

Use of cell phones and other electronic devices is prohibited:

- In locker rooms and restrooms
- Anywhere a person has a reasonable expectation of privacy
- To send harassing, threatening, or intimidating messages or images
- To bully another person
- To invade a person's privacy
- To take pictures of someone without consent
- To make video or audio recordings of anyone while on school property, school buses, or at school-sponsored events, without principal's permission
- To cheat or otherwise violate academic integrity
- In violation of copyright laws

Responsibility/Liability

Students who choose to bring a device to school are personally responsible for that device. Neither SPS nor the BOE assumes any responsibility or liability for loss, theft, damage, or vandalism to a personal device, or for the unauthorized use of any such device.

Class Sizes

The agreement between the BOE and the Stamford Education Association specifies maximum class sizes. The BOE and the SEA agreed upon the following maximum class sizes beginning in 2025-26:

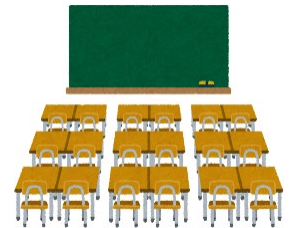
Elementary Schools: Class sizes will be capped at 25 students, excluding any special education or bilingual students who may join the class for part of the school day.

Middle Schools: Class sizes will be capped at 30 students.

High Schools: Class sizes in mathematics and world languages will be capped at 25 students. Class sizes in science will be capped at 24 students. Classes in all other subject areas will be capped at 30 students.

Special Education: Self-contained special education classes (TEAM, CORE, STAR, Bridge K, etc.) are capped at 6 to 10 students per class (K-12).

Please note, the above are the maximum class sizes permitted. In many cases, classes will not reach maximum size, particularly in grades K-2.



Climate Survey

The annual Stamford Public Schools Climate Survey measures the degree to which families, students and staff feel welcome, safe, and valued at their school. This is important because a positive school climate positively impacts teaching and learning. Research shows that a positive school climate correlates to higher attendance rates, test scores, promotion rates, and graduation rates.

The annual SPS Climate Survey is administered in March. The family survey is available in four languages (English, Spanish, Haitian-Creole, Ukrainian).

Closings and Delays

The BOE authorizes the Superintendent to decide school closings and delays in case of hazardous weather or other emergencies. Decisions about school closures, early dismissals, and delays due to inclement weather are made in consultation with local meteorologists, the City of Stamford Operations and Public Safety Departments, representatives of First Student, and surrounding school Districts.

Every effort is made to announce closings/delays by 5:15 am and early dismissals by 9 am.

Notification

Families will be notified of closings, delays, or early dismissals via automated phone calls and emails to primary contacts in [PowerSchool](#). To ensure receipt of these messages, parents should make sure all contact information is up to date.

Closings, delays, and early dismissals will also be shared with local media and posted on the District and individual school websites.

After School Activities

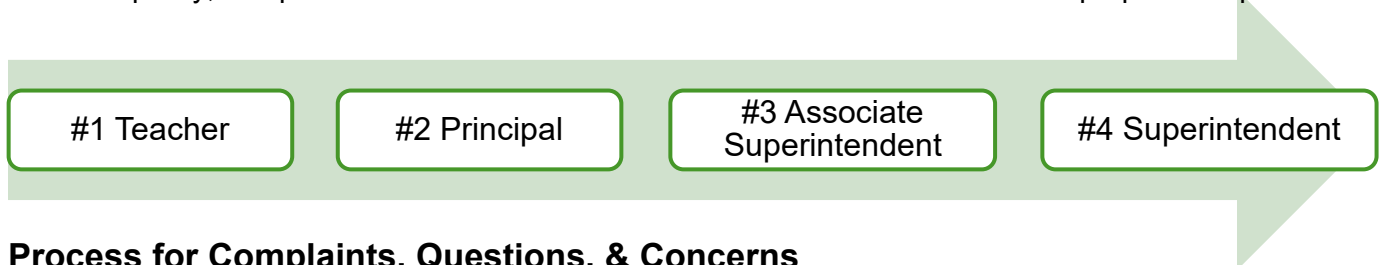
- You will be informed if school-sponsored after school activities are also canceled.
- If your child goes to an after-school program or activity run by a community partner, please check with that organization directly for the status of their program.

Community Partners

Stamford Public Schools has close partnerships with many community organizations that provide services and support to Stamford's students and families. Learn more on our [website](#).

Complaints, Questions, & Concerns

SPS strives to create a welcoming and positive school climate for all students, staff, and families. However, we understand that there will be times when you have questions, complaints, or concerns. Parents should direct questions, complaints or concerns to the most immediate level at which the matter can be resolved. Per BOE policy, complaints or concerns directed to the BOE will be referred to the proper SPS personnel.



Process for Complaints, Questions, & Concerns

1. Questions or concerns about instruction, differentiation, classroom behavior, and interpersonal conflicts between classmates should be addressed first with the classroom teacher or specialist.
2. Unresolved classroom-related issues and building-level questions about policies and procedures should be addressed to the Assistant Principal or Principal.
3. Unresolved classroom or building level issues should be referred to the Associate Superintendent.
4. Issues that are still unresolved by the Associate Superintendent may be referred to the Superintendent.

Conferences, Parent-Teacher

Parent-Teacher Conferences (Report Card Conferences) are an opportunity to meet one-on-one with your child's teacher(s) to discuss their progress. Parents should try to take part in conferences, which can be scheduled in person or virtually. Scheduling instructions will be provided by the school principal or your child's teacher(s).

Conference dates for the 2025-26 school year are as follows:

- Wednesday, October 15
- Thursday, October 16
- Friday, October 17
- Wednesday, February 18
- Thursday, February 19
- Friday, February 20

Please note, schools follow the early release schedule on conference days.

Curriculum



The BOE is committed to ensuring that all SPS students have access to a rigorous academic curriculum and high-quality instruction. In 2021-22, SPS initiated an audit of all K-12 curriculum, the first such audit in more than 15 years.

As a result of the audit, SPS initiated a 3-year project to bring PreK-12 curriculum in all subject areas to Gold Star Standard. More than 90% of the PreK-12 curricula will be in place for the beginning of the 2025-26 school year.

Curriculum Portal

The SPS curriculum portal provides information about the topics and themes that will be explored in each content area across every grade level. The portal presents information for [PreK-5](#) and [Grades 6-12](#).

Common Core State Standards

The [Common Core State Standards](#) (CCSS) are a set of academic standards in mathematics and English language arts/literacy that are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need in these core subjects to succeed after high school.

Connecticut Core Standards

The Connecticut Core Standards, adopted by the State Board of Education in 2010, provide teachers, students, and families with clear expectations of what a student should know and be able to do at each grade level. The standards focus on English Language Arts and Mathematics, as well as literacy in History/Social Studies, Science, & Technical Subjects in Grades 6-12. School Districts develop local curricula based on these college and career standards.

Dress Code

The BOE encourages students to dress in a manner that reflects pride in and respect for themselves, their school, and their community. To promote a positive, safe and non-disruptive learning environment, proper attire should be worn.

The following should not be worn during the academic school day:

- Attire/accessories that portray disruptive, obscene writing or pictures, drugs, tobacco products, or alcoholic beverages
- Attire that reveals the abdomen, chest, breasts, upper thigh or undergarments, including see-through clothing
- Attire/accessories that, in the opinion of the principal, are inappropriate
- Head coverings of any kind except those worn for religious reasons
- Footwear that damages floors or is a safety hazard
- Sunglasses (unless medically needed)
- Oversized metal belt buckles
- Attire/accessories with spikes or studs

Building principals will review dress code expectations with students and families.

Early Dismissal of Individual Students

We understand that students will sometimes have to leave school before the end of the regular school day.

Early Dismissal by the School

If it is necessary for a student to be dismissed from school early due to illness, the school nurse will notify parents using the contact information in PowerSchool. If the parent is unreachable, school personnel will call the emergency contact.

If a school-sponsored after school program is cancelled, parents will be notified as soon as reasonably possible so they can make alternate arrangements for after school.

Early Dismissal by Parents

Removing students from school is disruptive to the educational process and should be avoided if possible.

Parents should make every reasonable effort to:

- Schedule non-emergency medical/dental appointments after school or when school is not in session
- Notify the school office and the affected teacher(s) in advance when students are leaving early.

If you must pick up your child early, please do so at least 20 minutes before dismissal.

Facilities

School buildings are owned by the City of Stamford. Maintenance and upkeep is the responsibility of the facilities and maintenance staff employed by Stamford Public Schools. The District maintains more than 3 million square feet of building space and more than 300 acres of property.



Maintenance and Upkeep

Regular maintenance is managed at the building level by the school principal and the head custodian. Questions or concerns about building maintenance should be directed to the building principal.

Renovations and Other Improvements:

Renovations and other improvements—such as HVAC improvements, roof replacements, etc.—are managed at the district level by the Joint City of Stamford/BOE Facilities Officer and the Director of Facilities and Maintenance. Projects are prioritized and completed based on available funding. Most projects are completed when school is not in session to limit disruptions to the learning environment.

Facility Use by External Groups

External groups, including Parent Teacher Organizations and youth sports organizations, may apply to use school facilities when school is not in session. Anyone interested in using school facilities must complete a [Building Use Application](#) at least two weeks in advance.



The following are the steps to reserve school facilities:

1. [Confirm Space Availability](#)
2. Complete the [School Building Use Application](#)
3. [Obtain approvals](#) from required city departments
4. Submit completed form with approvals to facilities department for approval.

Long-Term Facilities Plan

The joint City of Stamford – Stamford Public Schools Long-Term Facilities Plan was created to address long-term capital improvements of school buildings. The Long-Term Facilities Plan calls for several school buildings to be rebuilt or replaced over the next 20 years. Learn more at [SPS Builds](#).

Guns / Firearms

All members of our school community deserve to feel safe, welcomed, and included. Connecticut has some of the strictest gun laws in the United States, and understanding and abiding by those laws is crucial to keeping our school community safe from violence.

Connecticut state law:

- Prohibits firearms on school property
- Requires gun owners to store firearms in a locked box or other container in a secure location
- Holds gun owners criminally liable if their unsecured firearm is used to injure or kill someone
- Holds gun owners criminally liable and liable for civil damages if someone under 18 years old obtains their firearm and uses it to injure or kill someone
- Penalizes parents who do not keep firearms out of a minor's possession

Toy or Replica Firearms

Students are prohibited from bringing toy firearms, replica firearms, or any object that could be mistaken for a firearm to school. Bringing these items to school will result in disciplinary action.

Health & Wellness

The City of Stamford Department of Health and Human Services employs school nurses, maintains student health records, and ensures compliance with state and local laws.



Health Assessments and Immunizations

Connecticut State law requires all students to meet certain health requirements for school attendance.

- New students: Families of students enrolling in SPS for the first time must provide a completed [State of CT Health Assessment & Immunization Record](#) showing proof of a recent physical examination completed by a licensed medical professional and up-to-date immunizations.
- Current students: Families of currently enrolled students are required to provide an updated [State of CT Health Assessment & Immunization Record](#) showing proof of a recent physical examination completed by a licensed medical professional prior to entering 7th grade and 10th grade.

Failure to provide this documentation will result in your child being denied entry to school.

Health Screenings

The Connecticut State Department of Education requires hearing and vision screenings of students in grades K, 1, 3, 4, and 5 and scoliosis screenings for females in grades 5 and 7 and males in grades 8 or 9.

Parents may request an exemption from these screenings for religious reasons by making a written request for such an exemption. Students who were screened by their primary care provider and/or are receiving specialist care may be excused from the school screening if they provide documentation from the medical provider.

The school nurse will send home notice of these screenings in advance.

Health Care Providers

If your child does not have a healthcare provider they see regularly, click [here](#) for a list of local providers that offer physicals and immunizations.

The [City of Stamford's community public health clinic](#)—temporarily located at 138 Stillwater Avenue—offers physicals and immunizations for children up to 18 years old on Tuesdays & Wednesdays from 8:30 am to 3 pm. Appointment required: call 203-977-5385 to schedule.

School Based Health Centers

Family Centers School Based Health Centers (SBHC) are free-standing, federally qualified medical centers.

SBHCs are open to all students where a clinic is located, regardless of income or health care coverage. The SBHC medical team helps with basic sick visits, physicals, immunizations, and more. Services are coordinated with the school nurse.

Services are free, but parents must complete the [Stamford School Based Health Centers Permission Form](#).

Family Centers School Based Health Centers	Medical	Mental Health	Dental
Cloonan Middle School	YES	YES	NO
Dolan Middle School (also serves Toquam)	YES	YES	NO
Rippowam Middle School (also serves AITE)	YES	YES	NO
Stamford High School	YES	YES	NO
Stillmeadow Elementary School	NO	YES	NO
Turn of River Middle School	YES	YES	NO
Westhill High School	YES	YES	YES

Mental Health Services

Each of our schools has social workers and psychologists on staff. These mental health professionals specialize in supporting children and teens. When appropriate, school psychologists and social workers may refer students to external providers or community partners for mental health services and support. The district also employs mental health professionals who can be dispatched to a particular building, as needed, to support students who are experiencing an acute mental health crisis.

Stamford Public Schools is a partner in [The Stamford Youth Mental Health Alliance](#), a city-wide network of 35+ organizations working together to improve access to mental health services for children and adolescents. The SYMHA publishes a [Youth Mental Health Resources Guide](#) with detailed information about the community resources available to those in need of support.

Holidays

Stamford Public Schools is a diverse community in which students, staff and families observe many different religious and cultural holidays. Federal holidays and major religious and cultural holidays are noted on the [2025-26 District Calendar](#).

Holiday Celebrations

The BOE encourages holiday programs and activities that are as secular as possible, while still appreciating art, music and literature that have contributed to American culture. The BOE also approves of appropriate recognition of religious, civic, and cultural holidays and events that have significance for students outside of school.

Assignments & Assessments on Religious Holidays

No assignments shall be due, or assessments given, on the day immediately following major religious holidays that are also school holidays. When such a major holiday falls on a weekend no assignments shall be due, or assessments given, on the day immediately following that weekend.

Students observing religious holidays that are not official school holidays should be afforded the same flexibility regarding homework and assessments. Parents or students should inform the teacher(s) in advance of an upcoming religious observance.

Homework

The Stamford BOE believes that teachers and families must work together to motivate and support all students to develop responsibility and study habits that will enable them to become life-long learners.

Homework is intended to:

- Reinforce classroom instruction
- Help students develop specific skills through practice
- Prepare for future lessons
- Foster the habits of consistent independent study and time management
- Provide an opportunity for students to learn outside the classroom.

Homework assignments should be modified based on students' individual needs (i.e., IEP, 504 Plans, other interventions, and extenuating circumstances) and should never be used punitively.

Feedback for homework should be formative in nature, given in a prompt fashion, and count for no more than 10% of the student's grade.

Immigration & Customs Enforcement (ICE)

Connecticut's [Multilingual Learner Bill of Rights](#) states that all students—regardless of immigration status—have the right to attend public school. Stamford Public Schools (SPS) welcomes all resident children without consideration of race, religion, creed, gender, physical disability, intellectual disability, socioeconomic status, or immigration status.

SPS does not collect information about immigration status.

Connecticut's [Trust Act](#) limits the authority of local police departments to cooperate with Immigration and Customs Enforcement (ICE). Non-local law enforcement officials, including ICE agents, are expected to present a valid judicial warrant signed by a federal judge to gain access to non-public areas of school facilities. An administrative arrest or removal warrant issued by the Department of Homeland Security (DHS) is not a judicial warrant and does not authorize DHS officers or ICE agents to enter non-public spaces without the District's consent.

If ICE agents attempt to gain entry to non-public areas of a school, they will be asked to wait for a member of the SPS Compliance Department to review the warrant and verify the legality of the request.

Families that have concerns about immigration enforcement—particularly the possibility of the deportation or detainment of parents/guardians and the impact that it could have on their children—can download the [Family Preparedness Toolkit](#) created by the Connecticut Governor's Office. There is no cost to utilize any of the documents contained in the toolkit, and neither attorneys nor court action are needed.

Internet / Websites

Stamford Public Schools (SPS) is committed to providing a safe, supportive, and distraction-free learning environment for students, teachers, and staff.

The district has measures in place to monitor students' online activity via school-issued devices. Online activity on school-issued devices is subject to monitoring both during and after school hours. In addition, district Wi-Fi networks are configured to block access to inappropriate, harmful, or distracting website content from both school-issued and personal devices.



The district's technology team regularly reviews and updates the measures in place to limit student access to inappropriate, harmful or distracting online content. In addition, SPS provides guidance to students and staff on responsible technology use and digital citizenship.

Instruction

Instruction is provided to students by state-certified teachers. Principals are to ensure that the teachers in their school deliver high quality instruction to students. Questions about classroom instruction should be directed to your child's teacher, the assistant principal, or the principal.

Differentiation

Differentiated instruction is a well-established and research-based practice in which teachers tailor instruction to meet the individual learning needs of their students. Although all students in a class are working toward the same learning objective, with differentiation, how students achieve that objective will differ based on academic readiness and learning style.

SPS teachers are expected to differentiate instruction, as needed, to meet student needs. The District provides regular professional development and peer coaching to support differentiation. New curriculum in all content areas and across all grade levels includes differentiation strategies to support teachers and students.

Parents should speak with their child's teacher or the building principal to learn how differentiated instruction is being used to support their child.

Kindergarten

Kindergarten Age Requirements

Students must be five years old on or before September 1 of the school year they begin kindergarten. For the 2026-27 school year, students must be born on or before September 1, 2021.



Early Kindergarten Admission

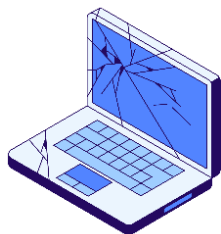
Early admission to kindergarten for students who do not meet the state's age requirements may be offered on a limited basis provided (1) there is space in the child's assigned school and (2) the child successfully completes a kindergarten readiness assessment conducted by Stamford Public Schools. For the 2025-26 school year, only 27 percent of students who applied were offered early admission.

Information about the early kindergarten admission process for 2026-27 will be available in January 2026.

Kindergarten Registration

Registration for the 2026-27 school year will begin in March 2026. Registration must be completed by a parent or legal guardian. Complete information about registration may be found on the [SPS Website](#).

Lost/Damaged School Property



Students are responsible for any items loaned to them during the school year, including Chromebooks, textbooks, library books, musical instruments and sports equipment. Students are expected to return all materials on a timely basis in the same condition in which they were received.

Students are responsible for any equipment or materials that go unreturned or are returned to school with damage beyond normal wear and tear.

Students who are found to have intentionally damaged items will face consequences, which may include:

- Loss of privileges
- Restitution (Per BOE Policy 6161.21, “fees may be imposed on students or their families for lost or damaged School Property or Instructional Materials.”)
- Disciplinary action per BOE Policy.

Magnet Schools

The magnet school program was created by the Stamford Board of Education to help manage enrollment and balance all schools to the District’s +/- 10 percent integration standard while offering educational choice through theme-based instruction.

All magnet schools follow the Connecticut State Standards and are implementing the new K-12 curriculum that is being developed as part of the District’s three-year master curriculum plan.

Students are admitted to magnet schools via a controlled lottery.

More information about the SPS Magnet School Program is available on the [SPS Website](#).

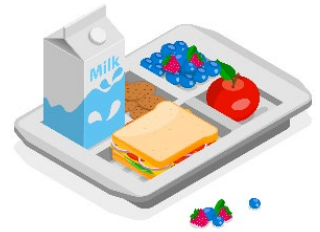
2026-27 Magnet Lottery Important Dates

Lottery application dates and deadlines for all seven SPS Magnet Schools are as follows:

- Applications Available: Monday, September 15, 2025
- Applications Due: Thursday, January 15, 2026, at 4 pm
- Lottery Drawing: Tuesday, February 17, 2026
- Acceptances Due: Tuesday, March 10, 2026

Meals

Stamford Public Schools provides breakfast and lunch to students during the school year. Meals are planned, prepared, and served by the SPS food service vendor, [Chartwells](#).



Menus for each school are available to view via [nutrislice](#), which also is available as a mobile app for [iOS](#) and [Android](#).

Free Meals for All Students

SPS is participating in the Community Eligibility Program (CEP) for the 2025-26 school year, which means all students may receive school breakfast and lunch at no cost to families. The CEP is part of the federally funded National School Lunch Program and School Breakfast Program.

Household Income Survey

Household income applications are not required to receive free meals for the 2025-26 school year, but completing the [2025-26 Household Income Survey Form](#) may help families qualify for college application and standardized test fee waivers, reduced fees for camps and after-school programs, and more. Completing the form will also help Stamford Public Schools gather socio-economic information that can help the District qualify for certain governmental and private grants.

Food Allergies and Meal Modifications

Chartwells follows a comprehensive food allergy and medical conditions protocol. Parents should complete the [Meal Modification Form](#) and send the completed form—along with the required documentation from a licensed medical provider—to Chartwells as outlined on the form. This form must be completed annually.

Meeting Requests by Parents/Guardians

There may be times when parents want to meet with teachers, specialists, or administrators outside of regularly scheduled parent-teacher conferences. Please email the teacher, specialist or principal to request a meeting, or call the main office to make your request to a member of the office support staff.

As a courtesy to school employees, please refrain from arriving at school unannounced to meet with staff.

Movies & Videos

To maximize teaching and learning time and to prioritize active instruction, the use of full-length videos or video clips is prohibited during instructional time unless such videos or video clips support instruction in alignment with approved curricula. The use of video content for recreation or entertainment is prohibited during instructional time. Please see BOE Policy 6177 for more information.

Multilingual Learners / English Learners

U.S. federal and Connecticut state law mandate bilingual education for English learners. Bilingual education is defined as instruction in both English and the student's native language with a continuously increasing use of English and the goal of reaching English proficiency.

Stamford Public Schools identifies students as Multilingual Learners using a standardized, statewide process. When students are identified as Multilingual Learners, their families are offered several options for school-based multilingual learner programs to develop their English language acquisition.

Learn more [here](#).

Parents Bill of Rights for English Learners/Multilingual Learners

The Connecticut State Board of Education created a comprehensive [Parents Bill of Rights for English Learners/Multilingual Learners](#) (“Multilingual Learner Bill of Rights”) to ensure that the rights of these parents and students are protected when they get bilingual education as mandated by Connecticut state law.

Office of Family & Community Engagement

The Office of Family and Community Engagement (OFCE) works closely with the individual schools, SPS community partners, and external agencies to ensure families have access to school and community resources that will help their children thrive in Stamford Public Schools.



OFCE coordinates informational meetings and events for families, including Café con la Super, the monthly meeting for Spanish-speaking parents, and Kindergarten registration events.

Family & Community Engagement Liaisons

Family and Community Engagement Liaisons, also known as Parent Facilitators, foster effective family, community, and school partnerships that support student achievement and school improvement. Each school has a Parent Facilitator on staff who reports to the school principal and the OFCE. Parent Facilitators are multilingual, providing extra support to parents whose primary language is not English.

Click [here](#) for a directory of the Parent Facilitators by school.

Orientation

Stamford Public Schools hosts orientation for kindergarten students and their parents and for students entering Grade 6 (middle school) and Grade 9 (high school). Orientation for the 2025-26 school year is Tuesday, August 26. Bus transportation is provided, and parents of kindergarten students may ride the bus with their child. Orientation begins at each school's regular [start time](#). Detailed information about orientation is provided to families by school principals by August 22.

Out of Attendance Zone Placement

Out-of-Attendance Zone (OOAZ) placement refers to a child who is attending an attendance zone school other than the one in the attendance zone of their legal residence. OOAZ placements are granted on a limited basis and must be renewed annually. **Parents must provide transportation for out of zone attendance placements.**

Please note, students enrolled in magnet schools, specialized high school programs, special education programs, and multilingual learning programs are NOT considered OOAZ placements.

Moving Within Stamford to a New Attendance Zone

If a family moves within Stamford to the attendance zone for another school, special consideration for OOAZ placement may be given as follows:

- A student who moves out of their attendance zone with one year left in elementary (K-5), middle school (6-8 or K-8) or high school (9-12) may be granted permission to stay at their school for grades 5, 8, or 12.
- A student who moves within Stamford to another attendance zone between December 1 and the end of the school year may be allowed to stay in their school for the balance of that school year. The student must attend their new attendance zone school for the following year.

Parent Involvement

Per BOE Policy, each school is expected to provide opportunities for volunteering, parent education, home support, and participation in school decision-making. To facilitate involvement in their child's education, parents are encouraged to:



- Reinforce at home the skills and knowledge your child is learning in school
- Actively communicate with school staff about questions or concerns
- Become familiar with BOE policies and all District and school regulations, rules, and protocols
- Take advantage of opportunities to take part in school activities by attending orientations, open school nights, parent-teacher conferences, parent meetings, and events.

Parent Teacher Organizations

Every school has a Parent Teacher Organization that works with school staff to offer events and activities that support a positive school climate. Most PTOs also fundraise to support school events and activities, including field trips.



Parents are automatically members of their school's PTO; there is no entry fee.

The [Parent Teacher Council of Stamford](#) (PT Council) is the umbrella organization for all school-based PTOs. PT Council provides workshops, leadership development, information and programs to promote parent-teacher partnerships.

Contact information for all school PTOs can be found on the PT Council [website](#).

Personnel/Staff

Teacher Qualifications

Parents have the right to request information about the professional qualifications of their child's teacher(s), including whether the teacher is certified for the subject matter and grade being taught and the teacher's post-secondary degrees and certifications.

All public-school teachers in Connecticut must have a valid teaching certificate issued by the Connecticut State Department of Education (CSDE). Information concerning an educator's certification is available to the public pursuant to the Freedom of Information Act, Conn. Gen. Stat. §

1-200 et seq. (FOIA). The CSDE has an [online portal](#) where the public can research teacher certifications.

Paraprofessional Qualifications

Parents may also request information about professional qualifications of any paraprofessionals working with their child. Please speak to your school principal for more information.

Administrator Qualifications

Anyone serving in an administrative or supervisory position in a Connecticut public school — such as principals, assistant principals, superintendents, and certain central office roles — must have a valid Intermediate Administrator or Supervisor Certificate (CT 092). Typically, this certification is earned through the completion of a “sixth year” program in school leadership and administration. The CSDE has an [online portal](#) where the public can research the administrator certifications.

Background Checks



The State of Connecticut requires any person who is hired by a local or regional board of education to submit to a state and national criminal history records check, as well as a check for any record of child abuse.

Applicants are also required by state law to provide prospective employers with the names, addresses and telephone numbers of all current or former employers where the applicant had contact with children. All of those employers are then asked to complete an Educational Employer Verification Form as part of the background check process.

Administrative Leave

Occasionally, a staff member may be placed on administrative leave. Administrative leave is a non-disciplinary action used to remove a staff member from the school community while an investigation is conducted. Depending on the nature of the complaint or allegation, the matter may be investigated by the Stamford Public Schools Compliance Department or referred to either the Department of Children and Families or the Stamford Police Department.

As public employees, Stamford Public Schools staff on administrative leave are afforded due process, as well as privacy and confidentiality protections as prescribed by law.

Limited information will be provided to families or the public regarding an active investigation. While understandably frustrating for families, this is necessary to protect the integrity of the investigative process as well as the rights of the individual under investigation.

Report Cards

Student report cards will be posted in the PowerSchool Parent Portal as follows:

Elementary Schools

- Friday, February 12 1st marking period final grades
- Monday, June 15 2nd marking period final grades

Middle & High Schools:

- Wednesday, October 1 Quarter 1 progress report grades
- Friday, November 7 Quarter 1 ends
- Friday, November 21 Quarter 1 final grades in PowerSchool
- Wednesday, December 10 Quarter 2 progress report grades
- Friday, January 23 Quarter 2 ends
- Friday, February 20 Quarter 2 final grades in PowerSchool
- Friday, February 27 Quarter 3 progress report grades
- Friday, March 27 Quarter 3 ends
- Friday, April 17 Quarter 3 final grades in PowerSchool
- Friday, May 8 Quarter 4 progress report grades
- Monday, June 15 Quarter 4 and final grades



Registration

New students may register [online](#) or in person at their assigned school (Grades K-8) or the SPS Welcome Center (Grades 9-12).

- Registration for the current school year (2025-26) will remain open until June 2026.
- Registration for the next school year (2026-27) will begin in March 2026.

Students registering for kindergarten must be 5 years old on or before September 1 of the year in which they are enrolling:

- For the 2025-26 school year, students must be 5 years old on or before September 1, 2025 (i.e. born on or before September 1, 2020.)
- For the 2026-27 school year, students will need to be 5 years old on or before September 1, 2026 (i.e., born on or before September 1, 2021).

Detailed registration information is available on the [SPS website](#).

Safety & Security

The SPS Security Department handles emergency management and the effective implementation of District-wide safety and security policies, programs, directives, and training. The SPS Security Director collaborates closely with the Superintendent, the Stamford Police Department, the SPS Facilities Team, and the school principals to ensure the continued safety and security of Stamford Public Schools. Each school must have a safety and security plan for their campus. Schools are also required to conduct safety drills throughout the year.



School Resource Officers

School Resource Officers (SROs) are sworn police officers who have received added training in school-based law enforcement and crisis response strategies. SROs use community policing concepts (e.g., community liaison, mentor, role model, and law enforcement officer).

SROs are assigned to secondary schools and work closely with building principals and the SPS Security Department. SROs are employed and supervised by the Stamford Police Department.

School Security Staff

All elementary, middle, and high schools have security staff who help create a safe and secure school environment for students, staff, and families. Security staff assist with student management, arrival and dismissal, securing points of entry, and more. Security staff report to the building principals and the SPS Security Department.

Emergency Protocols

School staff are trained to initiate a variety of emergency protocols to help keep students safe. There are four emergency protocols:



Secure School

Precautionary Due to Outside Activity

Examples:

- Law enforcement activity nearby
- Report of dangerous wildlife in area
- Environmental hazard outside building

Classroom Instruction: Continues

Movement within School: Unrestricted

Administrator Action(s):

- Monitoring

Parent Notification: Email before dismissal



Shelter in Place

Emergency Response Requiring Clear Hallways

Examples:

- Medical emergency
- Police response to student altercation
- Hazardous weather such as tornado warning

Classroom Instruction: Continues

Movement within School: Restricted

Administrator Action(s):

- Active with emergency responders
- Notify district officials

Parent Notification: Email and Remind within 1 hour of “all clear”



Lockdown

Threat Inside Building

“Locks, Lights, Out of Sight”

Examples:

- Armed intruder
- Dangerous situation near school

Classroom Instruction: None

Movement within School: None

Administrator Action(s):

- Active with emergency responders
- Notify district officials

Parent Notification: Phone call, email, and Remind as soon as possible with updates as situation unfolds, including immediately after “all clear.”



Evacuation

Everyone Moved to Location Outside Building

Examples:

- Gas leak
- Fire

Classroom Instruction: None

Movement within School: Move to exits

Administrator Action(s):

- Active with emergency responders
- Notify district officials

Parent Notification: Phone call, email, and Remind as soon as possible with updates as situation unfolds, including instructions for reunification, if necessary.

Parent Guidelines for Emergency Protocols

Learning that your child’s school has initiated an emergency protocol is understandably upsetting. Please remain calm and wait for official information from the school or the District. Do not speculate on social media, repeat unsubstantiated rumors, or rely on information from unofficial sources.

Every effort will be made to communicate with families promptly, but our priority is ensuring the safety and security of all students, staff, and visitors. School officials will communicate with parents/guardians as soon as practical, usually after the situation is under control.

Instruction is expected to continue during the Secure School and Shelter in Place protocols. Students who are in class should not be using their cell phones or other electronic devices to communicate during Secure School or a Shelter in Place. If children do communicate with you, keep in mind that they may not have a complete understanding of the situation or may share incomplete or inaccurate information based on their location.

Medical emergencies are the most common reason schools initiate the Shelter in Place protocol. If your child is experiencing a medical emergency, you will be notified at once with further information and instructions.

In the unlikely event of a lockdown or evacuation:

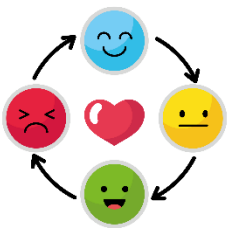
- Do NOT call your child’s cell phone. This could compromise their safety and that of their classmates.
- Do NOT go to your child’s school. This could interfere with the emergency response and potentially delay first responders reaching the school.

Smoking

Smoking, using tobacco products or e-cigarettes, or vaping is prohibited on school grounds or at any school-related activity, whether on or off school grounds.



Social-Emotional Learning



Social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The social and emotional learning (SEL) approach used in Stamford supports the district mission to provide an education that cultivates productive habits of mind, body, and heart in every student.

In Stamford Public Schools, components of SEL are incorporated system wide, including in PreK-12 curriculum and in staff professional development.

DESSA

Stamford Public Schools uses a research-based social-emotional learning assessment called the Devereux Student Strengths Assessment (DESSA). The DESSA is administered three times a year and measures six social emotional competencies: optimistic thinking, social awareness, responsible decision-making, relationship skills, self-awareness, and self-management.

Results from the DESSA help school leaders identify students who might need additional support and intervention to develop critical social-emotional skills.

Social Media Rules of Engagement



Stamford Public Schools and its individual schools and programs use social media to share information and engage with the community. To ensure respectful discourse that adheres to BOE Policy, we have established Social Media Rules of Engagement. Please keep in mind that comments may be viewed by many people in the community and are in the public domain. All comments should be respectful, factual and constructive.

The following are prohibited on all SPS social media channels:

- Profane, vulgar, or obscene language or materials (memes, graphics, etc.)
- Racist, sexist, or homophobic language or materials (memes, graphics, etc.)
- Abusive, threatening, harassing or bullying language or materials (memes, graphics, etc.)
- Personal attacks, insults, accusations or derogatory comments
- Comments that portray students, staff, or BOE members in a defamatory, abusive, or generally negative tone
- Promoting or disparaging a particular religion or creed
- Comments or posts that could reasonably be considered an invasion of privacy
- Posting comments or content that violate copyright and fair use laws

- Inciting violence
- Posting comments or content that violates any BOE Policy or regulation of school codes of conduct
- Political lobbying, campaigning, or promoting a political candidate or party
- Posting confidential and personally identifiable information about students, staff, or BOE members
- Sharing inaccurate, libelous, false or misleading information
- Violating the terms and conditions of the social media platform
- Promoting services or products or posting advertisements unrelated to school events or activities
- Mocking or making fun of another person's opinion

Stamford Public Schools reserves the right to delete or remove posts that violate these Rules of Engagement. Repeated violations may result in a user being banned from SPS and school social channels.

Users are encouraged to report any content that violates a social media platform's terms and conditions through the official process outlined by that platform.

Parents are encouraged to bring specific personal, student, and/or personnel questions, complaints, or concerns to their child's school instead of posting on social media.

Special Education & Related Services

Stamford Public Schools will provide a free, appropriate, public education (FAPE) and necessary related services to children with an identified disability living within the district, as required under the Individuals with Disabilities Education Improvement Act (IDEA 2004) and Connecticut General Statutes.

More information on the SPS Special Education Program, including program contacts at each school, is available [here](#).

Stamford Coalition of Parents Expecting Success

The Stamford Coalition of Parents Expecting Success (SCOPES) is a committee of the Parent Teacher Council of Stamford in partnership with Stamford Public Schools. SCOPES serves as a parent support network and community resource on special education issues. SCOPES will host regular meetings throughout the school year on special education topics.

Student Data

[BOE Policy 5115](#) outlines access to—and confidentiality of—student records and personal identifiable information (PII)



Directory Information

Certain types of information are considered “directory information.” Directory information includes student data that would not reasonably be considered harmful or an invasion of privacy if disclosed.

Data points that are considered directory information include:

- Name
- Photographs (with signed media release)
- Grade level
- Participation in school activities or athletics
- Weight and height (if member of a school athletic team)
- Date of graduation
- Degrees and awards received

Student Photos, Videos, and Work Product

Parents must complete the 2025-26 Media Consent Form in PowerSchool. This form tells us whether you grant permission for your child’s photos, videos or work product (artwork, performances, etc.) to possibly be used for purposes including, but not limited to, print or digital materials created by Stamford Public Schools or its community partners, posting on websites or social media platforms, or inclusion in news stories by local, regional, or national media.

Substitute Teachers

When a teacher is absent, every effort is made to staff the classroom with a substitute teacher who can follow the lesson plan in the full-time teacher’s absence. In cases when a substitute is unavailable, full-time school staff will provide coverage.

If your child’s regular teacher is expected to be out for more than 5 consecutive days , the principal will inform affected families and share plans for class coverage. Due to privacy protections, principals will not share the reason for a teacher’s extended absence.

Visitors

Each of our schools encourages visits from parents and family members. Family engagement in schools contributes to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school climate.



To minimize disruptions to instruction and to ensure everyone’s safety and security, visitors are expected to follow all applicable building security procedures, including, but not limited to

- Utilizing security buzzers for building access
- Reporting directly to the visitors' reception area (security desk or main office)
- Prominently displaying visitor's badge
- Keeping classroom disruptions to a minimum
- Staying in areas authorized for visitors
- Signing out at the visitors' reception area (security desk or main office) upon departure
- Following all instructions from school administrators or staff

The Principal or their designee has complete authority to exclude from the school premises anyone:

- Who they have reason to believe is disrupting educational programs
- Who is disturbing the teachers or students
- Who the Principal believes is on the premises for the purposes of committing an illegal act
- For any other reasonable and appropriate purpose within their sole discretion

Classroom Visits

Visits to classrooms during instructional time are permitted only with prior approval from the principal and teacher. Visitors should not interrupt a class or speak to the students or teacher unless invited to do so. Classroom visits will be prohibited if they interfere with instruction or disrupt the school environment.

Meetings about your child's academics or behavior should be scheduled in advance during non-instructional time.

Welcome Center

The [SPS Welcome Center](#) is where families can access district, school, and community resources.

The SPS Welcome Center is located at 11 W. North Street in Cloonan Middle School. The entrance to the Welcome Center is on Powell Place. Free parking is available along Powell Place and in the parking lot behind the school building.

Services Offered:

- New student registration for Grades 9-12 (appointment required)
- English Language screening
- Student health services
- Assistance accessing community resources
- Intake/assessment (starting Fall 2025)
- Placement (starting Fall 2025)

The SPS Welcome Center is open weekdays from 9 am to 5:30 pm during the school year and from 7 am to 2 pm during the summer.

The Office of Family & Community Engagement manages the SPS Welcome Center.

STAMFORD PUBLIC SCHOOLS 2025-26 CALENDAR

Calendar approved by BOE on April 30, 2024. Calendar includes 181 student days and 186 staff days. Parent-Teacher Conference Dates REVISED July 2025.

No School Students or Staff School in Session Early Release Day Staff Only Open School Night PD = Professional Development



JULY 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 4: Independence Day (School Offices Closed)

AUGUST 2025 (3 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug. 19-20: New Teacher Orientation

Aug. 21: Convocation + School-Based PD

Aug. 22: Mandated Training + Classroom Prep

Aug. 26: District PD

Aug. 28: Student Orientation for K, 6, 9 / PD (STAFF)
Aug. 27: First Day of School-ALL ☆

SEPTEMBER 2025 (9 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept. 1: Labor Day-NO SCHOOL

Sept. 16: Open School Night-Middle Schools

Sept. 18: Open School Night-High Schools

Sept. 23-24: Rosh Hashanah-NO SCHOOL

Sept. 25: Open School Night-Elementary Schools

OCTOBER 2025 (21 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct. 2: Yom Kippur-NO SCHOOL

Oct. 13: Columbus Day-NO SCHOOL

Oct. 15-17: Early Release (STUDENTS)
Parent-Teacher Conferences

Oct. 22: Early Release (STUDENTS) / PD (STAFF) ^

NOVEMBER 2025 (16 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov. 4: Election Day-NO SCHOOL (STUDENTS)
PD (STAFF)

Nov. 11: Veterans Day-NO SCHOOL

Nov. 26: Early Release (ALL)

Nov. 27-28: Thanksgiving Holiday-NO SCHOOL

DECEMBER 2025 (17 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec. 23: Early Release (ALL)

Dec. 24: Christmas Eve-NO SCHOOL

Dec. 25: Christmas Day-NO SCHOOL

Dec. 26, 29, 30: Winter Break-NO SCHOOL

Dec. 31: New Year's Eve-NO SCHOOL

JANUARY 2026 (19 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan. 1: New Year's Day-NO SCHOOL

Jan. 2: Winter Recess-NO SCHOOL

Jan. 19: MLK Jr. Day-NO SCHOOL

Jan. 28: Early Release (STUDENTS) / PD (STAFF) ^

FEBRUARY 2026 (18 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb. 13: President's Day Weekend-NO SCHOOL

Feb. 16: President's Day-NO SCHOOL

Feb. 18-20: Early Release (STUDENTS)
Parent-Teacher Conferences

Feb. 25: Early Release (STUDENTS) / PD (STAFF)

MARCH 2026 (21 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 20: Eid-al-Fitr-NO SCHOOL

March 25: Early Release (STUDENTS) / PD (STAFF)

APRIL 2026 (16 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 3: Good Friday-NO SCHOOL

April 5: Easter

April 6-10: Spring Break-NO SCHOOL

April 22: Early Release (STUDENTS) / PD (STAFF) ^

MAY 2026 (20 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 25: Memorial Day-NO SCHOOL

May 27: Early Release (STUDENTS) / PD (STAFF)

JUNE 2026 (11 days)						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 11-12: ***TENTATIVE*** Early Release (STUDENTS)
June 15: ***TENTATIVE*** Last Day of School ☆

June 19: Juneteenth (School Offices Closed)

Other Religious & Cultural Holidays:

Oct. 20: Diwali
Dec. 14-22: Hanukkah
Dec. 26-Jan. 1: Kwanzaa
Jan. 6: Three Kings Day
Jan. 7: Orthodox Christmas Day
Feb. 6: Lunar New Year
Feb. 17: Ramadan Begins
Feb. 18: Ash Wednesday

Apr. 1-9: Passover
Apr. 12: Orthodox Easter
May 27: Eid al-Adha

ANY INCLEMENT WEATHER DAYS WILL BE ADDED TO THE END OF THE SCHOOL YEAR

Dates & Times of High School Graduations, 8th Grade Moving Up Ceremonies, and Elementary School Moving Up Ceremonies will be set in Spring 2026

^Teachers: If needed, the Superintendent's extra hour will be added to the early release days in October, January, and April.

Appendix B: Annual Notices

Notifications Addressed in Existing BOE Policies

Topic of Notification	Policy
Parent involvement	1110.1
Distribution of Materials	1140R
Transportation Equipment – Contract Vehicles	3541.43 & 3541.43R
Child Abuse/Neglect	4113, 4113R
DCF Contact Information	4113, 4113R
Concussion and head injury awareness and prevention	4115.5, 4115.5R
Non-Discrimination & Affirmative Action	4118.11 / 4218.11
Prohibition on Recommendations for Psychotropic Drugs	4118.234
Bullying Behavior in Schools	5005, 5005R
Homeless Students and Children in Foster Care	5007R
Title I School, Parent Engagement	5008, Parent-School Compact
Attendance and Excuses	5113, 5113R, 5113A-R, APPENDIX
FERPA	5115
Interdistrict Magnet Schools	5117.2
Reporting	5124
Smoke Free Environment	5130, 5130R
Rights and Responsibilities	5131
Student Behavior	5131, 5131R
Substance Abuse by a Minor	5131.6, 5131.6R
Acceptable Use of the Internet & Internet Safety Policy	5132R
Promotion and Retention	5135, 5135R
High School Graduation Requirements	5135.2, 5135.2R
School Wellness	5140
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State of Connecticut Department of Children & Families (DCF) Careline: 1-800-842-2288

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Remote Parent Teacher Conferences	Website
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Meal Eligibility Notification	Website
SPS Lunch Charging Policy	Website
Modification of Meal Services for Students with Disabilities	Website
Notice of Availability of Alternative Education Programs	Website
Notice of Rights and Remedies under CT General Statutes §10-4a and §10-4b.	Website
Availability of Tech/VoAg	Website
Teacher & Para Qualifications	Website
COVID	Website
Safe School Climate	Website
Student Data Privacy Act	Website
Student Data Privacy Act: Notice of Security Breach	Website

District and School Coordinators

District	Contact
Title IX Age Discrimination Act	Christopher Soules Chief Compliance Office csoules@stamfordps.org
The Americans with Disabilities Act (ADA) COVID-19 Liaison Section 504	Dr. Michael Fernandes Chief Staff & Family Resource Officer mfernandes@stamfordps.org
Safe School Climate	Juan Pazmino Coordinator, Office of Family & Community Engagement jpazmino@stamfordps.org
School	Contact
Title IX	Building Principal
Safe School Climate Specialist	Building Principal

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Appendix D: Glossary of Commonly Used Terms

504 — Section 504 Plan (for students with disabilities). A 504 plan outlines the supports provided to a student with disabilities.

Accommodation — Adjustments made to help a student access the general education curriculum without changing the content. Adjustments might include a change in teaching techniques, environment, or materials.

ADA — Americans with Disabilities Act

AGR — Attendance Grade Recovery. In the high schools, a designation that a student has exceeded the maximum number of unexcused absences permitted for the marking period. Students are required to make up the time missed in order to reinstate their earned grade in the course.

AGSCI — Stamford Regional Agriscience Program. Interdistrict academic program for high school students located at Westhill High School.
<https://www.stamfordagriscience.com/>

AITE — Academy of Information Technology and Engineering High School.

AP — Advanced Placement

ASD — Autism Spectrum Disorder

Assessment — Tools or methods used to evaluate student learning, skills, or academic readiness.

AT — Assistive Technology

At-Risk Student — A student identified as being in danger of not meeting academic, behavioral, or social expectations.

BCBA — Board Certified Behavior Analyst

Benchmark — Specific learning goals or standards students are expected to meet at various points in the school year.

BIP — Behavior Intervention Plan

Board of Education — A local governing body overseeing school district policies and administration.

BOE — Board of Education

BOF — Board of Finance

BOR — Board of Representatives

BOY — Beginning of Year

Branching Minds — A K-12 educational technology platform that supports schools and districts in Multi-

Tiered System of Supports (MTSS) work.

BYOD — Bring Your Own Device

CABE — Connecticut Association of Boards of Education. Organization that assists local and regional boards of education in providing high-quality public education for all Connecticut children. <https://www.cabe.org/>

Capital Budget — This budget, which is funded by the City of Stamford and state grants, pays for major initiatives such as new school construction.

CEP — Community Eligibility Provision. CEP is a meal service option that enables high poverty schools and districts to serve breakfast and lunch to all enrolled students at no cost.

CES — Cooperative Educational Services.
<https://www.cestrumbull.org/>

Chronic Absenteeism — Defined as missing 10 percent or more of the days in the school year. In SPS, a student is considered chronically absent if they miss 18 or more days in a school year. Chronic absenteeism includes both excused and unexcused absences.

CIP — Continuous Improvement Plan

CKLA — Core Knowledge Language Arts. Amplify CKLA is a K-5 language arts curriculum that combines foundational skills instruction with content-rich knowledge building. CKLA is used in all SPS elementary and K-8 schools.

Climate Survey — Annual survey given to students, teachers, staff, and families to measure the degree to which they feel safe, valued, and welcome in school.

Common Core State Standards (CCSS) — A set of academic standards in mathematics and English language arts/literacy adopted by many states throughout the U.S.

Continuum of Services — Refers to the educational settings available to students with disabilities from the least restrictive (general education classroom) to the most restrictive (hospital or institution) environment.

CSDE — Connecticut State Department of Education

CTE — Career and Technical Education

Culturally Responsive Teaching — Instruction that recognizes and respects students' cultural backgrounds.

Curriculum — The courses and content taught in a school or district.

Data-Driven Decision Making — Using data to monitor student progress, identify areas for improvement, and inform instructional decisions.

DCF — Department of Children and Families

DESSA — The DESSA is a brief questionnaire used to gain insight in eight domains of student social-emotional wellness: personal responsibility, optimistic thinking, goal-directed behavior, social awareness, decision-making, relationship skills, self-awareness, and self-management.

Differentiation — The practice of tailoring classroom instruction to meet individual student needs.

DLT — District Leadership Team. In Stamford, DLT refers to the district's senior leadership, school principals, school assistant principals, and the directors, assistant directors, and coordinators in the central office.

DRG — District Reference Group

Dual Enrollment — When high school students take college courses for college credit. SPS students have the opportunity to take dual enrollment courses through the UConn Early College Experience Program, the Early College Studies Program in partnership with CT State Norwalk, and the International Baccalaureate Diploma Programme.

ECE — Early College Experience. UConn Early College Experience (UConn ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit.

ECS — Early College Studies. An intradistrict high school program at [Stamford High School](#) that enables students to earn both a high school diploma and an associate degree in Computer Science within 4-6 years. ECS is offered in partnership with [CT State Norwalk](#) (formerly Norwalk Community College).

ELA — English Language Arts

ELL/EL — English Language Learner or English Learner. A student learning English as an additional language. The preferred term is Multilingual Learner.

EOY — End of Year

Equity — Ensuring fair access to resources and opportunities for all students.

ESL — English as a Second Language

ESY — Extended School Year Program through

which students with disabilities receive special education or related services beyond the regular school year when determined necessary by the student's PPT.

FAPE — Free Appropriate Public Education

FBA — Functional Behavioral Analysis. Process utilized to try to understand and solve a student's behavioral issues.

FERPA — Family Educational Rights and Privacy Act

First Student — Bus company that provides student transportation services for Stamford Public Schools.

Formative Assessment — Ongoing assessments to monitor student progress and guide teaching.

FRPL — Free and Reduced-Priced Lunch. A federal program that provides meals at a reduced cost or for free to eligible students.

FTE — Full-Time Equivalent. A unit of measurement in budgeting that represents the workload of one full-time employee.

Graduation Rate — The percentage of students who complete high school within a standard time frame. The State of Connecticut reports out 4-year, 5-year, and 6-year graduation rates.

Grants Budget — This budget, which is funded by federal, state, or private sources, pays for specific programs or initiatives.

HAR — Health Assessment Record. The State of Connecticut requires students to have an updated HAR on file prior to entering Kindergarten, Grade 7, and Grade 10.

HEART — Helping Everyone Achieve Resiliency and Thankfulness. HEART is a 30-minute period in the middle school schedule that includes both indoor and outdoor structured activities to enforce the core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

High Needs Students — Defined by the Connecticut State Department of Education as students who qualify for special education and related services, are multilingual learners, or qualify for free/reduced price lunch.

HIPPA — Health Insurance Portability and Accountability Act.

HR — Human Resources

HS — High School

IB — International Baccalaureate

IBMP — International Baccalaureate Middle Years Programme.

IBDP — International Baccalaureate Diploma Programme.

ICE — Immigration and Customs Enforcement

IDEA — Individuals with Disabilities Education Act. The federal law guaranteeing the right to Free Appropriate Public Education and Least Restrictive Environment.

IEP — Individualized Education Program; a legally-binding document outlining the plan for special education services.

Inclusion — The practice of educating students with disabilities alongside their non-disabled peers.

i-Ready — i-Ready is an online program offering diagnostic assessments and adaptive instruction for students in grades K-8. i-Ready provides data to inform instruction and increase student learning gains. iReady diagnostic assessments are administered three times a year to SPS students in grades K-8.

JROTC — Junior Reserve Officers' Training Corps. An intradistrict character development and citizenship program located at Westhill High School.
<https://www.usarmyjrotc.com/>

K-12 — Kindergarten through 12th grade.

LAS Links — A standardized assessment designed to measure language skills of English language learners and monitor progress toward English proficiency.

LEAP — Learner Engagement and Attendance Program. A [research-based](#) home visiting program to improve student attendance and family engagement.

Literacy — The ability to read, write, and communicate effectively.

LRE — Least Restrictive Environment. Special education programs seek to educate students with disabilities in the least restrictive environment.

Magnet School — A public school offering specialized programs to attract students from outside their attendance zone.

McKinney Vento — Refers to the McKinney-Vento Homeless Assistance Act, which is a federal law designed to ensure that children and youth experiencing homelessness have access to the same free and appropriate public education as their housed peers.

MLL — Multilingual Learner. A student who is learning English as an additional language.

Modification: In Special Education, a change in the expectation of the student to learn and demonstrate based on their level of performance.

MOY — Middle of Year.

MTE — Move to Exclude. Formal process that is initiated by school administrators when a suspension is deemed insufficient to address serious or dangerous student misbehavior.

MTSS — Multi-Tiered System of Supports; a framework for providing varying tiers of academic and other support to students.

NAEP — National Assessment of Educational Progress.

NGSS — Next Generation Science Standards. NGSS are a set of K-12 science standards based on the Framework for [K-12 Science Education](#) developed to provide a consistent and clear framework for science education in the United States.

OFCE — Office of Family and Community Engagement.

On Track — A measure of whether a student is meeting expected academic milestones.

OOAZ — Out-Of-Attendance-Zone

Operating Budget — This budget is funded by the City of Stamford and pays for the day-to-day operations of the school district.

Opportunity Gap — Differences in access to educational resources and opportunities.

OT — Occupational Therapy.

Parent-Teacher Conference — Meetings between parents and teachers to discuss student progress.

PD — Professional Development.

PowerSchool — The student information system (SIS) utilized by Stamford Public Schools.

PPT — Planning and Placement Team. An interdisciplinary team consisting of school administrators, special education and related service providers, parents, and others who make decisions about a student's special education program.

PreK-12 — Pre-Kindergarten through 12th grade.

Professional Development — Training and learning activities for educators to improve their skills.

Progress Monitoring — Assessments used to

measure if students are making progress toward goals.

PSAT — Preliminary SAT. A standardized assessment that is a practice test for the SAT. <https://satsuite.collegeboard.org/psat-nmsqt>

PT — Physical Therapy.

PTC — Parent Teacher Council of Stamford.

PTO — Parent Teacher Organization.

Remind — Communication platform used by Stamford Public Schools to facilitate 2-way communication between school staff (principals, teachers, etc.) and families. Accessible as a website or as an app for Apple or Android.

Remote Learning — Education delivered entirely online, often from home.

RTI (Response to Intervention) — A multi-level approach to early identification and support for students with learning and behavior needs.

SARB — Student Attendance Review Board.

SAT — A standardized assessment used to measure a student's college readiness. The SAT is administered to all Connecticut public school students during their junior year of high school (Grade 11).

SBAC — Smarter Balanced Assessment Consortium. Statewide assessments in ELA and Mathematics administered annually to all Connecticut Public School Students in grades 3-8. <https://ct.portal.cambiumast.com/smarter-balanced.html>

SBHC — School-Based Health Center. Operated by Family Centers, SBHCs are free-standing, federally qualified medical centers located at Cloonan, Dolan, Rippowam, Stamford High, Turn of River, and Westhill. <https://www.familycenters.org/School-Based>

School Climate — The quality and character of school life. School climate is a measure of how welcome, safe, and supported everyone, including students, staff, and families, feels at school.

SCOPES — Stamford Coalition of Parents Expecting Success. SCOPES is an organization for families of students with disabilities in Stamford Public Schools.

SEL — Social-Emotional Learning — Programs that teach skills for emotional regulation, relationship building, and responsible decision-making.

SHS — Stamford High School.

SIE — Senior Internship Experience.

SIP — School Improvement Plan. A SIP is a strategic blueprint that schools use to enhance student learning and improve educational practices.

SIS — Student Information System. A technology platform offering features including student data management, grading, attendance tracking, and communication. Stamford Public Schools utilizes PowerSchool as its SIS.

SLP — Speech-Language Pathologist.

SNAP — Supplemental Nutrition Assistance Program.

SPD — Stamford Police Department.

SPEF — Stamford Public Education Foundation.

SPS — Stamford Public Schools.

SR-7 — Form used in Stamford Public Schools to authorize the release of student records.

SRO — School Resource Officer. SROs are sworn law enforcement officers assigned to work in a school setting. In Stamford, SROs are sworn members of the Stamford Police Department assigned to work in the middle and high schools.

Standards-Based Grading — A grading system focused on whether students have met specific learning standards.

STEAM — Science, Technology, Engineering, Arts, and Mathematics.

STEM — Science, Technology, Engineering, and Mathematics.

SWD — Students with Disabilities.

Tier 1 Instruction — Also referred to as core instruction, Tier 1 instruction encompasses the foundational teaching and learning strategies that are provided to all learners in a general education setting. Tier 1 instruction meets the needs of most students.

Tier 2 Instruction — Small group instruction designed for students who lack specific academic skills or are exhibiting at-risk behavior. Tier 2 instruction is provided in conjunction with Tier 1 (core) core instruction.

Tier 3 Instruction — Intensive, individualized support for students who have not demonstrated progress with targeted group interventions at Tier 2. Tier 3 interventions are individualized and may involve wrap-around support for behavioral or attendance needs.

Title I — Federal funding program for schools with a significant percentage of low-income students.

TOSA — Teacher on Special Assignment. A certified

educator who is working in a role other than traditional classroom instruction. These roles are typically focused on curriculum development, professional development, and coaching.

Transcript — An official record of a student's academic performance.

Truancy — The CSDE defines truancy as a student having 4 or more unexcused absences in a month or 10 or more unexcused absences in a school year.

UConn — University of Connecticut.

Universal Screener / Universal Screening — Assessments given to all students to identify those who may need additional support.

VAPA — Visual and Performing Arts.

WHS — Westhill High School.

WIC — Federally-funded Special Supplemental Nutrition Program for Women, Infants, and Children.

Work-Based Learning — Educational programs that integrate workplace experiences with classroom learning.