This handbook is intended to be a guide to Stanley BPS’s history, British Primary philosophy and teaching principles. It reflects our core beliefs about children, child development and the essential partnership between teachers and parents. It also reflects Stanley’s mission, vision and values and our school culture.

In addition to being a resource, this document is a set of rules and procedures that guide behavior and outline expectations at the school. These guidelines are not intended to be all-inclusive or to cover every situation that may arise. Students and families agree to be governed by the policies and procedures contained within this handbook and are expected to support these policies and procedures. Failure to do so will result in disciplinary action that may lead to suspension and possible separation from the school. The school reserves the right to add, delete or change any rule or procedure at any time.

Failure to read the handbook does not relieve parents and students of the obligation to follow all rules and procedures contained below or in any way impede or prevent the school from operating the school consistent with these rules and procedures.
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Dear Stanley Families,

We are pleased and honored you have chosen Stanley for your child’s education. We look forward to partnering with you to support your child’s growth, learning and well-being during your years as a Stanley parent. From our earliest days, parents have played a critical role in our school’s success. Indeed, our educational outcomes would simply not be possible without the culture of positive parent/school collaboration that has been a hallmark of Stanley since 1972.

Our parent and family handbook describes the fundamental operational systems that support learning in our classrooms. It also reiterates the essential expectations we have of everyone in our community to uphold Stanley’s values and to model our behavioral standards.

We hope you will use this guide as a reference for school procedures and as a starting point for reflection on the role each of us plays in creating the school we want for our children. We continually evaluate our school policies and procedures and will update this parent and family handbook, as necessary, to capture any improvements and enhancements that further our goal of creating an ever-stronger community.

For nearly fifty years, Stanley has inspired “joyful, lifelong learners prepared to make a positive difference in the world.” Thank you for all you do to help us make our vision a reality!

Tim Barrier,
Head of School
Mission: We engage, challenge and inspire children to reach their potential and develop their own voice within an inclusive, diverse and collaborative community that values distinct contributions and abilities. We prepare teachers to implement our vision, mission and values and we share our educational approach with the larger community.

Vision: We envision a community of joyful, lifelong learners prepared to make a positive difference in the world.

Values: We value childhood. We are knowledgeable about the stages of child development and the different needs of each age group. We create learning experiences responsive to the stages of childhood. We are skilled in observing children and utilizing a variety of approaches to engage each child.

We value positivity. We uphold a community culture in which all bring their best selves to school each day, are kind and thoughtful in their interactions and presume positive intentions of one another.

We value individuality. We recognize that each child is unique and significant; therefore, we respect and build positive relationships with children and encourage them to know themselves – their strengths, challenges, learning style, culture and interests. We are committed to developing the whole child.

We value discovery. We create an integrated, meaningful curriculum in which children can explore and experiment through first hand experiences. We give children the opportunity to pursue their interests and thoughts, to make choices and to take responsibility for their own learning. We promote a culture of continual learning and growth in our faculty and staff. We encourage curiosity, imagination and creativity.

We value community responsibility. We provide a safe, nurturing, mutually respectful community. We cultivate in our students the ability and desire to be responsive and contributing members of the world. We value honesty, compassion and courage. We share what we know with one another and with the larger community of education.

We value diversity of all kinds – in students, staff and parents. We develop in children an understanding of similarities and differences in people and the ability to make socially responsible decisions. Towards this end we promote flexibility, resourcefulness, critical thinking and communication.

We value relationships. We recognize that positive relationships are fundamental to student learning and to the successful operation of the school. We actively include parents in their child’s education and view partnership with parents as a critical mean to recognize our mission.
THE STANLEY BRITISH PRIMARY SCHOOL STORY

Walking through the hallways and classrooms of Stanley, bustling with the energy and curiosity of more than 400 children, you may be surprised to learn that the school grew from a single classroom and has evolved into a flourishing school — a center of educational excellence, innovation and leadership.

The Stanley British Primary School was originally organized in 1972, with the help of former Colorado First Lady Bea Romer and founding head Carolyn Hambidge (at left – second from right), as a model classroom in the Montview Community Preschool in Park Hill. Through a partnership with Metro State College and the federal Model Cities Project, the laboratory classroom was set up to demonstrate the British Primary approach to education. During its twelve years at Montview, the British Primary approach grew tremendously in popularity and the demand for places in the classroom began to far exceed available space.

In the fall of 1983, an energetic group of parents joined forces with teachers to expand the British Primary program. After many months of work, the group purchased the Stanley School building in historic Montclair. Built in 1891, the building housed Denver’s first public school kindergarten.

After extensive renovation, much of it done by parents, the school was reopened in the fall of 1984 as Stanley British Primary School (Stanley BPS). At that time, it housed 80 kindergarten, first and second graders. The school continued to grow and prosper at its new site – adding a third grade by 1985.

In 1989, after a year-long self-evaluation by the school community and an extensive evaluation by a visiting team of outside professionals, the school was accredited and approved for membership in the Association of Colorado Independent Schools (ACIS). The ACIS evaluators commended the school for its “parental involvement, enthusiasm and commitment,” for teachers who are “superb models of learning,” and for a teacher internship program which was described as “exceptional.”

Demand for places at the school continued. It became clear that an addition to the building was needed to meet the needs for classrooms and multi-purpose space and to permit the development of a full elementary model.

In April 1990, Stanley launched a capital campaign to build the new wing. A challenge grant from the Gates Foundation, together with the generosity of the Stanley community and other Denver foundations, led to a successful $1 million campaign. The new wing opened in January 1992.

The Stanley community has always been committed to expanding the British Primary philosophy in the wider educational community and to serving as a bridge between the private and public sector. In 1992, a contract between Stanley and Denver Public Schools (DPS) was forged to bring the British Primary program directly to two DPS elementary schools. The partnership between Stanley and DPS is one of the first private/public school partnerships in the United States.
Since 1991, Stanley has been a designated agency of Colorado’s Alternative Teacher Licensure Program, allowing us to recommend our graduating interns for the Colorado teaching license they need to teach in public schools. As part of the Alternative Licensure Program, Stanley formed a partnership with the University of Colorado at Denver (UCD) to develop the coursework that would complement the interns’ full year of classroom experience. Over the years, the partnership with UCD has deepened, now encompassing a joint Licensure and Master’s degree program. In 1996, the Colorado Commission on Higher Education awarded a five-year, $1.4 million “Programs of Excellence Grant” to the teacher preparation program with UCD.

In 1994, another group of dynamic parents, this time hoping to see the program expand to the middle school years, spearheaded the successful effort to acquire land and facilities at Lowry Air Force Base. The fall of 1995 saw the establishment of Stanley’s first sixth grade class in the former Officers’ Club on a spectacular 10.5-acre campus. Paddington Station Preschool was housed at Lowry with our inaugural sixth grade class and when we renovated space for our K-1-2s at Lowry, Paddington and Stanley exchanged spaces. The seventh grade class was initiated at Lowry in the fall of 1996, with eighth grade added in 1997.

In 1998, the third through fifth grade classes moved from our original site to join the older students on the Lowry campus. That same year the Teacher Preparation Program moved from Lowry to offices and classrooms at the 13th Avenue site. Finally, in September 2000, the entire school was reunited on one campus as the K-1-2 classes said farewell to the red brick schoolhouse and completed the transition to Stanley’s new home. A capital campaign for athletics facilities provided for the Daniels Gymnasium and the Witter Field in 2003.

In the spring of 2007, the entire Stanley BPS community, including many years of alumni and former parents, honored Carolyn Hambidge on the occasion of her retirement after 35 years of service to our school. Tim Barrier was appointed Head of school beginning with the 2007-08 school year with a mandate to preserve and enhance the wonderful educational legacy established by Carolyn.

In the spring of 2010, Stanley completed a “Sustaining our Spirit, Securing our Future” campaign to add a Community Gathering Space, classrooms and offices to the Hambidge Commons, as well as to add significantly to the school’s endowment funds, which currently stand at approximately $7 million.

By the 2013-14 school year, Stanley’s enrollment had reached its current size of 450 students and nearly 100 faculty and staff. In 2016, we merged our teacher preparation program with Boettcher Teacher Residency, creating the largest residency program in Colorado. Our “Summer at Stanley” program, established in 2002, welcomes 1,200 campers to our school every summer, most of whom are from outside the Stanley school-year community.

From a single classroom serving 28 children in 1972, Stanley has evolved into a thriving school serving many times that number. Through our educational programs and our commitment to preparing dedicated teachers, Stanley continues to serve as an private school with a public purpose.
BRITISH PRIMARY PHILOSOPHY AND CURRICULUM GOALS

We believe that each human being is unique and significant and has a positive contribution to make to the life of the community and the progress of humankind. To make this contribution, children must be free to develop to their full potential in body, mind and spirit.

Our fundamental principles are based on the philosophy of Friedrich Froebel, who likened education to a garden where children can grow, rather than be molded. In his words, “Watch the child; he’ll show you what to do... To stir up, to animate, to awaken and to strengthen the pleasure and power of the human being to labor uninterruptedly at his or her own education has become and always remained the fundamental principle of educational work.” Thus, we endorse the following principles:

- There should be intense respect for and interest in the person being taught.
- People should be active agents of their own learning.
- There should be a continuing relationship between the learner and the teacher in the enterprise in which they are jointly engaged.
- Educational experiences should be assessed primarily as a result of unending observation of what the learner is doing; only through the detailed observation of children can the teacher reflect, evaluate and take appropriate action.
- Human learning should be a cumulative, integral process rather than one consisting of fragmented, discrete elements.
- Education should be focused on personal growth, fulfillment and care for others.

In support of our philosophy that learning should be an integrative, self-directed experience, our program is child-oriented and based on developmental needs. The classroom setting and learning experiences are structured to support children’s needs for movement, social interaction, play and manipulation of materials. In support of the philosophy that the learner must be active in his own learning process, classrooms are set up to allow students a wide variety of choices. We believe that children learn best when they are self-motivated; when they are confronted with interesting and yet challenging tasks appropriate to their development; and when their natural curiosity and their desire for social interaction are incorporated into the school program. It is further assumed that there will be a wide range of individual differences with any given group of students and that each child has his or her own personal developmental process.
Through daily interaction and observation, the teacher becomes familiar with the unique learning style and developmental process of each student. Based on this awareness, the teacher serves as an active agent in the learning process, building on the child’s internal motivation to help him or her make sense of the world and acquire confidence. At the same time, the teacher encourages curiosity and imagination, bearing in mind that the child is not only learning knowledge and skills, but acquiring dispositions toward learning and school that can last a lifetime.

The teacher’s role is to work with each child in a supportive way toward shared goals and mastery of skills and to introduce new concepts and materials as the child shows readiness. The ultimate goal is that we will help children learn how to learn and thus establish a lifelong foundation.

We strive to provide a balanced curriculum that encompasses the whole child and serves to integrate, not fragment, learning experiences. The challenge for teachers is to ensure the content of the curriculum is taught so as to take optimum advantage of the child’s natural abilities, interest and enthusiasm for learning. The content must be relevant, engaging and meaningful to the children themselves.

In keeping with our goals and philosophy and in order to provide an education of high quality, the school has a strong underlying curriculum. Our curriculum charts outline in detail the average skill expectations for each grade level and are available on the parent page on the Stanley BPS website at stanleybps.org. Our curriculum charts are developed through an examination of public and private school curricula, state and national standards and the Stanley teachers’ knowledge of what is developmentally appropriate for children of different ages.

The British Primary curriculum is dynamic rather than static. Teachers achieve a subtle balance between the goals and interests of the child and the teacher and the skills which should be mastered at a given age and stage of development. With curriculum organized in this matter, there is great room for variety while maintaining a solid core for learning. It enables teachers to meet a range of needs in different children and to come together for a general celebration of learning. It leaves children with the understanding that learning is part of a continuum – never ending.
STANLEY’S SEVEN GOALS FOR LEARNERS

Our educational philosophy is based on a philosophy of life: We hold that each human being is unique and significant and has a positive contribution to make to the life of the community and the progress of humankind. Our Seven Goals for Learners guide everything we do. Each goal is supported by certain teaching principles that describe what teachers do in Stanley classrooms to promote the Seven Goals, and are what define and distinguish our educational approach and incorporate our school’s values.

Goal for Learners #1: Self-Awareness – including self-advocacy and confidence in one’s beliefs and abilities. Teaching Principles:
• model self-awareness, self-advocacy and confidence in one’s beliefs and abilities
• build positive relationships with students
• create avenues for self-reflection
• create opportunities for students to express personal views
• create an environment where differences are celebrated
• give students time to work at their own pace and in their own way
• create learning experiences responsive to developmental stages of childhood
• utilize differentiated instruction to engage each child and honor all learning styles
• help children to know how to self-assess and know when they are making progress
• actively partner with parents to support their child’s education

Goal for Learners #2: Collaboration – working with and striving to understand, others, including cooperation, communication and empathy. Teaching Principles:
• model effective collaboration, cooperation, communication and empathy
• provide opportunities for students to work in groups
• teach conflict-resolution process
• expose students to a diversity of people and ideas
• provide flexible, mixed-age groups
• provide opportunities for children to collaborate with and teach others

Goal for Learners #3: Respect – as well as appreciation, for one’s role as a responsible community member. Teaching Principles:
• model appreciation and respect for one’s role as a responsible community member
• create a safe nurturing, inclusive classroom community
• provide support and opportunities to make socially responsible decisions
• create opportunity for authentic dialog
• provide expectations for behavior
• provide cross-grade opportunities
• create service learning opportunities for children to be contributing members of the world
• promote responsibility for our environment and community
Goal for Learners #4: Curiosity – including creativity, risk-taking and ability to think anew. Teaching Principles:
- model creativity, risk-taking, curiosity and the ability to think anew
- give children opportunities to make choices
- provide engaging and novel experiences and materials
- provide opportunities for students to celebrate creative thinking (science fair, arts)
- create an environment in which children are not afraid to make mistakes

Goal for Learners #5: Perseverance – finding success through hard work and internal motivation. Teaching Principles:
- model perseverance, working hard, internal motivation
- provide a student-centered, student-owned curriculum
- help students set and reach personalized social and academic goals
- provide opportunities for students to complete long-term projects
- establish and communicate clear academic expectations
- give constructive feedback, praising effort instead of product
- give students opportunities to be challenged and to succeed

Goal for Learners #6: Academic Resourcefulness – problem-solving, critical thinking, applying skills and concepts. Teaching Principles:
- model problem-solving, critical thinking and applying skills and concepts
- create time, place, process for rich problem solving (social or academic)
- design open-ended tasks and inquiry-based activities
- encourage revising and resubmitting work
- guide students towards asking appropriate questions
- provide opportunity for students to prove veracity of information
- model inquiry process
- help students find language to ask questions
- model resourcefulness and the ability to find information

Goal for Learners #7: Joyful, Lifelong Learning – finding fulfillment in pursuing one’s passions. Teaching Principles:
- model joyfulness and lifelong learning
- incorporate play-based experiences into curriculum
- create an integrated, authentic curriculum in which children can explore and experiment through first hand experiences
- encourage children to pursue their passions and thoughts
Stanley BPS is a not-for-profit Colorado Corporation. Under the bylaws for Stanley, the governance of the school is the responsibility of Stanley’s Board of Trustees. The head of school, with assistance from the faculty and staff, administers and carries out the program of the school as developed by the trustees and has the responsibility for the daily operations of the school.

The board is made up of current parents, alumni parents, outside educators, community representatives and the head of school. The board meets regularly and has overall responsibility for the strategic and long-term policies of the school.
Board of Trustees 2019-20
(Stanley BPS governing structure)

<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>Board of Trustees</td>
<td>Woldey Assef, Trustee</td>
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<td></td>
<td>Tim Barrier, Head of School</td>
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<td></td>
<td>Sarah Burgamy, Trustee</td>
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<td>Anne Burtchaell, Trustee</td>
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<td></td>
<td>Ed Calvin, School Culture, Inclusivity &amp; Equity Co-chair</td>
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<td></td>
<td>Hadley Cox, Trustee</td>
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<td>Bruce DeBoskey, Trustee</td>
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<td>Jennifer Engelby, Treasurer, Finance Committee Chair</td>
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<td>Martin Goldstein, Trustee</td>
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<td>Jim Nollsch, Trustee</td>
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<td>Craig Jones, Trustee</td>
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<td>Garth Jensen, President</td>
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<td>Brooke O’Drobinak, Secretary</td>
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<td>Lori Pidick, Development Committee Chair</td>
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<td></td>
<td>Quintin Sally, Trustee</td>
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<tr>
<td></td>
<td>Shreka Thomas, School Culture, Inclusivity &amp; Equity Co-chair</td>
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<td></td>
<td>Tom Thorpe, Committee on Trustees Chair</td>
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<td></td>
<td>Katie Varholak, President-Elect</td>
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**Standing board of trustees committees** (listed below) are chaired by a member of the board and may include non-board members. On occasion, the board will create temporary ad hoc committees to address specific issues related to the school’s objectives.

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<th>Board Committees 2019-20</th>
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<tr>
<td>Executive Committee Chair</td>
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<td>Audit Committee Chair</td>
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<tr>
<td>Child Safety and Risk Management Chair</td>
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<tr>
<td>Committee on Trustees Chair</td>
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<tr>
<td>Development Committee Chair</td>
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<tr>
<td>Finance Committee Chair</td>
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<tr>
<td>School Culture, Inclusivity &amp; Equity Committee Co-chairs</td>
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STANLEY’S ADMINISTRATIVE ORGANIZATION

Board of Trustees
- Set Strategic Direction
- Ensure Financial Sustainability
- Support the Head of School

Head of School
- Admissions
- Finance & Operations
- Communications
- Community Engagement
- Summer at Stanley

K-8 Program
- K-1-2
  - Curriculum & Instruction
  - Social-Emotional Development
- 3-4-5
  - Curriculum & Instruction
  - Social-Emotional Development
- Middle School
  - Curriculum & Instruction
  - Social-Emotional Development
  - Athletics
## Administrative Leadership 2019-20

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Tim Barrier</td>
<td>Head of School</td>
<td>Overall operations, programs, educational philosophy and strategic vision</td>
</tr>
<tr>
<td>Susan Farr</td>
<td>Executive Assistant</td>
<td>Assistant to the head of school, calendaring, room reservations</td>
</tr>
<tr>
<td>Joanna Hambridge</td>
<td>Head of K-1-2 Division</td>
<td>K-1-2 program, philosophy, curriculum and instruction support for teaching team</td>
</tr>
<tr>
<td>Stephanie Collins</td>
<td>Head of 3-4-5 Division</td>
<td>3-4-5 program, philosophy, curriculum and instruction support for teaching team</td>
</tr>
<tr>
<td>Allison Neckers</td>
<td>K-1-2 Social/Emotional Development</td>
<td>K-1-2 social-emotional development, programs and issues, Family Group coordination</td>
</tr>
<tr>
<td>Laura Weil</td>
<td>3-4-5 Social/Emotional Development</td>
<td>3-4-5 social-emotional development, curriculum support and general student well-being</td>
</tr>
<tr>
<td>Anne Schreiber</td>
<td>K-5 Coordinator</td>
<td>K-5 program coordination and logistics and parent and teacher communication</td>
</tr>
<tr>
<td>Greg Chalfin</td>
<td>Head of Middle School Division</td>
<td>6-7-8 program, philosophy, curriculum and instruction support for teaching team</td>
</tr>
<tr>
<td>Julie Daughtry</td>
<td>6th Grade Level Head</td>
<td>6th-grade logistics, program</td>
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<tr>
<td>Art Gluck</td>
<td>7th Grade Level Head, Athletic Director</td>
<td>7th-grade logistics, program, Middle school sports</td>
</tr>
<tr>
<td>Kathy Muller</td>
<td>8th Grade Level Head</td>
<td>8th-grade logistics, program, high school placement</td>
</tr>
<tr>
<td>Emily Goldberg</td>
<td>Middle School Counselor</td>
<td>6-7-8 social-emotional development, programs and issues, chat room, grade-level support</td>
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<tr>
<td>Buffy Naake</td>
<td>Director of Operations</td>
<td>Facilities and IT oversight, campus safety, general operations and HR support</td>
</tr>
<tr>
<td>Kama Kreutzer</td>
<td>Director of Finance</td>
<td>School finance oversight and planning, staff and parent support with school business systems</td>
</tr>
<tr>
<td>Betty Gunnoe</td>
<td>Accounting Manager &amp; HR Support</td>
<td>Daily business transactions, bookkeeping, accounts payable and human resources support</td>
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<tr>
<td>Sara Stern</td>
<td>Director of Admission &amp; Summer Program</td>
<td>Admission goals, strategy and oversight, admissions process implementation, Summer Program oversight</td>
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<tr>
<td>Barb Lesnoski</td>
<td>School Registrar</td>
<td>Student and family database management, student, parent and staff support</td>
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<tr>
<td>Office of Community Engagement</td>
<td>stanleybps.or/giving</td>
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<tr>
<td>Karin Jonas</td>
<td>Director of Community Engagement</td>
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<tr>
<td>Major gift and annual fundraising, parent volunteer program, alumni program, events</td>
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<tr>
<td>Laura Becker</td>
<td>Development Coordinator</td>
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<tr>
<td>Pledge and gift processing and communications, data base management</td>
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<th>Communications Office</th>
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<tr>
<td>Stacey Toevs</td>
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<tr>
<td>stanleybps.org website, Stanley British Primary smartphone app and photo-sharing, school communications, social media, internal and marketing communications</td>
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<tr>
<th>After-hours Programs</th>
<th><a href="https://stanleybps.boonli.com">https://stanleybps.boonli.com</a></th>
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<tbody>
<tr>
<td>Barbara Guynn</td>
<td>Director of Extended Day</td>
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<tr>
<td>Before- and after-school care program oversight and accreditation</td>
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<tr>
<td>Susan Farr</td>
<td>Enrichment Coordinator</td>
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<tr>
<td>Coordination of enrichment offerings, enrichment sign-up and support</td>
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<tr>
<th>Teacher Residency</th>
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<tbody>
<tr>
<td>Lynne Forstot</td>
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<tr>
<td>Program coordination and support for on-site teaching residents</td>
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<tr>
<th>Facilities</th>
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<tbody>
<tr>
<td>Jeremy Albright</td>
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<tr>
<td>Maintenance issues and campus improvement planning, campus safety compliance issues</td>
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<tr>
<td>Javier Burciaga</td>
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<td>General maintenance and cleaning issues</td>
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<tr>
<td>Alain Veratti</td>
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<td>Lunch program coordination</td>
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<th>Reception</th>
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<tr>
<td>Stephanie Dine and Andy Lebovich</td>
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<tr>
<td>Visitor and family reception, school-day logistics, attendance coordination and reporting</td>
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</table>
TIPS TO START THE SCHOOL YEAR

Stanley works to provide new students with a warm and welcoming introduction to the school, their teachers and friends. Students new to the school receive a home visit from their teacher sometime in August. Some classes in grades 3-8 hold a social gathering for new students and families at the beginning of the school year.

The start of school for K-1-2: When school begins, the K-1-2 classrooms have only half the class for a half-day on each of the first two days. This helps children feel comfortable with their classrooms as they meet with teachers and peers in a smaller group.

Stanley is committed to providing appropriate support to young kindergartners. During the first few weeks of school, the full day may be too tiring for some children. We support parents who think it would be helpful to take their children home after lunch for a rest if they are becoming overly tired. The school does provide kindergartners with a quiet time after lunch, which is sufficient for many new young children.

Clothing: The British Primary philosophy recognizes the importance of outdoor play as an integral part of the curriculum. Children will play outside twice each day unless there is severely inclement weather. Please dress your child accordingly. Hats, mittens, warm coats and boots are a must on cold, damp days. If children are well enough to be at school, it is expected that they will participate in outside time. Appropriate clothing is very important. Please label all items of clothing and check the lost and found in the Hambidge Commons community space frequently for missing belongings. Unclaimed items will be donated to charity at the end of each month.

Lunches and snacks: Please supply your child with a mid-morning snack each day and in K-1-2, an afternoon snack as well. Parents have the option of purchasing lunches through our hot lunch ordering system, stanleybps.boonli.com, or bringing a sack lunch. For safety’s sake, we discourage the use of dried soup (which requires the addition of boiling water) or food that requires a microwave oven. While gluten-free options are often available, we are unable to provide gluten-free (dairy-free or other special diet requests) every day in the hot lunch line.
### SPECIAL DAYS AND EARLY DISMISSALS 2019-20

Visit [stanleybps.org/calendar](http://stanleybps.org/calendar) for instructions on subscribing to the most current calendars and events.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>August 14</td>
<td>K-5 Classroom Set-up Option 1, 8:30 a.m.-12:30 p.m. &amp; Option-1 K-5 New Parent Orientation 8-8:30 a.m. 6th-grade &amp; New 7th-grade Orientation Breakfast, 8:30-10:30 a.m. Middle School Homeroom Socials &amp; Classroom Set-up, 6-8 p.m.</td>
</tr>
<tr>
<td>Thu</td>
<td>August 15</td>
<td>K-5 Classroom Set-up Option 2, 4-8 p.m. &amp; Option-2 K-5 New Parent Orientation, 3:30-4 p.m.</td>
</tr>
<tr>
<td>Sun</td>
<td>August 18</td>
<td>Ordering closes at 11:59 p.m. for Aug-Sept Lunch, Enrichments &amp; Extended Day – stanleybps.boonli.com</td>
</tr>
<tr>
<td>Mon</td>
<td>August 19</td>
<td>8:15 a.m.-3 p.m. FIRST DAY OF SCHOOL – Extended Day open 7:15 a.m.-6 p.m. 8:15 a.m.-12:15 p.m. – Half of K-1-2 students attend morning only</td>
</tr>
<tr>
<td>Tue</td>
<td>August 20</td>
<td>8:15 a.m.-12:15 p.m. – Second half of K-1-2 attend morning only – Extended Day open 7:15 a.m.-6 p.m.</td>
</tr>
<tr>
<td>W-Th</td>
<td>August 21-23</td>
<td>8:15 a.m.-12:15 p.m. – All K-1-2 attend morning only – Extended Day open 12:15-6 p.m.</td>
</tr>
<tr>
<td>Mon</td>
<td>September 2</td>
<td>NO SCHOOL – Labor Day Holiday (Extended Day closed)</td>
</tr>
<tr>
<td>Fri</td>
<td>September 27</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>M-Tu</td>
<td>October 7-8</td>
<td>NO SCHOOL – Fall Weekend (Extended Day closed)</td>
</tr>
<tr>
<td>Fri</td>
<td>October 18</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Thu</td>
<td>October 31</td>
<td>12:15 p.m. K-8 Early Dismissal, Conferences – Extended Day open until 6 p.m. (No Enrichments)</td>
</tr>
<tr>
<td>Fri</td>
<td>November 1</td>
<td>NO SCHOOL – Fall Conferences K-8, Extended Day open 7:15 a.m.-6 p.m. (No Enrichments)</td>
</tr>
<tr>
<td>Mon</td>
<td>November 4</td>
<td>NO SCHOOL – K-8 Faculty-Staff Work Day and 6-8 Conferences (Extended Day closed)</td>
</tr>
<tr>
<td>Fri</td>
<td>November 22</td>
<td>12:15 p.m. K-8 Early Dismissal – Extended Day open until 3 p.m. (No Enrichments)</td>
</tr>
<tr>
<td>M-Fri</td>
<td>Nov. 25-29</td>
<td>NO SCHOOL – Thanksgiving Break (Extended Day closed)</td>
</tr>
<tr>
<td>Fri</td>
<td>December 6</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>December 20</td>
<td>12:15 p.m. Holiday Program &amp; K-8 Early Dismissal – Extended Day open until 6 p.m. (No Enrichments)</td>
</tr>
<tr>
<td>M-Mo</td>
<td>Dec 23-Jan 6</td>
<td>NO SCHOOL – Winter Break (Extended Day closed), classes resume Tuesday, January 7, 2020</td>
</tr>
<tr>
<td>Fri</td>
<td>January 17</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Mon</td>
<td>January 20</td>
<td>NO SCHOOL – Martin Luther King Jr. Day (Extended Day closed)</td>
</tr>
<tr>
<td>F-Mo</td>
<td>Feb. 14-17</td>
<td>NO SCHOOL – Winter Weekend (Extended Day closed), classes resume Tuesday, February 18</td>
</tr>
<tr>
<td>Thu</td>
<td>February 20</td>
<td>12:15 p.m. Middle School Early Dismissal, 6-7-8 Conferences – Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>February 21</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Thu</td>
<td>February 27</td>
<td>12:15 p.m. K-5 Early Dismissal – K-5 Conferences, Extended Day open until 6 p.m. (No Enrichments)</td>
</tr>
<tr>
<td>Fri</td>
<td>February 28</td>
<td>NO SCHOOL – K-8 Winter Conferences – Extended Day open 7:15 a.m.-6 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>March 6</td>
<td>12:15 p.m. K-5 Early Dismissal, K-5 Conferences – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>March 13</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>M-Mo</td>
<td>Mar 30-Apr 6</td>
<td>NO SCHOOL – Spring Break (Extended Day closed), classes resume Tuesday, April 7</td>
</tr>
<tr>
<td>Fri</td>
<td>April 10</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>May 1</td>
<td>12:15 p.m. K-8 Early Dismissal – Enrichments open and Extended Day open until 6 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>May 22</td>
<td>After-school Enrichments Classes Last Day</td>
</tr>
<tr>
<td>Mon</td>
<td>May 25</td>
<td>NO SCHOOL – Memorial Day (Extended Day closed)</td>
</tr>
<tr>
<td>Fri</td>
<td>May 29</td>
<td>12:15 p.m. LAST DAY OF SCHOOL – K-8 Early Dismissal – Extended Day open until 3 p.m.</td>
</tr>
<tr>
<td>Sat</td>
<td>May 30</td>
<td>8th-grade Graduation</td>
</tr>
</tbody>
</table>
ATTENDANCE, VISITING CAMPUS AND DROP-OFF AND PICK-UP PROCEDURES

School hours: School begins each day at 8:15 a.m. For K-5 students; dismissal time is 3 p.m. Mon.-Thurs. and 12:15 p.m. on Fridays. For Middle school students, dismissal is at 3:05 p.m., except where a 12:15 p.m. dismissal is noted on the all-school calendar.

Academic clubs and enrichments end at 4 p.m. and middle school athletics end at 4:30 p.m. Extended Day is open until 6 p.m.

Walking and riding bikes to and from school: We recognize some students will have parent permission to walk or ride their bike to or from school on any given day. For children nine years old or younger, we require written parent permission be on file with the school registrar if a child will be arriving or departing school on his/her own. We do not require parent permission for any child 10 years old or older to arrive at or depart from campus on their own. The school is not responsible for monitoring students once they have been dismissed and does not maintain information about students’ destinations, including the Lowry Town Center or play dates. Parents and their children are responsible for making these arrangements and communicating with one another directly.

BEFORE SCHOOL DROP-OFF

- Students can enter school through the front doors of Hambidge Commons or via the 3-8 carpool line/walking gates between 8-8:30 a.m. If your child arrives after 8:30 a.m., they need to check in at the front desk.
- Children are expected to make their way to their classrooms immediately. They should not be in the Hambidge Commons lobby or outside their classrooms.
- For safety reasons, please do not drop students at any locations other than Rampart Way carpool or the front entrance on Quebec Street (such as behind the intern housing building or via the small driveway behind Building 3).

Student sign-in/sign-out: Students must always exit and return to campus via the front doors on Quebec Street. If your child is arriving to school after 8:30 a.m. or returning to school after an appointment, you must enter the school and sign your child in by notifying the front desk staff. If your child is leaving school before 3 p.m., you must meet your student at the front desk and sign him or her out with the front desk staff.

If you know that your child will be arriving late or leaving early, please share the details of your child’s plans via attendance@stanleybps.org so we can notify teachers and keep track of your child’s general whereabouts.

Carpool procedures: The Stanley BPS campus is long on teaching and learning spaces and economical with parking and carpool-lane areas. Our teachers and staff thank families in advance for following these mundane but critical procedures.

✓ Drive slowly: At all times, drive extremely slowly in the school parking lots; please no speeding or quick accelerations.
✓ **No cell phone usage:** Remain attentive to traffic instructions and alert to children near your vehicle.

✓ **One way:** Pick-up and drop-off traffic proceeds south to north in the K-1-2 lot and north to south in the 3-8 carpool lane.

✓ **Stop car, stop engine:** Our carpool lanes generate considerable noxious fumes for the students and adults in these areas. Please turn off your engine even for what seems a brief stoppage.

**K-1-2 CARPOOL LINE IN THE MAIN PARKING LOT ALONG QUEBEC STREET:**

**Morning drop-off (K-1-2)**

- **Walk in:** If you are walking your child into the classroom, please park in the main lot and cross the parking lot at the crosswalks, staying close to your children. Please keep our handicapped spaces clear, and do not allow children to dart across the lot ahead of you.

- **Drop off:** When you are dropping your child off at the main entrance, please arrive between 8:05 and 8:15 a.m. There will be a teacher on duty, and he/she will open the doors of cars when they reach the front of the line. Please do not let your child out before a teacher can assist him or her.

**Afternoon pick-up (K-1-2)**

- **Carpool line:** If you are picking up your child in the carpool line, please form a single-file line in the parking lot. Please stay in your car and pick up children only in front of the gym. Teachers will assist your child with seatbelts or car seats if needed. Remain in line until your turn to exit onto 5th Avenue.

- **Walk in, pick up:** If you are parking and coming into Hambidge Commons to pick up your child, please park and use one of the crosswalks (in front of the main entrance or in front of the gym) to cross the lot. Please keep our handicapped spaces clear for those who need them.

- **Exit procedure:** Once back in your car, please exit the parking lot – the traffic flow is one way, south to north.

- **Waiting:** If you wish to park and wait for your child to come out with his or her class, please wait on the grass by the gym and not by the sidewalk. The entire class should reach its place by the gym before you collect your child.

- **Inform teachers:** Always tell your child’s teacher that you are collecting your child, and ask your caregivers and others who pick up your child to do the same.

**3-4-5 AND 6-7-8 CARPOOL LINE ON RAMPART WAY:**

Parking is not permitted along Rampart Way during school hours: 8 a.m. until 3:30 p.m. This includes short stops to load or unload items or for quick visits to a classroom. Gates will be locked by 8:30 a.m.
Visitors and parents must park in the Quebec Street lot and enter campus through the main entrance to sign in and receive a visitor’s pass before proceeding to classrooms.

Morning drop-off (grades 3-8)

- **Drop-off area:** The drop-off area for the 3-8 carpool line is at the south end of Rampart Way near East 4th Avenue. When you are in the carpool line, please wait until you reach the far end of the line to drop students off. Stay in one lane against the sidewalk and pull all the way forward for unloading.

- **No drop-offs near Building #1, Quince St./4th Ave., or the Quince St. residents building gate:** Dropping off middle school students close to the entrance onto Rampart Way (by the first classroom building) is not allowed and dangerous. Stopping here causes gaps and ambiguous situations along the carpool line. Back-ups have been known to hold cars in traffic out on Quebec Street. Please do not drop students at any other entrances, such as the gated drive at Quince St. and 4th Ave., or the cul-de-sac pedestrian gate on the north side of the residents building. Both of these locations cause side-street traffic to back up and endanger pedestrians and drivers.

Afternoon pick-up (grades 3-8)

- **Pick-up area:** The pick-up area for the 3-8 carpool line is also located at the south end of Rampart Way. When in line, please wait until you reach the far end of the line to collect students near East 4th Avenue.

- **Move forward:** Continue to move forward as far down Rampart Way as you can. Please stay in line until you have picked up your child, and follow the directions of the teachers.

- **Informing teachers:** Always ensure your child’s teacher is informed that you are taking your child and ask your caregivers and others who pick up your child to do the same. Likewise, make arrangements for social and other activities that impact carpool well in advance of pick-up time.

Drop-off and pick-up for clubs and enrichment, athletics and Extended Day

- At 4 p.m., students from clubs and enrichment can be picked up at the front of the gym. Please take a moment to acknowledge your child’s departure with their club or enrichment teacher.

- At 4:30 p.m., students participating in athletics can be picked up at the gym entrance.

- If you need care before school (prior to 8 a.m.), Extended Day opens at 7 a.m. and you can sign up at stanleybps.boonli.com.

- Extended Day students can be picked up at any time by checking in at the front desk and giving the front desk staff your student’s name so they can be brought to meet you. If you choose to go onto campus to pick up your child, you must sign in and wear a visitor lanyard.
• There are “Last-Minute” enrichment and Extended Day drop-in slots available on our ordering system stanleybps.boonli.com if you need to add your child at the last minute.

• Any student not picked up by 15 minutes past the pick-up times listed in the school hours section above will be checked in to Extended Day. We cannot supervise unattended children of any age or grade in Hambidge Commons, on the playground or in the gym. Please help us ensure the safety of all our students by being on time to pick up your children and by picking them up in the appropriate locations.

Please share this information with any authorized person who picks up or drops off your child during to the school, and thank you for helping make our drop-off and pick-up procedures safe and efficient.

Attendance attendance@stanleybps.org: Please report all absences or planned departures from school during the day via the attendance email: attendance@stanleybps.org (available on the website and mobile app as well). This is the only way we can maintain an accurate record of students’ whereabouts — our system automatically updates teachers and staff across the school. Feel free to copy your classroom teachers on attendance emails, but be aware that an email sent only to your classroom teacher will not automatically update our system and will not ensure an accurately reported absence or notification for a planned departure from school.

Visitors to campus: Our classrooms are open. Every day, families are welcomed by staff who will greet parents and students and assist with car doors during morning drop-off. And parents and family members are welcome to visit; we ask you to coordinate appropriate visit times and activities with your teachers.

The front doors to Hambidge Commons will remain locked during official school hours: 7 a.m. to 6 p.m., Monday through Friday (with the brief exception for morning drop-off). All visitors — even when quickly picking up their child — must sign in at the front desk, take a visitor lanyard to wear at all times, then sign out and return the lanyard when the visit is through. This process helps teachers and staff recognize adults who are authorized to be on our campus.

These check-in procedures apply for everyone including: current parents, grandparents, nannies and babysitters, tutors, substitute teachers and any others. (The one exception is for visitors attending athletic events in the gym or on the playing field.)

Pets and other animals: Out of both allergy and safety concerns for our students, pets are not permitted inside any campus building or on school grounds at any time.
Above all, Stanley’s safety program is grounded in our philosophy and values. We know – and studies show – that more than anything, the investment of time and attention to ensuring Stanley is a healthy, inclusive and caring community is central to how we foster a safe campus.

The school maintains and regularly updates the Stanley BPS Emergency Plan that outlines school safety policies and procedures according to the Standard Response Protocol – considered best practice for school environments. This plan is posted inside each classroom and office; it includes quick reference information on what to do during various emergencies and a class list/contact information.

Stanley staff and students are trained to respond to emergency situations and practice various drills throughout the year. We work with the Denver Police Department (DPD) to promote a coordinated approach to school safety. Stanley also aligns our safety program with school-based best practices recommended by the Colorado School Safety Resource Center. Most importantly, we engage all faculty and staff in safety preparedness, and we provide regular communication and resources to families.

**Student safety education:** At age-appropriate levels and in homerooms, teachers hold a series of planned discussions with their students covering a number of safety issues, including:

- General safety guidelines and rules
- What to do if you encounter or see an unidentified person on campus
- What to do if approached by someone you don’t know
- What to do if you find or hear of something unsafe at school
- Internet safety issues (older students)

**General security and campus supervision:** The most effective means of enhancing campus security is the understanding, implementation and periodic review of established safety procedures. It is crucial all adults on campus understand that we share responsibility for the security of our campus. In addition, the school has a security camera system in place that provides recorded video of certain areas of our campus, including access points to the main building.

The safety of our students and staff is a top priority at Stanley. We work directly with the Denver Police Department to ensure a coordinated approach to school safety, and we train regularly to be ready to enact precautionary measures when necessary. We also engage our community members in security practices to be sure families can help children and Stanley employees in the event of an emergency.

**TYPES OF EMERGENCIES**

**Lockout – continue activities behind locked doors**

- We ‘lockout’ our buildings with students inside when there is a safety concern that *is NOT an immediate threat on campus*; for example, the police pursuing a vehicle or investigating suspicious activity nearby.
• During a lockout, we secure all buildings with students and staff inside and notify teachers to continue activities as normal until further notice; students are unlikely to notice a difference unless the lockout happens during transition or outside time.
• We stay in contact with DPD and follow-up with them after we receive an all-clear notice.

**Lockdown – doors locked, lights out, out of sight**

• We begin a ‘lockdown’ when there is a safety concern regarding a potential threat to our school; for example, police pursuing a suspect on our property or a perceived threat within the school.
• During a lockdown, staff close and lock all points of access, school business and student activities cease and everyone gets quiet and out of sight – sheltering in spaces on campus as we have practiced in drills.
• The ERT stays in contact with police and emergency responders until the lockdown is lifted, then we arrange for all-school communication and/or reunification of parents to students.

**Shelter – seek cover indoors**

• When there is a severe weather warning, we instruct staff and students to shelter in a secure place inside.
• We stay in contact with weather agencies and emergency responders to determine when to call an all-clear. We request that parents wait to take their children until the all-clear has been communicated.

**Evacuate – move to a safer location**

• Emergency responders or our response team may instruct staff and students to leave campus or buildings on campus in the case of a hazard such as fire or other danger inside the school.
• In the case of an evacuation, we will notify parents of the reunification location where families can collect their students if it is necessary to leave school property.
• Stanley has made arrangements with a nearby school to serve as a potential evacuation location in case of an emergency on Stanley’s campus that causes us to evacuate.

WHAT PARENTS NEED TO KNOW

**How Stanley communicates to families in the event of an emergency:**

• Our goal is to be sensitive to the needs of families and to communicate accurate and timely information without interfering with ongoing emergency responses or investigations. We try to balance the need for communication with the risk of creating additional anxiety or concerns.
• In the case of a lockout, where Stanley learns of a potentially dangerous activity nearby campus, protocol is that Stanley’s emergency team or representative decides the level of communication necessary. If the lockout happens near dismissal, arrival or transition time, the school will send a text to families. All lockouts will be followed by an email to share details with families.
• For a lockdown, when Stanley encounters a threat on campus, the Stanley emergency team or representative will send or set in motion the text communications and/or stanleybps.org website posts to keep the community well-informed of the emergency and action steps for families.

**Stanley prepares for emergencies year-round:**

• Annually train our school-based emergency response team on emergency procedures.
• Maintain building and campus emergency plans according to the Standard Response Protocol.
• Partner with the DPD and Denver Fire Department in planning and drill efforts.
• Conduct all-school emergency drills annually for fire, lockout, lockdown/shelter-in-place to ensure students and staff are responding in a safe and timely manner.
• Gather the emergency response team throughout the schoolyear to review best practices and up-to-date training.

Families can help students prepare, too:
• Read all communications from the school thoroughly, review the Parent and Family Handbook, and familiarize yourself with the resources and guidance available on the school website.
• Talk to your children about our emergency procedures so they will know what to expect in the event of a crisis. (Our teachers also go over procedures with their students.)
• Ensure your child’s emergency contact information is up to date with Stanley’s registrar. In the event of an emergency, students must be signed out by an authorized adult. They will not be released to unauthorized individuals and we will not be able to reach you in an emergency if your information is outdated.
• If your child takes medication, make sure our student health coordinator has a three-day supply.

Dos and Don’ts in an emergency or crisis:
Stanley British Primary School staff and students are practiced in classroom norms and the dos and don’ts of classroom safety, but today, there is more to classroom safety that parents need to know. Please read and observe these recommendations to help ensure security for all members of our community. By the first weeks of school, students are taught how to behave during emergency situations. Below are some fundamental dos and don’ts for parents and guardians:

**DO** stay tuned to texts and email for messages from the school; also watch the Stanley website at stanleybps.org for updates.

**DON’T** call your child, teachers or the school; added phone calls interfere with school staff who need to keep lines clear to communicate with emergency personnel.

**DO** watch for information regarding reunification with your child in the rare case that staff and students evacuate; be sure to bring a valid form of ID to the reunification site.

**DON’T** come to the school unless notified to do so; keep clear to enable efforts of emergency personnel. For your safety, the safety of your child and the well-being of all involved, it is best to monitor the situation remotely until you receive an all-clear message from Stanley. Students will not be released until the incident has ended or the scene is safe.

**DO** stay calm; emergency notifications can cause us to assume the worst, but there are various reasons a school could begin an emergency procedure and many do not directly involve the school.

FOR MORE DETAILS ABOUT STANLEY’S SAFETY PROGRAM
Visit stanleybps.org/parents for details, a copy of our plan and answers to frequently-asked questions.
STUDENT HEALTH & WELLNESS

Stanley’s Office of Student Health supports students with everyday bumps, scrapes and ailments as well as necessary care for individual health conditions. The student health coordinator is first-aid certified and trained to support the health care required typical of student populations. Our student health coordinator also partners with a nurse consultant provided through Children’s Hospital Colorado.

The teachers and staff at Stanley have the goal of creating the safest possible environment so every student can learn and play and thrive together. You are perhaps the most important advocate for your student’s health. You’ll see “Parent responsibilities” below for each of the policies and guidelines in this section. We appreciate your partnership in making school a healthy, safe place for everyone.

Medical, immunization and emergency contact forms of record (stanleybps.org/medical)
The State of Colorado requires Stanley maintain specific medical records, student medication permissions and care plans and emergency contact information so that we can provide the best possible care for students while at school or on school-sponsored trips. Stanley further requires care plans for every student with health conditions such as asthma, allergies, seizures or type 1 diabetes. We email these forms to parents every year and ask you complete them before school begins.

The State of Colorado also requires Stanley maintain copies of the immunization records for every kindergartener, 6th grader and new student. The State also requires that we calculate the immunization and exemption rates for the Stanley student body, which we do using data from the Colorado Immunization Information System. If a student’s pediatrician or primary care doctor does not submit immunization information to the Colorado Immunization Information System, we will contact parents/guardians individually to provide this information to Stanley.

Parent responsibility for health and medical forms: Parents and/or guardians must provide all required health, medical and emergency contact forms to Stanley before students begin attending school. When we request your medical forms in the spring/summer for the following school year, please meet the deadline (typically due June 30). Students may not start school without these forms completed.

Care plans and medication for asthma, allergies, seizures, type 1 diabetes or other conditions
Stanley maintains health care plans for every student with special health needs as mandated by the State of Colorado. We must receive care plans by August 1 before the start of the school year, and corresponding medication must be delivered to Stanley before your student attends their first day of school. All care plans and forms for medications can be found at stanleybps.org/medical.

Students with the following special health needs require health a care plan filed with the school:

HEALTH & WELLNESS TO-DOs

- Turn in your forms by June 30
- Tell us how to care for asthma, allergies, seizures, diabetes, or other serious conditions
- Supply meds for overnight/field trips one month ahead
- Supply only up-to-date medications in original packaging
- Remember a duplicate set of Rx for Extended Day)
• **Allergies:** Complete and sign a *Colorado Allergy and Anaphylaxis Emergency Care Plan and Medication Order* for students with severe allergies requiring medication. Be sure your health care provider completes and signs the doctor’s portion of the form.

• **Asthma:** If there is a chance your student may need asthma medication during program hours, please complete and submit a *Colorado School Asthma Care Plan & Medication Order*, signed by parents and completed and signed by your health care provider.

• **Seizures and or Type 1 Diabetes:** Children with these conditions are also required to have a health care plan signed by parents and completed and signed by a health care provider.

• **Other medical conditions:** You and your health care provider must complete and sign an individual health care plan for children with any other medical that requires care at school.

**Medication required during the school day or school trips**

Children needing any medication during school hours (other than those included in care plans noted above), require a *Permission for Medication* form signed by parents and a healthcare provider. This form is for prescription and/or any over-the-counter medications needed during the school day, on field trips and/or overnight trips.

Please deliver your medical forms and medications – according to the guidelines below – directly to the student health coordinator. If the student health coordinator is not available, front desk personnel in the Hambidge Commons can also accept these items. Medications may not be delivered by students or directly to your child’s teachers, who are not permitted to accept medications.

*Parent responsibility for school-time medication:* Parents and/or guardians must give all proper forms and medications directly to the student health coordinator. Please do not provide any of this information to teachers; Stanley’s student health coordinator must check in the medication and provide it and related care information to your teachers.

**School-hours medication guidelines**

We take the task of keeping good records and ensuring students receive the proper medications while under the care of Stanley staff very seriously. *Note, no designated school personnel may administer prescription or nonprescription medication without the following requirements first being met:*

• **Prescription medications** must come in the original pharmacy-labeled container with the student’s name, name of medicine, time medication is to be given, dosage, licensed health care provider’s name, and current date.

• **Over-the-counter medications** must be labeled with the student’s name and current date. Dosage must match the signed health care provider authorization, and the medicine must be in the original container.
• **Written permission from a health care provider** must show the provider’s licensing credentials and include clear permission from the parent/guardian to administer the medication according to the filed *Permission for Medication* form or care plan. (FYI: These forms also include a release of liability or loss related to the administration of any medication.)

• **Approved students may carry and self-administer medications after meeting two conditions:**
  1. All required paperwork is on file with the student health coordinator, and
  2. the student’s healthcare provider, school nurse consultant, Stanley’s student health coordinator and the parent/guardian agree the student is appropriately trained and demonstrates competency. Each self-carry situation is individually assessed, and parents may opt to have back-up medications at school.

• **Stanley staff are not permitted to administer medical marijuana or cannabidiol (CBD) products,** nor are students able to self-administer these items; there are no exceptions. Parents and/or guardians should not request any staff to administer any marijuana or CBD products to students at any time. This includes oils, edibles and other products related to marijuana and/or CBD.

*Parent responsibility for supplying necessary medications to Stanley’s health coordinator:* Parents and/or guardians must deliver medication to Stanley meeting all of the above requirements and get in touch with the student health coordinator at 303-360-0803, ext. 188, if they would like their student to self-carry medication. Parents may not supply medications to school in plastic bags, envelopes or any other containers that are not the original packaging.

**Duplicate medications for students in Stanley’s Extended Day program**

Students in our Colorado licensed Extended Day child care program will be cared for by the Extended Day staff during after-school hours. Licensed by Colorado’s Department of Environmental Health and Human Services, Stanley’s Extended Day program is required to maintain a separate set of medications for each child under its care.

*Parent responsibility when students with medical concerns are enrolled in Extended Day:* If you have a child that requires life-saving medication, such as an EpiPen or rescue inhaler, please provide a separate set of medication (under the same guidelines above) explicitly for use by the Extended Day staff. This medication should be turned into the student health coordinator, who delivers the medication to Extended Day staff after ensuring medication requirements have been met.

**Plan ahead about medication for overnight and off-campus trips**

Prescription and nonprescription medication may be administered on overnight field trips by designated school personnel so long as standard requirements have been met regarding medications. Families will receive specific heads-up notification from the student health coordinator about an upcoming trip. According to a pre-trip planning timeline – paperwork due one month out, meds due the week before – **parents must submit medication and forms for students needing medication who do not already have medication on record for dispensing during school-hours. We cannot accept medication on the day of departure.**
**Parent responsibility for submitting medications before a school trip:** The support of families in meeting these deadlines gives teachers and staff ample time for additional staff trainings and to prepare medication schedules for each trip. This, in turn, creates the safest environment for our school mission-driven overnight trips.

**Illness at School**
If an illness begins at school, Stanley staff will try to contact parents so that the child may go home as soon as possible to rest comfortably and recover. We will make an immediate call home for any child that is vomiting, has diarrhea, has a cough that will not stop, has a fever over 99.5 and/or is simply too miserable to participate in normal activities at school. We will not send a child home with a simple cold, but there is a difference between a cold and any health condition that is contagious and one where the child feels poorly enough that he or she cannot learn or play.

**Parent responsibility when a student is ill:** Please do not send your child to school when there is an indication of a contagious illness (fever, vomiting, diarrhea, persistent cough.) *Your child should be free of symptoms and without the support of medication to alleviate symptoms for 24 hours before returning to the classroom.* If your child’s doctor prescribes antibiotics for an illness, your child must be symptom-free and on the specified medication for at least 24 hours before returning to school. Your good judgment regarding your child’s health and well-being is important to your child, other children and Stanley staff.

**Emergency medical situations at school**
Sometimes emergency medical situations take place at school when a student has an injury, illness or other medically urgent condition. School staff will call 9-1-1 in situations that require immediate treatment and will make decisions in the best interest of the student until a parent or guardian can be reached. If transportation in an ambulance is required, a staff member will go with the student to the hospital if a parent is not present. Parents and/or guardians will be contacted as soon as possible following any emergency situation, but medical treatment will not be delayed waiting for a parent to respond. Any financial bills resulting from emergency treatment is a parent and/or guardian responsibility.

**Parent responsibility when planning for emergencies:** Parents and/or guardians are responsible to provide all health, medical and emergency contact forms to Stanley and keep these up to date during the school year should anything change.

**Medical training for faculty & staff**
All staff are trained every other year on first aid and CPR, and all staff are trained each year on how to appropriately support students with asthma, anaphylaxis, seizures and type 1 diabetes. Follow-up review trainings are also held for overnight trips, and we provide more intensive training for staff that are delegated the responsibility for administering medication and care for students with seizures and type 1 diabetes. The Children’s Hospital Colorado school nurses staff gives these medical trainings and...
educate Stanley staff on other medical conditions when applicable to our community. A strong communications partnership between the student health coordinator and families is important to keeping each child with medical needs safe and feeling supported.

**Stanley also follows best practices for concussion care.** There is no single indicator for a concussion, and an adult must monitor every child with a head injury for a variety of symptoms. Concussions can happen anywhere, and the signs and symptoms can take time to appear. We will notify parents immediately of any head injury and closely monitor the student while at school. We will also send a note home with information about concussion symptoms to watch for. When a student experiences a concussion, screen time can be challenging; teachers will offer assignments on paper or suspend any assignments that are non-essential, along with requirements for physical activity on middle school sports teams and PE participation.

*Parent responsibility when your child has any medical condition, no matter how short lived:* Parents and/or guardians should be in touch with the student health coordinator to be sure your child’s health needs are met, especially if a student’s health condition — even for a short period of time — requires special attention or accommodations during school hours.

Further, please recognize the particular value of rest and recovery when your child has been diagnosed with or experienced a concussion. Alert the student health coordinator right away, and remember we must receive a clearance note from the student’s health care provider before the student can return to full activities at school.

**Stanley keeps health information confidential and medications secure**
The school keep all medical records and paperwork confidential to the best of our ability. Medical conditions of individual children also remain private, except when parents give permission to share medical information with relevant staff. In these cases, critical information is only shared with staff members that specifically support your child. We also safeguard medications to avoid any risk of improperly administering drugs to anyone.

*Parent responsibility when aware of medical or health information about staff, student or Stanley family member:* Please review the Parent Handbook section on confidentiality and discretion. The Parental Obligations and Volunteerism guidelines also apply to medical information about members of our community, and in particular, students. Parents and students may, of course, elect to share their own medical information in whatever manner they choose.

**FOOD PHILOSOPHY FROM A-TO-B (ALLERGIES TO BIRTHDAYS)**

The Stanley community is no different than many others in that it encompasses families with different expectations around eating — whether it be accommodating vegan or vegetarian diets, dairy-free, gluten-free or wheat- or soy-free diets, or life-threatening peanut or other food-related allergies.

At the same time, the Stanley community participates regularly in celebrations that bring together students, staff and families. Many of these special events include preparing and sharing meals and
traditional fare, which can be a strong aspect of one’s identity or family. These special occasions give us a chance to share a bit of ourselves with others. For these reasons, Stanley continues to have special gatherings that include the sharing of food.

Including kids with food allergies/sensitivities
For individuals with food allergies, in particular those with anaphylaxis reactions, an open menu can be life-threatening. In our cafeteria, Stanley works to create an environment where individuals with food allergies are empowered to advocate for themselves and build the skills necessary to navigate tricky situations with food. In our classrooms, we ask parents’ help to make celebrations and observations as inclusive and equitable as possible – food-related triggers can exclude some students from participating in celebrations centered around dessert or food.

While Stanley cannot guarantee a food-related reaction will not occur at school, we diligently follow the approach below to minimize the risk any student with food-related allergies has at school. Developed by the Department of Education and the Centers for Disease Control and Prevention (CDC), these best practices for managing food allergies in schools are also recommended by Children’s Hospital Colorado:

- Providing professional development for all staff
- Preparing for food allergy emergencies
- Creating and maintaining a healthy and safe educational environment
- Educating children and families about food allergies
- Ensuring the daily management of food allergies in individual children

A note about food-safe zones: Since any one food important for one student’s health may be hazardous for another, Stanley does not support safe-food zones. Our student medical partner, Children’s Hospital Colorado, and many leading allergy medical practices recommend against safe-food zones. The key reason we’ve adopted this approach is that a safe-food zone can set expectations for an allergen-free zone; in such an environment, students can stumble into allergens rather than developing the skill of asking questions and advocating for themselves around food ingredients.

Parent responsibility when your student has a food-related allergy: If food allergies are present in your student, parents/guardians should complete and sign a Colorado Allergy and Anaphylaxis Emergency Care Plan and Medication Order to be sure your child’s health needs will be met (find all forms at stanleybps.org/medical). You can also contact the student health coordinator to share details to support your child at school with his/her food allergies.

New: Food-free birthday celebrations
One key aspect of Stanley’s food philosophy involves birthday celebrations: Birthdays should not involve food or introduce food into the classrooms. Celebrations of the person (and not the food) are more inclusive, equitable and healthy – and less about who can or cannot share in the dessert or special meal.
Building on practices already in place throughout Stanley, teacher-led celebrations in the classroom focus on each child and the special time for that individual student.

Parent responsibility when participating in celebrations during the school year: For events that include food at school, watch for a sign-up or other communication about allergens in the classroom, and list ingredients clearly. Parents are always welcome to contact the student health coordinator with questions about food.

Parents/guardians should listen for direction from teachers during back-to-school nights and via email, and/or contact classroom teachers to understand how and when birthdays will be celebrated in your classroom.

QUESTIONS? CONTACT THE STUDENT HEALTH COORDINATOR

Please feel free to email or call our student health coordinator Melissa Knott with any questions regarding medications, care plans, food safety and celebrations or other student health-related issues. She can be reached at melissa.knott@stanleybps.org or (303) 360-0803, ext. 188.
SCHOOL COMMUNICATIONS, PARENT RESOURCES AND WHO TO CONTACT

We strive to create a collaborative environment in which parents, teachers and administrators openly discuss what is in the best interest of the children we serve. Our school community values communication that is direct, clear and assumes positive intentions. We look forward to sharing children’s accomplishments, exploring educational ideas and discussing our programs with our parent community.

Stanley maintains several outbound communications tools for parents, a private photo-sharing site (vidigami.com) and an electronic bulletin board in the Hambidge Commons community gathering space for information about school business and activities only. (Note: Parents may post relevant community activities from events outside of Stanley to the corkboard dedicated to that purpose located in the front door vestibule of Hambidge Commons.)

COMMUNICATIONS FROM THE SCHOOL

There are various regular communications you can access and will receive from the school:

- The daily schedule posted on the bulletin board for each classroom and on each classroom page online. You might find it helpful in understanding your child’s day if you check the daily schedule.

- Classroom emails (from homeroom/classroom teachers or room parents) that include classroom upcoming events, reminders, a review of week’s activities, etc.

- Stanley British Primary smartphone app – features all the school’s live calendars, promotions, links to ordering system, newsletter and more. Search for “Stanley British Primary” on Google Play or the iOS App Store.

- The Weekly Bulldog – Each Thursday, Stanley distributes a newsletter to families via email. The Bulldog is a reliable source for reminders, registration and calls to action for upcoming school events as well as reports from the head of school, division blogs and updates, meeting and event notices, development and fundraising updates and links to calendars and teacher content. The deadline for including information in the Weekly Bulldog is 4 p.m. Tuesday. Email submissions to the communications director at stacey.toevs@stanleybps.org.

- All-school emails and texts – marked as Stanley BPS in the subject line, these announcements are of all-school importance.

- Website (stanleybps.org) – includes live calendars for the following: all-school, staff, classrooms and sports. The parents page also archives and houses all of the news, links, newsletters and resources available to parents; it is a good first place to look for anything related to parent actions and activities.
• Emergency messages and unexpected school closings – Stanley will notify parents via text message, email and by posting to our website; the same information may also be included on local Denver radio and television listings.

Please inform our school registrar (registrar@stanleybps.org) of any email or contact changes affecting your family so that the school and teachers can maintain regular communications with you.

PARENT RESOURCES

Coffees
Held throughout the year, these informal events are usually organized around a specific topic or with a specific age group in mind. Join fellow parents and school representatives to discuss core developmental characteristics and program goals. Coffees are noted on the all-school calendar.

The Stanley Parent Association (PA)
Stanley’s PA is a forum where parents can meet other parents and staff members, become involved in volunteerism, engage in topics and discussions related to school, education and students and find ways to support the school. The Parent Association’s focus is to enhance community, to facilitate communication among parents, to be a voice for parents in representing ideas to the school’s administration and to fundraise on behalf of teacher needs. All parents are members of the Stanley PA, and everyone is encouraged to attend gatherings of the PA.

Parent Association events provide a regular opportunity to meet with Stanley’s educational administration. Drawing on input from the parent community, the Parent Association chair sets the agenda for committee meetings.

Evening and morning forums, also arranged through Parent Association and often presented by a guest speaker, explore a specific topic of general interest to parents. All PA meetings and forums are noted on the all-school calendar.

Discover Stanley Series
This two-session program, required for new parents and open to all, gives participants insights into Stanley’s educational philosophy and school operations. Parents may choose to attend an evening or morning time for each session. After an opening presentation from a member of Stanley’s administration, Discover Stanley meetings allow plenty of opportunity for questions and discussion. The sessions are noted on the all-school calendar.
WHO TO CONTACT FOR WHAT – FACULTY AND ADMINISTRATION RESOURCES

We have many people on our staff, including counselors, learning specialists and a team of non-teaching administrators, who work with our classroom faculty on behalf of the children at Stanley, and you will be in contact with many of those individuals throughout your child’s education. The following reference gives you a starting place for initial questions, ideas or concerns:

Classroom curriculum, social progress or your child’s daily experience: Homeroom teachers and middle school advisors

- “How is my child doing?”
- “My child really enjoyed...”
- “My child is having a hard time with...”
- “How is my child doing overall?”
- “My child seems to struggle with homework and organization in general.”
- “My child needs to miss school because...”

General classroom, curriculum and program: Division heads: Joanna Hambidge, head of K-1-2, Stephanie Collins, head of 3-4-5, or Greg Chalfin, head of middle school

- “What are the math program goals in grade?”
- “My child’s teacher went out of her way to...”
- “What will third grade be like for my second grader?”
- “What is the science curriculum like in middle school?”

Program logistics – student milestones: Division heads: Joanna Hambidge, head of K-1-2, Stephanie Collins, head of 3-4-5, or grade-level heads in middle school or the middle school head

- “What are the recess rules for children?”
- “How does the lunchroom procedure work?”
- “What are some key changes from second to third grade?”
- “What are the cell phone policies?”
- “What if my student needs extra challenge or support?”
- “Who should I ask to complete high school recommendations for my child?”
- “My student is excited/nervous about the England trip”

Middle school sports: Art Gluck, athletics director, and Greg Chalfin, head of Middle school

- “What equipment does my child need for...?”
- “What if my child wants to play a sport outside of school?”
ACADEMIC POLICY

At Stanley, we recognize that each child is unique, and we value each child’s distinct contributions and abilities. Our admission team accepts learners from many backgrounds and with a variety of learning rates and styles. We believe each child is capable of learning well with appropriate support. The learning resource program at Stanley is designed to support each child who needs different or additional teaching strategies or approaches in learning and to support the teachers and family in designing the optimal educational program for the child.

GOALS OF THE LEARNING RESOURCE PROGRAM

- To ensure each child maintains his or her confidence as a learner and continues to have a positive self-image
- To support and to enable each child to learn as efficiently and confidently as possible
- To create, with the parents and classroom teachers, specific learning goals delineated from the knowledge of the child’s strengths, preferences and needs
- To suggest appropriate, individualized strategies to be used in the classroom
- To provide resources and support for teachers and parents of children who need accommodations, modifications, extra support or additional challenge
- To recommend outside evaluation, specialized services and/or schools that offer a program to better fit the student’s needs
- To support students and parents in their transitions between grade level programs

While we believe many children benefit from the school’s philosophy and practice, we recognize that because we have limited resources, we are unable to accommodate the needs of all learners. The school reserves the right to make all decisions related to meeting the needs of different learners. Enrollment, reenrollment, participation in tutoring or other support, possible counseling and grade level/class/teacher placement are all decisions that the school will make in its sole discretion.

ASSUMPTIONS

Stanley BPS teachers view learning differences – the need for extra challenge and/or the need for extra support – as a product of the great diversity in children’s learning styles. The learning resource staff recognizes that there is an on-going need to optimize classroom curriculum and instruction to meet these divergent needs. Stanley BPS teachers believe that children’s learning takes place best in the social context of their classrooms and that interventions outside the classroom are designed to help children develop their skills so as to take better advantage of the classroom learning that is at the core of Stanley BPS’s philosophy. For this reason, we carefully plan internal and external learning support so that it does
not interfere with children’s experience of being an integral, engaged part of the social learning environment.

PROGRAM STAFF

Learning resource teachers at each division observe and evaluate children’s strengths and challenges and work with the children on their specific needs, whether for support or extra challenge. The learning resource teachers support classroom teachers in designing curriculum, materials, learning environments and teaching strategies to meet the individualized needs of each student. The learning resource teachers also communicate with and support parents of children who need accommodations or modifications for extra support and/or extra challenge. When further evaluations are needed, the learning resource teacher works with the classroom teacher and parents in arranging and interpreting outside evaluators’ assessments.

INFORMAL SUPPORT

Ongoing support
The learning resource teacher works with any and all students in classrooms during regular activities to provide additional individualized attention. They also work with small groups of children in take-out sessions to provide additional support and/or challenge.

Informal consultation
Classroom teachers identify a student who seems to need the additional support and/or challenge and with whom the teacher would like some support. The classroom teacher informally consults with the learning resource teacher and/or other colleagues for suggestions. The learning resource teacher may need to observe the child in order to make suggestions on how to provide variations on normal classroom instructional practices to meet the specific learning style of the child in question.

Informal intervention
If the classroom teacher feels the need for further support, he/she meets with the learning resource teacher to develop an informal intervention plan. These interventions are carried out by the classroom teacher or the learning resource teacher. The classroom teacher or advisor will also discuss with parents the suggested goals and strategies for their child and will ask for parental permission if the learning resource teacher is to be involved in the interventions.

SPECIFIC SUPPORT AND/OR INTERVENTIONS: STUDENT SUPPORT TEAM & PARENTS

The teaching teams in all of our classrooms bring considerable staff expertise in a collaborative effort to provide support to classroom teachers and children. The student support team meets to share common knowledge about a child and to brainstorm learning interventions and classroom support techniques to best meet the child’s needs.

The team composition is specific to each grade level, but always consists of at least (a) the classroom teacher(s) or the advisor of the child being considered (b) the learning resource teacher at that grade level (c) division heads and (d) and the parents.
**Learning Support Plan**
The learning resource teacher, in dialogue with the classroom teacher and parent, will develop a
Learning support plan for children who need on-going, in-depth support. A learning support plan
includes a comprehensive picture of a child’s learning style, strengths and needs. The learning support plan also includes a description of the goals and strategies, a time frame for completion of the plan and for interim evaluations of the child’s progress and designates the individuals responsible for specific tasks.

**Outside referral**
If there is a need for further evaluation or resources, the classroom teacher and parent will communicate. The learning resource teacher and/or the classroom teacher can explain different agency options. Sometimes when teachers need to understand a child and how to better meet his or her needs, the head of school or head of K-5 or middle school may require parents to arrange for an educational and/or psychological evaluation of a child and then to have the evaluator share the results with the school.

The evaluation and report should include: the test date, the actual test results with subtest scores, an interpretive summary that integrates background information, observations of the student during the testing situation, any teacher observations and ratings etc., specific recommendations and a rationale for them.

**Follow through**
The student’s progress is monitored by those involved. The goals and strategies are continually evaluated and adjusted as needed. For students with learning support plans, dates are set to review the student’s progress.

**Tutors and individualized support during school hours**
At Stanley we value each child as an individual learner. At the K-1-2 and 3-4-5 divisions, we strive to accommodate tutors on our campus in conjunction with learning support plans. Once an educational evaluation has been completed by Denver Public Schools, or through other approved outside educational assessment providers, division heads may approve a tutoring plan as part of a learning support plan. Classroom teachers and the K-5 coordinator will work together to determine the best time for tutoring based on classroom schedules and tutor availability. The K-5 coordinator will connect with the executive assistant to the head of school to find a space for tutoring. The K-5 coordinator will coordinate with classroom teachers and tutors regarding start date and locations for tutoring.

At the middle school level, individualized support outside classroom time is provided through the learning resource team in the Jane Levy Learning Center, in conjunction with a learning support plan and approval from advisors and the division head.

**PARENTAL NOTIFICATION AND INVOLVEMENT**
Parents and teachers will work collaboratively for the best interests of the child. Parents will receive copies of the learning resource program policy. Classroom teacher will keep parents informed.
concerning the recommendations of the learning resource teacher and/or the support team. Parental ideas, suggestions and permission will be obtained before implementing any programs with the learning resource teacher. Parents need not be notified of learning resource teacher activities in the classroom or the resource room that are designed to support the classroom teacher’s general teaching methods.

Parental support and communication is necessary and appreciated. Any insights and information from past experiences that may contribute to enhancing the learning process are welcome. Parents are expected to acknowledge their child’s learning differences and work openly and cooperatively with the school and appropriate outside support personnel in order to meet their child’s needs. Parents are expected to participate in the school’s program, which includes taking responsibility for specific goals determined in a given learning support plan and to collaborate with teachers in the development of these goals. Parents will receive a copy of their child’s learning support plan.

Parents who have concerns about a child’s progress in any area should contact the classroom teacher first. Parents whose children are receiving specific support from the learning resource teacher are encouraged to talk with the learning resource teacher about their child’s progress.

INTERPRETING INDIVIDUALIZED EDUCATION PROGRAMS FROM PUBLIC SCHOOLS

When Stanley BPS accepts children who have been diagnosed with specific needs and/or, for whom formal IEPs (Individualized Education Programs) have been written, it will be the duty of the learning resource teacher and classroom teacher to determine if a learning support plan needs to be created to support the child at Stanley. If a learning support plan is created, it should be consistent with Stanley philosophy that values full participation in the range of activities that support whole child learning, and the plan should align with Stanley classroom practices. In interpreting the IEP into an appropriate learning support plan, the learning resource teacher will consider what its provisions imply about the learning styles and learning needs of the child.

CHALLENGING ALL LEARNERS

The Stanley BPS curriculum is designed to accommodate diversity in children’s learning rates and styles. However, just as some children may need additional support in keeping up with the pace of learning, some children may need to advance more quickly than usual or may need additional challenges to support optimal development of creative drives or special talents. The learning resources program is available to provide support for children in these situations. Teachers and parents should follow the same guidelines and sequence of steps (outlined above) for any child in seeking support from the learning resources program.

In addition, the following guidelines should be considered when seeking learning resources support for children: The Stanley BPS philosophy of accommodating diversity in learning styles means that children should not be required to “slow down” or wait for other children to catch up when that would mean boredom or lack of appropriate challenge for the fast-learning child. In such a situation, teachers should consider alternative classroom techniques for involving the fast-learning child in ways that allow for advancement at his or her own pace. At times, children may need additional challenge to remain
engaged in their learning. Teachers will work to provide enriching curriculum that meets the needs of each child in their classroom.

HOMEWORK AT STANLEY

Homework is one of the ways children bring their school lives home. Homework is an extension of class work. It teaches responsibility, time management and prepares the child for work expected in middle and high school. It also provides skills practice with individualized expectations and allows the child to explore other resources and the child's own creativity. The role of parents in homework is to help the child in establishing the time, space and habit of homework. The parents will provide continued support and assistance by helping the child help him/her self.

In K-1-2, each child will periodically bring home a book to read with parents. During second semester of second grade, the teacher will send home meaningful work, usually once per week.

In the 3-4-5 classrooms, homework includes spelling, reading, math and a project when meaningful and appropriate. Third graders spend approximately 30 minutes per night on homework, which includes 15 minutes of reading. Fourth graders spend approximately 40 minutes on homework, which includes 20 minutes of reading. Fifth graders spend approximately 50 minutes on homework, which includes 30 minutes of reading. By third grade, if homework is not submitted when it is due, the teacher may assign time during the day for its completion. A time will be set aside each week to review, making sure that mistakes are corrected. If the teacher has concerns about homework, the parent(s) will be contacted.

Students in sixth grade spend approximately one and a half hours on homework nightly. Seventh graders expect approximately two hours and eighth expect two and a half. Some assignments are due the following day; others are spread over a few days or longer. Students receive support plans in accordance with the 6-7-8 Academic and Behavior Policy if a pattern of late assignments emerges. Teachers notify parents when a student receives either a learning support plan or behavior support plan.
TECHNOLOGY AND PHONES AT SCHOOL

INTERNET USE POLICY

Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

• Be polite. Do not swear or use rude, disrespectful or other inappropriate language.
• Do not reveal your or others’ address, phone number or other private information.
• Stanley electronic mail (email) is not private and may be reviewed at any time by school staff for any reason. Messages relating to or in support of illegal activities may be reported to the authorities.
• Be economical with your time online. Do not use the school network in such a way that you would disrupt the use of the network by other users (e.g. downloading large files, sending mass email messages).
• Do not deliberately access material with inappropriate or questionable content.
• Do not make deliberate attempts to disrupt the computer system or attempt to gain unauthorized access to this system, including attempting to log on through another person’s account.
• Do not download software unless explicitly requested to do so by a teacher.
• Promptly tell your teacher or other school employee of any message you receive that is inappropriate or makes you feel uncomfortable.

SCHOOL CELL PHONE POLICY

Students who bring a cell phone to school must follow the following procedures:

• Upon arrival to school, students will give their phone to their homeroom or classroom teachers. Late arrivals to middle school need to check their phone in with Taryn Steil, the middle school coordinator, before going to class; 3-4-5s should check their phones with a classroom teacher.
• The homeroom teacher will maintain the cell phones until 3 p.m.
• At the end of the school day, students can retrieve their phones from their teacher.
• Parents generally should refrain from contacting their children during the school day, but in the events parents need to reach their children, MS parents should contact Taryn Steil at 303-360-0803 ext. 175 (email at taryn.steil@stanleybps.org); K-5 parents contact a classroom teacher.
If a student is found to be in violation of the Cell Phone Policy, the phone will be confiscated for the duration of the day. A parent will need to come to school between 3-3:30 p.m. to collect the phone. Repeated violations will result in a Behavioral Support Plan and may prohibit a student from bringing their phone to school.

PERSONAL ELECTRONICS POLICY

Personal electronics, including iPads, laptops and other personal tablets are not allowed to be used during the school day. Teachers will provide each student with an iPad and school computers when necessary for classroom use. School iPads and computers are property of the school and may be confiscated or searched at any time for any reason.

However, we recognize that some of our students may require personalized devices for specific learning purposes. In these instances, students and families must have a learning support plan in place that outlines the times and situations in which one of these devices is needed. This learning plan must be discussed with the student, student’s family, advisor and learning support team specialist in advance.

Misuse of any of these electronic devices will result in its confiscation until a parent/guardian can come in to collect the electronic devices.
A school operates best when there is an understanding that in a community mutual respect is paramount. All Stanley BPS community members are responsible for the encouragement and education of behavior which provides a safe, pleasant and productive environment for learning and purposeful interaction.

The faculty and staff do this by modeling respect for the dignity of every human being. We expect students to demonstrate the same respect and to take personal responsibility for their actions. We are committed to working with students and families to change behaviors that interfere with the learning climate of a classroom or pose problems in ensuring the safety of other children. We endeavor to develop in children values that are core to our school’s beliefs, an appreciation of similarities and differences in people and an ability to make informed choices and take responsibility for their actions. To this end, we promote “positive RISK-taking” and expect behavior that is:

- RESPECTFUL of everyone’s right to a positive school experience
- INCLUSIVE of one another
- SAFE, so that self and others are free from harm
- KIND, demonstrating care for one another

Students are held to this policy and these same expectations when representing Stanley in school-sanctioned, off-campus activities as they are when on-campus. Examples of school-sanctioned, off-campus activities include: field trips, community service excursions, social events, overnight trips, art performances and sports events.

**Specific behaviors are strongly inconsistent with the school’s values**

While some inappropriate behaviors may be classified as merely disruptive, others are unsafe or directly harmful to people or property. Though not an exhaustive list, the following major violations will not be tolerated and will result in significant disciplinary action in addition to the Behavior support plan process and may include suspension or expulsion:

- possession of or use of a weapon such as firearms, pellet or BB guns; knives; or any device, instrument or substance intended to inflict bodily injury
- stealing
- vandalism
- cheating
- plagiarism (using the words or ideas of another without giving credit to the source)
- willful disobedience or defiance of faculty or staff
- leaving school grounds during school hours without permission from, or accompanied by, a staff member
- physical violence
• conduct that violates the Anti-Discrimination Policy including but not limited to:
  – discrimination and harassment
  – sexual harassment or misconduct
  – bullying or cyberbullying
• conduct that violates the Stanley BPS Internet Use Policy
• conduct that violates the Stanley BPS Drug and Alcohol Policy
• threats of violence, physical or verbal abuse, threatening, intimidation, bullying or harassment

Definitions: Discrimination, harassment, bullying and cyberbullying

Discrimination and harassment are defined in the Anti-Discrimination Policy below. All staff shall immediately report all student-to-student discrimination or harassment to the review team.

Bullying happens when individuals or a group of people continue to hurt, frighten, threaten or exclude another person on purpose. It is often a repeated activity, with a particular child singled out over and over again. Bullying actions are carried out on purpose with the intent to harm someone. Bullying involves an imbalance of power, where the child who bullies has more power (due to factors including, but not limited to age, size or higher social status). Examples of bullying behavior includes:

  • teasing, taunting, name-calling or threatening
  • spreading rumors and gossip
  • shunning or excluding someone from a group
  • physical aggression such as hitting, spitting, pushing or grabbing

Cyberbullying is one type of bullying that involves the use of information technology (email, cell texting, Facebook, instant messaging or other) to intentionally harass, intimidate, threaten or exclude another person.

Bullying will not be tolerated at Stanley BPS. When bullying is related to a person’s race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities or any other legally protected class it is considered discrimination and will be responded to under the Anti-Discrimination Policy.

Where harassment or bullying rises to the level of abuse, the school will report such conduct to authorities pursuant to Colorado’s mandatory reporting law.

How to respond to bullying
First, to the extent you feel comfortable, safe and able to do so, let the offending person or group know you want the behavior to stop. This applies when the bullying is directed at you and when it is directed at someone else. If you are comfortable, firmly say NO or tell them to STOP. Directly look at them with a straight face and give them a clear message about how you feel. Second, report the incident immediately to a teacher or staff member.

Responding to threatening or harmful behavior
If the school determines a student is in danger of causing harm to others or to him or herself, the School may require the student to receive a psychological evaluation before allowing him or her to return to
school or participate in school activities. This requirement may be in addition to any relevant disciplinary consequences.

**When expectations are not met**
Teachers are the primary adults who monitor the behavior of children in the classrooms. Teachers set the tone of the class and establish expectations for behavior that are age and developmentally appropriate. Consequences for misbehavior are also age and developmentally appropriate. All behavioral issues are handled on a case-by-case basis with consideration given to the child’s needs and circumstances, support provided by parents, previous circumstances and a variety of other factors.

Response to inappropriate behavior, depending on the severity and circumstances of the violation, may include:

- reviewing appropriate behavior
- verbal re-direction or warning
- removing the child from the group
- requiring the child to write an apology to the person harmed
- documenting the incident
- assigning a Behavioral Support Plan
- development and implementation of a Behavior support plan
- advancement in the tiers of the Behavior Pyramid
- suspension or expulsion

**Documentation of behavioral incidents**

**Grades K-5:** At the discretion of the teacher, behavioral incidents beyond routine classroom re-directions may be documented and filed with the Head for Social Emotional Development. In such cases, parents will be notified of the incident and copies of the write-up will be distributed to homerooms teachers and the division head.

**Grades 6-8:** At the discretion of the teacher, students may receive a Behavioral Support Plan that describes the incident and provides consequences for the student’s actions. Parents are notified of the incident and copies of the form are distributed the student’s advisor and head of Middle school.

**Progressive tiered approach**
Stanley staff follow a “tiered” approach to instilling and supporting positive student behavior. The tiers include a progression of interventions in and out of school designed to effect positive behavioral change. If a pattern of inappropriate behavior emerges, a student support team is organized to create a specific Behavior support plan to address identified issues.

**BEHAVIOR SUPPORT PLAN**
Student behavior that interferes with learning or with a teacher’s ability to teach and safely manage and control his or her class will be directly addressed. When a student engages in cumulative or repetitive disruptive behavior, at the level of Tier 3 below, then the classroom teacher or advisor, in consultation
with the grade level head, will activate a student support team. This group will create a Behavior support plan that is shared with parents and all who work with the student.

The purpose of a behavior support plan is to develop behavioral objectives and specific steps that the child can take and that each involved person can take to help the child assume responsibility for his/her behaviors. These may include referral to appropriate outside evaluation and/or counseling services. Parents are responsible for arranging these services and for sharing the results and recommendations with the school within an agreed upon timeframe. Included in this Behavior support plan will be a timeline with a date of follow-up assessment, as well as the consequences for infractions occurring within this time period. Increased communication between school and home will take place throughout this period of time. Failure to meet the agreed upon behavioral objectives by the date of evaluation will result in further progressive corrective action in accordance with the tier system.

STANLEY BPS BEHAVIOR PYRAMID

The following is a list of the support systems in place at each tier to help students make positive changes in their behavior. Movement across tiers is fluid and determined by the division head, in consultation with appropriate teachers, school counselors and other staff. Based on whether a student upholds or violates school behavioral expectations, classroom guidelines and 6-7-8 “Students’ Rights and Responsibilities,” a student may move up or down the tiers. At the end of each trimester, the division head and other appropriate staff determines any movement between tiers.

Tier 1
All students at Stanley begin at Tier 1 and remain there unless behavior issues arise. This tier includes the proactive programs and expectations in each classroom that assist students in maintaining and exhibiting positive behavior in the school community, upholding the mission and values of the school and resolving any issues with respect.

Tier 2
At Tier 2, communication between teachers and with the student increases to identify strengths, challenges, learning style and patterns of behavior. We work with the student to create goals for positive behavior changes. We increase communication with parents to gather information about how to best meet child’s need and we begin documentation of behavior patterns. Depending on the specific circumstances, it may be suggested that independent, outside assessments be obtained by parents.

Tier 3
At Tier 3, we write a Behavior support plan that includes goals, objectives, consequences and a timeline for modification of behavior. From the Behavior support plan, increased interventions are implemented. We increase communication and support from parents. Depending on the
specific circumstances, it may be suggested that independent, outside assessments be obtained by parents.

**Tier 4**
At Tier 4, the family is required to employ an external psychologist or therapist for additional evaluations or support as a condition of the student remaining at school. The family will sign a release of information so that Stanley BPS staff can communicate with outside therapeutic professionals. The support team will work with the family and the therapist to refine and enhance the school’s existing Behavior support plan.

**Tier 5**
At Tier 5, upon recommendation from the head of K-1-2, head of 3-4-5 or head of middle school, the head of school informs the family that the student may no longer continue at Stanley BPS.
ANTI-DISCRIMINATION POLICY

Stanley BPS is a community that values and celebrates differences in learning, culture, race, ethnic origin, religion, sex, physical abilities, sexual orientation and gender identity. Because of these values, no student will be denied any educational opportunity or subjected to discrimination on the basis of race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities or any other legally protected class.

In order to provide a positive and welcoming environment for all members of the community, certain guidelines for appropriate behavior need to be recognized and practiced by each member of the community. Discrimination or harassment, either verbal or physical, disregards the feelings of others and is demeaning. Any such behavior will not be tolerated.

DISCRIMINATION AND HARASSMENT

Discrimination is physical or verbal conduct resulting in negative treatment based upon an individual’s race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities or any other legally protected class. Discrimination may create an intimidating educational or work environment.

Harassment is one type of discrimination. It is often thought of as repeated or persistent conduct, including any unwelcome, hostile and offensive verbal, written or physical conduct. Harassing conduct is based on or directed at a person's race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities that: (1) results in physical, emotional or mental harm or damage to property; (2) is sufficiently severe, persistent or pervasive that it interferes with an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school.

EXAMPLES OF HARASSING BEHAVIOR

Examples of harassing behavior can include:

- name calling, jokes or rumors
- threatening or intimidating conduct directed at another
- slurs, negative stereotypes and hostile acts related to protected class status
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
- forms of bullying or cyberbullying as addressed above in the Student Conduct Policy
- a physical act of aggression or assault upon another because of or in a manner reasonably related to race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity or physical abilities
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity or physical abilities
Sexual harassment is unwelcome conduct of a sexual nature. Examples can include:

- unwanted sexual advances including unwelcome, sexually motivated or inappropriate patting, pinching or physical contact
- touching, patting, grabbing or pinching another person’s intimate parts, whether that person is of the same sex or the opposite sex
- coercing, forcing or attempting to coerce the touching of anyone’s intimate parts or a sexual act on another
- graffiti of a sexual nature
- sexual gestures
- sexual or dirty jokes
- touching oneself sexually or talking about one’s sexual activity in front of others
- spreading rumors about or rating other students as to sexual activity or performance
- unwanted communications, including text messages, that either include or request sexual content (sexting)
- other unwelcome sexual behavior or words, including demands for sexual favors

HOW TO RESPOND TO DISCRIMINATION OR HARASSMENT

1. First, to the extent you feel comfortable, safe and able to do so, let the offending person or group know you want the behavior to stop. This applies when the discriminatory conduct or harassment is directed at you and when it is directed at someone else. If you are comfortable, firmly say NO or tell them to STOP. Directly look at them with a straight face and give them a clear message about how you feel.

2. Second, report the incident immediately to a teacher or staff member. You may also report the incident to the school’s Title IX coordinator, Buffy Naake. She can be reached at: 303-360-0803, ext. 185 or buffy.naake@stanleybps.org. The coordinator oversees the school’s response to reports and complaints that involve possible discrimination or harassment, including sexual harassment.

HOW THE SCHOOL WILL RESPOND TO REPORTS OF DISCRIMINATION OR HARASSMENT

1. Any time there is a report of student to student discrimination, including harassment, or a staff or faculty member witnesses student discrimination, including harassment, the school will respond in the following way:

2. The review team will be notified. The review team includes faculty members who have received additional training to respond to discrimination. The review team will contact the reporting person (student, parent, teacher or faculty member) and ask that person for information about the report and the conduct at issue. The school will contact the parents of the students involved and let them know that a report has been made.

3. The school will investigate. The investigation may be conducted by the review team, some other faculty or administrators at the school or by a third party designated by the school. Whether
discrimination has occurred in any particular circumstance will be evaluated in light of all the facts, including considerations such as (i) the ages and maturity levels of the students, (ii) the history and relationship among the parties and (iii) the positions and roles of the parties, e.g., teacher, administrator, supervisor, subordinate, volunteer, parent, child, sibling or student leader of an athletic team, club or other activity. The investigation will begin immediately and will be completed promptly.

4. After completing the investigation, the review team will report in writing to each involved family, stating whether the allegations were substantiated and whether they appear to be violations of school policy. Because Stanley BPS values the privacy rights of all students, the consequences and disciplinary measures issued to other students will generally not be disclosed.

5. Upon receipt of a report that a violation of Stanley BPS policy has occurred, the school will take prompt, appropriate, formal or informal action to address the violation in accordance with the Student Conduct Policy. Appropriate actions may include but are not limited to counseling, awareness training, parent-teacher conferences, warning, suspension and/or expulsion. In determining what is an appropriate response, the school will consider:
   • what response is most likely to end any ongoing harassment;
   • whether a particular response is likely to deter similar future conduct by the harasser or others;
   • the amount and kind of harm suffered by the victim of the harassment; and
   • the prior conduct and disciplinary history of the party who engaged in the harassing conduct.

CONFIDENTIALITY

The school will endeavor to keep confidential all reports of harassment or discrimination. However, in investigating and responding to discrimination and harassment, it may be necessary for the school to share information related to the allegations. The school will respect the privacy of the complainant, the individuals against whom the complaint is filed and the witnesses as much as possible consistent with the school’s obligation to investigate and take appropriate action. In addition, the staff and faculty are mandatory reporters under Colorado law. If we reasonably suspect that discriminatory conduct or harassment of a student rises to the level of child abuse or neglect, the school, consistent with its legal obligations, will report such conduct to local authorities or law enforcement.

RE bâtIATION PROHIBITED

Submission of a good faith complaint or report of discrimination including sexual harassment or other forms of harassment will not affect the complainant or reporter’s grades, learning environment or opportunities at Stanley. The school will discipline or take appropriate action against any student, teacher or staff member who retaliates against someone who reports an incident of alleged discrimination or harassment, or any person who participates in an investigation relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
DRUG AND ALCOHOL POLICY

Stanley British Primary School recognizes that drug and alcohol abuse are serious problems in our society. Stanley is committed to maintaining a safe school community and the school values the health and well-being of its members. Stanley will support members of the community through appropriate education, counseling and firm consistent disciplinary action. Through a broad-based educational approach, Stanley seeks to create an environment that fosters a respect for healthful living and prevents student use and abuse of nicotine, alcohol, marijuana and illegal substances.

EDUCATION

Throughout their Stanley education, students develop self-esteem and decision-making skills that are crucial for making positive choices when faced with the social pressures of adolescence. At appropriate grade levels, the faculty will provide specific information on drugs and alcohol and will address the related legal, moral and health issues.

RESPONSE TO DRUG AND ALCOHOL USE AND ABUSE

Stanley's faculty and staff will take action if a student is found using, in possession of, or appearing under the influence of illegal drugs or alcohol, or in the possession of drug related paraphernalia such as vape pens, while under the jurisdiction of the school, either on or off the school's premises. The student's parents will be contacted and the student will face discipline for the drug or alcohol use which may include suspension or expulsion at the discretion of the school, without school credit or refund of the student's tuition. Continued enrollment may be contingent upon a requirement to undergo random urine testing pursuant to the terms and conditions determined by the school and also may be contingent upon the student's active participation in a drug and alcohol rehabilitation program.

Students are encouraged to come forward and seek help with any drug or alcohol problem. Stanley will support and assist the family of the student in obtaining appropriate counseling as needed. Financial responsibility for any counseling or testing will be the sole responsibility of the student's family.

If concerns arise about a student's use, possession or selling illegal drugs and alcohol outside of the school's jurisdiction, the school will share those concerns with the family of the student involved.
PARENT RESPONSIBILITIES

The responsibilities of parents at Stanley BPS include:

- Become familiar with the parent manual and the school’s expectations and guidelines.
- In action and words, be a supportive member of the school community.
- Model the Respectful, Inclusive, Safe and Kind behavior we expect of our students.
- Respect confidential matters concerning issues that you may encounter in the classroom.
- If a concern arises, communicate directly with the school faculty or staff and work with them to develop a plan of action to solve the problem.
- Meet financial responsibilities promptly, including timely payment of tuition and fees.

CONFLICT RESOLUTION

We ask our parent community to consider the following with regard to any conflict or difference of opinion a parent may have with a teacher, administrator or staff member at the school:

- If you have an issue with a decision that was made or a statement that was said, please talk first with the teacher or person who made the decision or the statement.
- If you have an issue with a decision on a report of discrimination or harassment, please talk first with a member of the review team.
- While we seek to support and assist individual families, please recognize that all decisions must factor in the impact on other students and staff.
- Please be civil and treat the staff and administration, as well as all parents and students, with respect. If we disagree, let’s show our children and students how to handle conflict well.
- Please understand that privacy laws or other confidential requirements may expressly prohibit the school from telling you about discipline measures taken against other students. We recognize that the limitation on full and open communication can be very frustrating for both parents and administrators.

We appreciate your willingness to follow the above guidelines when dealing with conflicts with or related to the school. In doing so, you are making an important contribution to our school’s culture. Our students, as well as future Stanley BPS families, will benefit from your willingness to resolve conflict in a respectful and productive manner. The civility of our community and our respect for one another is paramount to our success as a school and to the example we set for our children and students.

As a result, parents who are unable to resolve their differences with the school in a respectful and productive manner may be asked to meet with the head of school or with members of Stanley’s Board of Trustees in an attempt to resolve the matter and find alternative and more productive means for the family to work with the school going forward. Families who do not follow these guidelines for resolving their conflicts at the school or who, after attempts to resolve their disputes, are uncivil and disrespectful to others in the school community, including faculty, administrators or other families, may be asked or required to leave the school and dis-enroll their child.
Stanley values parent participation!
From our founding days, parents have played a central role in the advancement of our school. We believe that our children’s education is enhanced by a close partnership between teachers and parents. We also believe that every family has an important contribution to make to the life of our school through time, talent or treasure. Veteran parents will tell you that what their children and family have gained from their experience at Stanley is directly related to their level of parental involvement.

Parent participation builds community, provides service to the school, helps contain the cost of a Stanley education and directly supports the educational goals we have for students. It also fosters:

- A warm, caring community for your children and family.
- A rich learning environment that can only be achieved by many people working together.
- Shared responsibility for the place we care about and that nurtures us.
- The open exchange of ideas that will best serve the needs of our children.
- A community that will support you when your family is in need.
- A connection to your child’s daily experience and a chance to understand who your child is.

CONFIDENTIALITY AND DISCRETION

Parent participation provides opportunities to observe other children and families in the Stanley community. As a small community, it is important that we respect each other’s privacy in personal and family matters. This means parents should not ask the teachers personal questions about students or their families and should not share personal or private information about students with other people or families at the school. The school keeps confidential all child and personnel records and parent volunteers must also take measures to protect confidentiality.

When spending time in the classroom, parents must be mindful of the privacy of the children and their families. As a volunteer, you may become aware of information about other children and families. It is important that you remember to keep private information about students and families confidential.

Gossiping or sharing private information about other children or families—whether learned in your capacity as a parent volunteer or otherwise—is never appropriate and sets a poor model for our students. Always think about whether you would want that information about your child shared with others: the answer is nearly always no. If you have questions or comments about what you experience while spending time at Stanley, please talk directly to the teacher or administration about such issues.

Because our students’ and families’ privacy is so important, sharing of private information about students and families is a core violation of our fundamental school beliefs. As a result, failure to respect this policy could result in parents losing the privilege of volunteering in the classroom or participating in school activities and/or other appropriate actions.

PARTICIPATION AND VOLUNTEER OPPORTUNITIES

The following activities are encouraged of every family:

Classroom Participation (kindergarten – 5th grade)
- Visit your child’s classroom throughout the year to participate in class activities and projects.
- Ask your teacher for preferred visit times and activities.

Set-Ups and Clean-Ups
- Attend fall set up in August (evening or morning) (kindergarten – 8th grade)
- Attend winter clean-up (evening in January) (K-1-2)
- Attend end-of-year clean-up (K-1-2)

VOLUNTEER POSITIONS

In the summer, our Office of Community Engagement sends an online volunteer request form to all families. Parents are encouraged to choose volunteer positions that suit their interests at school.

You’d like to do more? While the following are not required, they are critical to the success of our school and represent ways you can be further involved at Stanley BPS.

**Parent Association leadership** Volunteer time and energy to chair a committee or take a leadership role in a fundraiser or all-school event

**Parent education opportunities** Attend a grade-level coffee, a Stanley Speaker Series event and/or attend Parent Association meetings.

**Performances and special events** Attend traditional all-school and classroom community events featuring the work and play of our children. Watch the Office of Community Engagement’s special events page at stanleybps.org/events for highlights and favorite events.

PARENT FIELD TRIP DRIVERS

Support from parent drivers helps make our strong tradition of field trips and excursions possible. Students transported in parent cars are covered by individual parent vehicle liability insurance, not by the school’s insurance program. In order to provide for the children’s safety and in accordance with Colorado legislation, transportation of students is subject to the following guidelines:

- Students eight years old or younger must use a booster seat. The school will maintain an ample supply of these for students who need them.
- Children under 40 pounds must travel in a car seat.
- All students must be transported in seats that have lap and shoulder restraint seat belts. Each child must be seat-belted individually.
- Students under 12 years old should sit in a back seat and must if there is a front-seat air bag.
- The school must have a copy of each field trip driver’s license and insurance. In addition, the school may run a driving record for each parent volunteer driver. This information should be provided to, and is maintained by, the school registrar.
- Parents are not to bring younger children on field trips as the parent’s full attention will be required for the older children.
THANK YOU!

**A guide just for Stanley BPS families** ... Use this book as a resource for Stanley’s history, British Primary philosophy, teaching principles, processes and practices. If you’re looking for the school directory, family contacts, forms, a recent copy of *The Weekly Bulldog*, calendars, or anything else related to the Stanley community, visit the school’s website at stanleybps.org/parents.

Thank you for your engagement with our school – and especially for sharing your children with us as we work together to create a caring and thoughtful community of lifelong learners, prepared to make a positive difference in the world.