



Student & Family HANDBOOK

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203-365-8200 6to6.cestrumbull.org

"It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Dr., Trumbull, CT 06611, (203) 365-8831."

The policies in this manual are in no way intended to violate any statutory obligations on the part of Six to Six Interdistrict Magnet School or C.E.S. Where a policy conflicts with a law of the State of CT or the U.S.A., said law shall be controlling.

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Section 1: General Information

Six to Six Mission Statement

Our mission is to foster educational excellence and lifelong learning in an atmosphere that honors each child's physical, intellectual, social and emotional needs within a diverse school community based on mutual respect and a sense of social conscience.

Six to Six Magnet School Community Expectations

We believe that the family-school partnership is the most essential ingredient to a child's success, therefore we agree to the following expectations:

We **expect** families to:

- Commit to volunteering and sharing in the support of the school.
- Engage in all aspects of the school's curriculum.
- Adhere to school policies and procedures and to the school's calendars and schedules.
- Participate in all family-school conferences and in on-going communication with regard to your child's well-being.

We **expect** school staff to:

- Be highly qualified and engaged in on-going growth and professional development.
- Commit to being mindful role models in words and actions; and commit to preserving confidentiality.
- Provide responsive communication about children's cognitive and social progress.
- Provide a nurturing and developmentally appropriate environment, which engages students in inquiry and exploration in support of their own learning.

We **expect** students to:

- Be engaged and responsible for his/her own learning.
- Continuously improve academic and social/behavioral performance.
- Be caring members of our school community by following the school wide expectations.

Introduction

Our name implies many things:

- "Six to Six" refers to our hours of operation: 6:00 AM to 6:00 PM.
- "Interdistrict" describes the composition of our diverse student body, which is compiled from more than twenty different towns.
- "Magnet School" because families are attracted to our innovative approach to education and our focus on science, math and technology.
- We are operated by Cooperative Educational Services. Although we are located in Bridgeport, Six to Six is NOT a Bridgeport public school.
- We have two buildings, connected by a glass bridge that make up our school. PK-grade four is currently located in the lower school building (looks like a legos tower from the

outside) and our fifth through eighth graders are housed in the upper school building, called the Thurgood Marshall building.

All families at Six to Six are here because they want to be; they have made a choice to send their children from their home districts, where a space is always available.

Comer-Ziegler Model, Yale Child Development Center

The Six to Six Interdistrict Magnet School is a national demonstration site for Yale University's Edward Ziegler Center For Child Development, which brings together the work of the School Development Program and Schools of the 21st Century.

The School Development Program calls for a site-based management structure, and operates using the guiding principles of consensus and collaboration. As a School of the 21st century, Six to Six is not just an academic setting for our students. Therefore our school includes preschool, before and after school care, and a School-Based Health Center.

Central Office and the Representative Council

Cooperative Educational Services is led by Executive Director Dr. Charles Dumais and Assistant Executive Director Mr. Chris LaBelle. Our central office is located at 40 Lindeman Drive, Trumbull CT. The Cooperative Educational Services Representative Council is the policy making and governing body for CES.

School Planning and Management Team

At the heart of our site-based management is our School Planning and Management Team (SPMT), which develops and monitors our School Improvement Plan (SIP) and is also a forum to address school wide needs. This team includes members of the administration, staff and parents. SPMT meetings are open to the public and membership is based on consensus by constituents.

Admission/Lottery Process

Each year a waiting list of applicants is generated through a lottery. A separate lottery is held for Bridgeport, Fairfield, Monroe, Stratford, and Trumbull applicants by grade level. In addition, we hold nonparticipating town lotteries by grade level. Applications are available each year from mid-January to March. Applications are ONLY available online at our website www.ces.k12.ct.us.

Children are admitted to Six to Six based on the availability of space and number on the waiting list. Families who already have a child in our school may participate in the sibling lottery by indicating sibling status on the application. For the purposes of our lottery, siblings are defined as children who reside in the same residence and have a common guardian. Taking part in the sibling lottery does not guarantee a space will be available.

Each family will be asked to complete a registration packet and provide appropriate documents verifying residency/address. If these documents are not submitted by the deadline, we will go down the lottery list and offer the spot to another family. If the Six to Six Magnet School suspects fraudulent residency information, the participating district will be contacted for residency verification. Fraudulent information will result in student dismissal from the program.

Transfer of Residence

Enrollment at Six to Six is contingent upon the child's town of residence at the time of the initial lottery application. Change of residence within the same town does not affect the child's enrollment; however, families must update the main office with their new address and proof of residence (2 utility bills and a copy of the new lease or mortgage statement). In the event that a child moves to a different town during the school year, a child may continue at Six to Six for the duration of that school year.

Lottery Process:

1. Accept applications and organize by district and grade level.
2. Utilize blind electronic lottery for selection.
3. Prioritize sibling(s) for existing families.
4. Generate waiting lists for each town.
5. Accept students for the following year in April.
6. Accept late applications, if space allows.

Canceling Enrollment

If a family chooses to cancel enrollment, the family is asked to complete an Exit Form. Exit Forms can be obtained in the main office. A release of records form also needs to be completed at your child's new school in order for us to send all of their permanent educational records.

If there is a concern with a student/family being homeless, please contact our Homeless Student Liaison, Mr. Chris LaBelle for information and support (203-365-8828)

Classroom Placement

Our administration and teachers thoughtfully consider the placement of children into classrooms at the start of each school year. To create balanced classes, we consider the age and gender of the students in each classroom, the academic needs of learners with specialized plans, group dynamics amongst children, as well as the blend of learning styles and work habits, and strive to create healthy peer groups. Head teachers are always involved in classroom placement decisions as the child's advocate. The final decision for placement rests with the admin team and or his/her designee.

Section 2: Communications

Parent Teacher Association

The goal of the Parent Teacher Association (PTA) is to involve families and staff at every level of school activity. This group also is responsible for fundraising, which supports classroom activities, cultural arts, and family activities. Membership on the PTA Leadership Board is by consensus and all families are encouraged to attend PTA meetings. The Six to Six PTA is a member of the Connecticut and National PTA. Families are encouraged to become members of the PTA by paying membership dues at the beginning of each year which support student programming.

Guidelines for Adult Collaboration

The Six to Six Magnet School learning community believes that the education of each child is a process that involves a partnership between students, parents, teachers, school administrators, and all school and school board personnel. It is with this belief that we provide guidelines for student, family, and school communication to promote respect, civility, and orderly conduct.

The purpose of the Six to Six Magnet School Guidelines for Adult Conduct is:

- To establish expectations for productive and effective communication so that teachers, families and students can work together as a team.
- To provide guidelines of conduct for adults (staff, parents/guardians) which encourage communication and participation in school.
- To identify and respond to those behaviors which are inappropriate and disruptive to the operations of the school.

Expected Behaviors

- All members of the school community will treat each other with *courtesy and respect* at all times.
- Every effort will be made to promote *mutual respect, civility, and orderly conduct* at all agency activities and education programs.
- This effort is intended to ensure responsible and productive freedom of expression in order to maintain a safe school climate for students, parents/families and staff and ensure that our behavior serves at all times as role models for children/students.

Unacceptable/Disruptive Behaviors

Six to Six expects that no person (parent, employee) on school property or at a program activity or during a program communication (e.g. conference, email, phone call) will exhibit inappropriate or disruptive behaviors. Unacceptable and disruptive behavior includes but is not necessarily limited to any behavior which interferes with the operations of the classroom, the school office, and/or the school facility.

It is the intent of these guidelines to encourage positive and productive communication and collaboration between all adults in our school community.

Volunteering at Six to Six

We encourage families to volunteer at our school. Here are some helpful reminders:

In order to ensure a safe and secure learning environment, all volunteers must be fingerprinted prior to volunteering. This includes classroom visits and field trips as well.

Please contact our main office to schedule a fingerprinting appointment.

- Confidentiality must always be maintained. Volunteers in our school may overhear information or observe situations regarding particular children. It is the responsibility of every adult to maintain discretion and respect the privacy of every individual and family.
- We encourage conflict resolution at Six to Six by allowing children opportunities to solve their own problems. Ultimately, the handling of a child's behavior is the responsibility of the classroom teaching team. When in doubt, look to the teaching team for guidance.

Fundraising Activities

Students and their parents/guardians will occasionally be asked to voluntarily participate in agency or program-specific fundraising activities. In these instances, the distribution of material(s) related to the fundraising activity will be sent home or mailed to families along with an official written announcement by the Program Administrator or his/her designee. Students and/or families should feel no obligation to participate. Participation is clearly a voluntary action. The agency will solely sanction fundraising projects that have an educational or financial benefit to the program and/or students or benefit an organization that provides programs/services to C.E.S. students and/or their families. No outside organizations will be allowed to solicit funds from students or families for their own private gain nor will parents/students be allowed to conduct fundraising activities that promote their special interests. Fundraisers should take into account the culture of our school.

Limitations:

- Fundraisers can be used exclusively to benefit the students at Six to Six Magnet School. No promotional materials may be distributed by the school unless they directly benefit our students.
- School/classroom fundraisers shall not sell or raffle candy or other inappropriate items within the school environment or on school grounds.

Section 3: Attendance

Absence and Tardiness

If your child is going to be absent, please notify the school as soon as possible via phone call or email. Families should call the school phone number to record your child's absence. Written documentation of any absence is required within 10 school days.

Tardiness: School begins at 8:30 a.m. If you are arriving late (after 8:45), please bring your child to the appropriate main office to get a late pass. After 8:45 we do not have staff assigned to greet and welcome students, so families must park and come into the building with their child.

Cooperative Educational Services (C.E.S.) believes that regular school attendance is essential for an effective and productive learning experience for students enrolled in its school-based programs. Regular school attendance is both encouraged and mandated (Connecticut General Statute Section 10-184). Excessive absences inhibit both successful learning and the continuity of instruction required by students. C.E.S. recognizes that students may occasionally miss school for entirely legitimate reasons. These reasons, when documented by a parent or guardian will typically be considered "excused absences". However, absences which occur for no legitimate reason will be considered "unexcused" and will warrant appropriate follow-up action by the school program.

Excused Absences

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

1. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation; and
2. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 - student's observance of a religious holiday;
 - death in the student's family or other emergency beyond the control of the student's family;
 - mandated court appearances (additional documentation required);
 - the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason);or

- extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

1. the absence meets the definition of an excused absence (including documentation requirements); or
2. the absence meets the definition of a disciplinary absence.

C.E.S. recognizes the importance of early intervention for students exhibiting truancy behavior. Therefore, it is the policy of C.E.S. to monitor school attendance so as to identify students who are truant; to enlist the cooperation of families in reporting school absences; and, when necessary, enlist the cooperation of the responsible school district in order to change a truancy pattern that has developed.

Pick up and Drop Off Routines/Building Security and Access

For families who drive students to school, we ask that you drop off students in grades k-4th (and their older middle school sibling) in the circular driveway in front of the main Six to Six building between 8:30-8:45 AM. Students in grades 5th-8th should be dropped off at the front entrance of the TMMS building (**using the Palisade Ave campus driveway entrance**). Students arriving after 8:45 AM are considered tardy. Preschool families may drop off students in the yellow tower parking lot between 8:15-8:30 AM. Preschool students arriving after 8:30 AM are considered tardy. Refer to the [arrival and dismissal car drop off and pick up map](#) to ensure you are in the correct location. All entrance and program doors remain locked at all times. All visitors and volunteers must sign in and out in the main office.

At arrival and dismissal, please do not keep your vehicle idling in our parking area pursuant to CT State Statute (§22a-174-18(b)(3)).

For safety, please remember that students should enter and exit the car curbside (not crossing in front of or behind cars). Please plan car seats and car access accordingly based on your arrival/dismissal location. Students will remain on the sidewalk until the car pulls up to the curb and stops. Please remember cars travel single file and there is no passing in arrival/dismissal lines.

Sign In/Out Procedures:

Outside of the arrival and departure times for the core instructional day, we ask that all families sign children in and out of the appropriate main main office (lower school or middle school).

Changes in Dismissal Plans:

If there are any changes in a child's dismissal procedures (i.e. taking the bus/being picked up) these changes must be sent *in writing* to the classroom teacher. In an emergency, please call the office with a change *before noon*.

If a person other than a parent picks up a child, the person's name **must** be included on the child's authorized pick up list in PowerSchool or a note from the parent must be received that day to inform the school. We cannot release a student to someone without written permission from a parent/guardian.

Transportation/Busing

For students residing in Bridgeport, Fairfield, Stratford, Monroe, and Trumbull, the sending town provides free bus transportation for Kindergarten through Grade 8 students. Questions and issues regarding transportation should be directed to your town's Board of Education Transportation Office.

- Bridgeport/Stratford (203) 883-8081
- Fairfield (203) 255-4572
- Trumbull (203) 261-4329

Students attending from nonparticipating districts must provide their own transportation.

Our priority at Six to Six is to get children to and from school safely. Children's conduct on the bus is both the child's and family's responsibility. Our expectation is that children remain quietly seated while the bus is in motion, keep the bus clean of litter and debris, obey the direction of the bus driver, use appropriate language, and get on and off the bus in an orderly fashion. When students behave in a way which puts themselves and fellow passengers in danger, the bus company and/or school will notify families. If a child continues in this manner, bus transportation may be suspended/denied.

Snow Closing/ Delayed Openings/Early Dismissal

For up to date information we will use our Blackboard Connect system to contact families via email and phone contacts provided to us during registration.

Transportation

Each town is subject to its own transportation delays/closures based on road conditions. For example, if your sending district is closed and Six to Six is open, you are responsible for your child's transportation that day. When a delayed opening occurs, bus times are based on your home district. For example, if Fairfield delays 2 hours, the buses for those students will arrive on their 2 hour delay schedule. Students are not marked tardy due to delayed bussing.

Before and After School

There is no before school program on delayed openings. Similarly, in the case of an early dismissal, after school care will be canceled.

If we lose a full day of school due to inclement weather, it is added to the end of the school year.

Section 4: Support Services

Before/After School Programs

In order to fulfill our mission of supporting families, we provide both a Before and After School program for students. These programs are staffed by Six to Six personnel and provide continuity between the instructional school day and extended hours. The before school program is from 6:00 AM to the start of the school day and provides quiet activities, social interactions, and breakfast. The after school program is from dismissal to 6:00 PM and provides a wide range of enrichment activities, homework support, and outdoor play. There is a fee involved for both programs and sign up is on a first come first serve basis. No credit is issued due to absence or school cancellations.

When a family enrolls in before and/or after school care, a contract is generated stipulating payment arrangements. Care4Kids child care assistance is accepted. It is essential that families make payments in a timely fashion. Individual contracts state that all payment must be made each Monday *without exception*. Also, if payments are more than two weeks delinquent, students will be exited from the program due to non-payment.

There are a variety of after school clubs offered at Six to Six. For each club, there will be a staff club advisor. Families are responsible to pick students up promptly from after school activities as there is no transportation provided. Repeated late pick up may result in dismissal from the club.

Health and Wellness

School Nurse and School Based Health Center

Six to Six employs a full time registered nurse (RN) and a full time LPN who care for sick children, administer daily medications, and make referrals to the School-Based Health Center. The nurse's office is located in room 5. The School-Based Health Center is a facility shared with the other schools on our campus. The health center services are available to all Six to Six students by registering with the health center. The health center service providers include a nurse practitioner, dental services, and social worker.

Child Illness Guidelines

Please refer to [the attached](#) Exclusion Guidelines to determine if your child is well enough to be in school.

Medication

Our school nurses administer all medications at school. Medicine (prescription or over the counter) cannot be given in school unless a permission form is filled out and signed by a doctor and parent. Forms are available in the nurse's office.

If a child needs medicine in school, we ask that families ask the drug store to put the medicine into two containers so that one can be kept at school. All medication, except those approved for self-medication, should be delivered to school by the parent with appropriate paperwork from the prescribing physician and received by the school nurse.

In addition, an individual healthcare plan is created for every child who requires medication to be administered at school. The healthcare plan is maintained by the nurse and shared with appropriate staff.

Procedures Concerning Protection of Children from Abuse

C.E.S. requires employees designated by state law to report suspected cases of child abuse/neglect or at risk children in order to protect children whose health and welfare may be adversely affected through injury and neglect.

Counseling and Social Worker

At Six to Six, we are fortunate to have a school counselor, psychologist and social workers as part of our staff. These staff members support students and families. Their services may include the following:

- Individual counseling for students.
- Group work focusing on enhancing social skill development or to provide children experiencing difficulties (such as divorce, bereavement) with a peer support network.
- Classroom lessons on character development (including topics such as bullying, gossip, good sportsmanship, diversity, tolerance, kindness) focused on creating a supportive learning environment.
- Support to staff in the form of resources and consultation.
- Family support in the form of resource referral and consultation.

Providing for Students with Specialized Needs

Students enrolled at Six to Six that meet the state and federal requirements for special education are eligible for services which are provided in collaboration with their sending school districts. The child's case will be referred to the PPT (Planning and Placement Team) led by the sending school district for a review and determination.

Instructional Support Team

The Instructional Support Team coordinates and integrates the work of the student support personnel within the school. It serves to prevent potential problems from developing into crises, and to intervene in specific cases (academic and behavioral) when referred by teachers, other staff or parents.

There is also a Crisis Intervention Team that is charged with reacting and responding to any behavioral emergency where a student is in danger of injuring themselves or others. This team

is trained to intervene using appropriate strategies which may include seclusion and restraint. Further detail is provided in the CES Policy Seclusion and Restraint.

Cafeteria Service

Free breakfast and lunch are provided for each child at Six to Six.

To encourage students eating healthy foods, C.E.S. has adopted *Connecticut's Healthy Snack Standards for Foods and Beverages at School* to guide the foods that will be available for students at school. *Candy, gum, and soda are not allowed to be brought to school.*

The staff and families of C.E.S. work together to encourage students to maintain a healthy eating lifestyle. For health and safety concerns, snacks should not be shared among children.

Section 5: Behavioral Expectations

Social, Emotional, and Behavioral Learning

We understand that the social curriculum is as important as the academic curriculum. It helps all of us, adults and students treat each other the way each one of us would like to be treated. We use a blended approach of RULER, Responsive Classroom, and Restorative Practices to support the social emotional needs of our students.

What is RULER?

RULER is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER supports entire school communities in:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining positive school climates

Behavioral Expectations

Pledge and Behavioral Expectations


Appropriate student behavior is expected of all students at all times. The school's aim is not only to provide for the safe and orderly functioning of the school, but also to help the student develop a sense of self-discipline. Students are expected to follow the school rules and obey the school staff.

Individual and class-wide positive reinforcement programs are utilized. Breaches of conduct on school property, school transportation, or at any school-sponsored activity, will, depending on the particular circumstances, lead to appropriate consequences.

We will emphasize a positive, proactive approach to discipline and behavior management through classroom rules, Morning Meeting, individual classroom management plans, counseling opportunities, and other incentives and events during the school year. Each class will develop

rules collaboratively at the onset of the school year. We are confident that this approach will empower our children to be respectful, democratic, and caring citizens. Instances of misconduct, however, will not be ignored or tolerated. Staff will apply consequences, which are reasonable, related to the misconduct, and respectful of students. Examples of consequences include (but are not limited to) student conference, parent contact, parent conference, individual behavior plan, detention, and suspension.

Pre-K - Grade 4 Rocky's Way Matrix

<u>COMMON EXPECTATIONS</u>	<u>CLASSROOMS</u> I follow the classroom rules	<u>HALLWAYS/TRANSITIONS</u> I follow the hallway rules	<u>PLAYGROUND</u> I follow the playground rules
I am RESPONSIBLE	<ul style="list-style-type: none"> Follow directions the first time Come prepared Complete class work and homework Do my best Accept consequences Use furniture and supplies properly Resolve own conflicts 	<ul style="list-style-type: none"> Follow directions the first time Accept consequences 	<ul style="list-style-type: none"> Follow directions the first time Accept consequences Resolve own conflicts
I am RESPECTFUL	<ul style="list-style-type: none"> Listening body Raise hand to speak Use kind words Ask permission Work cooperatively 	<ul style="list-style-type: none"> Walk silently Keep hallways neat and clean Keep hands, feet and body to myself near walls and displays 	<ul style="list-style-type: none"> Share equipment Take turns and play cooperatively Include others Use kind words
I am SAFE	<ul style="list-style-type: none"> Keep hands, feet and body to myself Stay in assigned areas Sit safely Use walking feet 	<ul style="list-style-type: none"> Walk in single, straight line Face forward Keep a reasonable distance between myself and others Keep hands, feet and body to myself Walk up and down steps properly 	<ul style="list-style-type: none"> Use equipment properly Stay in designated areas Run only where permitted Keep hands, feet and body to myself 

COMMON EXPECTATIONS	CAFETERIA I follow the cafeteria rules	BATHROOMS AND WATER FOUNTAINS I follow the bathroom/water fountain rules	TRANSPORTATION I follow the bus rules
I am RESPONSIBLE	<ul style="list-style-type: none"> • Come prepared for lunch • Follow directions the first time • Accept consequences 	<ul style="list-style-type: none"> • Follow directions the first time • Accept consequences • Conserve water 	<ul style="list-style-type: none"> • Follow directions the first time • Accept consequences • Come promptly when I'm dismissed
I am RESPECTFUL	<ul style="list-style-type: none"> • Use a quiet voice • Use table manners • Use kind words • Clean up eating area • Ask permission 	<ul style="list-style-type: none"> • Use a quiet voice • Respect privacy • Keep bathroom clean • Throw paper towels in the trashcan 	<ul style="list-style-type: none"> • Use a quiet voice • Use kind words
I am SAFE	<ul style="list-style-type: none"> • Only eat my own food • Stay seated • Keep hands, feet and body to myself • Use walking feet 	<ul style="list-style-type: none"> • Report problems to my teacher • Wait my turn 	<ul style="list-style-type: none"> • Use walking feet • Stay in my seat • Keep hands and objects inside the bus • Keep hands, feet and body to myself

TMMS Way Matrix

	Classroom	Cafeteria	Playground	Hallway	Auditorium	Field Trips	Bus
Treating myself, others , & property with Respect	<ul style="list-style-type: none"> • Respect personal space • Use positive language • Listen attentively to others 	<ul style="list-style-type: none"> • Include others • Respect personal space • Use positive language • Listen attentively to others 	<ul style="list-style-type: none"> • Sign out and return equipment • Respect personal space • Use positive language • Listen attentively to others 	<ul style="list-style-type: none"> • Respect personal space • Use positive language • Listen attentively to others • Respect the property of others 	<ul style="list-style-type: none"> • Respect personal space • Use positive language • Listen attentively to others 	<ul style="list-style-type: none"> • Respect personal space • Use positive language • Listen attentively to others 	<ul style="list-style-type: none"> • Speak respectfully to the bus driver and all other passengers • Respect personal space • Use positive language
Mindful of my own behavior	<ul style="list-style-type: none"> • Complete assignments to the best of my ability • Show self-control • Use indoor voices 	<ul style="list-style-type: none"> • Line up and wait patiently to enter/exit • Make healthy choices • Use appropriate manners • Show self-control • Use indoor voices 	<ul style="list-style-type: none"> • Use good sportsmanship • Interact with others respectfully • Include others • Use indoor voices 	<ul style="list-style-type: none"> • Walk on the right side of the hallway • Use locker at the appropriate time • Do not eat/drink in this space • Use indoor voices 	<ul style="list-style-type: none"> • Sit appropriately on the seat • Cheer respectfully • Do not eat/drink in this space 	<ul style="list-style-type: none"> • Use indoor voices • Show self-control • Cheer respectfully • Be a positive representation of TMMS community 	<ul style="list-style-type: none"> • Stay in your seat until you reach your destination • Keep yourself and materials safe • Be responsible for your personal items
Motivated to learn	<ul style="list-style-type: none"> • Be on time • Participate in the group • Participate individually • Be prepared 	<ul style="list-style-type: none"> • Be on time • Follow expectations and routines • Transition in a timely manner 	<ul style="list-style-type: none"> • Transition in a timely manner 	<ul style="list-style-type: none"> • Be on time • Line up and wait patiently in front of the classroom • Transition in a timely manner 	<ul style="list-style-type: none"> • Follow expectations and procedures 	<ul style="list-style-type: none"> • Be on time • Follow expectations and routines • Ask relevant questions 	<ul style="list-style-type: none"> • Be on time • Walk to and from the bus • Follow expectations and routines • Model expected behaviors
Serving my school and community	<ul style="list-style-type: none"> • Clean up after myself • Give a helping hand 	<ul style="list-style-type: none"> • Clean up after myself • Give a helping hand 	<ul style="list-style-type: none"> • Clean up • Return equipment • Give a helping hand 	<ul style="list-style-type: none"> • Clean up after myself • Give a helping hand 	<ul style="list-style-type: none"> • Clean up after myself • Give a helping hand 	<ul style="list-style-type: none"> • Clean up after myself • Give a helping hand 	<ul style="list-style-type: none"> • Clean up after myself • Give a helping hand

Should significant, inappropriate, and/or injury-causing behaviors persist after measures have been taken, additional intervention through the SRBI process is required. Examples of these behaviors include hitting, biting, and consistent refusal to follow directions. Teachers and staff collaborate to assess the function of the child's behavior through the Instructional Support Team (IST). When a child enters this process, families will be notified and share the process with school staff. Strategies may include a positive behavioral support, individualized chart, and accommodations in the classroom such as preferential seating.

Six to Six prohibits the use of abusive, corporal, humiliating or frightening punishment and physical restraint, unless such restraint is necessary to protect the health and safety of the child or other people. Teaching staff never use threats or derogatory remarks and neither withhold or threaten to withhold food as a form of discipline.

Bullying Behaviors

Cooperative Educational Services (C.E.S.) recognizes that it is the responsibility of program personnel to maintain a secure and safe school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior in school, school-sponsored activities on or off school grounds and transportation to and from school. Therefore, bullying behavior, of any form, will not be tolerated.

Consistent with legislative requirements the C.E.S. Executive Director is authorized to develop and implement a Safe School Climate Plan that contains the essential elements outlined in Public Act 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Bullying takes many forms and may include many different behaviors, such as, but not limited to:

1. Physical violence and attacks;
2. Verbal harassment or taunts, name-calling and use of disparaging language, including disability-, ethnically- or racially-based verbal abuse and gender-based disparaging language;
3. Sexual harassment including unwanted sexual attention or insulting or degrading sexual remarks or conduct;
4. Harassment, threats and intimidation;
5. Extortion or stealing of money and possessions;
6. Using the Internet as a means of harassment and intimidation (i.e., Cyber-bullying).

Please contact us immediately if you have any concerns about inappropriate or bullying behaviors. To access the full CES bullying policy, [click here](#).

Clothing Guidelines

Six to Six has a *school colors* dress code of maroon/burgundy, navy, or white tops or shirts that are not ornate in any way (i.e. writing, pictures, etc.), and beige-khaki or navy colored bottoms (pants, appropriate length shorts or skirts) for students in grades K - 8. Students in the middle

school in grades 5-8 have the added colors of a black and gray tops and/or bottoms, in addition to the color options described above. Students should follow this dress code on Monday through Thursday. On Fridays students may “dress down” in more casual yet appropriate clothing items.

If your family needs assistance with clothing, there are shelves of donated school colored items in various sizes in the upper main hallway and in cabinets in the TMMS building. See a staff member if you would like to take some or donate items. Students who are not dressed appropriately may be directed to these areas to find suitable clothing to wear if needed.

Also, please dress children for the weather conditions. Please choose shoes that have a closed toe for your child to wear while running and playing on playground equipment.

The following are considered inappropriate dress:

- Anything obscene, vulgar, or unsafe
- Anything sexually provocative
- Anything symbolic of an organization advocating undemocratic action
- Anything advertising drugs/alcohol
- Outerwear worn indoors, such as coats, hats, gloves (unless there is a special event fundraiser)
- Any clothing or accessories that are disruptive to the educational process, such as visible undergarments, transparent clothing, halters or midriffs, tops that reveal cleavage or stomachs
- Any exceptionally short bottoms (shorts, skirts)
- Sunglasses indoors
- Metal chains attached to pants or spikes on clothing or accessories
- Hoods worn over heads
- Camisoles, tank tops, or sleeveless tops

Administration reserves the right to make all determinations on student dress.

Personal Items

Please label all personal belongings, such as lunch boxes, backpacks, coats, boots, mittens, etc. We encourage families to check the lost and found frequently. All unclaimed items are donated to charity twice during the school year (December and June). Students should not bring games or toys from home unless special arrangements are made through school administration as part of an intervention strategy.

Cell phone

Cell phones are not to be used during the school day. They should be kept in lockers and not seen while on school grounds. Staff will instruct students to put away a phone if seen. Repeated reminders will result in a possible confiscation, discipline referral and parent communication.

Search and Seizure

Consistent with CT Education Law, the Rep Council authorizes Six to Six administration to perform searches of student's desks, lockers, storage areas or other school property available for use by students if:

- There is reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating either the law or the rules of the school;
- The measures adopted to conduct the search are reasonably likely to produce evidence of a violation; and
- The physical safety of members of the school community or the prevention of disruption to school operations warrant such action.

Section 6: Academic & Instructional Expectations

Language Arts

Six to Six believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society. The elements of our comprehensive language arts program include:

- instruction to develop proficient readers who understand, interpret, evaluate and appreciate texts;
- opportunities for student choice and collaboration to meet a variety of needs and interests;
- fiction and nonfiction texts, both rigorous and accessible, that reflect diversity of authors and genres and that balance classic and contemporary works;
- authentic tasks and activities that are challenging and have personal value to students;
- a variety of technological and informational resources as a means for collecting and communicating information to meet the demands of our ever-changing society;
- assessments that are frequent and varied, and are used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning; and
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

Math

Mathematics, like other disciplines, is a way of approaching new challenges through computations and high order thinking skills, such as exploring, reasoning, visualizing, and problem solving. To best prepare our students for lifelong success, teachers use a constructivist approach for providing instruction along with a variety of best teaching practices including collaboration and applicable technology. We are committed to empowering all students to communicate effectively verbally and written, think critically, reason effectively, and become

problem solvers. As such, Six to Six is committed to providing curriculum, instruction, experiences, and assessments that foster these attributes.

Science and Technology

Six to Six Interdistrict Magnet School offers a science and technology program in cooperation with highly recognized science programs serving Connecticut; The Maritime Aquarium in Norwalk, the Eli Whitney Museum in New Haven, the Sacred Heart University Discovery Science Center and Planetarium in Fairfield, and the Beardsley Zoo in Bridgeport. These institutions along with many other science partners (Peabody, Audubon, etc) provide hands-on science, math and technology experiences throughout the school year both at the school and at the museums. We believe no other K-8 schools in this region offer a similar program in both scope and quality.

In accordance with the Connecticut State Department of Education, our students are engaged in curricula aligned with the expectations of the Next Generation Science Standards. We are committed to developing and presenting diverse lessons which offer all students hands-on experiences and content-rich investigations. Throughout the rigorous standards-based curriculum, students will have many opportunities to grow in their ability to think creatively, ponder problems, and propose solutions based on evidence and reason.

Through the use of science discussions and discourse, students will share and hear multiple perspectives as a means to better understand each other and our complex world. Our staff is dedicated to fostering each student's unique learning style, giving them tools to benefit their future academic studies, and instilling in them a life-long appreciation for science.

Social Studies

Our school believes knowledge of history and social studies is necessary for comprehending the political, social, and moral issues of the day. By studying the achievements and failures of the past, students will have a more thorough understanding of the choices our society faces. Social studies offers our students a chance to better understand the world in which we live, to increase their respect for different cultures and peoples, and to recognize the commonalities amongst us.

We challenge our students to go beyond the content, to be critical and creative thinkers, reflective learners, information gatherers, and problem solvers. A strong emphasis is placed on a wide range of teaching methods in which students are able to address an issue and to clearly articulate one's point of view. This is done through writing, discussion, debate, formal presentation and creative projects. By strengthening the skills that allow the students to become responsible citizens, we also give them the tools they need to succeed in this diverse, interdependent, technological world. We hope our students graduate as socially aware, democratic participants who draw on the lessons of social studies throughout their lives.

Physical Activity

It is the position of Six to Six Magnet School to establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Six to Six Magnet School shall provide physical activity and physical education opportunities, aligned with the state physical education requirements, which provide students with the knowledge and skills to lead a physically active lifestyle.

Physical Education

Developmentally appropriate components of a health-related fitness assessment will be introduced to students at an early age to prepare them for future assessments. Physical education classes shall be sequential, building from year to year, and content will include movement, personal fitness, and personal and social responsibility. Students should be able to demonstrate competency through application of knowledge, skill and practice. A health-related fitness assessment will be administered with students beginning in grade 3. Students shall receive results and use this as a baseline in understanding their own level of fitness and for creating fitness goals and plans. For students with medical issues, adaptive/alternative plans will be made. Students cannot have physical education withheld for disciplinary reasons. Wherever appropriate, physical activity will be incorporated into classroom routines. For example, movement during morning meeting or during transitions.

Recess

Recess provides opportunities for physical activity, which helps students to stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for preschool and elementary school students to enjoy supervised recess. The school shall have playgrounds or other facilities and equipment available for free play. Recess shall complement, not substitute for, physical education classes.

Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional make-up time.

Outdoor recess is an expectation unless the outdoor temperature is 20 degrees or lower (wind chill included). Therefore, it is essential that students are dressed appropriately for outside recess.

Returning School Materials

Six to Six invests money in materials and equipment and we all need to care for these resources. Children may be loaned materials and equipment: ranging from a library book to a textbook to a musical instrument. Our expectation is that when materials are lost or damaged it becomes the responsibility of the family to replace the item or to reimburse the school for that item. If the school is not reimbursed, the school may withhold records and/or summary reports until complete payment is made.

Field Trips

All field trips are carefully planned educational experiences and are part of the curriculum. A student must have a signed permission slip prior to attending any field trip. A student may be refused attendance on a field trip by a C.E.S. administrator for specific behavioral reason(s). Students are reminded that all school rules are in effect during field trips.

Holidays, Birthdays, and Other Special Days

We may acknowledge all holidays which are student/family generated or tied to curriculum. Activities will be historically accurate, developmentally appropriate and connected to specific children and families within the school. Differences in how each family celebrates will be respected. We recognize that not all families in our school community celebrate all holidays. Families should discuss with their child's teacher any specific concerns or expectations for their child early in the school year. Please contact your child's teacher if you would like to share a part of your family's traditions with the class.

Birthdays may be celebrated in various ways. We would like to honor each child in a simple, meaningful manner. Classroom birthday celebrations are at the classroom teachers' discretion. If food is brought/shared, it must adhere to the school's nutrition guidelines. In order to avoid feelings of exclusion, party invitations can be distributed in school only if all of the children in the class are invited.

Homework

Homework is an extension of clearly defined classroom activities and should be appropriate to the age, ability, and level of independence of students. In addition to assigned homework, students are expected to read independently every day to develop and enhance their literacy skills.

The purpose of homework is to:

- strengthen basic skills;
- enrich student learning through application;
- develop initiative, responsibility and self-direction;
- build independent study skills;
- teach budgeting of study time;
- build confidence by ensuring successful learning experiences;
- foster social communication;
- and promote parent understanding of the curriculum.

The special education needs and requirements in a student's Individual Education Program (I.E.P.) or Section 504 plan supersede the guidelines of this policy.

Homework Guidelines

A. Recommended Average Homework Time

Teachers may assign homework up to five times over a seven day week.

Grades K - 1	15-20 daily minutes
Grade 2	20-30 daily minutes
Grades 3-4	30-40 daily minutes
Grades 5-6	40-60 daily minutes
Grades 7-8	60-90 daily minutes

B. Responsibilities of Teachers

1. It may not be necessary for the teacher to correct all homework.
2. Corrected homework requires a timely return in order for students to learn from the experience.
3. Homework should not account for more than 10 percent of a grade.
4. Homework will not be used for disciplinary purposes.
5. Complex, long-range assignments will incorporate clear directions, written guidelines and rubrics, including a sequence of tasks, deadlines, and frequent progress reviews.
6. Teachers who work with the same students will coordinate assignments to meet the recommended average time for homework.
7. At the elementary school levels, homework will not be assigned over long vacation periods or holidays.

C. Responsibilities of Students

1. Have a clear understanding of homework assignments before leaving school and bringing home all necessary materials.
2. Hand in homework on time.
3. Be responsible for any missed assignments due to absence.

D. Responsibilities of families

While students assume the major responsibility for completing homework assignments, families are encouraged to take an active interest in students' homework by:

1. Promoting a positive attitude toward homework.
2. Providing a consistent time and suitable place for homework.
3. Refraining from actually doing the work, producing any section of the assignment or finished product.
4. Communicating with the teacher any special circumstance that may affect the student's ability to complete the homework assignment.
5. Communicating with the teacher if the student is spending an unreasonable amount of time on the homework assignment.
6. Monitoring completion of homework.

Requests for Homework Assignments

1. Students in grades 4-8 are responsible for requesting their homework assignments following school absences.
2. Students who will be absent due to a family vacation during the school year may be provided homework assignments that the teacher has already prepared, but the teacher should not be expected to prepare assignments in advance.

Video

Cooperative Educational Services (C.E.S.) permits the use of videos when they can support or enhance instruction or can serve as a means of reinforcement/recreation for students attending C.E.S. programs. For instructional purposes their use must either directly support particular instructional learning objectives or enhance an area of curriculum goals. For reinforcement/recreation purposes their use must clearly meet a desired student/classroom behavioral objective and satisfy acceptable viewing standards established for youth audiences. The selection criteria for choosing videos for either instructional or reinforcement/recreational purposes should include quality of the overall presentation and its individual parts; fair and accurate representation of the facts; appropriateness regarding content in relation to the age and development level of the students; and the overall suitability/appropriateness for a school setting. Parent consent will be obtained for PG 13 videos when warranted for instructional purposes.

Section 7: Technology

District Equipment Guidelines

Cooperative Educational Services (C.E.S.) provides relevant, digital tools that allow students to access information and applications needed for learning.

C.E.S. Responsible Use Policy

Introduction

In order to prepare students for the world in which they will live and work, Cooperative Educational Services facilitates instruction that creates and sustains inquisitive, solution-focused, collaborative learning. Our focus is on great teaching. We provide integrated technology and digital resources when appropriate, to support the work of our outstanding educators. C.E.S. is committed to teaching excellence, and providing the tools our staff believe are essential to their important work.

Our goals are to provide:

- Enhanced, enriched instruction that transforms learning in the classroom and beyond.
- Skill development and learning experiences that prepare students to be: innovators, communicators, collaborators, critical thinkers, responsible citizens, and goal directed resilient learners.

- Opportunities for all students and staff to utilize current technology tools and digital resources when it enhances teaching and learning.

THE DEVICE:

Students will receive a Chromebook, as well as a charger, and a protective case.

Chromebooks, like a textbook, must be returned in good condition. Should a student move schools or leave town, the Chromebook, charger and case must be returned before leaving.

Students will receive the latest version of the HP Chromebook (Education Edition). A

Chromebook is a mobile device that runs Google's Chrome OS, including all Google and Microsoft Office products. These devices are essentially a Chrome browser designed to be used to connect staff and students to the Internet. C.E.S. will be limited to using applications that are cloud based. No software is stored on the device and it has limited internal storage. Students will be allowed to keep the Chromebooks for the school year to use for all school-based projects and work. Chromebooks remain property of C.E.S., just like a textbook. All students are required to use the C.E.S. provided Chromebook at school.

If you do not have internet access at home, you should notify our administrative team. There are many public hotspots available in town, including the Public Library.

DAILY EXPECTATIONS:

- Students are expected to care for their Chromebooks. See the Student Chromebook Care Section for more information.
- Students are expected to come to school with their Chromebooks fully charged. Developing a routine of charging the device will be crucial for student learning.
- Should a student forget their Chromebook, a loaner **may** be provided from the library, if one is available. Students are expected to return the loaner at the end of the same school day.
- Should a device need repair, (Chromebook or power adapter), the student will make their homeroom teacher aware and a ticket should be created to initiate the repair/replacement process.
- No one, other than the student, should be using the device. **It is designed for school work only.**

PRIVACY:

- The Chromebooks are the property of Cooperative Educational Services. The Department of Information Technology will manage district monitoring resources in order to keep our students safe. The monitoring resources collect data about the activity of a student while using the device at school AND at home. There should be no expectation of a student's personal privacy from district oversight on the Chromebook or using any of the district's online applications via a login, including Chrome, Google Apps, etc.
- At school, using the C.E.S._WiFi, students operate with the CEN Centralized Web

Filtering Service for protection while online. Away from school, students may connect to home WiFi or public WiFi. However, most home and public WiFi services **do not** provide a filter. It is suggested that parents monitor student activity while on home/public networks.

- It is highly recommended that students use and charge their Chromebook in a public space at home and away from sleeping areas so that students are learning to prioritize healthy sleeping habits.
- **IMPORTANT!** As has been the case for many years, if a student is logged in to district applications using a *family-owned device*, the monitoring resources will still be in effect. Students accessing C.E.S. applications are operating within the “walls” of our school. If a student has regular access to a family-owned device, please be sure to maintain personal privacy of any parties by completely logging out of the Cooperative Educational Services applications **and the Chrome browser** when not doing school work.

Student Data Privacy

Technology use in the Cooperative Educational Services is governed by federal and state laws including:

- CT Public Act No 16-189 An Act Concerning Student Privacy
- Children's Online Privacy Protection Act (COPPA)
- Family Educational Rights and Privacy Act (FERPA)

For Further Information regarding Student Data Privacy, please see: CES. Information Technology - Student Privacy

Chromebook Insurance Program

The C.E.S. Representative Council offers an insurance program for all students that are issued a Chromebook.

The annual fee for the student device insurance program is \$30.00. The insurance program will cover repairs or replacement of damaged equipment resulting from normal use. Intentional, willful, or purposeful damage will not be covered. Loss, including loss of device charger, will also not be covered. The annual premium covers the following for up to two incidents per student per school year:

- Key replacement
- Keyboard, palm rest, touchpad replacement
- Screen replacement
- Accidental damage
- Theft of device
- Battery replacement
- Loaner device, and insurance on loaner device, while original device is being repaired

Insurance does not cover any malicious damage or damage due to violation of the

equipment guidelines. Losing a power cord is also not covered by insurance.

Students must utilize the protective case distributed by the district at all times. Damage caused when the device has been removed from its protective case will not be covered. Following the second occurrence during a school year, a deductible of \$50.00 will apply for each incident.

The Executive Director may grant a waiver of the fee based on need. Any students with financial hardship may apply to the Executive Director for this waiver. If a student is not enrolled in the device insurance program, or has not been granted a waiver; that student and/or his/her parent/guardian are subject to pay full replacement cost of a device lost or damaged beyond ordinary wear, regardless of the reason.

Chromebook Care

General Precautions:

- Food or drink should not be consumed near your Chromebook \.
- Use caution when connecting/disconnecting any cords, cables, or other removable hardware.
- Never carry the Chromebook when the screen is open.
- Be careful there are no obstructions when closing the screens, (pens, power cables, etc.).
- Chromebooks should be powered OFF before storing to preserve battery life and internal hardware.
- Never leave the Chromebook unattended, unlocked, unsupervised, or logged in.
- Never leave the Chromebook where it could be subject to extreme temperatures, (eg. car).

Carrying Your Chromebook:

- Chromebooks should always be carried/transported in a protective case, bag, or sleeve.
- Nothing should be placed on top of the Chromebook when stored or carried.
- Students are encouraged to take their Chromebooks home each day, regardless of whether or not they are needed in order to keep them charged and ready for use in school.
- Under no circumstance should Chromebooks be left unattended or unsupervised as they are at risk of being stolen.

Screen Care:

- Avoid putting any pressure or weight on the Chromebook
- Do not lean on or place anything on the top cover of the device
- Do not poke the screen
- Do not place anything on the keyboard before closing the lid, (pens, pencils, power cables)
- When cleaning your screen use a soft, dry cloth (preferably a micro-fiber cloth)

- Avoid cleansers or water-based cleaners

Digital Citizenship

Digital Citizenship is taught as part of the Library Media/Technology Curriculum in Cooperative Educational Services.

STUDENT CHROMEBOOK USE

Pledge

- ☐ I understand the Chromebook is the property of Cooperative Educational Services and can be inspected at anytime.
- ☐ I will use my Chromebook in ways that are appropriate and educational.
- ☐ I will follow the Chromebook Care directions.
- ☐ I will never leave my Chromebook unattended in an unsupervised or unsecured location.
- ☐ I will bring my charged Chromebook to school daily. I can leave my charger at home.
- ☐ I will never loan my Chromebook to other people including my siblings and parents.
- ☐ I will not deface, disassemble nor remove any identification stickers on any Chromebook.
- ☐ I will not place permanent decorations on the Chromebook.
- ☐ I will report any cases of theft, vandalism, or inappropriate use to school administrators.
- ☐ I will follow The C.E.S. policies and Responsible Use Practices.
- ☐ I agree to return the Cooperative Educational Services' Chromebook and charger in good working condition as requested.

FAQ

When the devices are distributed, what materials will I receive?

You will get your personal Chromebook, power adapter, and case during the scheduled distribution days at your school. Your charger should be left at home. You should use the carrying case every day to bring your Chromebook to and from school. Please put your name and Room Number on your case.

How do I take care of my Chromebook?

Please read the Chromebook Care above.

How will I know how to use it?

Your teachers and Library Media Specialists will be teaching you lessons about the Chromebook and the applications you will use.

What if I forget to charge it, or forget my Chromebook at home?

You are expected to charge your Chromebook each night. You are expected to bring the fully charged Chromebook to school each day. If you forget, you may go to the library to

check out a loaner Chromebook if one is available. You will be required to return the device by the end of that day.

Can I decorate my Chromebook?

The devices and cases are the property of Cooperative Educational Services. You may not decorate, personalize or mark the actual Chromebook in any way. You should not remove any tags or labels attached by the district.

What if my Chromebook is stolen out of my backpack?

Any instance of a lost or stolen device will require a police report. Please notify your school's administration for assistance. Once the event has been documented, a replacement device will be issued. (Note: The cost to replace a lost Chromebook is \$300, the power adapter is \$20, and the case is \$40).

Can my siblings, friends or parents use my Chromebook?

No! Only you are assigned to that specific device and only YOU are permitted to use it. Also know, that the device is owned by Cooperative Educational Services and any activity using the device can and will be monitored by the district.

What happens if my Chromebook is not working properly?

If you are having technical difficulties, please come to the Library Media Center. If your Chromebook cannot be immediately repaired, you will return your Chromebook and you will receive a replacement device.

Do I have to give it back?

Yes, like a textbook, you will return the Chromebook and charger when requested. You will have the option to take the device home over the summer. If you are leaving Cooperative Educational Services, you will need to return your Chromebook, power adapter, and case.

Can I access Video, Sound, Music, Games, or other Programs?

The Chromebooks are distributed for educational purposes only. You may access appropriate music, photos, or videos with your device if they are assigned to you for school work or if you are using them for school work. Personalized media are subject to inspection and must follow the [Cooperative Educational Services Responsible Use Policy](#). Chromebooks are provided for classroom and school-related use and should not be used for accessing games or non-classroom applications.

Can I use it outside of school?

You are allowed to connect your Chromebook to a home or public network outside of school. Any attempt to circumvent or bypass the district filtering and monitoring resources while outside of school will result in disciplinary action.

Can I print with the Chromebook?

Yes, you will be able to print at school. You may be able to print at home if you have an accessible wireless printer.

Are my files and applications private on the Chromebook?

No. Cooperative Educational Services owns the devices and all the applications on it. The District reserves the right to monitor all Chromebook and Internet activity by students. Students have no expectation of privacy in the use of the Chromebooks, including email, files stored on C.E.S. applications, and Internet activity either at school or away from school. Students may be asked at any time to provide their Chromebooks for inspection.

Section 8: CES Policies & State Resources

- For all CES Policies, please see [the following link](#).
- To access [the State of Connecticut Immunization requires](#), click here.
- To access our Exclusion Guidelines to determine if your child is well enough to be in school, [click here](#).