

Student and Family Handbook

Six to Six Interdistrict Magnet School
A Cooperative Educational Services School

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Bridgeport, CT 06610
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www.ces.k12.ct.us

"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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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

Specific grade level Family-School Compacts detail the academic and social goals for each grade and the strategies that teachers, families, and children will use to support children in attaining those goals. Compacts can be found on our website and are distributed to families each year.

Six to Six Family Involvement Policy Adopted: 10/3, 2002 C.E.S Representative Council Policy Concerning Parent Teacher Communication April 3, 2003, CES Title One Parent Involvement Policy.

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 fifteen different towns.
- “Magnet School” because families are attracted to our innovative approach to education.
- We are operated by Cooperative Educational Services. Although we are located in Bridgeport, Six to Six is NOT a Bridgeport 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.

Science, Mathematics, and Technology

Six to Six Interdistrict Magnet School offers a science, mathematics, and technology program in cooperation with two highly recognized science museums serving Connecticut; The Maritime Aquarium at Norwalk and the Eli Whitney Museum in New Haven. These institutions provide professional development through a training-the-trainer model and hands-on science, math and technology program taught 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.

We also participate with The Jason Project and NASA’s Goldstone Apple Valley Remote Telescope in grades 5 and 8. In this capacity students explore real world science ranging from the study of Jupiter’s gaseous surface to the study of biodiversity in Long Island Sound.

We utilize Smart Technologies and Poly-Vision Technology (Eno Boards) in all classrooms. We are completely wireless and have approximately 200 mobile laptops.

Comer-Ziegler Model, Yale Child Development Center

The Six to Six Interdistrict Magnet School is a national demonstration site for Yale University Bush Center For Child Development’s Comer-Ziegler Model, 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, collaboration, and no-fault. As a School of the 21st century, Six to Six is not just an academic setting for our students, but a center that supports the daily lives of our families. Therefore our school includes

preschool, before and after school care, a Family Resource Center 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. 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 Comprehensive School Plan (CSP) 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.

Parent Teacher Student Association

The goal of the Parent Teacher Student Association (PTSA) is to involve parents 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 PTSA Leadership Board is by consensus and all parents are encouraged to attend PTSA meetings. The Six to Six PTSA is a member of the Connecticut and National PTA. Families are encouraged to become members of the PTSA by paying membership dues at the beginning of each year which support student programming.

Pick up and Drop Off Routines

The school day begins at 8:30 and ends at 3:00. Students can be dropped off beginning at 8:15 and must be picked up at 3:00.

We ask that families drop off students k-8th grade drop off in the bus circle and that parking is reserved for preschool families. We ask that all families sign children in and out in the main office when they are coming in or leaving, outside of the arrival and departure times for the core instructional day.

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 time*. Requests for changes in dismissal plans made after noon time cannot be honored because children are out of the classroom at specials and often cannot be reached by office staff at this busy time of day.

All visitors and volunteers must sign in and out in the main office. We ask that Before School and After School families sign in and out in the main office. Preschool parents will sign in and sign out in the classroom when dropping off and picking up.

If a person other than a parent picks up a child, the person's name **must** be included on the child's pick up list or a note from the parent must be received that day to inform the school.

Before/After School Programs

In order to fulfill our mission of supporting families in the 21st century, 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 8:15 AM and provides quiet activities, social interactions, and breakfast. The After School program is from 3:00 PM 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 certified staff member coordinator. Parents are responsible to pick students up promptly from after school activities as there is no transportation provided.

Health, Wellness, and Physical Activity

School Nurse and School Based Health Center

Six to Six employs a full time registered nurse who cares for sick children, administers daily medications, and makes referrals to the School-Based Health Center. The nurse's office is located in room 5 of the 6-6 Building. The School-Based Health Center is a facility shared with the other schools on our campus. It is located on the lower floor beyond the small gym. 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.

Nutrition Guidelines

Consistent with the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law

108-265), C.E.S. recognizes the importance of physical education and nutrition education for all students to promote healthy lifestyles that include physical activity and consumption of healthful foods in accordance with the USDA requirements and the Dietary Guidelines for Americans.

It is the policy of Cooperative Educational Services that:

- A C.E.S. Wellness Committee is established that engages students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing district wide nutrition and physical activity policies and procedures.
- All students enrolled in C.E.S. schools and programs will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- C.E.S. staff will provide students clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, schools and programs of C.E.S. will participate in available federal school meal programs including the School Breakfast Program, and the National School Lunch (including after-school snacks.)
- C.E.S. will provide nutrition education and physical education to students to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Adopted by the C.E.S. Representative Council on: June 1, 2006

Cafeteria Service

Free breakfast and lunch are provided for each child at Six to Six. The city of Bridgeport is responsible for the food preparation and CES for the staffing of the cafeterias.

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. will be working together to be sure the students are eating healthy, nutritionally sound foods while at school. Foods containing high levels of fat and sugar will be discouraged and will not be available for sale in C.E.S. schools. In place of that C.E.S. is asking that teachers and families provide snacks that are more nutritionally sound. Such foods include:

Vegetables
Cheese

Fruit
Low sugar Granola/Cereal Bars

Hummus
Crackers

Dried Fruit
Low sugar cereal
Pretzels

Eggs
Breads
Yogurt

Rice Cakes
Cottage Cheese

For health and safety concerns, snacks cannot be shared among children.

Throughout the year C.E.S. will be providing to families more information about healthy nutrition. Ideas for alternatives to food for celebrations, rewards and fundraising will be shared. Your cooperation with this is greatly appreciated.

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. Students in grades 7 and 8 will also enjoy supervised recess weekly. 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). Staff must acquire prior administrative approval to conduct indoor recess stating the reason. Therefore, it is essential that students are dressed appropriately for outside recess. In cases where all students are not clothed appropriately for the weather, recess should be divided between indoor and outdoor activities. Students clothed for winter weather should go outside. Recess should range between 15-20 minutes daily.

Six to Six Board of Trustees, May 8, 2008

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.

CES Representative Council Policy and Administrative Procedures Concerning Protection of Children from Abuse: 6.002

Ill Child Guidelines

A child must be kept at home if he/she:

- has not been fever free for 24 hours
- has vomited twice within ten hours
- has had three bouts of diarrhea within six hours

Six to Six will contact a family to pick up a child from school when he/she:

- has a fever
- vomits or has repeated bouts of diarrhea
- cannot participate in the program due to the onset of illness
- has head lice
- has a contagious condition such as conjunctivitis, impetigo, etc.

If a child is absent for more than five days due to illness, a doctor's notice is necessary the day the child returns to school.

Immunization Requirements

DTP/Td	At least 4 doses of DTP/Td
Polio	At least 3 doses of polio vaccine Note: For children aged 60 months or older, the last dose of DTP and polio vaccine must be given on or after the 4 th birthday. This usually results in 5 and 4 doses, respectively.
MMR	1 dose on/after student's first birthday against all three viral infections 2 doses MMR before entering kindergarten
HIB	1 dose on/after student's first birthday is necessary for students who are less than 5 years of age at time of school entry

Hepatitis B	3 doses of hepatitis are necessary for all students born on/after January 1, 1994
Varicella	2 doses separated by at least three months. First dose on or after first birthday or verification of disease. Must have completed dosage prior to start of kindergarten or start of 7 th grade.
Tdap/Td	1 dose prior to start of 7 th grade year
Meningococcal	1 dose prior to start of 7 th grade year
Pneumococcal	1 dose after first birthday
Influenza	1 or 2 doses 2-3 years of age, 1 or 2 doses 3-5 years of age
Hepatitis A	2 doses given 6 months apart, first dose on or after 1 st birthday

Children who submit a medical exemption must present a detailed written explanation from their physician. This explanation must be consistent with CDC or AAP recommendations. Children with a religious exemption must present a letter from the parents or guardians as outlined in state statute. Children who have had measles, mumps, rubella or invasive HIB disease may show proof of immunity based on specific testing done by a certified laboratory. Such proof must be in writing. HIB disease must have occurred at age 24 months or older; younger children who have had HIB disease must still receive a vaccine.

Communicable Diseases

Families are asked to report any communicable diseases to the school and the Bridgeport Department of Health at 576-7468 and the child's sending town's health department.

Children may return to school when:

Chicken Pox	all areas of chicken pox dried and scabbed over and when temperature has returned to normal doctor's note required
Diphtheria	not until 2 negative cultures are obtained by physician
German Measles	5 days from onset
Impetigo	upon certification by physician that patient is under adequate treatment
Fungus/Ringworm	upon certification by physician that patient is under clinically well
Influenza	
Measles	5 days after rash appears
Meningitis	not until certified by physician as cured
Mumps	glands are normal
Pediculosis (head lice)	all signs of nits are gone
Pink eye	upon certification by physician that patient is under adequate treatment
Poliomyelitis	10 days from onset
Rash	until diagnosed by physician plus certification that patient is under adequate treatment

Scabies	until diagnosed by physician plus certification that patient is under adequate treatment
Scarlet Fever	until diagnosed by physician plus certification that patient is under adequate treatment, must be on antibiotic for 24hr. before returning to school
Streptococcal Sore Throat	until diagnosed by physician plus certification that patient is under adequate treatment
Tuberculosis (Active)	3 negative cultures have been obtained by physicians
Whooping Cough	3 weeks after whooping begins

Medications

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 main office and Health Center.

If a child needs medicine in school, we ask that parents 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.

Drug/AIDS Instruction

During Health class in the upper grades, Six to Six provides ongoing instruction on AIDS, drug abuse, and prevention programs. These areas of instruction are implemented as is developmentally appropriate for your child. In addition to these programs, we also provide sexual education instruction. Specifically, in terms of AIDS instruction, you have the right to exempt your child for such instruction. If you choose to exempt your child from such instruction, please provide the program director a written request to have your son/daughter excluded from this instruction.

Social, Emotional, and Behavioral Learning

We understand that the social curriculum is as important as the academic curriculum. This approach 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 Responsive Classroom and Positive Behavioral Interventions and Supports. Strategies that are used in the classroom are specifically designed to be developmentally appropriate for each age group.

Six To Six Behavioral Expectations

Lower School:

Responsible

Respectful

Safe

Upper School:

T Treating myself, others, and property with respect

M Mindful of my own behavior

M Motivated to learn

S Serving in my school and community

Pathways to Self – Control and Appropriate Behavior

Pathway 1: Proactive Discipline (modeling, practicing rules):

At our school we are constantly practicing rules. We do this in our Morning Meetings, in our classes, at recess, in our hallways, and at lunch. We use kind, encouraging words and say what we mean when something is going wrong.

Pathway 2: Reminding and Redirecting:

Reminders and verbal redirections are the primary means of guiding students. When a student does not follow a rule, an adult uses a reminder such as “Remember our school rule about respecting one another.”

Pathway 3: “Taking Space” in the Classroom

When reminders and verbal redirections are ineffective, a brief time away from the class activity often allows the student to regain self-control. At our school, we call this “taking space.” Students remain in their assigned classroom while taking space.

Pathway 4: “Take a Break” in a Buddy Teacher’s Room:

If misbehavior continues during or right after “Taking Space,” the student may “Take a Break” in a nearby classroom. In an age appropriate manner the student will be asked to write a reflection form while in this space. The family will be contacted whenever a student is asked to “take a break” outside of their classroom.

The above behaviors would all constitute minor behavioral referrals which are managed at the classroom level.

Pathway 5: Extreme Situations/Major Discipline Referrals:

Extreme discipline situations will be dealt with according to C.E.S. policies and regulations. This may include but is not limited to, immediate suspension with family notification. This pathway will only be used through a school administrator.

See CES Policy 6.008 for Discipline and IN/Out of School Suspension

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.

Please view the *Safe School Climate Plan on our school web page.*

CES Rep Council Policy of Bullying Behavior 6.015
CES Rep Council Policy on Sexual Harassment 6.010

Communication

We recognize that open communication within a school community is of the utmost importance. If you have any concerns, questions or problems, there are a number of staff members whom you can call. Since staff members have a variety of schedules and are often involved with students, our voicemail system allows you to leave a confidential message twenty-four hours a day. If your call is an emergency and you must reach the teacher immediately, please call the main office so that we can facilitate delivery of the message. We always recommend you initiate contact with the classroom teacher first. The classroom teaching team can address most questions or concerns involving your child. We also have a number of other resources including the family and early childhood specialist, school psychologist, school nurse, guidance counselor, and

various learning specialists. You can always feel free to call either the Principal or the Assistant Principal if you have any concerns.

While email is another tool for effective communication, please understand there are limitations in regard to email communication for confidentiality reasons. It is not recommended that detailed communications concerning students be conducted in this manner.

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, parents 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.

Six to Six expects that no member of our adult community:

- Injure, threaten, harass or intimidate any other person in any manner
- Use abusive, threatening, loud, offensive or obscene language including, but not limited to correspondence in e-mail, notes, voice mail message or phone calls

- Damage or threaten to damage property
- Impede, delay or otherwise interfere with the orderly conduct of educational programming

Reaction/Recourse:

Parent Recourse

Any parent who believes he/she was subjected to unacceptable/disruptive behavior on the part of a staff member should bring such behavior to the attention of the school administrator.

School Recourse

Authority to deal with persons who are verbally abusive:

- If any person is verbally abusive-speaks in a manner that is loud, demanding, demeaning or offensive, the person to whom the remarks are directed and/or administrator (if present) shall calmly and politely remind the speaker to communicate civilly. If the escalation continues, the person, after giving appropriate notice to the speaker, will terminate the meeting, conference, or telephone call.

Responding to abusive, threatening or obscene emails, phone calls, or voicemail messages:

- If any person receives a voicemail, email, phone call or other electronic correspondence that is abusive, threatening or obscene, the employee is not obligated to respond to the email or return/continue the phone call. The employee may save the message/email and contact a school administrator.

Authority to direct persons to leave school premises:

- Any individual who exhibits inappropriate or disruptive behaviors-as detailed above may be directed to leave the school by the school principal, assistant principal or any other person who is lawfully in charge of the school.

A future communication (meeting/phone call, etc.) can be scheduled for a later date to ensure the team has a productive plan for moving forward in a collaborative manner.

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

Six to Six School Planning and Management Team, 5/15

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.

- Please talk with the classroom teacher in advance about the various ways that families can contribute to the classroom community.

- Please sign in and out in the main office Volunteer Book when you enter and leave the building. There are volunteer stickers there for you to wear while you are in the building volunteering.
- As a parent volunteer you will interact with all the children of the classroom. This might cause your child to act differently when their parent is in the classroom. Have a conversation with your child about what you will be doing before you come into the classroom.
- 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.
- We encourage the use of positive language. An example of this is, "please walk safely" instead of "don't run". We also encourage open-ended questions to encourage thinking and discovery. We offer appropriate choices such as "Do you want to put away the square blocks or the cylinders?" instead of "Do you want to help clean up now?"
- It is helpful to ask questions when you and the teacher can talk privately. If you have a question, please ask! Please read the "Handbook for Substitutes and Volunteers" for more information.

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 electronically online at our website www.ces.k12.ct.us. We have laptops available in the main office for your convenience.

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, parents must notify the office of a new address and telephone number.

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.

If a family moves during or prior to the application window, in order to have an opportunity to stay at Six to Six, they must apply for the admission lottery for the following school year. When a family's residence has changed that family must reapply as a resident of their new district and must indicate their current attendance at Six to Six on the application. If a family moves after the completion of the lottery, you must submit a late application from the town of new residency. There is no guarantee a space will be available.

Lottery Process:

1. Applications accepted and organized by district and grade level
2. Electronic lottery for order
3. Sibling priority for existing families
4. Generate waiting lists for each town
5. Begin accepting students for following year in April
6. Accept late applications if space allows

Six to Six Board of Trustees, May 8, 2008

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.

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.

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.

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 275-1020

Fairfield 255-8385

Stratford- CES Administrative Services 203-365-8827

Trumbull 452-4321

Monroe 261-2691

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 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. Families can log on to our web page to request text message alerts. You may also listen to WICC 600AM, 99 FM, Television News Channel 8 or channel 30, or login at www.ctweather.com. The school also maintains a hotline at with a recorded announcement. (365-8200 ext. 4)

Parents may be asked to complete an Emergency Closing/Early Dismissal Form by classroom teachers so that the school is informed of the transportation plan for your child in these circumstances. Please keep this information up to date to ensure safety.

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.

Absence and Tardiness

If your child is going to be absent, please notify the school as soon as possible. Families should call the school phone number and then press #5 to record your child's absence before 8:00 a.m. on the day of the absence. Written documentation of any absence, is required within 10 school days. The absence excused note is included on the website as well as at the end of this handbook.

Tardiness: School begins at 8:30 a.m. If you are arriving late (after 8:40), please bring your child to the office to get a late pass and then transition them to the classroom. After 8:30 we do not have staff assigned to greet and welcome students so parents must park and come in to 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 absence¹ from school shall be considered excused if written documentation² 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 parents 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.

CES Representative Policy 6.004 2012

Clothing Guidelines

Six to Six has a *school colors* dress code of maroon/burgundy, 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 should follow this dress code on Monday through Thursday. 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 bottoms (shorts, skirts) that are shorter than the length of one’s fingertips when one places arms to the side and fully extends hands
- Sunglasses indoors
- Metal chains attached to pants or spikes on clothing or accessories
- Hoods worn over heads
- Shoes with wheels
- Flip Flops or open toed shoes (unless there is a special event fundraiser)
- Camisoles, tank tops, or sleeveless tops

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

Drugs/Alcohol/Weapons

Any child found with a weapon, illegal drugs or alcohol will receive an out of school suspension for a period of time to be determined.

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.

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: 1. 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; 2. The measures adopted to conduct the search are reasonably likely to produce evidence of a violation; and 3. The physical safety of members of the school community or the prevention of disruption to school operations warrant such action.

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 phones are not to be used during the school day. They should be kept in a safe place and not seen while on school grounds. Staff will instruct students to put away a phone if seen. Repeated reminders will result in a discipline referral and parent meeting.

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. Recognition will be made that all our families in our school community do not celebrate all holidays. Parents 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 schools 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 definition of homework:

Tasks assigned by school teachers that are meant to be carried out during non-school hours (Cooper, 2002).

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

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

Grade:

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

- b. Daily independent reading per grade level is expected as follows

Grade:

K	10-15 daily minutes
1-2	15-20 daily minutes
3-5	20-30 daily minutes
6-8	30-45 daily minutes

B. Responsibilities of Teachers

1. Homework is an appropriate extension of class work. The assignment and its purpose must be clearly stated and carefully planned as any classroom activity. Student choice should be part of assignments when appropriate.
2. When appropriate, guided practice takes place in the classroom to prepare students for the homework, but homework should not be completed during instructional time.

3. It may not be necessary for the teacher to correct all homework. It is important for the teacher to determine that the desired learning has taken place rather than just the completion of the homework.
4. Corrected homework requires a timely return in order for student to learn from the experience.
5. Homework will be assigned only when adequate time is given to prepare students for the assignment.
6. Homework should not account for more than 10 percent of a grade.
7. Homework will not be used for disciplinary purposes.
8. Complex, long-range assignments will incorporate clear directions, written guidelines and rubrics, including a sequence of tasks, deadlines, and frequent progress reviews.
9. Teachers who work with the same student will coordinate homework assignments to meet the recommended average time for homework assignments.
10. At the elementary school levels, homework will not be assigned over long vacation periods, weekends or holidays.
11. Students will be provided the opportunity to complete assigned homework within a clearly defined and reasonable timeline. Homework submitted after the designated date may be accepted, but may not receive the full credit.

C. Responsibilities of Students

1. Have a clear understanding of homework assignment 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.
4. Understand how homework affects their grade.

D. Responsibilities of Parents

While students assume the major responsibility for completing homework assignments, parents 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.

D. Responsibilities of Administrators

1. Clearly communicate homework policy to students, staff, and parents.
2. Observe the use of homework during class visits.

3. Give suggestions when necessary on how homework assignments can be improved.
4. Support the necessity for every student to complete all assigned homework for academic excellence and the enhancement of student's self-esteem.

Requests for Homework Assignments

1. Students in grades 4-8 are responsible for requesting their homework assignments following school absences. The teacher will provide the homework assignment no later than one day following the request for the homework assignment. Teachers in grades 6-8 post homework assignments on their web page or on Class DoJo.
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

Six to Six Board of Trustees, May 8, 2008

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 parents along with an official written announcement by the Program Administrator or his/her designee. Students and/or parents 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 parents 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.

Rationale for fundraisers:

- A means to raise funds for educational enhancement opportunities to benefit a charitable cause.
- A learning/teaching opportunity related to curriculum, and/or Entrepreneurship.
- A participatory experience for students

Purpose of Guidelines:

- To limit and thoughtfully schedule the numbers of fundraisers
- To promote fundraisers across the grade/age group/specialty areas are strongly encouraged
- To allow the SPMT to consider the type of fundraisers and the procedures in place to obtain approval
- To inform all outside organizations including PTSA, scouting, etc. of the policies and procedures of fundraising at Six to Six.

Procedures for Fundraising Activities:

- Annual requests for fundraising should be submitted to the SPMT fundraising subcommittee no later than October 15th of each academic year. These requests should be submitted on the fundraising request form which are available at the main office or on the school's I-Drive.
- Any subsequent fundraising requests should be submitted to the SPMT fundraising subcommittee at a minimum of one month prior to the event and should be submitted on the fundraising request form.

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.

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 and PG 13 videos when warranted and for all R rated videos used for instructional purposes.

C.E.S. Representative Council

June 5, 2003

Technology

In order to use the technology available within the school, each student and family must sign and return a technology appropriate usage contract. Please see below.

The computers, computer systems, software and other electronic resources as well as the network are the property of C.E.S. and are to be used only for those activities directly related to teaching, learning and/or management by students and staff. The equipment, infrastructure, and software and other electronic resources as well as the network are not to be used for personal gain or illicit/illegal activity by any student or staff member.

All users are hereby made aware that all information on C.E.S. computers, computer systems and networks are in the public domain, unless specifically protected by the Connecticut Freedom of Information Act. Therefore, C.E.S. reserves the right to bypass any or all individual or group passwords to determine the activity on any or all computers, computer systems, software and other electronic resources as well as network access privileges.

CES Rep Council Policy 5.018 & 6.033

Policy References

As stated above the CES Representative Council creates and approves all policies for the Six to Six Magnet School. All policies can be found on our web page.

Some specific policies for your review include, but are not limited to: Student Privacy Policy, Substance Abuse Policy, Smoking Policy, Parent Involvement Policy and Child Abuse and Neglect Reporting Policies.



TECHNOLOGY APPROPRIATE USAGE Student Contract

The computers and internet belonging to the Cooperative Educational Services (C.E.S.) are to be used for educational purposes only to enhance and enrich academic material and to develop the students' computer technology skills. The complete policy is outlined in the parent handbook. Students are expected to read this policy and abide by all requirements of C.E.S. related to e-mail, internet and general computer use. Student use of the computers and internet is a privilege, not a right. Students are expected to take personal responsibility for their behavior while on the computers and online. Unacceptable use of the computers and/or the internet will result in the suspension or cancellation of the student's computer and/or network privileges. All students must sign the Technology Appropriate Use Student Contract before gaining access to a computer and the network.

- ❖ **Students will only use the computers/technology with an adult's direction and supervision at all times.**
- ❖ **Students will treat the computers and other technology equipment with care and respect.**
- ❖ **Students will only do work and save work under their personal log in number. Students should not save any work to a computer's desktop. Students may save data to a data traveler ONLY with an adult's permission.**
- ❖ **Students will save only school related material on the school's network and/or in their network folder.**
- ❖ **Students will not share their personal login and password information with another student.**
- ❖ **Students will not use another student's login and password.**
- ❖ **Each student will use the internet for appropriate educational purposes and research and only visit appropriate websites that are approved by staff.**
- ❖ **Each student will report obscene or offensive material that they may encounter.**
- ❖ **Students will observe all copyright laws.**
- ❖ **Students will properly cite (give credit to the author) the information taken and used from the internet.**
- ❖ **Students will not be allowed to adjust or change computer screens or any other part of the computer. They must remain as set by CES technology staff. This may include, but is not limited to, saving work to the desktop as a shortcut icon or rearranging any pre-existing icons.**
- ❖ **Students should only print material when approved by an adult.**
- ❖ **Students will not attempt to defeat or bypass the C.E.S. Internet filter, or hide any online activity from staff.**

I, _____, have read, understand and agree to all of the above guidelines for computer/technology use.

Student signature

Last date modified: May 20

date

Preschool Addendum

Preschool Curriculum and Assessment

Preschool children learn through play as they actively explore materials and activities and interact with children and adults. The purpose of preschool is to provide your child with an opportunity to practice being part of a larger group of children in an environment focused on providing learning opportunities. For young children learning how to be comfortable away from family, learning how to get along with other children, and learning how to get what they need is a major part of the preschool experience. Teachers help children express their feelings and ideas through words. Positive peer conflict resolution is introduced in the preschool and carried out through the grades. Classrooms are set up with various learning centers (art, dramatic play, blocks, etc.) Children move freely from one center to another during choice or activity time. During meeting (whole group time) children learn to be part of a group, teachers introduce activities, read stories, teach songs, reinforce basic concepts, etc.

The Preschool Curriculum and Assessment Frameworks were designed by the state to ensure that children enter Kindergarten with the behaviors and skills most important to be successful learners in the areas of Personal and Social Development, Physical Development, Cognitive Development, and Creative Expressive Development. Family conferences are scheduled during the year to discuss his/her progress and to view your child's work/portfolio. Work samples collected for portfolios range from photographs, to paintings, to journal entries to drawings. Child profiles are handed out three times a year and assess your child on the behaviors and skills listed below.

Sample Daily Schedule

The following is an example of what a day in the preschool might look like. Please note that times will vary from class to class.

6:00-8:00	Before school program
8:00	Breakfast in classroom
8:30	Core instructional day begins, set up for morning meeting
8:45	Morning meeting- greeting, sharing, activity, news/announcements
9:15	Work time- guided choices and snack offered
10:00	Bathroom and outdoor play
10:45	Special (Spanish, Music, Physical Education)
11:45	Story and Lunch
12:20	Bathroom and get ready for nap
12:45	Naptime
2:15	Afternoon snack, journals, play time
3:00	Core day ends
3:30	Bathroom and ready for outside
3:45	Outdoor play
4:30	Quiet inside activities

Program Tuition

When a family enrolls in our preschool program, a contract is generated stipulating payment arrangements. The tuition cost is \$110.00 per week for the core instructional day: 8:15-3:00 pm.

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.

Family Conferences and Assessment

We use the Connecticut Preschool Assessment Framework as our primary assessment tool. It is a companion to the Connecticut Preschool Curriculum Framework and correlates directly to appropriate benchmarks. It is used for assessing both three and four year old students in the preschool classroom. The assessment framework helps us to observe and monitor each child's progress related to our curriculum goals in the four areas of development-personal/social, cognitive, physical and creative expression. It is a tool that we use for curriculum planning and it is a means of sharing information with families.

Family conferences are scheduled during the year. These times provide an opportunity to meet with your child's teacher(s) to discuss his/her progress and to view your child's work/portfolio. Work samples collected for portfolios range from photographs, to paintings, to journal entries to drawings. Summary reports are handed out at the fall conference, Portfolio Night and at the end of the school year. They include a narrative commentary of your child's social/emotional growth as well as academic growth. It is an expectation that family conferences will be attended and treated as an appointment that must be kept.

Preschool Transition

Developmentally, it makes sense to gradually transition preschool aged students into a full day program. This allows children to have a gradual approach to new routines, new friends and new teachers in smaller settings. Please take note of the transition schedule for the current school year. Your child's teacher will be in touch with you to let you know which group (s) he is in. This schedule is for all preschoolers, including returning students. If a child is not in attendance during the first week of school, the transition schedule begins on the child's first day of school.

Since children need varying degrees of support from their families during the first weeks of school, teachers and families will work together to determine if a longer transition schedule is appropriate for individual children.

Toilet Learning

Children entering the preschool program are expected to be fully toilet trained. Children are fully toilet trained when they exhibit the initiative to use the bathroom independently. This includes wearing cloth underwear everyday (no pull-ups) and cleaning themselves after using the bathroom. A teacher will stand with a child and provide verbal instruction and help with snaps, buttons, belts etc. Teachers will also give the child numerous wet wipes and/or warm, wet paper towels to help he/she clean his/herself. Teachers do not wipe children and only on rare occasion will help wipe a child's legs.

In the event of a bowel toileting accident, the program will call the parent to report the extent to which the child is clean and let the parent make the decision about whether they should pick the child up immediately or at the end of the day. In the most extreme cases, the parent will be required to come to pick up the child immediately. Soiled clothing must be bagged and given to the parent, as this is a requirement of our accreditation health and safety procedures.

Although we understand at this age, there will be an occasional accident, in the event that a child has repeated accidents a family conference will be called to ensure consistent strategies to use at home and at school.

Rest Time

In the preschool classrooms at Six to Six, we follow the National Association for the Education of Young Children's recommendation that the school day balance active and quiet activities and that preschool classes provide for a daily naptime. The Connecticut Department of Health also requires that childcare settings and preschools provide rest time to children involved in programs for more than 5 hours. Playing and working with a large group of peers is very stimulating and more tiring than that of some home settings.

We plan and prepare an environment that is conducive for napping. The classroom is darkened and quiet while soothing music is played. Teachers help children to relax in a variety of ways. Rocking, rubbing backs or just sitting close can help children to fall asleep. Some children sleep soundly while others rest quietly. This daily naptime is important for the growth and development of children. The children wake up relaxed and refreshed and ready to continue their day.

Application of Sunscreen:

In the case of preschool and kindergarten students, sunscreen should be applied by parents/guardians at home before coming to school in the morning. If the parent/guardian would like sunscreen reapplied one time in the afternoon before outside play, a form must be submitted with a labeled bottle of sunscreen. Teachers are not permitted to apply any other sunscreen on children other than the bottle that is provided by the parent/guardian along with this permission form.

**Cooperative Educational Services
Six to Six Interdistrict Magnet School
601 Pearl Harbor Street
Bridgeport, CT 06610**

Reason for Absence Note

Within ten (ten) days of the “incident of absence” a written note must be sent to the school office.

Name of Student:

Date(s) of Absence:

Reason for Absence:

Parent/Guardian Signature:

Date:

—

Day 1 to 9

This form is required after each “Incident of Absence”. I.e., if a child is out ill for one day then a form is required for that day; if a child is out ill for three days in a row then one form is required for that three day absence.

Days 10 and over

CT State Statute requires that every student absence due to illness occurring after the first nine days must be verified by a licensed medical professional regardless of the length of absence. Please attach a note from your licensed medical professional to this form.