

The Sound School Regional Vocational Aquaculture Center

Supplementary Student - Parent Handbook 2016 - 2017

Principal: Rebecca Gratz

Assistant Principal: Eric Yuhas

Aquaculture Center Coordinator: Tim Visel

Please note: This document is to be used in conjunction with the New Haven Public Schools Student/Parent Handbook 2016 - 2017 edition.

The Sound School's Beliefs, Vision, Mission, and Goals:

At the Sound School our beliefs and values drive our vision and mission. This is what we believe:

- It is in our nature, as human beings, to learn.
- The purpose of education is to create the conditions which unlock a student's inherent ability and inclination to learn.
- All students can achieve mastery given the skills and tools to do so.
- Students must actively engage in the learning process.
- Positive relationships between students and adults create opportunities for learning.
- To support student learning, we must implement vision driven, data informed decision-making.
- Working effectively as a team is critical to student success.

Our Vision:

The Sound School is a learning community where students are both challenged and supported as they prepare for the future and achieve more than they thought possible.

The Sound School where education is:

Engaging. Authentic. Meaningful. Transformative.

Our Mission:

The Sound School will provide an authentic, highly engaging, 21st century curriculum utilizing aquaculture and agriculture, our unique setting and resources promoting success for all students. We strive to create meaningful learning opportunities, both in and out of the classroom, so students will develop the skills and abilities to think critically, problem solve effectively and apply learning fluently. We will graduate students who are able use these skills and abilities in any pursuit after graduation whether a four-year college or the work force.

Our Goals:

In an effort to realize this mission, we commit to the following goals—that all students will graduate from the Sound School with the ability to demonstrate:

- The use of critical thinking.
- Proficiency in solving multi-step, interdisciplinary problems.
- Proficiency in mathematics, reading, writing, and science.
- Facility with at least one foreign language.
- Appropriate public speaking skills.
- Job readiness skills.
- A working knowledge of the tools of maritime and/or agricultural commerce.
- A working knowledge of marine and/or terrestrial ecology.
- An understanding of the history, geography, and cultures of the United States and the world.
- The ability to function as part of a team.
- A healthy respect for the diversity of individuals found at school, in academia, in the workplace, and in the world at large.
- Knowledge of their role as stewards of the earth.

Mastery is the consistently successful application of knowledge, skills, and behaviors to complex problems and new situations.

Campus Boundaries

The Sound School's college-like campus features multiple buildings and plenty of outdoor instructional and recreational space. However, please note that we are not an *open* campus. Our campus has boundaries and protocols for use to keep all students safe and accountable for their whereabouts at all times. Additionally, all buildings are locked. Aside from passing times, students need an adult to facilitate entry into a school building. This requires planning and courtesy.

- During school hours, the boundaries of campus are the sidewalk on the school-side of South Water Street, The Emerson Building, the rail on the back deck, and the Foote Building.
- During Lunch Waves, the McNeil Building, the McNeil parking lot, and back deck behind the McNeil and Thomas Buildings are available to students. Students should not be in any other buildings during lunch.
- Students may not access the other parking lots at any time during the school day without adult permission. Student drivers are not allowed to operate their vehicles during the school day.
- Passes are required to move about campus during the school day as follows:

Passes

Within buildings students may carry an object designated by the teacher as a pass. When traveling between buildings, students **MUST** carry a written pass from a staff member designating their origin, destination, reason for leaving class, and time of expected return. Students who do not have a pass may be sent back to their teacher or may be subject to disciplinary action. Since all exterior doors are locked, students must notify the adult at their destination so that the adult may facilitate the student's entry to the building.

Flex Time (G & H period)

As part of a system of support for student learning and achievement, we have designated a period of time each school day Monday-Thursday for "Flex time (G & H period)". Students in their academic classes must use this time in academic pursuits such as: homework completion, study, research in the library, work in student services, student/club meetings, or work with a teacher. For students in their double-period aquaculture and agriculture classes, this is considered instructional time.

Extended Learning Time

At the Sound School we believe that students should have opportunities during the school day and the school year for extended learning time to support their individual learning needs. Three times during the 2016 – 2017 school year, we will schedule two hours of Extended Learning Time during the school day. Teachers will offer workshops for students to choose from in order to receive direct instruction and support for their learning. The dates for these workshops are, November 10, January 11, and March 13.

The Sound School Attendance Policy

The Attendance Policy in conjunction with the Tardiness Policy at the Sound School serve to reinforce the idea that instruction is essential to student success. If students are to master the content and skills of a course, their regular and timely attendance in class is imperative. *No amount of afterschool detention or attendance make up time, can replace time in class.*

Definitions:

Excused absence – Must be excused by a parent or guardian by phone or in writing. Include: illness, family obligation (illness or death in the family), medical appointment, college visit, etc.

Unexcused absence – Absence is not reported to the office by a parent or guardian either by phone or in writing.
Excused tardy – Unavoidable tardiness due to transportation delays (traffic accident), early medical appointment, etc. Must be reported by phone or in writing.
Unexcused tardy – Avoidable tardiness. Includes: missed bus due to late arrival at stop, did not leave early enough, etc.

Attendance and Tardiness for students who are 18

According to Federal Law once a student turns 18 he or she must consent to disclosure of information to the parent unless the student is still a dependent for tax purposes. Therefore if a student who is 18 signs his/herself in or out of school, they will be subject to and responsible for all the policies and consequences stated above AND unless they are financially independent, a phone call will be made home to inform the parent or guardian of the student's absence or tardiness.

Detention

Detention for students who are tardy (and other disciplinary issues) will be held following dismissal on Tuesdays and Thursdays OR during the student's lunch wave. Failure to serve detention will result in the student being referred to the next level of the code of conduct and will result in more severe consequences.

Student Discipline

DISCIPLINE

Philosophy:

At the Sound School we believe that the ultimate goal of discipline is to shape positive behavior. While discipline is also about consequences for actions, we see it as an opportunity for student learning and growth. Additionally, discipline is frequently driven by safety. We place tremendous trust in our students on our open campus as a result we expect them to remain deserving of that trust by making positive and safe decisions.

Discipline systems are meant to create order and a safe learning environment. Good discipline appropriately balances the needs of the school and the needs of the student. When practiced effectively, student discipline preserves the educational climate of the school, promotes a positive school culture, *and* leads to the personal growth of individual students. Therefore, all disciplinary interactions are should be seen as opportunities for student growth.

Restorative Practices

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them. (www.iirp.com)

New Haven Public Schools, supported by a grant from the American Federation of Teachers, has begun to implement restorative practices in our schools. At the Sound School, we find this approach, centered on building and restoring positive relationships, to enhance the work we do as a team and as a community; reinforcing the idea that the goal of discipline is to shape positive behavior.

The New Haven Public Schools and the Sound School are committed to the use of restorative practices in student discipline. Restorative practices center around the following questions when dealing with behavior:

When challenging behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Classroom discipline:

Discipline is best handled quickly in the classroom prior to the behavior escalating. No teacher should feel that they can't or shouldn't send a student out, however, it is helpful for the teacher to work with the student, and the parent, to shape the positive behavior that is expected. By handling behavior in the class, it can be a teachable moment for the rest of your class. Keep in mind two things: one, when a student is out of class for

poor behavior, they miss instruction; two, the instruction of every student is equally important, however, if a student's behavior is getting in the way of your instruction of the other students, then they should not be in class.

Assumptions:

- Willful behavior implies a conscious thought process. Not all behavior is willful.
- Behavior is the result of the interaction between thinking and feeling.
- Most students want to be able to perform like other students.
- Some students cannot control their impulses under certain circumstances.
- Many cultural, social, and physiological factors impact behavior choices.
- Punishment alone rarely changes behavior in the long term.
- Some students require alternative interventions.
- Discipline is meant to teach self-control.
- Adults must model self-control.
- True discipline changes behavior.

DISCIPLINARY PROTOCOL

The following protocol outlines expectations for students, teachers, administrators, and parents in the event of a disciplinary issue or conflict:

Expectations for All Students:

We expect all students at the Sound School to:

- Show respect for their school.
- Strive to keep positive relationships with parents, teachers, administrators, and other students.
- Work to the best of their abilities.
- Treat others with dignity, worth and respect.
- Keep their school clean and beautiful.
- Obey all rules and regulations set forth by teachers and the school administration.
- Reach beyond their grasp and learn new things.
- Have an appreciation for the academic and working world.
- Pursue the world of employment and education and make rational decisions.

In meeting these expectations, all students will:

- Arrive in class on time with a writing utensil, notebook, class materials and a readiness to participate in the learning process.
- Follow all safety rules of the Sound School, the New Haven Public Schools, and the Regional Vocational Agriculture System at all times. **SAFETY IS A PRIMARY CONSIDERATION OF THIS PROGRAM, NOT ONLY AT THE SCHOOL, BUT IN ALL RELATED ACTIVITIES ON AND OFF CAMPUS.** Student cooperation is essential for the program to function properly.
- In the event of absence or excused lateness, obtain any class notes given.
- Abide by the Regional Vocational Agriculture System Code of Conduct for all students, and all relevant state and federal laws.
- Refrain from wearing hats while inside a school building.
- Attempt all assignments to the best of their ability and positively contribute to class activities.

- Be prepared for all field trips.
- Comply with district rules regarding the use of electronic devices.
- Follow the directions of any and all adults on campus and at school activities.

Laboratory Safety Protocols

Students and parents should understand that the Sound School is outfitted with industry-level laboratory equipment for use in school and EDU programming. *It is important for all parents and guardians to realize that high hazard applications exist and with them safety and health concerns.* Laboratory protocols and safety measures have been instituted (see the "Student Discipline" section.) In addition, the Sound School routinely utilizes a fleet of over 20 vessels of various sizes and descriptions in its school-day and EDU programming. Agricultural Science and Technology Education (ASTE) is a career exploration program with an exploratory component for underclassmen, a concentration for juniors and seniors, and an EDU Directed Lab program for all students outside of school hours. All students *must* perform assigned applications under the direction of ASTE certified faculty. Modifications and accommodations are implemented in accordance with the student's IEP or 504 plan, if applicable.

The Vocational Aquaculture and Agriculture programs utilize industry equipment in occupational laboratories with commercial/industrial applications. As such, ASTE laboratories are rated high-hazard by the Occupational Health and Safety Administration (OSHA) and include potentially hazardous activities and applications.

Therefore, the following violations of safety protocols will result in a disciplinary referral:

- Failure to follow staff directions.
- Continuation of unsafe practices after warning.
- Hazardous or disruptive activities/behavior/language.
- Any infraction of school rules or the district Unified Code of Conduct.

Repeated occurrences of the infractions listed above will be considered grounds for dismissal. In addition, the following three infractions will result in *immediate* consideration for dismissal from the Sound School:

- Fighting/Assault during on-the-water, laboratory, shop, or farm activities.
- Project sabotage.
- Actions which cause injury to others, or demonstrate the intent to do so.

Dress Code

Due to the nature of the Aquaculture and Agriculture programs, students should be aware that clothes may become soiled, wet or damaged on those days requiring shop, lab, or boat work (i.e. *every day*). A change of clothing, although not required, is *strongly suggested*. Requests for dismissal from school to change clothes are subject to the state minimum hourly attendance requirement as stipulated in the attendance policy. ***Closed-toe shoes must be worn in both science and technology labs and shops at all times.***

- Lab coats must be worn when directed by staff.
- Shirts and pants should be free of holes.
- Pants must be kept up to the waist, with belts if necessary.
- Lab garments will be cleaned as necessary by the school. Please notify staff and place soiled personal protective clothing in the proper receptacle.
- Shirts/blouses/tops on the water, on the farm, in lab activities must be of neat professional appearance and fully buttoned.
- Avoid shirts or sweatshirts that have overly long sleeves or buttons that may be caught in nets, machinery, etc.

- Avoid button down sweaters as they may be extremely hazardous with fishing line.
- Pants should be slacks or jeans in good condition or "Dickie" or "Docker" type work pants.
- Pants should *not* have loops that can get caught on vessels or farm gear; be baggy; cover shoes or drag on the floor. Pajama pants are not permitted.
- The following clothing is not permitted: Short shorts, micro-mini skirts (must pass the "Hands-at the Side" test), tops which expose the midriff, tops with spaghetti straps, low-cut tops, underwear exposed or worn as outerwear, clothing that espouses drug, alcohol, or gang-related messages, clothing which displays profanity, do-rags, hats in school buildings, hoods up in school buildings, and any other clothing which distracts from the educational process (*as defined by adult staff*).
- Improperly attired students may be sent home to change or placed on in-school suspension.

Supervised Agricultural Experience (SAE)

SAE is a state requirement for graduation from all Agriculture Science and Technology Education Centers

All students who attend The Sound School are required to participate in the SAE program each year. All applicants and their parents attest on their applications that they understand that the student must earn the required SAE after school and during the summer in order to remain enrolled at The Sound School. Students will work with their FFA advisor to develop an appropriate SAE plan and complete annual goals.

Supervised Agricultural Experiences provide Sound School Students with real world application and experiences in the science and technical career pathways students are most interested in exploring.

The SAE is a requirement for the continuing enrollment and graduation from the Sound School. The State of Connecticut mandates this requirement of participation, this minimum requirement of 4 years SAE must relate to the student's SAE plan. An SAE plan is an agreement that the student makes with the school which details the manner in which the student will earn SAEs. Upon completion of a Supervised Agricultural Experience, the student is awarded credit based on level of completion and attainment of skills and competencies related to their goals and SAE plan. The responsibility for submitting the S.A.E. plan and enrolling in SAE and Extended Day Programs lies with the student; each student is assigned an advisor to assist them in doing this. The career counselor is available in the Aquaculture Office.

FFA

FFA is a national organization of over 455,000 members preparing for leadership and careers in the science, business, and technology of agriculture and aquaculture. FFA's mission is to make a positive difference in the lives of students by developing the potential for leadership, personal growth, and career success through agriculture education. Members are eligible to participate in FFA trips and activities. All applicants to the Sound School and their parents have agreed on their application to join FFA at a cost of \$25.00, payable at the beginning of the school year.

Student Support Services

At the Sound School we believe that all students are capable of learning given the support they need to do so. We believe in a "no casualties" approach to student support. We have developed an unprecedented safety net in order to support student success and growth. This includes tutoring, both in and outside of classes, flex (G) period, and after school homework help (M – F 7:15 – 8:00; M, 1:15 – 2:30; T, W, Th 2:30 – 4:30). We are here to support you.

Academic Probation

As mentioned previously, we believe that all students can learn. We also believe that students must make the effort required for learning to take place. Some students need more time and support in order to achieve academic success. Flex time and our Afterschool Homework Center provide opportunities for students to get support they need from teachers, tutors, and their peers.

If a student fails a class or has two Ds on his or her report card for a marking period, this signifies that the student needs greater support for learning. Academic Probation is a system put in place to prevent and remediate student failure (before the end of the school year), to ensure students are achieving to their potential, and to foster good work habits for success in high school and beyond.

All applicants to the Sound School and their parents sign an attestation that they understand that:

- If admitted, they must pass all classes at the Sound School or make a concerted effort to do so by attending the after school Homework Center at least an hour and a half per week.
- Failure to maintain academic standards may result in the student's dismissal from the Sound School and his/her return to his/her neighborhood or attendance zone school.

To help students avoid being dismissed from the program, the Sound School's faculty and administration have conceived and implemented the following Academic Probation policy:

Academic Probation Policy			
Academic Action	Results	Next Steps	Outcome
Student meets the minimum academic standard by passing all of their classes each marking period.	No academic probation	Set goals to build on strengths and improve on challenges.	College and Career Readiness
Student fails one more classes for the marking period. Student has two Ds in one marking period.	Phase 1 Academic Probation	-Must attend HW Center at least 1 day per week. See HW Center office hours. -Student passes all classes following marking period.	No academic probation
Student fails to fully take any/all necessary Phase I Academic Probation next steps.	-Phase 2 Academic Probation -Ineligible for all extracurricular activities (including, but not limited to field trips, after school programs, overnight trips, Field Day, etc.)	-Must complete all Phase 1 requirements. -Plan to make up any work/assignments missed on class trips and off-site experiences.	-No academic probation. -Regain privileges.

Graduation Requirements:

Fulfills State, City, and Vocational Agriculture Requirements

30 Credits Total

Course	Credits
English	4
History	3 (1US, 0.5 Civics)
Math	4
World Language/ Reading/Language Arts (Any Combination)	2
PE	1
Elective	2
Senior Capstone	1
SAE	4
Community Service (200 hrs)	1

Concentration – 8 credits:

	Science	Tech	Ag
	Science-5	Tech-5	Science-3
	<u>Tech-3</u>	<u>Science-3</u>	<u>Ag-5</u>
Total:	30	30	30

Senior Capstone: In order to meet the graduation requirements and to earn full-credit for senior year, all students must complete a Capstone Project. More information will be provided by your teachers.

24 Credits earned during the school day over four years.

One credit must be earned in English each year to ensure promotion.

Some Colleges Require: College Prep Chemistry and High School Physics

Add/Drop Policy:

First Marking Period:	No Penalty
Second Marking Period:	“W” Appears on Transcript
Beyond Second Marking Period:	“W-P” or “W-F” Appears on Transcript

Non-Discrimination Policy:

The New Haven Public School System does not discriminate in any of its programs or activities on the basis of race, color, national origin, sex, sexual orientation, or handicapping condition.