

The Sound School Regional Vocational Aquaculture Center

Student - Parent Handbook 2020-2021

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

PART I: PERSONALIZED LEARNING

At the Sound School, we are committed to *Personalized Learning*.

The term *personalized learning* refers to a variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning drives instruction and assessment at the Sound School as teachers, departments, and grade level teams address each student as an individual. The Sound School was founded on the idea that learning must engage student interest and foster positive relationships between students and adults. Student-led conferences, advisory, extended learning time, grade-level projects, and Habits of Work are all examples of how the Sound School meets and addresses the individual needs of each student, and supports all students to achieve at the highest level possible.

This section discusses the way we focus our core beliefs into personalized learning experiences for each student.

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.

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.

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

Cross-Curricular Graduation Competencies:

To support students’ efforts to achieve proficiency in the skills they need to become productive and successful members of 21st century society, the New Haven Public Schools has developed the following set of Cross-Curricular Competencies. Proficiency in each of these competencies is measured by their given performance indicators, to be demonstrated by portfolios of student work and student reflection on learning by the end of senior year:

Graduation Competency	Performance Indicators
<p>Problem Solving and Critical Thinking Students can apply processes to define, evaluate and solve complex problems.</p>	<ol style="list-style-type: none"> 1. Observe and evaluate situations in order to define problems and select strategies or approaches. 2. Identify patterns, trends and relationships that apply to solutions. 3. Frame questions, make predictions, and design and use data collection and analysis strategies. 4. Use evidence from various sources, disciplines and/or contexts to make decisions and solve problems. 5. Persist in solving challenging problems, adapting strategies and approaches as needed. 6. Investigate areas for innovation and creativity, generate options and justify chosen solution.
<p>Accessing and Analyzing Information Students can gather, evaluate and synthesize information.</p>	<ol style="list-style-type: none"> 1. Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources. 2. Analyze the accuracy, bias, and usefulness of information. 3. Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.
<p>Clear and Effective Communication Students can clearly convey meaning and ideas to varied audiences using different modes.</p>	<ol style="list-style-type: none"> 1. Demonstrate organized communication through varied modes (oral, written, visual and/or performance). 2. Collect, analyze and respond to information gathered from active listening. 3. Use evidence and logic purposefully in communication. 4. Select and use communication strategies (including

	<p>technology and digital media) appropriate to the audience, context, and purpose.</p> <p>5. Select and use communication strategies and interpersonal skills to collaborate with others.</p>
<p>Initiative, Self-direction and Accountability Students can set goals, reflect on their learning, and produce quality results.</p>	<ol style="list-style-type: none"> 1. Apply knowledge to set goals, make decisions and assess new opportunities. 2. Demonstrate flexibility, including the ability to incorporate new ideas and information to adjust goals and actions. 3. Identify and analyze personal strengths, challenges, and possibilities and apply strategies for improvement. 4. Demonstrate initiative and responsibility for learning by applying knowledge and seeking support. 5. Demonstrate reliability and concern for quality.
<p>Citizenship and Civic Responsibility Students can contribute positively to their communities and demonstrate respect for differences.</p>	<ol style="list-style-type: none"> 1. Demonstrate awareness and consideration for self, others and the larger community. 2. Demonstrate knowledge of and respect for diverse cultures, identities and perspectives. 3. Make decisions that consider ethical and societal factors and community impact. 4. Participate in and contribute to the community

Habits of Work

To help students be more reflective and aware of their own learning and to know what they need to be successful, the Sound School has a grading policy which separates academic content acquisition from Habits of Work (HOW). Habits of Work have been defined by the faculty to be the skills necessary to be successful in pursuit of academic learning. In addition to receiving a content grade, students will also receive a Habits of Work grade on their report card. They will also be reflecting on their Habits of Work as part of their preparation for Student Led Conferences. The Habits of Work are separated into three categories - Responsibility, Cooperation, and Independence and Perseverance.

Student-Led Conferences

In support of student attainment of the cross-curricular competencies while demonstrating effective habits of work, and to gauge student progress toward the learning outcomes of their classes, the Sound School holds Fall and Spring student led conferences. These conferences replace the typical parent-teacher conferences still held in many schools. The purpose of student led conferences is to support student's self-direction, reflection, and ownership of learning; teach self-evaluation and goal setting; practice authentic communication, organization, and leadership skills; and, focus positively on student learning outcomes. Conferences are facilitated by each student's advisor, and students have the opportunity to share samples of work from their various classes that demonstrates success. Parent participation in these conferences is crucial. Sign-up links will be sent to families electronically one week prior to the conferences. Spanish language translation is available by appointment.

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. Four times during the school year, we will schedule approximately three 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 noted on the Blue Calendar.

Grade Level Projects

The culmination of students' four-year learning experience at the Sound School is the Capstone Project and Portfolio, including research done over the course of at least six months, along with demonstration of proficiency in content and cross-curricular standards. To better prepare students for this extensive culminating demonstration of learning, students are required to complete grade-level projects in their ninth, tenth, and eleventh grade years. The academic focus is different for each grade's project, and different aspects of the cross-curricular competencies and Habits of Work are emphasized. Monitoring of progress in the grade level project will be facilitated by each student's advisor. The senior portfolio is a graduation requirement for all students. Every graduating senior must complete a Capstone and senior portfolio to receive a diploma at graduation. If the standard is not met, a student will continue to work until it has been met. Such a student will be allowed to participate in graduation, but will not receive a diploma until all requirements are fulfilled..

Advisory

A core value of the Sound School is the relationship between students and adults. This is part of everything we do with our students. The connections we form with each student benefit learning and enrich our community. The advisory program supports and enhances the connections our students make with an adult in this community; one that grows and deepens over time. Unlike the teacher-student relationship, which usually takes place over the course of one school year, the relationship between advisor and student develops over several years. This relationship extends beyond the purely academic and allows one teacher to have a holistic view of a student's growth, strengths, and challenges.

Our advisory curriculum supports our student-centered approach to learning and teaching. Grade level projects, student led conferences, self-reflection, extended learning time and habits of work are all integral to students' learning and preparation for post-high school success. Each of these aspects is supported by our advisory curriculum and the relationships between advisors and students. The advisory curriculum is aligned with our school goals and initiatives; time is devoted to project work, along with self-reflection and learning, and relationship development.

Students meet with their advisors once every week. Students have the same advisor for ninth, tenth, and eleventh grade. Senior advisors are the teachers of each student's double-period concentration class, and also facilitate students in their work on the senior capstone project and portfolio.

PART II: EXPECTATIONS FOR STUDENT BEHAVIOR AND SUCCESS

This section contains important expectations for students attending the Sound School. Please be sure to review the information contained here and remember that our most important priorities are to keep you safe and learning!

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, therefore students need an adult to facilitate entry into a school building at all times. This requires planning and courtesy.

- During school hours, the boundaries of campus are the sidewalk on the school-side of South Water Street, the front and far side of the Emerson Building, the rail on the back deck, and the front of the Foote Building.
- During Lunch Waves, the McNeil Building, the McNeil parking lot, and back deck behind the McNeil Building are available to students. Students should not be in any other buildings during lunch.

Campus Boundaries for Student Drivers

- Students may not access the Foote or Emerson 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. They must not drive from one end of campus to the other. Students leaving school in their cars, or driving between buildings will be subject to disciplinary action by administration.

Bikes and Skateboards on Campus:

Bikes:

Many students ride or bring bikes to school. We encourage student use of outside spaces and support their use of bikes on campus however safety continues to be of the utmost importance. Students may ride bikes to school and lock them to the bike racks either at the McNeil Building or at the Foote Building. They may not bring their bikes into classroom buildings. If students wish to ride before school or during lunch in and around campus they must adhere to the following safety expectations or they will be subject to school discipline:

- Students must ride safely and follow all traffic laws (they are considered vehicles and must adhere to the same laws as cars).
- Students **MAY NOT** at any time ride down the middle of South Water Street. They must stay on the right side of the road next to the sidewalk or parked vehicles.
- Students **MAY NOT** ride around the flag pole during drop off or dismissal times as there are many cars and this poses a danger both to riders and others.
- During lunch waves, students may ride behind the McNeil building or in the McNeil parking lot.

Skateboards:

Many of our students ride or bring skateboards to school. We encourage student use of outside spaces and support their use of skateboards on campus however safety continues to be of the utmost importance. If students wish to ride before school or during lunch in and around campus they must adhere to the following safety expectations or they will be subject to school discipline:

- Students may bring skateboards to school, and must stow them carefully with wheels up, beneath their desks or in a designated area in the classroom.
- Students may skateboard between classes as long as they remain on the sidewalk or on the right side of the road next to parked cars.

- Students MAY NOT at any time ride down the middle of South Water Street or in any building.
- During lunch waves, students may ride behind the McNeil building or in the McNeil parking lot.

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.

G Period

As part of a system of support for student learning and achievement, we have designated a period of time each school day for "Flex time (G period)". Students in their academic classes must use this time in academic pursuits such as: homework completion, study, targeted support and instruction, 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.

The Sound School Attendance Policy

The Attendance Policy at the Sound School serves 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 after school detention or attendance make up time, can replace time in class.*

The Sound School Attendance Committee meets bi-weekly to review student attendance. The meeting may result in student and/or parent contact by phone, by letter, or in person by representatives from the Youth and Family Engagement Department (Truancy). If attendance does not improve, parents may be required to come with the student for an attendance review meeting or hearing.

Please Note: Students need to attend a minimum of 3 hours and 15 minutes to be considered present on any school day.

To report an absence, please call the attendance hotline: (475) 220-6868.

NHPS Attendance Policy

Process for Absences: Schools take daily attendance. School clerks note students who are absent and download the information to PowerSchool, the NHPS computerized data system. A student who has been absent on four consecutive days without an excuse is considered truant. Students absent four days or more will trigger two things:

1. Team patrols: Truancy officers go out on patrol each school day, frequenting hangouts of truant children, making home visits, and using personal relationships as a way to induce them into returning to the school setting.
2. Action by the prevention worker: Back to the school, the dropout prevention worker will attempt to reach the parent or guardian by phone and/or arrange a home visit. If the truancy worker has problems reaching the parent, he or she will visit the home. If that is unsuccessful, the next step is that the truancy worker sends a registered letter to the home to verify residency. If that fails, then the truancy worker will contact the student to try and resolve the best way to reach the parent.

At the home visit, the truancy worker will: Talk to the parent about the issue; Inform the parent about help from social service agencies and other assistance available; Advise the parent that a student with 10 or more unexcused absences will be subject to a DCF Family with Service Needs referral (continued truancy may result in referral of the student to a truancy session of Superior Court); Ask parent to sign documentation showing that he or she was visited and advised.

Student Attendance, Absences and Excuses

It is the responsibility of the parents to ensure that their children attend school each day. In the case of illness or other unavoidable circumstances that may prevent your child from attending school, parents are expected to contact the school each day. In the case of a long-term illness, parents must notify the school immediately in order that a special program of instruction can be developed. A student may be retained in a grade with an absence of twenty or more days from school. An appeal process has been established to consider students with extenuating circumstances. A student who has four unexcused absences in a month or 20 unexcused absences from school in any school year is considered an "habitual truant", and after a review and evaluation of the reasons for the student's truancy, the school will coordinate services and referrals with community agencies. The Connecticut Department of Education sets the policy regarding what is considered an excused absence. The policy is as follows:

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

- A. 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
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons ONLY:
 - 1. 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);
 - 2. Student's observance of a religious holiday;
 - 3. Death in the student's family or other emergency beyond the control of the student's family;
 - 4. Mandated court appearances (additional documentation required);
 - 5. 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);
 - 6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Tardiness

Students are expected to be in their assigned class and ready to learn at the bell designating the beginning of class. Tardiness is a disciplinary issue under the district Code of Conduct. Attendance for the day is taken at the beginning of the first class of the day, which starts at 8AM. Therefore, students arriving after that time are considered tardy to school. Students arriving tardy to school must check in at the main office and obtain a pass to class. Tardiness will be excused if the student is accompanied by a parent or if the parent contacts the school to explain the reason for the tardiness. Unexcused tardiness to school will be handled under the district Code of Conduct with parental notification and an increasing level of consequence, depending on the number of unexcused tardies. The menu of consequences includes: verbal warning, written warning, before school, after school, or lunchtime detention, in-school or out of school suspension, review by the Attendance Committee, and loss of credit. Tardiness, excused or unexcused, of more than 3 hours and fifteen minutes, will result in the student being marked absent for the day.

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 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.

Student Discipline

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 campus and as a result we expect them to remain deserving of that trust by making positive and safe decisions. The framework for student discipline can be found in the New Haven Public Schools Unified Code of Conduct.

Restorative Practices

Restorative Practices, which evolved from the field of Restorative Justice, is a 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)

The New Haven Public Schools has implemented Restorative Practices in our schools and continues to provide support and professional learning for effective implementation. At the Sound School, we find this approach, centered on building and restoring positive relationships and repairing harm when necessary, enhances the work we do as a team and as a community; reinforcing the idea that the goal of discipline is to shape positive behavior and build a positive school culture.

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 and grounds 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.
- Maintain behavior that is safe for themselves and others.

To meet 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 materials given.
- Abide by the district Unified Code of Conduct for all students, and all relevant state and federal laws.
- Attempt all assignments to the best of their ability and positively contribute to class activities.
- Be prepared for all field trips.
- Comply with school and district rules regarding the use of electronic devices.
- Follow the directions of any and all adults on campus and at school activities.
- Follow the acceptable use policy for information technology.

Laboratory Safety Protocols

Students and parents should understand that the Sound School is outfitted with industry-level laboratory equipment for use in school and SAE 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 over and above the district Code of Conduct, due to the nature of our program. The Sound School routinely utilizes a fleet of over 20 vessels of various sizes and descriptions in its school-day and SAE 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 SAE 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.

ASTE 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

As a vocational program it is important to reinforce the idea that our dress should be appropriate to the tasks in which we are engaged. Clothing which may be very appropriate for a weekend outing, may not be appropriate when working in a school environment. We strive as a community to appreciate and accept all forms of student expression, however in a laboratory or shop setting, we reserve the authority to expect attire appropriate to the task at hand. 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 and 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.
- Improperly attired students may be offered alternative attire or sent home to change. A student who refuses to change their attire will remain in the office.

STUDENT DRIVING POLICY

Driving to school is a privilege that is granted contingent upon the student meeting the following obligations with appropriate documentation on the Driver Permission Form:

- The student must be properly licensed to drive in the state of Connecticut.
- The student must drive a properly registered and insured automobile to school.
- The student must observe all traffic laws and ordinances on school property and adjacent areas.
- The student must display a Sound School parking sticker on the bottom left of the car windshield.
- The student must arrive to school on time.
- The student must park in the Foote Building parking lot, which has been designated for student use. The Emerson Building parking lot may be used for overflow purposes.
- The student must have parental permission to drive to school.
- The student may not access his/her car during the school day without administrative permission.
- Under no circumstances may students drive their cars during the school day without a signed early dismissal pass.
- Students who violate this policy will be subject to disciplinary consequences including suspension/revocation of driving privileges. Continued violations may result in further disciplinary action.
- ****Please note: Due to limited parking, priority will be given to seniors.**

ELECTRONICS

Chromebooks:

The Sound School offers a chromebook to each student for use in their four years here. We believe that access to and facility with technology is essential to success in high school and beyond. Although nothing can replace person-to-person interaction, we strive to provide our students with the technological skills and tools they need to learn.

The Chromebooks are valued at approximately \$230 each. In the case of loss or damage, we will not be able to replace it right away, but will make every effort to do so, which may mean sharing the cost with the family. This Chromebook, along with the charger, is the student's responsibility and while sturdy, we recommend purchasing a case to protect it.

Each Chromebook has been etched with a number identifying it as the student's. When students sign for their Chromebook, we will keep a record so that if one is found we will know to whom it belongs. When using

Chromebooks, students must abide by the District Acceptable Use Policy signed at the beginning of the school year.

Personal Electronics

The Sound School recognizes the increasing role of technology in the daily lives of students and families. The responsible use of such devices is an adult skill, which the school has a role in fostering, like any other adult skill.

However, we further recognize that the opportunities for disruption stemming from the irresponsible use of electronics are manifold, and we *will not compromise instructional time* in addressing such disruptions.

Accordingly, students are allowed to carry electronic devices and use them on their own time. Class disruptions caused by the use of electronic devices will be treated as any other class disruption. *Administrators, teachers, or any other adult staff member MAY confiscate any device deemed to be disruptive.* Confiscated devices will be returned to students or parents, depending on the student's disciplinary history with respect to this issue.

LIBRARY

Library Use Guidelines for Students:

- Use of the Sound School Library is a privilege, please treat the library and those who are working in it, with respect.
- The library is a shared space and resource for our entire school community, please be respectful with your language and your behavior.
- To be admitted to the library when you are not assigned for a class, you **MUST** present a pass from your teacher including what you will work on.
- You must sign in and out of the library, for safety and security purposes.
- If you eat lunch or socialize in the library, you must do so quietly and be sure to remove your food waste and garbage.

Supervised Agricultural Experience (SAE)

SAE is a requirement for graduation from all CT Agriculture Science and Technology Centers.

All students who attend The Sound School are required to complete the SAE program each year. SAE completion is recorded on the student's transcript and is a requirement of graduation.

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.

Supervised Agricultural Experience is a requirement for the continued enrollment and graduation from The Sound School. The State of Connecticut mandates 1 SAE credit for each year a student attends an ASTE center. Thus, a total of 4 SAE credits is required if a student began their academic career at The Sound School starting in their freshman year. A student's 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. There are seven options for earning SAE credits: Directed Laboratory, Exploratory, FFA Research/Experimentation, Cooperative Placement, Ownership/Entrepreneurship, Employment and Service-Learning (FFA Subchapter). Upon completion of a Supervised Agricultural Experience, the student is awarded credit based on level of completion. The responsibility for submitting the SAE plan and participating in a SAE program lies with the student; each student is assigned an ASTE advisor (usually their first semester double-period teacher) to assist them in doing this.

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. Membership in FFA is mandatory for all students at the Sound School and all ASTE centers at a cost of \$30.00, payable at the beginning of each school year that the student is enrolled. (Please make checks payable to 'Sound School FFA'.)

Community Service

50 hours of community service PER YEAR are required by all Sound School students to earn 1 credit towards their graduation requirements. 200 hours of community service **and** 4 SAE credits are required in order to earn a Sound School Completion Certificate. Students may begin their service after they have successfully completed the 8th grade. ****All 200 hours should be fulfilled and documented by June 1st of a student's senior year. Please refer to the Community Service Handbook for more detailed information.**

Student Services

At the Sound School we believe that all students are capable of learning given the support they need to do so. 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/H) period, and before and after school homework help (M – F 7:15 – 8:00; 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 After School Homework Center provide opportunities for students to get support they need from teachers, tutors, and their peers.

If a student has documented low achievement in classes Fs, Ds, Os, 1s, NGs, Is, this signifies that the student needs greater support for learning. Academic Probation is a system put in place to prevent and remediate low student achievement (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.

To help students reach optimum achievement, the Sound School's faculty and administration have conceived and implemented the following Academic Probation policy:

Students who experience low achievement will be required to regularly attend the Homework Center before or after school. Students who fail to do this and are still experiencing low achievement will be ineligible for extracurricular activities.

Graduation Requirements:

The following list includes all credits necessary to fulfill CSDE, NHBOE, and Agriculture Science and Technology Education (ASTE) Requirements. Upon successful completion of all requirements, Sound School students will be issued both a diploma and a completion certificate (issued in September of the year of graduation). To continue enrollment each year at the Sound School, all students must meet benchmarks in their comprehensive academic program as well as in the ASTE program. One credit must be earned in English **each** year to ensure promotion.

32 Credits Total

Course	Credits
General Education, SAE, Community Service—24 credits:	
English	4
History	3 (incl. 1 credit in US and .5 credit in civics)
Math	4 (including 1 credit in Algebra 2)
World Language	2 credits of the same language
Chemistry (Aqua/Ag)	1
PE	1 (Cross credit in Freshman Tech course)
Health	1
Elective	1
Fine Arts	1 (By portfolio)
*Senior Capstone	1
SAE	4
Community Service (200 hrs: 50hrs per year)	1
Total:	24

ASTE Concentrations – 8 credits:

9th and 10th grade Aquaculture or Agriculture Science (2 credits) and Technology (2 credits)
Science: Biotechnology, Aquaculture Life Science finfish/shellfish, Environmental Science, Animal Science, Plant Science
Technology: Marine Engineering, Marine Construction, Ocean Engineering, Vessel Operations, Plant/Greenhouse Technology

Science (Aqua or Ag)	Tech (Aqua or Ag)
Science-5	Tech-5
<u>Tech-3</u>	<u>Science-3</u>
Total: 32	32

*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.

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.

Important Contact Information

In an effort to maintain contact and communication between home and school, we are including phone numbers, voice mails, and email addresses. Please remember, teachers are busy throughout the school day teaching your children, and many of our teachers work until 5:00pm in our after school programs. We know how important it is for you to discuss your child, but please be patient. If your concern is urgent, please contact the Main Office and we will make sure to get in touch with the teacher immediately.

Email -

Due to their schedules and that teachers are rarely at their desks, it is often best to send an email. All teachers and school staff have an email address as follows: first.last@nhboe.net.

Important Phone Numbers -

Attendance	(475) 220 - 6868
Main Office	(475) 220 – 6800
Aquaculture Office	(475) 220 – 6805
Guidance	(475) 220 – 6825
Nurse	(475) 220 – 6815
Student Services	(475) 220 – 6878
Career Services	(475) 220 – 6842

Teacher phone numbers and voice mail extensions

To contact your child's teacher, please call (475) 220-0000 and enter their extension.

Kim	Felton-Patenaude	Aquaculture Science	77036
George	Baldwin	Aquaculture Science	77096
Lori	Blank	Spanish	77168
Phil	Brencher	Aquaculture Tech	77203
John	Buell	History	77237
Patrick (Jack)	Cardello	Aquaculture Tech	77288
Adam	Catalano	Math	77318
Melissa	Dailey	English	78196
Kevin	Daley	History	77450
Kenneth	Donovan	Aquaculture Tech	77522
Pam	Ertelt	Math	77576
Kurt	Fuchs	Math	77669
Gabriel (Neil)	Geist	Aquaculture Science	77705
Randy	Howe	Special Education	86822
Alfonsina	Improta	Italian	77879
Steve	Joseph	Aqua Tech/Sm. Bus	77917
Kirk	Kehrley	Special Education	86823
Megan	Koonze	English	77992
Pebbles	Lacross	Agriculture	78037
Robert	Lizotte	Aquaculture Science	78076

Sue	Norwood	Library Media Specialist	86831
Justyne	Nuzzo	History	78352
Liliana	Ortega	Spanish/Italian	77503
Rick	Padro	Math	78406
Charlie	Pickett	English	78473
Simon	Edgett	English	78519
Julie	Reinshagen	ISSP	78569
Ellen	Rickes	Spanish	78578
John	Roy	Aquaculture Science	78681
Cheryl	Slaiciunas	Special Education	86824
Peter	Solomon	Aquaculture Science	78800
Katie	Tiedemann	English	78896
Rich	Torrellas	History	78891
Jack	Walsh	Aquaculture Science	79012
Kimberly	Workinger	Aqua/Ag Science	79051
Chuck	Mulligan	Aquaculture Science	86800
Michelle	Fucci	Aquaculture Technology	86800
Ann	Slade	Math	86800