The Sound School Regional Vocational Aquaculture Center

Student - Parent Handbook
2026-2027

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Please note: This document is to be used in conjunction with the New Haven Public Schools Student/Parent Handbook and the New Haven Public School *Code of Conduct*.

PART I: BELIEFS, VISION, MISSION, AND GOALS

The Sound School was founded on the idea that learning must engage student interest and foster positive relationships between students and adults. Everyone at the Sound School strives to meet and address the individual needs of each student and supports all students to achieve at the highest level possible.

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 learn at high levels 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.

Aquaculture/Agriculture Science and Technology Education (ASTE)



The three circle model of Agriculture / Aquaculture Education, as shown above, provides opportunities for students to participate in leadership development, personal growth and career success. Three components; Classroom Instruction, FFA Leadership and Supervised Agricultural Experience (SAE) make up all Agriculture / Aquaculture classrooms across the country.

All students will participate in an advisory program, which will center on the development, implementation, and completion of an annual SAE plan.

Goals

1. Explore areas of interest and related career opportunities
2. Develop job skills, leadership, and professionalism
3. Prepare students for postsecondary educational and career opportunities
4. Incorporate personal finance education

Specifications

1. Advisory will occur during a student's double-period ASTE course.
    a. 9-11 Grade Students will switch advisors at the mid-year.

2. Teachers will conduct advisory 1-period every 6 day rotation. (It is the recommendation of the Aquaculture Coordinator that teachers designate the time when courses meet for a single period at the end of the school day).

3. 9th and 10th Graders will be placed on Foundational SAE plans with universal goals and requirements. 11th and 12th Graders will develop Immersion SAEs.

4. Students will document their SAEs using the Agriculture Experience Tracker (AET).

5. Advisory/SAE credit will be graded and tracked in PowerSchool as a P/F course.

SAEs will incorporate personal finance education aligned with CT's Financial Literacy standards and graduation requirement. Please see the section on SAE below.

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.

Waterfront

The Sound School's waterfront location poses unique challenges and requires strict safety protocols. *Any entry into the water that is unauthorized and/or without a personal flotation device will result in disciplinary action, including a review of the student's enrollment status carrying the possibility of separation from the Sound School.*

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
Any time a student leaves a classroom for any reason they must have a teacher issued *Hallway Pass/Permit to Leave Room*.

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. Students wishing to work with another teacher during "G" Period (other than the one assigned that day) – must have prior permission from that teacher and their assigned "G" period teacher.

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 they are 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 negative behavior, 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. A link to the Unified Code of Conduct is included on page 16 of this document.

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 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
- Entering the water without explicit permission from staff.

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. 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.
- 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 adult 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.

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

Personal Electronics/Cell Phones
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.

To maintain a focused and optimal learning environment, The Sound School enforces a district-wide policy regarding cell phone usage. We will utilize Yondr pouches to store and secure personal cell phones, wireless earbuds and smart watches during the school day. Pouches are distributed at the beginning of the school year and are intended for the student's sole use for the year. Students will return their pouch at the end of the school year, so students must not personalize or otherwise deface the pouch.

Upon daily arrival, students are required to place their silenced (airplane mode or powered off) devices in their Yondr pouch, which is then locked. Students retain possession of their locked pouch throughout the day, but will not have access to their phone.

Stations are available in each building for students to unlock their pouches at the end of the school day. This policy is in place to minimize distractions and encourage direct engagement in academic activities.

Students who forget their pouch must turn their devices in to the main office in the morning prior to their classes. There is a $40 fee to replace a lost/damaged Yondr pouch.

Payment Methods: The district will use a cashless system and utilize a **QR Code (PayPal)** to invoke the payment (Included below).

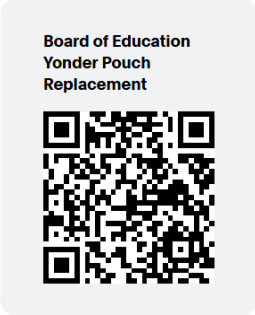
Financial Hardship & Waivers
NHPS recognizes that some families may face extreme financial difficulty.

- **The One-Waiver Rule:** Families may apply for **one** financial waiver per student for a replacement pouch. Subsequent losses must be paid for.
- **Documentation:** Waivers must be noted in the inventory dropdown menu and the online referral system.
- **Discretion:** School leadership may offer payment plans for replacement fees.

Fee Collection

- Parents will scan the QR code (see below) and answer all required fields:
    - Last Name, First Name of Student
    - School Attending
    - Lost/Stolen/Damaged Pouch - Reason
    - Parent's Full Name, Phone Number, and Email address
- The fee will then be paid and parent/guardian will receive a "receipt of payment" that will be sent to the paying party's email provided
- The payment will be recorded by the district through the PayPal App - Pouches for each school based on the number of pouches requested through the reimbursement process via the PayPal record

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Link to NHPS Policy: Cellular Phones/Electronic Communication Devices.docx

NHPS AI Policy

Section 1: Purpose and Commitment

As students develop the skills and characteristics outlined in the NHPS Portrait of a Graduate, they will encounter Artificial Intelligence (AI) and other evolving technologies. AI can serve as a tool to support learning, but it will never replace the essential human capacities (critical thinking, creativity, communication, empathy, and resilience) that define the NHPS graduate. When used appropriately, AI can enhance learning experiences, promote critical thinking, and prepare students for the future. However, educators will empower students to question, evaluate, critique, and thoughtfully use AI as one of many resources in an ever-changing world.

For the purposes of this policy, Artificial Intelligence (AI) refers to technology that completes tasks with human guidance. AI can learn from data to improve over time. It can be in the form of software or physical machines. It includes tools like machine learning and systems designed to solve tasks requiring human-like cognition, perception, planning, or communication. AI can generate new and original content such as text, images, videos, code, music, data, or other content. However, it is crucial to ensure that AI, when used by staff and students, is used responsibly in the school environment, avoiding plagiarism and the propagation of misinformation, bias, or harmful content. This policy acknowledges the transformative potential of generative Artificial Intelligence (AI) in education while emphasizing responsible, ethical, and equitable use.

This policy applies to all AI software, services, and appliances used on school premises, during school-sponsored activities, and in the completion of school-related work. This includes developed, procured, and embedded AI.

Section 2: General Guidelines for AI Use

All AI use in NHPS schools shall be guided by the following principles:

- **Ethical Responsibility** – Promote transparency, academic integrity, fairness, and inclusivity.
- **Privacy and Security** – Adhere to Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Academic Disabilities Act (ADA). Adhere to all student data privacy laws.
- **Critical Thinking** – Encourage analytical engagement and recognition of AI limitations.
- **Equitable Access** – Ensure all students and staff have access to district-approved AI tools.
- **Digital Literacy and Informed Use -** Provide guidance to students and staff on how and why to use AI-generated materials; the ethical boundaries when using AI, the potential biases of AI-generated content, and the importance of not compromising their safety or intellectual property by sharing personal or private information with AI tools.
- **Accountability** -Accept responsibility for decisions influenced or supported by AI, ensuring that professional judgment is never relinquished to automated systems. Educators and administrators must maintain oversight and ethical discernment when integrating AI into educational practice.

Section 3: Staff Use of AI

Staff may leverage district-approved AI tools for instructional and administrative enhancement while maintaining the educator's central role in the process. All AI usage requires alignment with New Haven Public Schools' curriculum, academic standards, assessments, and evidence-based instructional practices.

3.1 Sample Permitted Uses

- **Lesson Design** – Generate ideas, prompts, and differentiated resources.
- **Assessment** - Design rubrics and performance tasks, assist with grading, and generate meaningful feedback to support student learning.
- **Research and Content Creation** – Facilitate efficient exploration of information.
- **Communication Tools** – Streamline emails, newsletters, correspondence, and reports.
- **Feedback** – Generate clear, personalized, and constructive responses that help students and staff reflect and take actionable steps for improvement.

3.2. Instructional Practices

- Create assignments that challenge students to integrate AI tools responsibly, fostering higher-order thinking.
- Clearly communicate whether AI use is allowed for an assignment, and specify acceptable tools and purposes. Scaffold AI use to align with instructional goals and student learning outcomes.

3.3 Equity, Access & Collaboration

- Teachers are responsible for ensuring that all students have equitable access to district-approved AI tools when specified tools are required for instructional activities or assignments.
- Collaborate with colleagues to share effective practices and explore opportunities.

Section 4: Student Use of AI

- Students may engage with district-approved AI tools as learning partners under teacher guidance. All use of AI must reflect a commitment to academic integrity and align with established ethical standards.

AI tools are intended to support—not substitute—the student's original thinking, creativity, and sustained effort.

4.1 Sample Permitted Uses

- **Academic Support -** Using AI to generate ideas, refine essays, or receive feedback on drafts to support learning and comprehension.
- **Research Assistance -** Employing AI for summarizing information or exploring topics, including the enhancement of subject-specific learning and skill development.
- **Skill Development -** Enhancing digital literacy and critical thinking skills by understanding AI's capabilities and limitations.
- **Creative Projects -** AI tools may be used for creative applications such as art generation, music composition, or design.
- **Study Assistance** – Generate study guides, flashcards, or explanations to support review and self-assessment.
- **Presentation Support** – Enhance clarity and design in slide decks, posters, or visual representations for class projects.
- **Project Management** – Use AI to plan timelines, organize tasks, or draft proposals for collaborative group work.

4.2 Learning

- Students will learn how to responsibly use AI tools by developing skills to cite AI-generated content appropriately, protect personal privacy, and uphold ethical standards in academic settings. They will also learn to identify potential bias, verify information accuracy, and apply AI in ways that support thoughtful, independent learning.

4.3 Academic Integrity

- **Academic integrity** is the commitment to honesty, trust, fairness, respect, responsibility, and courage in all academic work. It means producing one's own work, giving proper credit to others' ideas and contributions, and upholding ethical standards in learning, teaching, and research. Violations of academic integrity include plagiarism, cheating, fabrication, and other forms of dishonesty that compromise the credibility of academic achievement.

4.4 Prohibited Uses

- **Plagiarism** - Submitting AI-generated content without proper citation or representing it as original student work is considered academic dishonesty.
- **Misinformation** - Using AI to produce or distribute false, misleading, or harmful information is strictly prohibited.
- **Use of Unapproved Tools** - Accessing AI tools that are not authorized by school administration, or attempting to bypass school filters or safeguards, is not allowed.
- **Discriminatory Content** - Generating or sharing AI content that violates district policies related to equity, inclusion, or respectful communication is unacceptable.

Section 5: Oversight and Procurement Standards

5.1 Legal and Ethical Compliance

- Vendors must provide transparency regarding data collection, storage, and usage, ensuring compliance with FERPA, COPPA, ADA, and other relevant regulations.

- AI platforms must adhere to all federal, state, and local laws regarding data privacy, accessibility, and educational technology standards.

5.2 Data Privacy and Security

- Use encrypted platforms with secure data storage protocols.
- Vendors must offer transparency about data retention and deletion.
- AI platforms must use secure encryption protocols for data transmission and storage.
- Personally identifiable information (PII) of students, teachers, and staff must be safeguarded against unauthorized access.
- Vendors must disclose data retention policies and provide options for data deletion upon request.

5.3 Educational Value and Pedagogical Alignment

- AI tools must directly support district-approved curricula, instructional priorities, and state academic standards, reinforcing—not replacing—effective teaching and learning practices.
- All platforms must promote inclusive, equitable, and differentiated instruction that meets the diverse academic, linguistic, and social-emotional needs of all students.
- To ensure full accessibility, AI tools must comply with the Americans with Disabilities Act (ADA) and include features such as screen reader compatibility, language translation, and other assistive technologies.
- AI must not create or reinforce inequities based on factors such as socioeconomic status, disability, language proficiency, or learning differences. Platforms that fail to meet these requirements will not be approved for educational use.

Section 6: AI Committee and Continuous Improvement

A district AI Committee, including staff, students, parents, and community members, will guide the responsible integration of artificial intelligence in New Haven Public Schools. The AI Committee will ensure AI tools enhance teaching and learning, support equity and inclusion, and align with district goals. Through collaboration and thoughtful review, the AI Committee will help create a future-ready learning environment that empowers both students and educators.

References:

Connecticut Technical Education and Career System, Student Use of Artificial Intelligence Technologies [Policy], https://www.cttech.org/wp-content/uploads/2023/12/Student-Use-AI-Policy-Nov-30-2023-1.pdf, accessed on 6/2/25

State of Connecticut, Substitute Senate Bill No. 1103 Public Act No. 23-16 AN ACT CONCERNING ARTIFICIAL INTELLIGENCE, AUTOMATED DECISION-MAKING AND PERSONAL DATA PRIVACY. https://www.cga.ct.gov/2023/act/Pa/pdf/2023PA-00016-R00SB-01103-PA.PDF, accessed on 6/2/25

New Haven Public Schools, Portrait of a Graduate: https://docs.google.com/document/d/1OnstmZgv-RBdOA7MlXhRaDbg-xAAG4065w5FwesKbag/edit?tab=t.0

Stratford Public Schools, BOARD OF EDUCATION POLICY: USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2768/SPS/5456824/6141.3273_Use_of_Artificial_Intelligence__AI__.docx.pdf, accessed on 6/2/25

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.

Supervised Agricultural Experience (SAE)

Mandatory **Supervised Agriculture Experience (SAE) programs** offer students opportunities to participate in agriculture and/or aquaculture related activities. SAE activities offer students the opportunity to explore areas of agriculture, aquaculture, college and career readiness and additional interests such as; fishing, FFA leadership, horticulture, diving, rowing, sailing, beekeeping, carpentry, plumbing, and more.

Every year, students design a goal-specific SAE plan with their ASTE advisor and meet their goals completing through their chosen activities or program. The Sound School offers a variety of after school activities and directed labs to fulfill this requirement. **Students may complete an SAE on or off campus, during the school day or beyond.**

Please see The Sound School SAE Manual for more information:

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. Students are required to pay a $30.00 activity fee at the beginning of each school year to participate in after school and weekend programs.

Community Service

25 hours of community service PER YEAR are required by all Sound School students. 100 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 100 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, 0s, 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.

Link to NHPS Student/Parent Handbook & Unified Code of Conduct

Student/Parent Handbook: NHPS Student/Parent Handbook

Unified Code of Conduct: NHPS Code of Conduct

NHPS Portrait of A Graduate: Portrait of a Graduate

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
PE	1 (Cross credit in Freshman Tech course)
Health	1
Elective	2
Fine Arts	1 (By portfolio)
SAE	4 (includes 1 Financial Literacy and 1 Senior Capstone)
Community Service (100 hrs: 25hrs per year)	
Total:	**23**

ASTE Pathways – 8 credits:

9th and 10th grade Aquaculture Science (2 credits) and Technology (2 credits)

Science: Biotechnology & Genetics, Aquaculture Life Science, Environmental & Underwater Science, Veterinary Sciences

Technology: Marine Engineering, Marine Construction, Ocean Engineering, Vessel Operations, Horticulture and Plant Technology

Science	**Tech**
Science-5	Tech-5
Tech-3	Science-3
Total: **32**	**32**

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, t 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 voicemail number.

Last Name	First Name	Room	Extension	Voicemail	Direct Line
Potocsky	Marc	M 306	86810	86810	475-220-6810
McCarthy	Tom	T 414	86811	86811	475-220-6811
Solomon	Pete	F 703	86812	86812	475-220-6812
Ariyan	Tiffany	T 404	86828	86828	475-220-6828
Baldwin	George	F 715	71715	77096	
Bethke	Jack	M 310	86813	86813	475-220-6813
Blank	Lori	A 606	71606	77168	
Boulware	Bob	T 501	86840	86840	475-220-6840
Bouve	Nicole	F 761	71760	77036	
Cardalliaguet	Maria	A 607	71607		
Cardello	Patrick	M 307	71307	77288	
Catalano	Adam	T 405	71405	77576	
Cook	Alicia	F 801	86830	86831	475-220-6831
Dailey	Melissa	E 107	71107	78519	
Daley	Kevin	A 610	71610	77450	

Last Name	First Name	Room	Extension	Voicemail	Direct Line
DeGiacomo	Nick	M 307	71307	77510	
DeLeon	Evelyn	M 303	86800	86800	
Donovan Jr	Kenneth	T 506 / 431	71506	77522	
TBD		E 212	71212	78196	
Emery	Shane	A 604	71604	77237	
Fucci	Michele	M 307 / F 718	71307/71718	78294	
Fuchs	Kurt	T 425	71425	77669	
Geist	Neil	F 725	71725	77705	
Griffin	Caroline	T 504	86820	86820	475-220-6820
Hamilton	DeeDee	T 506 / 431	71506	78399	
Howe	Randy	T 507	86822	86822	475-220-6822
Hull	Andrew	F 727	71727		
Joseph	Steve	M 307	71307	77917	475-220-6816
Kausyla	Grace	F 802	71112	78037	
Koonze	Megan	T 416	71416	77992	
Krois	Matthew	F 747	71747	78145	
Lomanto	Angela	F 703	86816	86816	475-220-6843
Low	David	E 203	86846	86846	475-220-6846
Marsick	Jeffrey	T 403	71403	78672	
Matos	Nilsa	A 616	86825	86825	475-220-6825
Mullen	Alysa	F 756	71756	71713	
Mulligan	Charles	F 728	71728	77203	
Negron	Monica	86805	86805		475-220-6805
Nuzzo	Justyne	E 213	86842		475-220-6831
Nurse		E 124	86815	86815	475-220-6815
O'Shea	Billy	F 815	71815		
Padro	Ricky	T 406	71406	78406	
Patnaude	Kim	F 765	71765	79051	
Pickett	Charlie	A 612	71612	78473	
Reinshagen	Julie	T 510	86841	86841	475-220-6841
Rickes	Ellen	T424	71424	78578	
Rivas	Ray	M311	86814		

Last Name	First Name	Room	Extension	Voicemail	Direct Line
Rosen-Buell	Maya	T 507	86824	86824	475-220-6824
Security	Donna Williams	M 312	86807	86807	475-220-6807
Slade	Ann	T 408	71408	77318	
Sports	George	T 507	86823	86823	475-220-6823
Strebel	Leila	F 747	71747		
Sullo	Vinny	T 415	71415		
Tagliapietro	Lara	E 109	71109	77879	
Tiedemann	Katie	E 208	71208	78896	
Whitelaw	Lauren	F 718	71718		
Cafeteria		M 318	86835	86835	475-220-6835
Student Services		T 510	86878	86878	475-220-6878