Worthington Hooker School

Parent & Student Handbook

2026-2027







Cara Campo, Principal

Melanie Thomas, Assistant Principal

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"Be bold, be courageous, be your best." ~ Gabrielle Giffords

Dear Parents & Students:

Welcome to the 2026-2027 school year at Worthington Hooker School! This handbook has been prepared to provide clear expectations and procedural guidelines for families. Each protocol and policy detailed in this booklet is intended to ensure the safety, health, and education of all our children. It is very important that you take time to go over this year's handbook. It is a supplement to the New Haven Public School's Handbook and aligns with the NHPS Code of Conduct, with further information that directly affects the day to day operations of our school. Please keep this handbook readily available during the school year. It has been alphabetized for your convenience and we are sure it will answer many questions for you.

Worthington Hooker School will continue to strive for academic excellence for all children and continue to be a circle of support, love and empathy for one another. We thank you in advance for your trust and patience as we work together to best support your children.

Together we will put PRIDE into all that we do!

Sincerely,
Cara Campo, Principal 475-220-7200
Melanie Thomas, Assistant Principal 475-220-3700

WHO WE ARE

Worthington Hooker, as New Haven's most culturally diverse school, prides itself on its multicultural and international student population. We value the variety of attributes and qualities that we bring. We establish and support a school culture that models academic excellence and respect for all. We foster an arts-infused approach to learning. We help each child realize his/her potential to become a responsible and productive citizen of the world.

Worthington Hooker School is dedicated to providing a quality education for all students. Cooperation and collaboration between teacher and parent is crucial for the continuing academic and social success of the students.

Worthington Hooker is a K-8 public elementary school in New Haven. Our school, constructed in 1900 to serve the K-8 children of the neighborhood, was named after the prominent New Haven physician and school board member, Dr. Worthington Hooker.

Renowned alumni of Worthington Hooker include Gerhard A. Gesell (1923), a federal judge who presided over the Watergate hearings; Dr. Benjamin Spock (1926), the famous pediatrician and activist; economist Walt Whitman Rostow (1928) and former Commissioner of Major League Baseball, Fay Vincent (1949).

Worthington Hooker is a K-8 school housed in two separate buildings. From June 2005 to March 2007, the original building on Canner Street was completely renovated to meet the requirements of modern education and building standards, while maintaining some architectural aspects characteristic of the early 1900's. The renovated school building was rededicated in April 2007 and houses the K-2 students. Students in grades 3-8 are housed on Whitney Avenue. Like all New Haven schools, Worthington Hooker has a School Planning and Management Team (SPMT) that consists of administrators, teachers and parents. The SPMT members work collaboratively to formulate and review a Comprehensive School Plan that addresses curricular and social development goals. Every year, visiting artists work with our staff and students to integrate the arts into content areas.

Worthington Hooker School is the most culturally and racially diverse elementary (K-8) school in the region. Our students are from over 33 countries and from a variety of regions in the United States. Our ELL teacher supports the acquisition of English as a Second Language for these international students.

Many of our students reside in the neighborhood, and many students come from neighborhoods throughout New Haven. Throughout the year, students learn about the beliefs, contributions and traditions of the world's cultures, many of them represented in our own school community. Students showcase the musical, artistic and literary traditions of several cultures at our annual International Day celebration, at our celebration of the Winter Solstice (Revels) and at our monthly Town Meetings. Community members and parents are invited to share their traditions in the classrooms. Through these activities, we honor individual cultures and our students discover our commonalities as world citizens.

Worthington Hooker School has a strong home/school communication. During the school year there are consistent newsletters that inform parents of classroom thematic units, meetings, activities and the many student accomplishments.

Vision: *We are a guiding light along the path of learning, supporting, challenging and recognizing the individual strengths and needs of each student, assisting them in recognizing their academic potential and to be their best selves.*	**Mission**: *Show P.R.I.DE in all that you do! Productivity, Respect,Integrity, Determination & Empathy*
Core Beliefs: *Equitable opportunities create the foundation necessary for every child to succeed* *A culture of continuous improvement will ensure that all staff are learners and reflective practitionersHigh expectations and standards are necessary to prepare students for college and career* *Collaboration and partnerships with families and the New Haven community will enhance learning and achievement*	**Norms:** *Lead with Curiosity* *Best Intentions* *Speak Your Truth* 

New Haven Public Schools

Vision: Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Mission: To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high-quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

****School Hours***

Regular School Day: 8:20am-3:05 pm **Early Dismissal:** 8:20-1:05

*New this year
Arrival: Doors open at 8:20. Students are considered tardy at 8:35.
Dismissal will begin at Whitney at 2:50 and Canner at 2:55.

Food Policy

Breakfast is available daily as a "grab and go" option.

- Students **shall not** bring food into the school (e.g. McDonald's, Dunkin Donuts, Burger King, etc…) other than what is made at home.
- **If students bring such food to school, they must eat the food before entering the school building, or discard it.**
- **Tardiness:** Students arriving after **8:40am** are considered **tardy** and must report to the Main Office to obtain a pass to enter class.

Arrival

Entrance K-2 Building:

- Kindergarten back door
- 1st and 2nd: Front Door

Entrance 3-8 Building:

- 3-8 Front Doors. Students walk to class and teachers greet them at the door.
- Students walk to class and teachers greet them at the door.
- Staff are stationed throughout both buildings to monitor and support arrival.
- The instructional day begins promptly 8:35 AM

Dismissal

Dismissal K-2 Building:

- Kindergarten: Front Doors
- 1st Grade: Back Doors
- 2nd Grade: Cafe Doors
- Pick-up is available until 3:05 PM. At approximately 3:05 PM, all remaining students for parent pickup will be taken to the main office. Parents must pick students up at the main office. Please make every effort to pick-up your child at 2:55 PM.

Dismissal 3-8 Building:

- All students exit out the front doors with teachers.
- Car pick-ups: Please remain in your car and your student will be escorted to you
- Walker pick-up: Please wait by the picnic tables. Your student will be escorted to you.
- Traffic control on Whitney Ave: **Parents please remain in your car while in the pick-up lane and advance your vehicle as space becomes available.** This will help to eliminate congestion in the driveway and keep traffic moving. If you wish to speak with a staff member, please park in an identified parking spot.
- Parents' and students' compliance with the dismissal routines and procedures, as they are established, is necessary for the safety of every Worthington Hooker student.
- ***Please notify the teacher in writing via email of any changes in dismissal arrangements***
- Pick-up is available until 3:05 PM. At approximately 3:05 PM, all remaining students for parent pickup will be taken to the main office. Parents must pick students up at the main office. Please make every effort to pick-up your child at 2:50 PM.

Pedestrian Gate:

- The pedestrian gate on Everit Street will be open for "all walkers" entering the school grounds.
- Any student who arrives or is picked up by vehicle is not considered a walker. All student drop-offs and pickups by car should take place using the school's driveway on Whitney Avenue.
- To ensure the safety of walkers entering through the pedestrian gate, students arriving by car should not be dropped off or picked up at or near the pedestrian gate on Everit Street.
- Cars should not double park or park in the wrong direction on Everit Street

Late Arrival:

- Students are considered tardy at 8:35.
- Students arriving after 8:35 must be signed in by a parent at the main office.
- Please notify your child's teacher if you plan on being late due to a doctor's appointment.

After-School Program

Worthington Hooker School offers an after-school program for students in grades K-8. The program runs Monday through Friday, from 3:00p-5:00p. We also offer enrichment classes for an additional cost.

Our program follows the NHPS 10 month calendar, including holidays, school vacations and early dismissals.

Registration for the program, as well as for enrichment classes, is available throughout the school year with rolling admission. Students may be waitlisted should the program and/or enrichment classes reach capacity.

Students at both campuses are provided with an after-school snack following dismissal from the school day, and are welcome to bring their own PEANUT/TREE NUT FREE snack from home. During the after-school program, students will have access to homework help and may participate in crafts/hands on activities, games and indoor/outdoor play.

HOOKER A-Z

ADVISORY PROGRAM GRADES 5-8

An advisory program is an arrangement whereby one adult and a small group of students have an opportunity to interact on a scheduled basis in order to provide a caring environment for guidance and support, everyday administrative details, recognition and activities to promote citizenship. The purposes of advisory are to ensure that each student is known well at school by at least one adult who is that student's advocate (the advisor), to guarantee that every student belongs to a peer group, to help every student find ways to be successful, and promote coordination between home and school.

APPROPRIATE DRESS IN ACCORDANCE WITH NHPS DISTRICT POLICY

The following are **NOT** considered appropriate for school:

- Crop tops or belly shirts
- Shorts or skirts that are too short or tight
- Flip flops or shoes that may be a safety hazard
- Sagging pants (showing underwear)
- Hats, do-rags, bandanas
- Hooded sweatshirts

- Coats and jackets may not be worn in the building
- Clothing with disrespectful or inappropriate messages or logos
- Please check the district handbook for additional information on acceptable clothing

The following items are **NOT** permitted in school:

- Electronic toys or games
- Laser pointers
- Weapons of any kind
- Electronic music devices
- Large sums of money
-Cell phones (grades K-4)

Any grade 5-8 student with a cell phone is **REQUIRED** to turn it in to their homeroom teacher, who will keep the phone locked in a Yondr pouch until the end of the school day.

The New Haven Public Schools Student/Parent handbook states that "students are responsible for their own behavior".

Each student is expected to:

1. Respect him/herself, other students, staff, and adults
2. Observe proper safety practices
3. Abide by class, school rules, and agreements
4. Respect and refrain from taking, misusing, or damaging school property or any article belonging to another person.

ATTENDANCE POLICY

Consistent school attendance is absolutely essential for success in school. Parents should encourage positive attitudes regarding punctuality and attendance. A record of student tardiness and absenteeism is kept by the school and placed on each student's permanent record card.

Please call the school if your child is going to be absent: **K-2 Building** (475) 220-3700 or the **3-8 Building** (475) 220-7200.

Please be sure to follow up with a note when the student returns so that this absence may be excused. Please be aware that any student with 5 unexcused absences will receive a letter from the principal and, according to the New Haven Board of Education Policy, any student who reaches 20 unexcused absences will be referred to DCF. *Students coming to school late are required to have a parent come to the main office and sign them in. Students must be in attendance at school on the day of a field trip or extracurricular activity in order to participate. This includes after school events. **STUDENTS ARRIVING LATE AT EITHER SITE MUST BE SIGNED IN BY A PARENT**. No students arriving late should be just dropped off at the main entrance.

Parents have the responsibility to make certain their children attend school each day except in the case of illness or other unavoidable circumstances. **If a student is absent from school, parents must notify the school. You must send a note to school indicating the date(s) the student was absent and the reason for the absence.** Additionally, the administration may ask for doctor or court notes to excuse absences. If a student leaves a class or school without permission, the school will call home and take appropriate action. In accordance with the attendance of the New Haven Board of Education, promotion

may be withheld if a student is absent from school a total of 20 or more days.

In the case of a long illness, parents must notify the School Counselor immediately so that a program of instruction can be discussed and developed. Students who are absent five (5) consecutive days or more **MUST** return with a medical note. According to Connecticut attendance protocols, students who miss a total of 10 days are considered TRUANT. This total of 10 days includes BOTH excused and unexcused absences.

A Family with Service Needs may be filed with Juvenile Court when a student has ten (10) unexcused absences or twenty (20) days regardless of excused or unexcused. Personal vacations are not considered legitimate reasons for absence from school and will be recorded as an unexcused absence. Family vacations should be planned during the scheduled vacations in the school calendar. Truancy is defined as staying away from school without permission. Parents will be notified in the case of a student being truant.

BEHAVIORAL EXPECTATIONS: "PRIDE"

Our school-wide "PRIDE" program is a set of strategies and systems to increase the capacity of our school to reduce school disruption, and educate all students. Through the combined efforts of our entire school community, we share a commitment and a desire for a safe, organized, accountable, and respectful school environment. Some of the specific goals that we focus on include, creating systems for providing regular positive feedback, acknowledging students when they are "Being Their Best", improving social competence, and developing environments that support academic success.

BOOKS AND MATERIALS

Books and learning guides are distributed by classroom teachers. Book numbers are recorded. It is the students' responsibility to cover the books and return them at the end of the school year in good condition.

According to New Haven Public School Policy: *Report cards are not issued at the end of the school year if a student has not returned his/her school property* (and/or library books).

Proper materials are needed for success in school. Each teacher will provide a list of required materials for parents and students. Generally, your child needs: Book bag, pencils and erasers, please see the supply list for each grade.

BULLYING POLICY

The NHPS Board of Education approved the following anti bullying policy:

The New Haven Board of Education will not tolerate any form of bullying or harassment of members of the New Haven Public School Community by students or employees of the New Haven Public Schools. Bullying and /or harassment, includes but is not limited to, acts based on: gender, ethnicity, national origin, race, sexual orientation, physical characteristics or mental capacity. The New Haven Public Schools requires students, staff, and/or parents to report all cases of bullying and harassment immediately, to the school's administrator, administrator's designee, or director. Teachers and other school staff that receive reports of bullying from students are required to report this information to the appropriate administrator immediately.

Bullying is defined as physical, verbal or psychological attacks or acts of intimidation or the intentional isolation that is intended to cause fear, distress, or harm to the victim while on school grounds, the bus, or at a school sponsored activity.

BREAKFAST

Breakfast is offered between 8:20-8:35 AM daily as a "grab and go" option. Only school provided breakfast can be eaten at school. Please do not bring outside food or drinks into school.

CAFETERIA EXPECTATIONS

The cafeteria is the school's dining room. It serves many students each day. It is the responsibility of each student to leave his/her place clean and tidy for the next student who will be using it. Since we have large groups of students who must have lunch at the same time, we must have certain rules of conduct and respect the rights of others. These rules are:

- Students must dispose of all trash and garbage in the receptacles.
- Select all of your lunch items before you leave the serving line.
- All students must be accounted for in the cafeteria at all times unless they have a written pass from a staff person to be excused and the staff member picks them up from the cafeteria. Disciplinary action will be the result for those who are missing without the proper pass.
- Students will be allowed to bring their own lunch from home, but they must eat and drink all lunch items during their lunch period.
- Students and visitors will not be permitted to have lunch brought from outside food service facilities (i.e. McDonalds etc.).
- Glass drinks are not allowed in the cafeteria or school at any time.
- Parents and students are not allowed in the food preparation area of the cafeteria.
- Students are responsible for keeping their eating area clean.
- Students must eat while sitting at a table. No one may walk around and eat or leave their seat during the lunch period.
- No food may be taken out of the cafeteria.
- Any loud yelling, talking, fighting or unacceptable behavior will result in disciplinary action.

CELL PHONES

Important Note: *Students are not to carry active cell phones anywhere on school property.

Any grade 5-8 student with a cell phone is **REQUIRED** to turn it in to their homeroom teacher, who will keep the phone locked in a Yondr pouch until the end of the school day. If cell phones are visible during the instructional day they will be confiscated by the teacher or the school administrator and a parent must come to school to pick it up at the end of the day. If a cell phone is confiscated on more than one occasion from the same student, additional loss of school privileges will result. Please refer to the NHPS Handbook for the school district's policy and procedures regarding cell phones.

PARENTS: PLEASE DO NOT CALL OR TEXT YOUR CHILD AT SCHOOL DURING THE DAY. This places your child in the difficult position of having to respond to you, violating school and district policy for using their cell phone in school. In case of an emergency please contact the main office by phone.

CODE OF CONDUCT:

(SEE APPENDIX B) New Haven Public Schools has adopted a new code of conduct based on ***restorative practices***. Restorative practices help to build positive relationships and foster a safe, supportive, and positive learning community by respecting all individuals. WHS follows the New Haven Code of Conduct. Students are expected to behave properly, respectfully and respond in a way that is conducive to learning. Any discipline assigned to a student is age appropriate and specific to the occurrence. Discipline may take the form of guiding conversations, conflict meditation, and lunch or after school detentions. Serious infractions may result in In School Suspension or Out of School Suspension. In all instances, our expectation is for students to learn and grow from the experience. Please refer to the NHPS Student Parent Handbook and Unified Code of Conduct for further information. The staff of Worthington Hooker School understands child development and the need for fair, clear and consistent expectations and age appropriate discipline. We expect children will grow and learn from their experiences. If a child misbehaves, the teacher will follow intervention protocols and document the student's behavior. Consequences for disruptive behavior range from detentions to suspension to the loss of field trip privileges. Although many behaviors that are disruptive are not considered suspendable behaviors, students who receive 3 or more referrals for behavior that disrupts the learning environment may receive an in-school or out of school suspension. Administrators will discuss the behavior with the student and with the referring teacher before determining an appropriate consequence. Parents will receive a phone call from the referring teacher. Please discuss the behavior with your child and share your ideas on how future occurrences may be avoided.

Possible disciplinary actions include:
Student Conferences
Parent Contact
Parent Conference
Detention
Parent sitting in class(es) with the student
Loss of School Privilege
Out of school suspension
Expulsion
Note: Please refer to the Behavior and Discipline Policy of the NHPS for complete details of behavior and discipline policies.

EXPECTATIONS OF STUDENTS: As the year begins, we would like all students and parents to know exactly what the staff expects from students.

WHS students will:

- represent their school in an outstanding manner (i.e. on trips, on buses, walking to and from school).
- will work to the best of their ability by producing high quality work, reflecting on learning, communicating effectively, exhibiting a desire to learn, and a willingness to do the work.
- will treat peers and adults with dignity and respect.
- will keep the interior and exterior of the building clean.
- will keep our walls, desks, chairs, etc. free of writing
- will obey all rules and regulations set forth by teachers and administrators. WHS students will

keep a positive relationship with teachers and peers.
- will come to school prepared. All students will have their own pens, pencils and notebooks every day.
- will walk respectfully in the halls.
- will use their indoor voices in the halls, classes and cafeteria.

COMMUNICATION WITH TEACHERS

We encourage consistent communication between parents and teachers. The teachers at Worthington Hooker will make every effort to communicate through emails, conferences, phone calls, notices and notes.

- The primary platform for communication is the New Haven Public Schools App. Please make every effort to download the App, select WOrthington Hooker, sign up in Rooms, and enable notifications.
- Teachers cannot take phone calls or meet with parents, during instructional time. Please provide our office personnel your name, number, and a convenient time for them to return your call. The teacher will receive your message in writing and will return your call as soon as possible.

COMMUNITY PARTNERS AND CELEBRATIONS

The contribution of Worthington Hooker parents to our success as a school is immeasurable. The Parent-Teacher Association supports the school with a wide variety of fundraising opportunities and activities that promote parent involvement and communication. The PTA publishes a school directory annually. Parent and teacher collaboration is an important aspect of our learning community, and parent volunteers are always welcome.

Yale University: Worthington Hooker students benefit greatly from our proximity to the Yale community. Yale students serve as tutors and mentors to our students. Many of our Yale-affiliated parents share their unique talents with our children.

Worthington Hooker is proud of its strong performing arts program, through which we understand our diversity as well as our commonality. On International Day, our students present songs, dances and stories from around the world. “Revels” is a musical and dramatic celebration of the Winter Solstice and the many traditions that occur in December.

In addition, we proudly support our award winning concert band and chorus which offers extensive music instruction to all students.

Common Ground: All K-8 students work with an on-site Naturalist through the Common Ground Schoolyards program. This program creates and utilizes outdoor learning spaces to maximize the full potential of learning outside with a collaborative focus on hands-on project-based learning.

CHEATING

Cheating is a serious compromise of a student's integrity and will not be tolerated. If cheating is discovered, the student's work will be confiscated and the student may receive a failing grade on the assignment.

CURRICULUM

Worthington Hooker is an Arts Integrated School that fosters Higher Order Thinking and arts integration.

We do this in partnership with the Connecticut Commission on the Arts, whose mission is to encourage each student to express his/her unique voice by teaching and learning through the arts.
Our K-4 classrooms are focused on OPEN WORK and the 6 C's of 21st Century Skills:
We define Open Work as:

- Learning based on the interests of the child
- Students have choice/agency and curriculum is emergent utilizing existing schema,
- Joyful environments that foster motivation, higher order thinking, social emotional learning and meet curricular goals through active engagement
- Guided by the teacher through purpose-driven curriculum and through dialogue that fosters inquiry, differentiates learning and teaches executive functioning skills

Science is a hands-on activity at our school, with students conducting experiments throughout the year. School level and city-wide science fairs and History Day competitions provide students opportunities to present their work. Instruction in math, social studies, social development, art, and physical education rounds out our students' busy days at Worthington Hooker. A certified library media specialist helps our students become skilled users of information as well as life-long readers and learners.

DELAYED OPENING/ EARLY DISMISSAL DUE TO WEATHER

In the case of a delayed opening/early dismissal due to inclement weather, NHPS.net will post information regarding the change. ***Please note that supervision will not be provided until the start of the delayed opening time.*** The following stations will provide delay and closing information: WTNH-TV-Ch. 8, WVIT-TV Ch. 30, WFSB-TV Ch. 3, and FOX CT Ch. 61.

DISTRICT ASSESSMENTS

Below you will find a chart with district assessments that students will take throughout the year!

Grades K-3 Assessments

Assessment	Description	Testing Times
Phoneme Segmentation Fluency (PSF) *1st Grade Only* DIBELS Assessment System	The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. This test is timed for one minute. *DIBELS: Dynamic Indicators of Basic Early Literacy Skills.	Fall, Winter, Spring
CCSM (Math) *1st Grade Only*	This is a comprehensive, skills-based oral assessment covering the Common CORE Standards in math.	Fall, Winter, Spring
Benchmark Assessment System (BAS)	This is a reading assessment where students read aloud a portion of a text to the teacher. They complete the short text independently and then the teacher analyzes the student's fluency and comprehension.	Fall, Winter, Spring
Oral Reading Fluency (ORF) DIBELS Assessment System	The ORF measure is a standardized, individually administered test of accuracy and fluency with connected text. Students read a grade level passage in one minute. The words read correctly are calculated.	Fall, Winter, Spring
IReady Universal Screener (Math)	This is an online math assessment focused on grade level skills and concepts that will be taught throughout the year.	Fall, Winter, Spring
Fact Fluency	This is a five minute timed assessment. The content varies depending on the grade but focuses on the automaticity of grade level fact knowledge.	Fall, Winter, Spring

Grades 3-8 Assessments

Assessment	Description	Testing Times
IReady Universal Screener (Math)	This is an online math assessment focused on grade level skills and concepts that will be taught throughout the year.	Fall, Winter, Spring
Fact Fluency	This is a five minute timed assessment. The content varies depending on the grade but focuses on the automaticity of grade level fact knowledge.	Fall, Winter, Spring
SBA (Smarter Balanced Assessment)	This assessment is administered once each year. Students are tested in literacy and math. In grades 5 and 8 a science assessment is also included.	Spring
NWEA MAP Assessment	This is an online literacy assessment focused on grade level skills and concepts that will be taught throughout the year.	Fall, Winter, Spring

ELECTRONIC DEVICES

All students in Grades K-8 will be provided a Chromebook or Chromebook Tablet to be used during the school day on an as needed basis.

EMERGENCY DRILLS

Fire Drills and Lockdowns are conducted once each month. In the case of an emergency and/or fire drill, detailed escape plans are posted on each classroom door which has an escape route to an outside area, a safe distance from the building. Students are moved to these designated areas within a specified period of time in a safe, quiet, and orderly manner. Students must take safety drills seriously.

FIELD TRIPS

Field trips within our city and to nearby points of interest are scheduled by various classroom teachers throughout the school year. These trips are designated to enhance the classroom curriculum as well as to introduce students to the enriching resources outside of the classroom. Parents will receive notices of field trips well in advance of the scheduled trip date and will be asked to sign field trip permission forms. ***Verbal permission will not be accepted in lieu of providing the school with a written signature.*** A fee may be required to help defray transportation or facility usage fees. Parents who are chaperones will be communicated through your child's teacher.

FOOD POLICY/BIRTHDAY CELEBRATIONS

In accordance with the Healthy Kids First Initiative in the district, there are new guidelines for the celebration of special events at school. We are a PEANUT / TREE NUT FREE SCHOOL. Please do not send your child with any food products containing nuts or made in a facility that processes nuts.

1. Non-edible treats are acceptable for birthday celebrations, i.e. stickers, pencils, small gift bags or a book donated to the class in your child's name. Mrs. Kotsapalis, the Library Media Specialist, will be happy to give you book suggestions.
2. "Treats" for special events must be healthy and nutritious, i.e. pretzels, fruit, veggies, etc.

If a child wishes to distribute birthday invitations in school, he/she must have an invitation for every child in the class. Otherwise, invitations must be mailed or distributed outside of the school property.

GRADING K-4

Students will receive Standards-Based report cards. Rubrics and portfolio assessments will also be used as a way of analyzing students' performance.

GRADING 5-8

A= 90 – 100	D= 60 - 69
B= 80 – 89	F= 59 and below
C= 70 – 79	I= Incomplete

Rubrics and portfolio assessments will also be used as a way of analyzing students' performance.

Parents will be informed if the performance is basic, proficient, or goal.

Incomplete grades are given for specific reasons such as an illness for a long period of time and emergencies. All incompletes must be approved by the principal. Missed work must be made up within four weeks of the date the incomplete grade was issued, and it is the responsibility of the student to complete and submit the work. Teachers are to encourage students to make up missed assignments.

HALL POLICY (3-8)

- Students need a pass to leave the classroom for any reason.
- When students pass from class to class, they should proceed directly and quietly and enter their classroom ready to learn.

HEALTH AND NURSING SERVICES

Nurse:
Canner Street K-2 Phone: 475-220-3728
Whitney Avenue 3-8 Phone: 475-220-7215

The school nurse is a caregiver, health advocate, and comforter for our students. She diagnoses illnesses, gives vision, hearing, posture, blood pressure and hemoglobin screenings. In her role as advocate and comforter, she provides health problem counseling, guidance and follow-up on referrals.

The nurse is responsible for checking all health records to be certain that each student is properly immunized, contacting parents of ill or injured students and checking other health related matters. **State Law mandates that all students be properly immunized and receive a physical before entering Kindergarten and Grade 7**. WHS/NHPS requires that all new school registrants provide proof of immunization for polio, diphtheria, pertussis, tetanus, measles, rubella and mumps prior to entry to school. In addition, all children new to school must receive a complete health assessment within one month of school entry. The assessment must include a blood test, vision screening, hearing screening, blood pressure, height, gross dental screening and posture screening. Health assessment forms can be obtained from the school nurse. In addition, ALL new entries, in any grade from Out-of-State must have a physical before entering school. Physicals from Out-of-State doctors are not acceptable. New Haven Public School Medical forms may be obtained from the School Nurse, New Haven Board of Health or most doctors' offices.

MEDICATION FOR STUDENTS
All medicine must be brought to school by a parent/guardian or childcare provider. No medication will be accepted from a student. All medications brought onto school property must be taken to the nurse's office. Long-term prescription medication (in excess of two weeks) may be administered at school if both parent/guardian and physician have completed an **Administration of Medication Request Form.** Medications must arrive in an appropriate container labeled by the pharmacy. All long-term medication must be renewed at the beginning of each year. Any change in medication or dosage during the school year requires new documentation. **Students may not carry their own medicine.**

CONTAGIOUS HEALTH CONDITIONS
If your child should have a contagious health condition such as chicken pox, strep infection, pink eye, a

cold with fever, head lice, ringworm, impetigo, etc., please treat the condition and keep the child at home until the condition is no longer contagious. If your child is running a fever they may come to school after they have been fever free for 24 hours.

PEANUT FREE SCHOOL

WHS has adopted a peanut/nut free food policy. We are asking that no peanut/nut products be brought to school for snacks or lunches. This includes refraining from bringing in snacks/food processed in a facility that processes peanuts/nuts. This information is on the box of food; usually it is the last piece of information under the list of ingredients. We realize that this may be an inconvenience for some of you, but do appreciate your help and understanding as we have many students who have severe nut allergies. In addition, WHS is following a healthy food initiative and not allowing baked goods and candy into the school. It would be helpful if you could review a few pieces of information with your children:

- No sharing food
- No eating on the bus
- Wash their hands before and after meals
- No peanuts/nuts/tree nuts

This policy will be strictly monitored during all lunch waves and in the classrooms. Again, thank you for making WHS a peanut/nut free school.

When the nurse is not available, the administrator will accommodate medical needs. If your child is ill or is injured, you will be contacted immediately. It is extremely important that all emergency contact information is up to date and on file in our main offices. In the event of an accident or an injury a report will be filed from the main office.

From Nurse

Dear Parents and Guardians,

Hello all and welcome to Worthington Hooker Schools! Your child's health is especially important to us. To make sure students are healthy and ready to learn, the school nurse will work to ensure that every student is up to date with the Connecticut state mandated health requirements which include current physicals as well as immunizations.

You should have received in your registration packets a form that needs to be completed by your child's healthcare provider prior to starting school. The form lists the immunization requirements for enrolled students at Connecticut Schools. Please review this with your physician before your child starts school to make sure your child is fully immunized and is compliant with Connecticut Schools. Any forms not filled out in their entirety or lacking signatures may exclude your child from New Haven public schools until the forms are completed.

If your child requires any medication during the school day, please make sure they have a medication administration form filled out by their healthcare provider and signed by parent/guardian and the physician for the entire school year. Medication brought in needs to be HAND DELIVERED TO NURSE, in its original container with your child's name on it from the pharmacy. Please check medication expiration date BEFORE submitting medications to ensure everything is up to date and safe to administer.

If you have any questions or concerns about health-related issues please call the Bureau of Nursing at (203)-946-7301.

LOCKERS

All 7th and 8th grade students will be assigned a locker for the school year. Each student is to use only the locker assigned to them and not share lockers with other students. Students will be given time at the beginning, middle and end of each day to go to their lockers. Bookbags and jackets will remain in lockers during school hours.

Even though lockers are provided, items of value should not be brought to school. This includes cell phones, game systems and other electronics. Student lockers are property of the school.

LOST AND FOUND

All clothing found on school grounds, regardless of its value, is placed in the lost and found. Money, jewelry or other articles of value are turned into the office. Students may claim them after proper identification.

MONEY SENT TO SCHOOL

Any money sent into school must be placed in an envelope marked with the following information.

1. Student Name
2. Teacher Name
3. Event/Item
4. Amount of money enclosed

OFF LIMIT AREAS

Our school is maintained and operated for the benefit of all students. However, common sense and safety considerations dictate the designation of a few off-limit areas where students are not allowed. These areas include the boiler room, the electrical transformer and circuit breaker room, storage areas, inner offices, teachers' lounge, kitchen maintenance areas, areas that are not supervised by staff, and areas that have no classes, events or activities being facilitated by staff. Willfully entering into one of these areas may result in immediate suspension or expulsion.

PARENT VOLUNTEERS AND VISITORS

WHS welcomes parent volunteers and visitors as a special resource. Parents are encouraged to help in all classrooms, programs, and extracurricular activities. Please reach out to the main office or your child's teacher is interested in volunteering.

PARENT TEACHER ORGANIZATION (PTA)

All parents are encouraged to become members and actively participate in the PTA. Meetings are scheduled once each month during the school year and are announced two weeks in advance. Each year the PTA sponsors several fund raising projects. With the help of all parents, these projects can continue to be successful. The projects allow the PTA to fund many important activities at the school.

PARENT RESPONSIBILITIES

1. Make sure your child:
    A. Arrives and is picked up on time
    B. Has enough sleep
    C. Dresses appropriately
    D. Does all his/her homework
2. Attend all parent/teacher conferences and meetings
3. Support your child's teacher
4. Support the PTA – through attending meetings, volunteering or making phone calls (Please contact PTA officers for more details)
5. Any problems or concerns please discuss with the classroom teacher first. If you are not satisfied, please do not hesitate to call the principal. K-2 building 475-220-3700 or 3-8 building 475-220-7200. School-based issues or concerns are handled by administration.

PROGRESS REPORTS

Progress reports will be mailed home midway through each quarter. Students will receive a progress report if they have a C- or lower in a class. Progress reports are a courtesy to parents; however, a child's grade may change after the progress report date has passed. It is recommended that parents keep themselves informed of their child's progress by checking homework, quiz grades, test grades and communicating with the teachers throughout the marking periods.

POWERSCHOOL

PowerSchool is the student information system being used throughout our district in grades Pre-K to 12. Of particular interest to parents is your ability to monitor your child's attendance as well as your child's academic performance/progress through the use of *Power Grade Book*, which will give you access to your child's teacher's grade book for all subjects and courses. PowerSchool will be updated regularly by teachers in grades K-8 for parents to monitor student progress at home.

RACE AND EQUITY POLICY

See Appendix C on page 40 for the District's Race and Equity Policy.

REPORT CARDS

Report cards will be distributed at the end of every quarter. Parents will have the opportunity to schedule a conference with their child's teacher at the end of the first and second marking periods. Report cards will be mailed home at the end of the third and fourth marking period for all students.

REQUEST FOR EARLY DISMISSAL

WHS requires that a responsible person (Parent/Guardian) must come to the main office to sign-out students who leave during the school day. Parents should make every attempt to limit the number of times they must (emergency or appointment that can't be scheduled out-side the normal school day) take a child out of school prior to dismissal time. For our student's safety, proof of identification may be requested of any person picking up any student and must be shown if requested by school personnel before a student may be dismissed. Please notify your child's teacher via email or Apptegy when you plan to pick up your child early.

Notes or phone calls will not be accepted to release a child from school. Parents will not be able to pick up their child from 2:30pm – 2:50pm and must wait until dismissal to pick up their child. Students will be released only to those designated on the pick-up or emergency forms.

SCHOOL GROUNDS

Students must leave the school grounds at the end of the day unless they are part of the After School Program(ASP), are under parental supervision, or supervised by a teacher. The playground is available to neighborhood families after 5:30 PM when the After School Program ends. Students are not permitted to return to the building after being picked up by a parent.

SCHOOL TELEPHONE POLICY

School telephones may only be used with permission from office personnel. Students will be allowed to use the office phone if there is an emergency or if there is a change in an after school activity.

SNACKS

Individual classrooms schedule specific times for snacks. Candy, gum, and soda are not permitted during the school day. **WHS is a peanut / tree nut free school.**

STUDENT STAFF SUPPORT TEAM (SSST)

The Student Staff Support Team helps the school to develop a positive school climate in which social/emotional goals are incorporated into the educational practices of the school. The team promotes school wide awareness of human development and health concerns, and helps to reduce problems such as truancy, substance abuse, discipline, violence, etc. The team is prepared to provide interventions for any crisis situation that may arise. SSST uses data to provide staff development around pervasive issues and group support to students with common referrals.

The team meets twice each month, and is composed of an administrator, a counselor, school psychologist, school social worker, resource staff, truancy officer, and other school and community mental health representatives.

SUPPORT SERVICES

SCHOOL COUNSELOR

The school counselor helps students in areas of academic achievement, career and social emotional development as well as class scheduling and high school placement process and crisis intervention. The school counselor also provides support for students who are experiencing emotional concerns.

PSYCHOLOGIST

The school psychologist helps students, parents, and teachers to solve problems that might get in the way of student learning. These problems include students having trouble concentrating on their class work, getting themselves motivated to do their best, and encountering work they may feel is too hard.

SOCIAL WORKER

The school social worker assists in helping students do their best. The social worker helps students figure out why they are not experiencing academic success. When students are feeling sad, upset or going through a crisis, the school social worker can be of comfort, listening, and supporting students. The social worker collaborates with the student's parents and teacher to help the student grow and develop along the six Developmental Pathways (physical, social, ethical, psychological, cognitive and language).

SPEECH PATHOLOGIST

The speech pathologist is responsible for determining whether or not a student is having a learning difficulty due to a speech, language or hearing problem. Some of the indicators that may cause a learning deficit for a student are listed below:

- Stuttering to the degree that it interferes with a student's learning in class.
- Articulation severe enough to hinder understanding in the class.
- Language skills are above the student's cognitive ability to the level that he/she cannot understand, complete or participate in oral or written language skills.
- Hearing is deficient to a degree that the student needs special help with interpreting, understanding and carrying out assignments or tasks.

SPMT

SCHOOL PLANNING MANAGEMENT TEAM **(SPMT):** The SPMT is a representative body of adults in the school and community. They are nominated by their colleagues or volunteer to participate in the governance and management of the building. The composition of the team is: Administration, Teachers, Parents, Support Staff, and committee representatives. The function of the team is to:

- Advise on policy guidelines to address curriculum, social, and staff development.
- Monitor the School Improvement Plan to systematically address issues of curriculum, social climate, staff development and public relations.
- Coordinate the activities of all individual groups and programs in the school.
- Work with the parent teacher organization to plan an annual social calendar, and
- Collaborate to enhance a child-centered environment.

STUDENT INFORMATION

It is critical that we have several phone numbers on file in case of an emergency. Please notify the office immediately if you change your phone number. **Students will not be allowed to participate in any activities (field trips, school socials, after school program, etc.) if we do not have emergency numbers on file.**

TARDINESS TO SCHOOL

School begins at 8:20 am. The school day ends at 3:05 pm. Prompt arrival to school is expected of all students in order to begin the day as a whole class. Late arrivals disrupt class procedures and cause a loss of instructional time. Any student who arrives in his/her homeroom after 8:35 am is considered tardy. Three tardy arrivals in one marking period will prompt a call to the student's parents and may also become an unexcused absence.

TARDINESS TO CLASS

Students are allowed two minutes of passing time between the classes. Any student tardy for class without a written excuse from a staff person will be accepted in class and given detention by the classroom teacher the next day until the tardiness problem is resolved. In cases of repeated tardiness, the appropriate administrator will be informed for further disciplinary action. The parent will be notified of a student's repeated tardiness. **Continued tardiness to class will prevent students from participating in trips and other activities for the school.**

TOWN MEETINGS

We have monthly K-2 and 3-8 Town Meetings. This is an opportunity for classes and students to demonstrate and celebrate learning, exploration, and discovery. Classrooms have the choice to demonstrate learning and growth in any format such as song, dance, dramatics, visual arts, poetry, collaborative presentations, etc.

TRUANCY INITIATIVE

New Haven Public Schools district is committed to reduce chronic truancy and promote positive school attendance through a comprehensive, multi-agency approach. Our truancy program starts with early interventions in elementary and middle grades and engages the support and accountability of schools, families, police, state agencies, and the courts in reducing chronic truancy.

VANDALISM

Our school and school equipment are public property. Willfully damaging or destroying this property is cause for immediate suspension and possible expulsion. The school requires that vandal damage be paid for before a student is allowed to return to class. If a student accidentally causes damage, he/she should report it to his/her teacher or an administrator immediately, so that the damage is not misconstrued as vandalism or a potential danger to others.

504 Notice

It is the policy of the NHPS System to provide a free and appropriate public education to all handicapped

students within its jurisdiction. Students who are handicapped consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated and provided with appropriate instruction and education service.

WHS Student/Parent Chromebook Agreement

This form must be completed and returned to WHS prior to receiving a student laptop. Student and parent/guardian signatures are required.

1. Agreement Terms:
Students and Parent/Guardian will sign the Chromebook agreement before taking possession of the property in the classroom. Students will comply at all times with the New Haven Public School's Acceptable Use Policy (AUP), incorporated herein by reference and made a part hereof for all purposes. Removal of any tags on the laptop including serial number, model information, or asset tag will be considered a violation of this agreement. Any failure to comply may terminate the students' rights of possession, effective immediately, and WHS will repossess the property.

2. Title:
Legal title to the property is to the NHPS District and shall always remain with the NHPS District.
Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement and the AUP.

3. Damage:
If the property is damaged, students/parents are responsible for the reasonable cost of repair or replacement. Damage of the property includes, but is not limited to, the laptop, keyboard, accessories, screen, and charger.

Full Price of the replacement Chromebook	**$279**
Damaged Screen	**$50**
Damaged Keyboard	**$50**
Replacement Charger	**$15**

*If this fee creates a financial hardship, please contact WHS about payment options regarding payment of a fee. Upon proof of financial hardship, the IT person may elect to create a payment plan for the student / parent to pay out fees over time.

4. Use of Computers and Laptops on the Network:
WHS is committed to the importance of a student being able to continue with their work when his/her Chromebook is experiencing problems. If a student has questions or concerns about their Chromebook condition or performance, please contact a teacher, and the teacher will contact the IT person in the building for assistance.

5. No Loaning or Borrowing Chromebooks:
Do NOT loan Chromebook or other equipment to other students.
Do NOT borrow a Chromebook from another student.
Do NOT share passwords or usernames with others.

6. Internet Safety:

There are many sites on the Internet that can be potentially dangerous to minors. These sites are blocked while students are logged on to the HPS District network. Students are in violation of district policy if they access these sites via bypassing the content filter at school.

RESTARTING AND UPDATING ONE TIME PER WEEK IS RECOMMENDED.

Every student will receive the following:
(1) Chromebook
(1) USB-C Charger

☐ **I have read and agree to the terms of this agreement.**

TEACHER: _____GRADE_____HOMEROOM_____

_____ **_____**
STUDENT NAME (PRINT) **PARENT NAME (PRINT)**

_____ **_____**
STUDENT SIGNATURE **PARENT SIGNATURE**

DATE:_____ **_____** **DATE:_____**

Appendix A:

WORTHINGTON HOOKER SCHOOL
ACCEPTABLE USE POLICY OF THE INTERNET

NEW HAVEN PUBLIC SCHOOLS DISTRICT ACCEPTABLE USE POLICY (AUP) FOR STUDENT USE OF THE INTERNET AND THE DISTRICT'S COMPUTER NETWORK

The Board recognizes that electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The purpose of the Internet and the information technology network is to support research and education in and among our schools in the district, the U.S., and around the world. It provides access to unique resources and will give our students opportunities for improved independent and collaborative learning.

The use of any New Haven Public School computer must be in support of education and research and must be consistent with the educational objectives of the New Haven Public School District. Transmission of any material in violation of school policy, local, state or federal regulations is prohibited.

This includes, but is not limited to:

- Accessing, displaying or sending offensive messages or pictures
- Using impolite, profane, rude, vulgar, offensive, disrespectful, or abusive language.
- Harassing, insulting, threatening or attacking others, including, but not limited to, sexual harassment • Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Violations of internet or network use may result in a loss of access as well as other disciplinary or legal action. School rules for student conduct (Board Policy 5131 a/b) and communications apply (Board Policy 5145.2a/b). A representative of the New Haven Public School District may review any material on user accounts and monitor server space in order to make determinations on appropriate use. The representative may close an account or prohibit student access to the network at any time.

The Board expects that staff will blend thoughtful use of the Internet and the information technology network throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy 6161 and will honor the goals for selection of instructional materials contained therein.

Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms by parents of minor students (under 18 years of age) and by students themselves. All users will be expected to sign an acceptable use policy, which outlines standards for behavior and communication.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy

Appendix B

Adopted, February 8, 2021

Code of Conduct New Haven Public Schools

I. Summary

The purpose of Code of Conduct is to provide school personnel, students, parents and guardians with a consistent framework of expected behaviors and responses to behaviors that are harmful or negatively affects others' ability to learn. The Code is designed to ensure that:

1. Behavioral expectations are fair, age appropriate and consistent across all schools. 2. Behavioral expectations protect and support the educational process and every student's right to an education. 3. All students understand the behaviors expected of them.
4. All students understand what will happen if they engage in behaviors that harm others and/or disrupt the learning environment.

This Code applies to every student under the jurisdiction of the New Haven Board of Education. It is in effect on all school properties and wherever school personnel have responsibility for students. It also applies to all students when they travel to and from school.

The Code reflects a restorative approach to supporting cooperative and productive behaviors in our school communities. Restorative Practices "are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrong doing."[1] Therefore, a restorative approach is meant to restore balance, improve or build relationships, and promote cooperation between community members. It is most effective when used proactively to prevent conflict and harm, rather than solely as a response to events.

II. Explanation of Restorative Practices

As applied in the New Haven Public Schools, restorative practices describe an approach to building positive, healthy relationships and community as a means to cultivating safe, supportive, and positive learning environments; preventing conflict as much as possible and responding to conflict and harm within the school community by seeking to repair the harm.

Restorative practices promote and nurture:

- Respect for all persons
- Social and emotional skills
- Cultural competency
- Building and restoring positive relationships
- Collaborative approaches to solving community issues
- Recognizing and addressing the needs of students, teachers, parents, guardians, school staff and district administrators
- Taking responsibility for harm

• Repairing harm

Restorative practices foster improved learning through positive relationships and interactions among peers, teachers and staff. Restorative practices recognize the impact of trauma and loss on our youth, while also establishing consequences and accountability for those causing harm and repairing harm that disrupts the learning environment. These practices recognize the importance of social and emotional health as a central component of learning.

Consequences for disruptions to the learning community are outlined in this Code. Whenever possible, the New Haven Public Schools strives to avoid exclusionary responses by employing consequences that seek to repair the harm done to individuals and the community. A restorative response includes solutions that support both the recipient of the harm and the person who has committed the harm, so that both move forward safely, cooperatively, and productively.

These practices address the needs of the community through:

- Identification and discussion of community and individual needs
- Building healthy relationships Resolution of conflict by exploring how each person has been affected and holding individuals and groups accountable Repairing harm and restoring positive relationships Reducing, preventing and improving harmful behaviors

When thinking about a consequence, key questions to inform the choice are:

- Has the person(s) who was harmed met with the person who committed the harm? • Did the person harmed express his/her needs and identify what is needed to repair the harm? • Will this consequence work to **repair** the harm that has been done?
- Will this consequence **restore** the relationships in the community to one that promotes mutual respect and cooperation?

This Code represents the collaborative work of representatives from the Mayor's office, administrators, teachers, parents, the New Haven Federation of Teachers, consultants, and community members.

III. Rights and Responsibilities

1. Attendance

RIGHTS

• Students have the right to 180 days of meaningful learning experiences.

• New Haven residents have a right to stay in their neighborhood school.

Students have a right to a hearing to appeal decisions made regarding enrollment and transportation per Connecticut General Statute 10- 186Under McKinney Vento laws homeless students have a right to attend and be transported to the school they attended when permanently housed or may choose to attend the school associated with their temporary residence.

RESPONSIBILITIES

Students have the responsibility to attend school regularly in accordance with the district attendance policy.

2. Respect for Persons and Property

RIGHTS

• Students have the right to use school property in a manner approved by the district. • Students have the right to privacy consistent with applicable laws.
• Students have the right to be respected and accepted as individuals.

RESPONSIBILITIES:

• Students have the responsibility to respect the rights of others and not to interfere with their learning. • Students have the responsibility to respect and adhere to the rules and regulations of the school district. • Students have the responsibility to report evidence of an illegal act or violation of the Code of Conduct to school or district personnel.
• Students have the responsibility to dress in accordance with the district dress code.

3. Knowledge and Input

RIGHTS:

• Students have the right to know rules and regulations regarding their conduct.
• Students have the opportunity for input in the development of these rules and regulations through school and district Student Council meetings, school-based SPMT meetings, student members of the Board of Education, and ad-hoc forums for student input.
• Students have the right to be assured of a safe and healthy school environment.

RESPONSIBILITIES

Students have the responsibility to follow the rules and regulations of the district as approved by the Board of Education.

4. Learning

RIGHTS

• Students have the right to learn and pursue their education.
• Students have the right to a school climate and culture that is conducive and appropriate to learning. • Students have equal access to an education.
• "No student shall be removed from class more than six times in any year nor more than twice in one week unless such student is referred to the principal or his/her designee(s) and granted an informal hearing in accordance with the provisions specified in Number 3 of the In SchoolSuspensions/Suspensions Procedures of this policy.

RESPONSIBILITIES

• Students have the responsibility to pursue an education to the best of their ability. • Students have the responsibility to be present on time, attentive in class and ready to learn. • Students have the responsibility to contribute to a positive school climate conducive to learning.

5. Free Speech and Publication

RIGHTS

- Students are entitled to freedom of expression of their views unless there are legal reasons to regulate their speech or publications as stipulated by statute and relevant case law. (See pages 372-373 of Connecticut School Law)
- Students have a right to appear before the Board of Education.
- All high school students have a right to participate in the election of student representatives to the New Haven Board of Education.

RESPONSIBILITIES

Students have the responsibility to have a specific and clear understanding of the meaning of freedom of speech as it relates to district policy.

6. Participation in School Activities

RIGHTS

- Students have the right to participate in school programs and activities in accordance with eligibility requirements.

RESPONSIBILITIES:

- Students have the responsibility to contribute to these activities in a manner that reflects the expectations set forth in the Student Handbook and the Code of Conduct.

7. Due Process

RIGHTS

Students have the right to due process as prescribed in the federal and state laws and school board policy including; (1) an impartial investigation of the incident; (2) to be represented by counsel as may be appropriate; and, (3) to have parents/guardians notified and present at all proceedings as may be appropriate according to law and district policy.

RESPONSIBILITIES

Students have the responsibility to cooperate in all due process proceedings by providing truthful and accurate information.

IV. Expectations for Essential Stakeholders

Cooperation and attention to the needs of parents, guardians, family members, school personnel, and students are necessary to achieve a school climate that enables learning.

Students

Students are expected to actively engage in the learning process and respect all members of the school community, including other students, teachers, and school staff. With the assistance of adults, including parents/guardians, teachers, and school staff, students should understand and follow their responsibilities as defined in the "Rights and Responsibilities" section of this document.

Parents and Guardians

As children's initial and ongoing teachers in the home environment, parents/guardians play a major role in the success of their children at school.
Parents/guardians can help ensure success for their children in school and beyond, by becoming familiar with and cooperating with restorative approaches to managing harm and behaviors that disrupt the learning environment. Parents/guardians can further support student school success through the following:

1. Maintain a positive attitude toward school and education.
2. Show interest in their children' s educational progress.
3. Monitor and encourage children to complete homework assignments.
4. Ensure that their children arrive at school on time.
5. Teach their children respect for the authority of school personnel by cooperating with school personnel in solving any behavioral or educational problems.
6. Encourage their children to follow the Code of Conduct.
7. Encourage students to share if there are problems at school.
8. Cooperate with school personnel in solving behavioral problems.
9. Ensure that their children are neat, clean, and appropriately dressed.

Schools

With guidance and assistance from the Board of Education staff, each school shall develop a whole school restorative practices plan to promote a safe and supportive learning environment for all students, teachers, and staff. The plan will include restorative practices and a positive behavior support system which develop mutual respect, promote constructive restorative conflict resolution skills, encourage good behavior and have fair, reasonable, and restorative consequences for inappropriate behavior.

School Staff (other than teachers & administrators)

Other school staff, School Resource Officers (SROs), bus drivers, cafeteria, clerical, administrative, and custodial staff are important contributors to the school and school transportation environment. In their interactions with students school staff should contribute to promoting a safe and supportive learning environment using restorative practices.

Teachers

Classroom behavior management begins with the relationship between teacher and student. Teachers are, therefore, expected to maintain a responsive classroom environment, practice, model, and encourage restorative practices, and to manage behavior proactively in the classroom in an age-appropriate manner.

The teachers will take the following actions:

- Employ restorative practices in class that are appropriate to the situation and grade-level. This includes community building circles, problem solving circles, and the development of classroom norms using the community building circle process for creating classroom expectations.
- Schedule or request referral of student to a school-based restorative process, such as a conflict circle or formal restorative conference.
- Contact the student's parent/guardian.
- Request a meeting with student, teacher and administrator.
- Schedule a conference with the parent/guardian, the person(s) who was affected or harmed and other appropriate staff.
- Refer the student to the Student Staff Support Team ("SSST").
- If appropriate, refer the student to Youth Connect, formerly YouthStat.

There are behaviors that, due to their repetition or severity, may warrant the intervention of the school administration.

Administrators

Will create a climate where community building circles are used to develop strong relationships and teachers are using circles to develop classroom norms that support the individuals within the class. These norms will employ narrative questioning techniques to build a common understanding of the needs of the classroom community. Teachers will use restorative questioning techniques to resolve minor issues within the class. Teachers will also use **effective** questions and statements to increase interpersonal understanding, model social emotional skills, increase cultural competency and promote cooperation within the classroom.

In any situation where harm has occurred or is alleged to have occurred, the principal or designee will hear the student's explanation and investigate the matter fully before determining a response. The principal or designee will determine the extent of the harm and what needs have arisen as a result of that harm, what restorative practices have been employed in response to the harm, previous incidents involving the student, and what restorative practices or programs are available and appropriate to address the needs any harms or disruptions to the learning community that may have been caused by the behaviors of others.

Traditional Punitive Model	**Restorative Model**
What Rule was broken?	Who has been harmed or affected?
Who broke the rule?	What are the needs of that person?
How shall we punish them?	Who is obligated to meet those needs?

V. Classifications of Behaviors that Result in Harm or Disruption to the Learning Environment and Responses

Behaviors that harm others or disrupt the education of other students are grouped into four (4) levels: Minor, Intermediate, Major I, and Major II. A restorative practices approach should be used in response to instances where others have been negatively affected. Suspensions are reserved for more serious behaviors and/or when restorative approaches have not resolved the problem. Expulsions are reserved only for the most serious behaviors that impact the safety of the school community.

Previous restorative responses shall be documented and considered in any suspension or expulsion hearing. However, the principal's primary responsibility is to maintain order and protect the safety and security of all students and faculty. Therefore, in response to any given situation, the principal should exercise his or her discretion consistent with promoting a safe and supportive learning environment.

The following behavior code classifications include travel to and from school, behavior at school, and while participating in any school-sponsored events.

Level 1: Minor Behaviors that Affect Others Negatively

DEFINITION: Minor disruptive or harmful behaviors includes those which disrupt the educational environment, including conflict with other students, but does not include safety risk, damage to property, or physical harm to self or others.

Level 1 behaviors include those recurrent or continued instances of minor disruptive behaviors that interfere with the ability of students to learn, the teacher's ability to teach or interferes with school activities or processes (such as movement about the building, meals, transportation to and from school, sports events, etc.). Using **effective** restorative language, simple, isolated reminders of expectations and agreements and/or calling the student's attention to the need to change disruptive behavior should be considered part of ordinary classroom and school management.

Where a student or students persist in disruptive behavior, or repeats a disruptive behavior, then the student's actions would be considered level 1. profane, obscene, or vulgar language or expression (in any language) directed at others, whether verbal, written, or by gesture, may be considered level 1 behavior, depending upon severity.

When the behavior is recurrent, whenever possible and preferably prior to the behavior being reported as level 1, the parent(s)/guardian should be contacted to discuss whether there are issues impacting the student's behavior and to discuss ways to improve the student's behavior to promote optimal learning.

Responses to Level 1 Behaviors should employ restorative practices and focus on prevention of future disruptive or harmful behaviors and/or repetition of the behavior.

The teacher or staff person will give notice to the school administration through the school's referral process and the parent(s)/guardian(s) will be notified about the behavior and actions taken. School administration will provide assistance to enhance the student – teacher (or student- staff member) relationship and to promote a

positive educational environment.

Examples include, but are not limited to:
- Use of informal restorative practices
- Harm circle process Formal restorative conference to repair harm and /or repair relationships **always includes** the person(s) harmed and the person who committed the harm Consultation with parent(s)/guardian(s)

Level 2: Intermediate Behaviors that Affect Others Negatively

DEFINITION: Intermediate behaviors include behavior that substantially disrupts the educational environment and has the potential to put at risk the safety and security of students, teachers, and staff. Intermediate behaviors also include chronic level 1 behaviors that have not responded to restorative approaches (three or more reports of level one behaviors within a relatively short period of time) and actions which compromise the integrity of students or the school.

Intermediate behaviors include, but are not limited to:
- cheating on tests or on academic assignments, including plagiarism (copying the work or ideas of another)
- serious and intentional disruption of a school activity
- harassing behavior targeting another student, teacher, or staff member whether verbal, physical, written, or electronic.
- vandalism (under $100)
- physical fighting by students in grades K-8
- using social media in ways that disrupt school activities or to embarrass or harass others
- distributing to others non-prescription medication, such as Tylenol, that is generally considered non-harmful

Responses to Level 2 behaviors should employ restorative practices and focus not only on prevention of future incidents, but also on ways to repair any harms caused by or the disruptive or harmful behavior. Responses should be age appropriate. In addition to preventing and repairing harms, the purpose of responses to harmful behavior should be to promote relationships and support and develop positive social interactions.

The teacher or staff person will give notice to the school administration through the school's referral process. The parent(s)/guardian(s) will be notified of the behaviors and actions taken. School administration will provide assistance to deepen the student – teacher (or student- staff member) relationship and to enhance the educational environment.
Examples include, but are not limited to the following:
- Use of informal restorative practices
- Harm circle process
- Formal restorative conference to repair harm and /or repair relationships which **always includes** the person(s) harmed and the person who committed the harm. Consultation with parent(s)/guardian(s)

Specific actions for student, school staff, family, or others will be determined through the restorative process, will be appropriate to student's age and nature of the behaviors, and may include behavioral contract, restitution and/or remediation, community service, and/or referral for supportive services.

Levels 3 and 4: Major Behaviors that Affect Others Negatively I & II

Major behaviors are those which may result in out-of-school suspension. It is a goal of the State of Connecticut to reduce the incidence of out-of-school suspension in public schools. The state requires the use of the following decision making guide in determining whether or not out-of-school suspension is warranted. However, in the absence of legislation requiring the use of in-school suspension and in the absence of fully funded in-school suspension programs in all the schools, it should be recognized that out-of-school suspension remains an option for the harmful behaviors in these categories. The decision guide, criteria, and consideration of mitigating factors described below apply to both Level 3 and Level 4 behaviors.

Level 3: Major Disruptive or Harmful Behaviors 1

DEFINITION: Major Disruptive or Harmful Behaviors 1 includes behavior that severely disrupts the educational environment, endangers students or staff, and/or causes significant damage to school property.

Major Disruptive or Harmful Behaviors 1 may result in referral to outside agencies such as the New Haven Juvenile Review Board, other social service or mental health agencies or programs***, or as a last resort*** the police department. Major Disruptive or Harmful Behaviors 1 also includes chronic intermediate behaviors (three or more occurrences) that continued despite use of restorative approaches.
Examples include, but are not limited to the following:

- Alcohol or marijuana: the use, possession, sharing, or being under the influence
- Bullying and other forms of repeated harassment
- Distribution of a non-prescription medication for purposes not according to labeling •

Possession or use of illegal drugs or drug paraphernalia

- Electronic tampering: unauthorized access to information systems or unauthorized use of school or others' electronic equipment (including computers, fax machines, telephones, etc.)
- Physical fighting by students
- Distribution or possession of fireworks
- Hazing
- Harassment based on gender, race, religion, disability, and other protected categories •

Indecent exposure

- Malicious threats of violence
- Possession of a common pocket knife or other weapon or dangerous instrument (other than a firearm, deadly weapon, or martial arts weapon)
- Secret society; organization, establishment, promotion, membership, participation in any secret society related activity or wearing any secret society organization or gang logo in any way which is disruptive of the educational process.
- Sexual harassment
- Theft

- Trespassing
- Vandalism over $100
- Other serious behaviors that result in harm or disruption to the educational environment which the principal/designee reasonably believes fall within this category.

Responses to Level 3 /Disruptive or Harmful Behaviors 1 should employ restorative practices and focus on ways to repair any harms caused by the harmful behavior as well as include prevention of future harmful behaviors. Responses also should be age appropriate. To repair harm and prevent future behaviors that result in harm or disruption to the educational environment, restorative processes should be utilized.

Notification of parent/guardian is required.

NOTE: Appropriate law enforcement agencies may be notified if the principal/principal's designee reasonably believes that the behavior involved qualifies as a criminal act under Connecticut Law.
**In the case of bullying ONLY, refer to the full Bullying Policy and implement progressive discipline as noted.

Responses to instances of Disruptive or Harmful Behaviors I include, but are not limited to:
- Restorative conferencing that includes student's family/guardian
- Restorative conferencing for serious incidents may require outside adult assistance. •

Circle process
- Referral to a school-based restorative review board
- Referral to New Haven Juvenile Review Board or other support services
- Based on the restorative process used and as determined by the restorative process, additional responses may include, but not be limited to, assignment to an alternative educational program, restitution, community service, or referral/access to supportive services.
- Suspension (see in-school and out-of-school suspension description below) SSST or Youth Stat referral. •

Recommendation for expulsion may be appropriate, but only where instances of Major Disruptive or Harmful Behaviors result in serious harm or disruption to the educational environment.

In-school suspension may be used, where needed for safety, protection of those harmed, or the short term prevention of further disruption. Suspension from school or transportation services may be used for safety concerns or to protect person(s) harmed from further harm. The length of suspension is determined by the need for safety or protection, the nature of the behavior and the number of previous instances of harmful or disruptive acts. Restorative approaches should be considered and previous restorative applications should be documented prior to suspension.

During any period of suspension pending application of a restorative practices process, students lose all privileges pertaining to extracurricular events and activities. Any further loss of privileges would be determined through the restorative practices process.

Level 4: Major Disruptive or Harmful Behaviors II

DEFINITION: Major Disruptive or Harmful Behaviors II includes behavior that severely disrupts the

educational environment, puts the safety and security of students and staff at risk, and/or leads to consequences defined by state law. Disruptive or harmful behaviors at this level include harm to self or others, and/or significant damage to school property.

Major Disruptive or Harmful Behaviors II includes referral to outside agencies such as 211, the police department, or New Haven Juvenile Review Board. Behaviors also include Major disruptive or harmful behaviors 1 that have become chronic (three or more occurrences).
Examples include, but are not limited to the following:

- Alcohol or marijuana: sale or attempted sale (including substances represented as alcohol or marijuana)
- Arson
- Assault/Battery on a student or students or on a school board employee resulting in serious bodily harm
- False alarm: submitting or calling in a false alarm
- Bomb threat
  *Use of fireworks
- Illegal Drugs other than marijuana (including counterfeit): distribution, attempted distribution, sale, or attempted sale
- Explosives: willful possession of Firearms; the distribution, sale, attempted sale, use or willful possession
- Homicide
- Kidnapping
- Distribution of prescription medication or drugs to others
- Sexual assault
- Vandalism over $1,000
- Vehicle Theft
- Weapon: the use or threatened use of a weapon or dangerous instrument against a person

Weapon: the willful possession of a deadly weapon (not including a common pocket knife), dangerous instrument, or martial arts weapon as defined by State law

- Introduction of a foreign substance (toxic or harmful) into food or drink

Responses to Level 4 /Major Disruptive or Harmful Behaviors II should employ restorative practices approaches as much as possible and focus on ways to repair any harms caused by and/or contributing to the disruptive or harmful behavior as well as include prevention of future disruptive or harmful behavior. Responses also should be age appropriate.

Notification of parent/guardian is required as soon as possible.

NOTE: Appropriate law enforcement agencies may be notified if the principal/principal's designee reasonably believes that the behavior involved qualifies as a criminal act under Connecticut Law.

**In the case of bullying ONLY, Refer to the full Bullying Policy and implement progressive discipline as noted.

Responses to instances of Major disruptive or harmful behaviors II include, but are not limited to:

- Restorative conferencing that includes student's family/guardian

- Referral to a school-based restorative review board
- Circle process
- Mediation, which may require external, experienced, adult mediators
- Referral to New Haven Juvenile Review Board or other support services
- Based on the restorative process used and as determined in the restorative process, additional responses may include, but not be limited to, assignment to an alternative educational program, restitution, community service, referral/access to supportive services
- Referral to SSST or Youth Stat
- Suspension (see in-school and out-of-school suspension description below) Expulsion

In-school suspension may be used, where needed for safety, protection of those who have been harmed, or prevention in the short term of further disruption. Suspension from school or transportation services may be used for safety concerns or to protect those who have been harmed from further harm. The length of suspension is appropriate to the needs for safety or protection, the nature of the harmful behavior, and to the number of previous instances of behaviors that have resulted in harm or a disruption of the learning environment. Restorative approaches should be considered and previous restorative applications should be documented prior to suspension.
During any period of suspension pending application of a restorative practices process, the student(s) lose all privileges pertaining to extracurricular events and activities. Any further loss of privileges would be determined through the restorative practices process.

NOTE: Since major disruptive or harmful behaviors II actions involve possible criminal acts under Connecticut Law, the appropriate law enforcement agencies will also be notified. Suspension from school or transportation services is required pending implementation of a restorative practices process or initiation of expulsion proceedings.

If the principal determines that there are extenuating circumstances, length of the suspension should be appropriate to the harmful behavior exhibited, to safety and protection of those who are harmed and others, and to the number of previous violations. Current and previous restorative applications with the student will be documented and considered.

Initiation of expulsion proceedings is required, based on state law, for possession of a firearm, dangerous weapon, dangerous instrument, or martial arts weapon or offering for sale or distribution a controlled substance. In other situations, the principal may recommend initiation of expulsion proceedings for students in grades three through twelve based upon the seriousness of the behavior, any extenuating circumstances, and after review and documentation of previous restorative practice applications and a determination that those have not worked.

The principal may alternatively refer the student to a restorative practices alternative, including but not limited to the following:
Restorative Conference
Referral to New Haven Juvenile Review Board
Referral to New Haven Youth Court
Referral to SSST (Student Support Services Team)
Referral to Youth Stat
Emergency Psychiatric Services (211)
Title 9 Coordinator

VI. Suspension Decision Guide

School administrators are required to use this reference guide to inform the decision for an out-of-school suspension. The student must meet either Criterion 1or Criterion 2 in order to be considered for out-of-school suspension. Where the student's actions meet either of these criteria, the school administrator should first examine what restorative practice alternatives may be available and document restorative practices previously applied for the student. In addition, the school administrator should then examine the list of mitigating factors that are applicable to each criterion because they may have a role in determining a course of action

CRITERION 1 – Endangerment to Persons/Property

Student poses a danger to persons or property that exposes a pupil or property to damage or injury, peril, risk, hazard or any harmful situation, (e.g., violent crimes, weapons possession and drug distribution) that out-of-school suspension is warranted.

CRITERION 2 – Serious Disruption

Student poses such a serious disruption to the educational process that causes a serious disorder, confusion, interruption or impediment to the operation of a class, study hall, library, assembly, program or other gathering involving pupils or staff members that out-of-school suspension is warranted.

Questions to consider:

1. Does the behavior markedly interrupt or severely impede the day-to-day operation of a school?
2. Is there a pattern of frequent or recurring incidents versus a single incident?
3. Have restorative practices alternatives been applied or could they be applied?

Mitigating Factors to Weigh in the Determination

1. Intensity of any or all offenses
2. Age, grade level and developmental stage of the student
3. Learning/behavioral support provided to the student (e.g., through special education, Section 504, etc.) 4. Student's discipline history and likelihood of repetition
5. Student's intent and expressed reasons for the behavior
6. Student's academic progress and relative risk of lost instruction
7. Interpretation of culture and communication factors
8. History of school and family collaboration in supporting positive behaviors
9. History of restorative practice applications.
10. Student's mental health
11. Availability of mental health support services

Appendix C:

NHPS Race and Equity Policy

Purpose

New Haven Public Schools (NHPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Through addressing racial equity, we affect the larger idea of diversity (Singleton).

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Continuously working to eliminate our district's institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.

NHPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, NHPS must address and overcome this inequity, institutional racism and bias, providing all students with the support and opportunity to succeed.

Definitions

For the purposes of this policy the following terms shall have these meanings:

A. ``Educational equity'' means (1) raising the achievement of ALL students, (2) narrowing the gaps between the lowest and highest performing students, and (3) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (e.g. academic achievement, discipline, graduation rates). (Singleton) B. ``Institutional racism" refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates that their white counterparts, in the criminal justice system, and within many employment sectors in which day to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color (Aspen Institute).

C. "District staff" includes all employees, consultants, contractors, and vendors of New Haven Public Schools.

D. "District partners" includes students, their families, and community partners of New Haven Public Schools.

E. "Diversity" includes characteristics of persons including, but not limited to race, culture, color, Creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.

F. "District Equity Leadership Team" or DELT is a panel committee of district members and partners who are tasked with developing a Race and Equity Policy for New Haven Public School District and ensuring its implementation and progress monitoring.

G. "District Equity Leadership Team Advisory Group" or DELT-Advisory is composed of members from

various stakeholder groups in New Haven Public School District (e.g. Board of Education, Central Office, Administrators, Teachers, Staff, Students, Parents, Community, Clergy) and is tasked with reviewing the policies and actions of the DELT prior to and during implementation, in order to provide feedback to the DELT.

General Statement of Policy 1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems and behaviors that perpetuate inequities, NHPS will:

A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;

B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the presence and role of racism; and

C. Eliminate practices resulting in predictable differences in success (e.g. academic, discipline, attendance, standardized test scores, college enrollment) for any student racial group compared to peers.

ENSURE SYSTEMIC EQUITY

NHPS will implement and lead from a system-wide racial equity plan that stands on four critical pillars: Students at the Center; Culturally Relevant Leading, Teaching & Learning; Equitable Alignment of Resources, Systems & Structures; and Family & Community Engagement.

A. **Students at the Center** – We will align all district priorities and resources to achieve equitable outcomes for all students by:

1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally appropriate and relevant curriculum, instruction, and assessment; and
2. Ensuring a positive and academically rigorous school environment that engages all students.

B. **Culturally Relevant Leading, Teaching & Learning** – We will ensure that racial equity guides all employee actions and leads to improved academic results for a racially and ethnically diverse and changing student population by:

1. Attracting, recruiting, employing, supporting, retaining, promoting, and continuously developing a workforce of racially conscious and culturally proficient administrative, instructional and support personnel;
2. Collaborating as teachers and administrators to ensure culturally proficient instructional practices, and culturally relevant curriculum and assessments;
3. Eliminating practices that lead to the over- or under-representation of any student racial group (e.g. Advanced Placement courses); and

C. **Equitable Alignment of Resources, Systems & Structures** – We will ensure that racial equity guides the alignment and allocation of resources, systems, and structures across the district by:

1. Modeling racial equity in business practices;
2. Replacing inequitable operational practices with systems that support implementation of this policy; and
3. Focusing accountability systems and metrics on racially equitable results.

D. **Family & Community Engagement** – We will develop and implement equitable practices for and

with our students, their families, and our community by:

1. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
2. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

IMPLEMENTATION AND MONITORING

The Board directs the Superintendent and the District Equity Leadership Team to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for NHPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection) 20 U.S.C. § 1703 (Equal Educational Opportunity) 42 U.S.C. § 2000c et seq. (Desegregation) 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964) 25 U.S.C. § 452 et seq. (JohnsonO'Malley Act)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression") 10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Connecticut State Board of Education "Position Statement on Culturally Responsive Education," adopted May 4, 2011

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. 29 CFR 604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (as) 62. Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C. S4212 Title II of the Genetic Information Nondiscrimination Act of 2008

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008 Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Hollowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Sources

Singleton, Glenn. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. 2nd Ed., Corwin, 2014.

Saint Paul Public Schools. Racial Equity Policy (101.00). Saint Paul, MN. 2008.

CABE Policy Services. Equity and Diversity Policy Sample (0523). Wethersfield, CT. 2015.

UNITY

By Cleo V. Swarat

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher:
the tools she used were books and music and art;
One was a parent
With a guiding hand and gentle loving heart.

And when at last their work was done,
They were proud of what they had wrought.
For the things they had worked into the child
Could never be sold or bought!

And each agreed they would have failed
if they had worked alone.
For behind the parent stood the school,
and behind the teacher stood the home!

Thank you for your partnership in your child's education!

NEW HAVEN PUBLIC SCHOOLS

12 Month Calendar 2026-2027

Holidays/Recess	
Independence Day, July 4, 2026	New Year's Day, January 1, 2027
First Day of School: August 31, 2026	Three Kings Day, January 6, 2027
Labor Day, September 7, 2026	MLK Day, January 18, 2027
Rosh Hashanah, September 12, 2026	President's Day, February 16, 2027
Yom Kippur, September 21, 2026	February Recess, February 16, 2027
Indigenous People Day, October 12, 2026	Eid al-Fitr, March 10*, 2027
Election Day, November 3, 2026	Good Friday, March 26, 2027
Veteran's Day, November 11, 2026	April Recess, April 12-16, 2027
Thanksgiving Day, November 26, 2026	Memorial Day, May 31, 2027
Thanksgiving Recess, November 27, 2026	Last Day of School: June 17, 2027
Christmas Recess, December 24 – December 31, 2026	Juneteenth, June 19, 2027
Christmas Day, December 25, 2026	

182 Student Days | 186 Teacher Days | 249 Workdays

JULY

M	T	W	T	F
		1	2	(3)*
6	7	8	9	10
13	14	15	16	17*
20	21	22	23	24
27	28	29	30	31*
				21/22

AUGUST

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14*
17	18	19	20	21
24	25	(26)	(27)	(28)*
31				
				1/21

SEPTEMBER

M	T	W	T	F
	1	2	3	4
(7)	(8)	9	10	11*
14	15	16(c)	17	18
21	22	23(d)	24	25*
28	29	30		
				19/21

OCTOBER

M	T	W	T	F
			1	2
5	6	7	8	9*
(12)	13	14	15	16
19	20	21(f)	22	23*
26	27	28	29	30(e)
				21/21

NOVEMBER

M	T	W	T	F
2	3	4	5	6*
9	10	(11)	12	13
16	17	18(ag)	19(b)	20*
23	24	25#	(26)	27
30				17/19

DECEMBER

M	T	W	T	F
	1	2	3	4*
7	8	9	10	11
14	15	16	17	18*
21	22	23#	24	(25)
28	29	30	31	
				17/22

JANUARY

M	T	W	T	F
				(1)*
4	5	6	7	8
11	12	13	14	15*
(18)	19	20	21	22(e)
25	26	27	28	29*
				18/19

FEBRUARY

M	T	W	T	F
1	2	3(ag)	4(b)	5
8	9	10	11	12#*
(15)	16	17	18	19
22	23	24	25	26*
				18/19

MARCH

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12*
15	16	17(f)	18	19
22	23	24	25	(26)*
29	30	31		
				21/22

APRIL

M	T	W	T	F
			1	2(e)
5	6	7	8	9#*
12	13	14	15	16
19	20	21	22	23*
26	27	28	29	30
				17/22

MAY

M	T	W	T	F
3	4	5	6	7*
10	11	12	13	14
17	18	19	20	21*
24	25	26	27	28
(31)				
				20/20

JUNE

M	T	W	T	F
	1	2	3	4*
7	8	9	10	11
14	15	16	17(e)#	(18)
21	22	23	24	25
28	29	30		
				11/21

Glyphs			
( )	Teacher's Day Only	c	Open House, Meet the Teacher Night: K-8
*	Paydays: Regular Plan	d	Open House, Meet the Teacher Night: High School
#	Early Dismissal – Students and Staff	e	End of Marking Period
a	Parent Conference, Report Cards: K-8	f	Staff In Service – Students Early Dismissal
b	Parent Conference, Report Cards: High Schools	g	Student Only Early Dismissal
◯	Federal Holidays	123	10 Month Employees/Teacher Approved Contract days