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Mission, Vision, and History

Welcome

We're excited to welcome you for the 2015-16 school year, NHA's 13th year! At NHA, we provide a unique opportunity for students to take responsibility for their own learning and their own future by requiring them to think critically, defend their ideas, and get involved in the community.

This handbook represents our best thinking and will provide you with information you need to understand who we are, how we work, and how we live up to the NHA motto - ***Think Critically; Be Responsible; Get Involved*** - in all that we do.

Our Mission

New Haven Academy provides a rigorous education that prepares all students to succeed in college and become active citizens able to make informed decisions about their lives and their communities. We are building a racially, ethnically and economically diverse student body, providing individual attention for every student, and guiding students through the difficult transition from middle school to high school. New Haven Academy graduates will be independent thinkers who ask critical questions and who develop and defend their own ideas. In order to achieve this vision, New Haven Academy is a learning community in which all members – staff, students and parents – know each other well.

Our History

New Haven Academy was founded in 2003 as a state-approved Interdistrict Magnet School and part of the New Haven Public Schools. We are modeled after The Institute for Collaborative Education (ICE), a New York City School founded in 1993. NHA's founders, Greg Baldwin and Meredith Gavrin, worked at ICE in its early years, helping to develop its policies and program.

Education Reform Affiliation and Partnerships

NHA is a member of the Coalition of Essential Schools (CES), a national network of schools committed to a set of common principles for student engagement and achievement. NHA has a partnership with Facing History and Ourselves, an international organization whose mission is to engage high school students of diverse backgrounds in complex studies of prejudice reduction, social justice, and participation in a democracy in order to promote the development of a more humane and informed citizenry. NHA has an Early College program with Gateway Community College that ensures credit-bearing college experience for all NHA students and successful preparation for college-level math and writing. NHA also has a unique partnership with Quinnipiac University (Hamden, CT) that allows select 11th and 12th grade students to enroll in undergraduate courses for advance college credit (for full credit, tuition-free).

The New Haven Academy Approach

The New Haven Academy model works for students from all educational backgrounds. We combine academic rigor and individual attention in a small learning community to ensure that each student is known well and pushed to meet high standards.

Magnet Theme – *Facing History and Ourselves*

The school's magnet theme is based on *Facing History and Ourselves*, a unique citizenship education program that encourages adolescents and adults to examine profound ethical questions about history, decision-making, prejudice, and violence, and to participate in finding solutions to real-world problems. As a member of the Facing History Innovative Schools Network, we commit to the following common principles:

- ◇ We value the complexities of identity and combat prejudice in our school community.
- ◇ We integrate intellectual rigor, emotional engagement, and ethical reflection.
- ◇ We examine choices of the past and their legacies to inform our choices today.
- ◇ We foster dialogue, empathy, and civic participation.

Think Critically

At NHA, we teach students how to think. We have identified six habits that successful critical thinkers employ to explore their world and express their ideas. These include *Asking Questions, Finding Evidence, Making Connections; Recognizing Perspective, Considering Alternatives, and Explaining Relevance*. We assess students' mastery of these habits across all core disciplines at NHA. At every level, we require them to develop and defend original ideas through essays, experiments, debates, and other forms of exhibition. After completing these projects, students must present, defend, and reflect on them to show their mastery.

Be Responsible

Responsible work habits are essential to academic success. At NHA, we help students to develop the skills necessary to be responsible, and we assess students' mastery of these skills. Students who are responsible get more time and support to demonstrate academic mastery in their coursework.

Get Involved

Young people must practice making independent, responsible decisions about how to live and work in the world. At NHA, by connecting the themes of Facing History and our approach to teaching and learning, we help students learn how to be thoughtful about the decisions they make in school, as family members, as community members and finally as active citizens in a democracy.

Teaching and Learning @ NHA

Core Beliefs

Our ultimate goal is to prepare students for college, careers, and active citizenship. With this goal in mind, we believe that:

- Students must master critical thinking, academic skills, and essential knowledge in each academic discipline.
- Learning cannot be averaged.
- Students need time to practice and learn from mistakes.
- Students should have multiple opportunities to show what they know and can do.
- Strong work habits and community involvement are critical for success in college, career, and citizenship.

Core Practices

To put these beliefs into practice, we:

- Report on student mastery of specific skills and concepts within a course; work habits like participation and effort are reported on separately.
- Determine grades based on trends, and take more recent performance into account so that grades reflect a student's current level of achievement.
- Design multiple assessments (projects, essays, tests) for students to demonstrate their mastery of critical thinking, skills, and course content.
- Require students to complete practice steps before they attempt to demonstrate mastery.
- Provide more time, more practice, and more opportunities to develop mastery if a student is not ready.
- Provide detailed rubrics that show students, parents, advisors, and teachers what each grade represents.

Grading @ NHA

Students are graded on their demonstration of academic mastery and their responsibility and involvement in class. These grades are not averaged together.

Academic Grades

At NHA, students work towards mastery of a variety of academic disciplines. We define mastery of a discipline as the ability to use skills and habits of mind to produce the kinds of work essential to that discipline. Each department has identified the kinds of work essential to their discipline and created major assignments, known as Core Assessments, to embody that work.

Student performance on these core assessments becomes the basis of their academic grade in each course. Core Assessments measure student mastery of six Habits of Mind – critical thinking skills aligned with common core and 21st century standards. Core Assessments also measure student mastery of discipline-specific skills and content knowledge.

Students earn grades of A through C- on each standard in each core assessment. If a student earns below a C- on any standard, that core assessment is Not Ready (NR). The student must revise or re-do that Core Assessment (or an alternative) to demonstrate mastery of all required standards. When a student does demonstrate mastery, the grade on the Core Assessment will show their current level of mastery.

Responsibility Grades

Because responsible work habits are essential to academic success, students receive a separate grade for being responsible in each course in addition to their academic grades. **This grade is based on their work in 3 key areas: completing homework, participating in class activities, and meeting assessment deadlines.** Students who are responsible earn more time and support to demonstrate mastery on core assessments. A student who has not been responsible (NR in Responsibility) has not earned the opportunity for more time to work on core assessments.

Grade Scale

Our standards-based grading scale is consistent with the 4.0 scale used in many colleges:

- A** = Advanced Demonstration of Mastery
- B** = Strong Demonstration of Mastery
- C** = Developing Demonstration of Mastery
- NR** = Not Ready to Demonstrate Mastery

Other notations that appear on progress reports and report cards:

IN = Incomplete. Students with an excused medical or personal absence can qualify for more time and support beyond the end of a course.

NG = No Grade. Students who are Not Ready at the end of a course and who have a Not Ready in Responsibility in the course get no grade for that course. These students must demonstrate mastery of course standards in a different semester or year, or successfully complete a different course to take its place.

Grade Reporting

Students, parents and guardians can access grading information, attendance, homework calendars, etc at any time through our online gradebook, jupitergrades.com. Families receive login information at orientation; passwords can be reset by the school at any time for both parents and students. In addition, we provide the following reporting:

Progress Reports

Progress reports appear three times each semester, providing “snapshots” of student performance at a given time. Grades on progress reports are not final.

Report cards

At the end of each semester, students receive their final grades for each course. Students who are not ready but have been responsible may qualify for an Incomplete in a course. Students who are not ready and have not been responsible will earn no grade.

Narratives

Along with report cards, students will receive detailed written evaluations of their performance in each course each semester.

Assessment @ NHA

Assessments at NHA prepare students for the kinds of work and thinking required in college and the workplace. Students must successfully earn a number of credits in each discipline by creating a portfolio of Core Assessments demonstrating their ability to do the essential work of that discipline. Students are regularly assessed as a way to inform instruction and to measure progress toward mastery. Here are some key terms we use in our assessment system:

Practice Work

Homework and classwork that prepares student for success on core assessments. This work is designed to help student develop skills and understandings, and students often receive feedback on this work, most of this work forms the basis of a student's responsibility grade.

Practice Assessments

Assessments that mirror the conditions of core assessments and reveal whether the student is ready to attempt the core assessment. Because they are practice, they are not factored into a student's final academic grade.

Core Assessments

Major projects that represent essential work of each discipline. These projects are where students demonstrate their mastery of the essential content, skills, and concepts of a course. Teachers typically assign between 4 and 10 core assessments over the duration of a course.

Course Standards

Descriptions of the things a student must know and be able to do in a course. These include the Habits of Mind and skills required to produce essential work in each discipline, as well as the content that must be mastered during a particular course.

Portfolios

Collections of work that demonstrate a student's thinking and learning. Portfolios for 9th grade Roundtables & 10th grade Gateways are collections of core assessments chosen to demonstrate mastery of our habits of mind. Course-based portfolios are collections of practice work and assessments that demonstrate student readiness to complete core assessments.

Exhibitions

Public presentations and defenses of completed portfolios and core assessments. Students' ability to explain, discuss, reflect on, and defend their thinking is an essential component of mastery at NHA.

Rubrics

Grading tools that teachers use to explain their expectations. At New Haven Academy, rubrics define, for each course standard, what student work looks like when it is "advanced" (A), "strong" (B), "developing" (C), or "not ready" (NR).

Graduation Requirements

To graduate from NHA, students must successfully earn a number of credits in each discipline, creating a portfolio of Core Assessments demonstrating their ability to do the essential work of each discipline. In order to earn credit for a course, a student must successfully complete at least one of each type of Core Assessment and successfully demonstrate all required content knowledge. A student who has not done so is not ready to earn credit in that course. If the student has been responsible, he or she may qualify for additional time to continue working in that course.

To earn their diploma, students must also independently complete and publicly defend a piece of essential work in each discipline and successfully complete end-of-year, school-wide exhibitions. Please see Exhibitions section of the handbook for details.

Students must demonstrate mastery in the following courses / exhibitions to earn 28 credits to graduate from NHA:

English / Literature	4
History / Social Studies	4
Facing History / Civics	2
Math	4
Science	3.5
Spanish	3
Physical Education	1
Arts	1
College-Bound Seminar / Internship	1
College Coursework / Academic Electives	2
End-of-Year Exhibitions	1.5
Community Service (40 hours minimum)	1
<hr/>	
TOTAL CREDITS	28

Academic Program

To graduate from NHA, students must successfully earn a number of credits in each discipline. The 9th and 10th grades are built around a core set of year-long courses. The 11th and 12th grades are modeled on a typical college schedule, featuring semester-based, thematic courses. By 11th grade, students are expected to take an active role in developing their schedules.

English/Literature

Students are expected to complete 4 full years of coursework in English / Literature. Students take year-long courses in 9th and 10th grades and must complete at least 4 semester-long, thematic courses in 11th and 12th grades.

History/Humanities

Students are expected to complete 4 full years of coursework in History / humanities. Students take World History in 9th grade, US History 1 in 10th grade, and must complete at least 4 semester-long, thematic courses in 11th and 12th grades.

Facing History/Civics

Students are expected to complete two semester-long Facing History seminar courses by the end of 10th grade and complete 1 year-long Civics course in 12th grade.

Math

Students are expected to complete 4 full years of coursework in Math and must complete coursework through Algebra 2. Courses offered include Algebra 1, Geometry, Algebra 2, Pre-Calculus, Statistics, and AP Calculus.

Science

Students are expected to complete 3 core science courses plus 1 additional elective course. Students take Phy-Chem, Biology, and Chemistry, and can choose among Anatomy, AP Biology, Engineering, Forensic Science, Environmental Science, and Physics.

Spanish

Students are expected to complete 3 full years of coursework in Spanish. NHA offers courses from Spanish 1 through Native Speaker Spanish and AP Spanish.

Physical Education

Students are expected to complete at least 2 semester-long PE courses (PE or Yoga).

The Arts

Students are expected to complete at least 2 semester-long courses in the arts. Courses offered include visual arts, drama, dance, and music.

College-Bound/Internship

In order to prepare all of our students to succeed in college, we have developed a unique College Bound Program that integrates academic preparation with a four-year program of college and career exploration and guidance. Courses include a High School Seminar class for all 9th and 10th graders and a weekly College Bound Seminar class for all 11th and 12th grade students. The College Bound Program also includes a 3-week intensive internship experience for 11th graders in which each student spends four days each week at one identified job site, completing a project for his/her internship host.

College Courses/Electives

Students are expected to take at least 1 college course and at least 2 elective courses by the end of 12th grade. These courses are made possible through the Gateway Community College Early College Partnership and the NHA /Quinnipiac University Dual Enrollment Program.

AP® Classes

Enrollment in an AP course requires that the student take the AP exam. If a student **does not** take the AP exam for an AP class, the class credit earned for satisfactory completion of the course will be reflected on the academic transcript as “Honors” (rather than “AP”). Additionally, if a student **does not** take the required exam, she/he will pay to the New Haven Board of Education any and all fees for each exam ordered and paid for by the Board of Education.

Academic Support

Because we believe that student learning is an individual process and that students need multiple opportunities to practice, take risks, and revise their work, we are committed to providing regular, ongoing academic support for all students. We have created 4 ongoing, concrete, regular opportunities for support in the New Haven Academy Schedule and Calendar.

Academic Support Sessions

There 50-minute support sessions weekly for all NHA students. From 9:30 to 10:20 AM on Mondays, all students identify and sign up for academic support sessions or enrichment opportunities based on their identified needs. Advisors help students to make thoughtful choices about how to identify and prioritize their needs.

Academic Support Labs

Students who have struggled to master the skills and/or content of Literature, Math, or Science will be eligible for an Academic Support Lab. This is a course in their schedule that meets 3 times per week and is designed to help them develop their skills and understanding of the standards of a discipline.

Summer School

In the summer of 2016, NHA will run its 2nd mastery summer program. Students will take mini-courses. Credit earned in these courses will help to remediate lost credit from the school year.

Structured Homework Help

We run a structured homework help program 3 days a week from 2:45-4:15, Tuesdays through Thursdays.

Academic Awards

New Haven Academy celebrates students for academic achievement, academic progress, special contributions, and citizenship. We recognize students who earn district honor roll recognition (all grades B- and higher), students who earn a 3.0 GPA and higher, and students who demonstrate *Responsibility* at a high level consistently each semester. We give out Ripples to students who practice good citizenship and Upstander recognition to students who stand up against an injustice or wrong in some way.

NHA staff members recognize students at regular town meetings throughout the year. We also hold a yearly awards ceremony (see school calendar).

NHA does not rank students or officially name a valedictorian. For the purposes of UCONN's Presidential Scholarship, NHA determines the top student in the senior class as of October. Upon request from other colleges, NHA will provide a student's "rank" if and only if such a "rank" is absolutely required for the purposes of admission.

Exhibitions

We firmly believe that a student's ability to explain, discuss, reflect on, and defend their thinking is an essential component of mastery. We expect students to participate in 4 end of year exhibitions, as well as several discipline-based exhibitions during their time at NHA.

Yearly Exhibitions

Each year, NHA students must successfully complete an exhibition. These exhibitions require students to demonstrate critical thinking, reflect on their past, set goals their future, and get involved in their community.

9th Grade - Roundtable Portfolio Exhibition

Students present a reflective letter, a collection of 5 core assessments (1 core assessment from each core discipline) and a Personal Success Plan for 10th grade that helps them demonstrate their embodiment of our school motto – Think Critically; Be Responsible; Get Involved.

10th grade - Gateway Portfolio Exhibition

Students individually present and defend 1 core assessment as evidence of their mastery of critical thinking, as well as a portfolio and reflective letter. They must provide detailed evidence of their mastery of our motto.

11th Grade - College and Career Portfolio Exhibition

Each student must participate in a panel discussion and present a portfolio built around the essential questions: *Who am I? Where am I going? How do I get there?* Their Internships and participation in Mock College Interviews become the basis for rigorous reflection.

12th Grade- Social Action Project Exhibition

Each student must present and defend all aspects of an independent project that he/she has created to addresses a social issue or community problem of his or her choice. The exhibition includes a portfolio, research and reflection on the process and product.

Discipline-Based Exhibitions

To demonstrate mastery of each discipline, all students must independently complete a piece of essential work in that discipline. This might mean independently designing and conducting a lab in science, or conducting independent research in Humanities. Please see course syllabi for specific details.

School Culture

New Haven Academy is built on a commitment to active citizenship and social action. A fundamental part of our mission is to prepare all students to make informed decisions about their communities. We strive to maintain a culture of respect for diversity and engagement with the world.

Facing History and Ourselves

Facing History is an international organization whose mission is to engage high school students of diverse backgrounds in complex studies of prejudice reduction, social justice, and participation in a democracy in order to promote the development of a more humane and informed citizenry. All of our students participate in a multi-year sequence of Facing History seminars, they participate in annual service learning projects that they design and execute in their advisory groups, and all seniors design and execute individual, independent projects to address social issues in their communities or in the world at large.

NHA Upstander Movement

An upstander is someone who takes action on behalf of others, usually a marginalized group. The Upstander Movement is a student-led movement started in 2014 to stand up for a safe, inclusive space for students to express themselves and stand against all forms of hurtful speech, big and small. The movement is a coalition of student representatives from NHA's various student leadership groups - the student government, The Facing History student council, the Gay-Straight Alliance, and the Future Council from the Future Project. They meet regularly to design programs and initiatives to help promote a safe, inclusive culture.

The Future Project

New Haven Academy is a Future Project site, offering NHA students a unique experience that connects to our social justice theme. The Future Project unites young adults with NHA students for a guided, year-long adventure. A Dream Director works at NHA daily and meets regularly with a Dream Team (NHA students who have committed to ongoing work) to explore themselves and their communities, and take on team challenges that build leadership, positive NHA culture, and creative thinking skills. Over the course of the year, Dreamers and others design and execute Future Projects that dares them to do "the impossible."

Community Service

Each student is expected to complete **10 hours** of community service **each year**; Service can involve service to the NHA community (lunchroom clean up, approved tutoring, etc), participation in an advisory-based service project (reading to K-2 classes at Clemente; running Ideas of Art, etc), or service in the larger community (volunteering at Life Haven, working at Yale-NH hospital, etc). Responsibility for the monitoring of service completion falls to the student and his/her advisor.

Student Leadership

Peer Mediators

Every year, a cadre of students is trained to help their peers to work through conflicts productively and positively. Peer Mediators, under the direction of the Dean of Students, help create a culture of supportive conflict resolution.

Fairness Committee Representatives

This group meets regularly to take on the challenge of helping the school community live up to its focus on treating each other with dignity and displaying a high level of integrity in our actions (see below).

Student Government

This group is elected by the student body and meets every week during to take on student & community engagement in all of its forms.

Facing History Student Council

This group meets regularly with Program Director Meredith Gavrin and is charged with keeping NHA true to its commitment to the ideals of prejudice reduction, social justice, and civic participation for all members of the community.

Future Project Dream Team

Students who have made a commitment to being leaders in creating positive school culture and to develop Future Projects based on student passions.

Senior Leadership

Seniors are expected to take on concrete leadership roles in the school, reserved specifically for them. Students who fulfill their leadership roles will earn privileges unique to seniors.

Student Support

Academic Advisory

Every New Haven Academy student has an academic advisor and belongs to an advisory group. The advisor is responsible for overseeing the student's academic life in school. He or she communicates with the student's teachers and parents to discuss progress in school. In addition to frequent telephone contact, advisors may lead family conferences for students scheduled periodically throughout the year. Advisors receive training and support so that they are able to provide a real "home base" for students.

The advisory program at New Haven Academy exists to foster relationships within our school community and will provide all students with the support and skills that are necessary for their success in high school and beyond.

Specifically, the purposes of the New Haven Academy Advisory Program fall into four categories: *Community; Academic/Skills; Life Planning; Advocacy.*

Student Support Services

The mission of NHA student support services is to help all students by strengthening the following 5 primary relationships they have and helping to make them positive and healthy: Student to self; Student to peers; Student to teachers; Student to school; Student to family.

Student Staff Support Team (SSST)

The leadership team of NHA will meet regularly to discuss individual students and oversee the implementation of support plans to meet their needs.

Peer Mediation

NHA has a culture of mediation – we teach all students how to resolve conflicts constructively. There are over 30 returning experienced Peer Mediators who facilitate official mediations throughout the year. In addition, another 20 NHA students will be trained as peer mediators by the end of October by a trainer from Community Mediation. These mediators will work in conjunction with the Dean of Students and School Counselor not only to mediate conflicts but also to help set a positive tone in student-to-student interactions throughout the school.

Fairness Committee

The Fairness Committee at New Haven Academy is a restorative justice model of school discipline, the purpose of which is to maintain a tone of decency and trust by working to restore damaged relationships between individuals and the community. The committee will be made up of representatives elected from each advisory who will coordinate the implementation of Fairness Hearings, which can be requested by any member of the school community (student, teacher, or staff member) who believes that the actions of another have detracted from the school's tone of decency and trust.

Fairness Hearings consist of an adult facilitator, the people involved in the violation, two student representatives from the Fairness Committee, and two students from the advisory of the student violating community expectations. Everyone at the hearing, including the respondent, will propose consequences aimed at restoration; each consequence will be put to a vote before being implemented. Hearings involving more serious violations or larger groups of people may be heard by the Fairness Committee itself.

Student Conduct

New Haven Academy is a learning community that expects young men and women to take responsibility for their own learning and to demonstrate respect for all members of the community – other students, staff, and family members. On a daily basis, we challenge students to learn how to be their best selves both inside and outside the classroom.

There are two guiding rules for New Haven Academy: **Do nothing to disrupt teaching and learning. Do nothing that harms yourself or other.**

Verbal Abuse Policy (see page 25 for full statement)

We will not accept or condone verbal abuse or harassment in this community. All community members are expected to show respect for each other and seek to work out conflicts in a constructive way.

Integrity Policy (see page 25 for full statement)

All members of the New Haven Academy community are expected to commit themselves to personal and academic integrity and to fundamental values by being honest in what they say, don't say, do, and don't do; and trusting others and being worthy of trust.

Good Neighbor Commitment (see page 26 for full statement)

As good neighbors in our East Rock community, we will be polite; communicate appropriately & respectfully; dress appropriately; take care of NHA property; respect the property of our neighbors; respect the privacy of our neighbors.

Cell Phones/Electronics

<p>The school cannot be held responsible for the safety of students' electronic devices. We strongly encourage students to leave any unnecessary items at home.</p>
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NHA has an "Off and Away" electronics policy. Between 7:50 AM and 2:30 PM, Cell Phones, Headphones, MP3s, and all other electronic devices should be OFF and AWAY. Any electronic devices that are VISIBLE AND/OR IN USE will be taken. This will also be recorded as a referral.

Students whose Electronic devices are taken will have them returned at the end of the school day unless they have had numerous referrals for electronics violations. In this instance, the device will be held until a parent/guardian can come to pick it up. Both the parent/guardian and the student must then sign a letter of understanding (see letter in Appendix). The second time an electronic device is held for chronic violations, the device will be confiscated and returned at the end of the school year.

Refusal to hand over an electronic device when asked by an adult or staff member will lead to In-School Suspension until a parent / guardian comes in to take the phone from the student.

Attendance

We expect daily attendance. Any absence without written permission from a parent/guardian will be considered unexcused. We expect that parents/guardians will work with us to minimize the number of excused absences by doing their best to arrange for appointments, etc. during non-school hours.

Students who miss more than 20 days of school without legitimate excuses may lose credit for the year. NHA has an attendance committee that meets regularly to examine truancy and make determinations about which students may not qualify for credit. We will make daily calls to late and absent students; written excuses will be verified, whenever possible, with follow-up phone calls.

Student Conflicts

We have a culture of mediation at NHA. We work to prevent violent or physical conflicts, and require students to participate in mediated conversations to repair relationships and restore trust. Please see the appendix for the mediation consent form.

Physical altercations and threats can lead to automatic suspension (length determined on a case-by-case basis) and possible expulsion. Students may also be arrested for fighting. Please see the policy handbook in your district orientation packet for further information on suspension and expulsion.

In addition to suspension, we at New Haven Academy require successful mediation between the community members in conflict as a condition of return to the school environment. We also take very seriously the role of third parties who “instigate” the fighting, or altercation between other students. They are subject to suspension and mediation for their role in any conflict.

Conflicts Outside of School

Inappropriate conduct off of school grounds or outside of the school day that affects the safety and security of any member of the NHA community and/or disrupts the learning environment is subject to serious disciplinary action. Communication via social media such as Facebook, Twitter, text-messaging, email, etc. that affects the safety and security of any member of the NHA community and/or disrupts the learning environment is also subject to serious disciplinary action.

Students engaged in conflicts outside of school will be required to participate in peer mediation, Fairness Committee, and may face in-school or out-of-school suspension.

Class & School Disruptions

Our teachers are committed to providing safe, productive learning environments for all students. They will do their best to resolve class disruptions quickly and fairly, and will send students out of class when no resolution can be found. Students who fail to respect the learning environment and the rules of the class will be asked to leave.

Reasons removal from a class

- any major interference with the learning process of another student, group of students, or class;
- a serious display of disrespect toward the teacher, another student or students, and/or the rules of the classroom and school;
- a violation of the NHA Verbal Abuse Policy that cannot be resolved in the classroom;
- a lack of effort or attention that is so serious that it disrupts or interferes with the learning of others

Consequences

- Apology: We expect students to take responsibility for their actions and participate in repair;
- Fairness Hearing / Restorative Circle: participation in a Fairness Hearing or other restorative justice consequence;
- In-School Suspension: The leadership team will place students who are referred out of classes in in-house suspension with the Dean of Students.
- Removal from 3 or more classes in a week: parent meeting, loss of privileges, and probable in-school suspension, decided on a case-by-case basis.

Chronic removal from class over the course of the year will also lead to mandatory after-school sessions and longer-term loss of privileges, including extra-curricular activities and school trips & events.

Hallway behavior

We expect young men and young women to act maturely in the hallways as they travel from class to class. Students should not play fight, chase other students, get too loud, disrupt classes, violate the NHA Verbal Abuse Policy, or sneak into areas that are off limits.

Students who engage do not conduct themselves appropriately in the hallways will be referred to in-house suspension and face other disciplinary action as necessary.

Destruction of School Property

We expect young men and women to show respect for their environment. Students will be held accountable for keeping our space clean, and be held responsible for any damage they cause.

Destruction of property will be handled on a case-by-case basis. Consequences include parent meetings, loss of privileges, or in-school or out-of-school suspension. Students may be required to financially compensate the school for damages).

Food

Generally, food will be allowed during class or in hallways; teachers and advisors will make case-by-case exceptions based on circumstances (celebrations, etc).

Breakfast: New Haven Academy will serve breakfast from 7:30 to 7:55 daily. It will be served in our cafeteria. Breakfast will not be served after 7:55.

Lunch: There are three lunch waves this year: Lunch A is 11:30-11:50, M-R, and 10:45-11:05, F; Lunch B is 12:50-1:10, M-R and 12:00-12:20, F. Lunch C is M-R 12:10-12:30, F 11:20-11:40. Students may have lunch during a different wave on a different day; check schedules for details.

Students are expected to clean up after themselves and be respectful of the cafeteria staff.

Personal Hygiene

Hair brushes, combs, lotions, mirrors, make-up, deodorant, etc. do not belong in the classroom. Students have access to bathrooms (before and after PE class) to take care of personal hygiene.

Games / Cards

Students are allowed to play games, including cards, during lunch times in the cafeteria. Students playing games / cards at other times or in other areas may have their materials confiscated. Gambling is NEVER allowed in any form.

Computer Use

Our mobile wireless laptop computers and desktop PCs are vital tools. Teachers use them as part of the curriculum; students must treat them with respect. All students will receive a username & password to access individual work and folders. The following policies and procedures help us keep them in good working condition:

- Students **must use their personal username & password** to gain access to the network;
- Students may print only with a teacher's permission;
- Students may not use the computers for music or games;
- Students may not change the screen saver or desktop of any computer;
- Students must follow the teachers' instructions as to how and where to save your work;
- Students must always **log off of** computers properly;
- Students who break these any of these rules will lose computer privileges.

Security

Our School Safety Officers, Dean of Students, and Principal will conduct bag searches and use a hand-held and walk-through metal detector to monitor all student entry into the building. This is consistent with NHPS Board of Ed. policy for high schools. Please see NHPS handbook for details.

Entering & Exiting School Grounds

NHA students are expected to remain on school grounds and in the school building at all times unless they have express permission from an NHA staff member (and a parent or guardian, depending on the approved activity) to leave the grounds. Students are considered “on school grounds” once they board their school bus. Students who exit the school bus but do not enter NHA following our guidelines will be considered in violation of our policy and face the full consequences.

Doors Approved for Student Use:

Before school – Back Door, Parking Lot entrance: NHA students are expected to use ONLY this doorway for entrance before school; All other doors are off limits.

During the school day – State Street Entrance: State Street entrance for late arrivals and approved early dismissals. All other doors are for staff use only!

At dismissal: Students may use the State or Eld Street doors.

Consequences

Leaving school grounds without permission will lead to a parent conference/notification, participation in a Fairness Hearing or other restorative justice consequence, and possible in-school or out-of-school suspension.

Book Bags, Coats, Valuables, etc.

Our temporary space does not have the capacity for individual student lockers. Students will be given a space within their homeroom (or other location, depending on space) to store a coat and bag. While book bags are allowed to be carried from class to class, individual teachers have the right to restrict their use and/or placement in their classrooms. We will do our best to provide secure storage for valuables, but do not have space or time in our temporary building to guarantee secure space for a large number of items.

Dress Code

Students are expected to wear appropriate clothing at all times. Details about what we at NHA consider appropriate are explained below.

Girls

Clothing is expected to be the appropriate length and worn to cover the appropriate parts! All underwear/ undergarments (including shorts worn under pants) should be covered at all times. Shorts and skirts should reach below your fingertips when your arms hang at your sides. Shirts must cover the mid-section, and shoulders should be covered by at least a tank top. That means no spaghetti straps without other coverage, and no strapless halter-tops.

Boys

Clothing is expected to be the appropriate length and worn to cover the appropriate parts! All underwear/ undergarments (including shorts worn under pants) should be covered at all times. Pants and shorts are expected to be worn at the waist. This may require the use of a belt.

Messages /Logos

All messages, words, images, and pictures on all clothing should be clean. References to drugs, guns, inappropriate sexual suggestions, etc. are forbidden.

Pajamas and Slippers

Save pajama pants and slippers for our Pajama-Day fund-raisers! No pajamas or slippers in school, please!

Academic Field Trips

When we visit colleges, do job shadows, and go on academic trips, we always “dress to impress,” as if we are going on a job interview. That means wearing button-up shirts, slacks, and appropriate shoes. It means avoiding athletic wear, t-shirts, hoodies, and casual, ripped or marked jeans.

Consequences

Students who violate the dress code will be sent home to change/or wear an NHA alternative item of clothing. Students who continue to wear clothing in an inappropriate way will serve in school suspension. During that time, they will be counted as absent, unexcused, and lose credit for classwork they miss.

For repeated offenses, students will not be allowed to return until a parent/guardian escorts them and signs a letter indicating their commitment to helping the student adhere to the dress code.

NHA Referral Process

Students are referred to the Dean of Students for poor conduct while in class or during school-related activities, will be subject to the following:

1. A phone call and/or letter to a parent or guardian, describing the nature of the referral;
2. Possible **out-of-school suspension**, depending on the nature and severity of the conduct, at the discretion of the dean, principal, and other members of the administrative team;
3. Possible **In-school suspension** for at least one class period, during which the student must successfully complete the following requirements in order to earn his/her way back to class:
4. All students will be required to complete a behavior log, in addition students will write a letter of apology to the referring staff member for their behavior. They then must actively participate in a reflective conversation with the dean of students and/or another member of the administrative team.
5. Upon completion of the log, letter, and reflective conversation, students will complete required in-house suspension academic assignments, designed by the dean of students.
6. Upon successful completion of the above assignments and with the time remaining, students may be given permission to complete any and all assignment that they made have from their academic classes, at the discretion of the dean of students.

If a student refuses to comply with any of the above requirements, the student will be required to remain in In-School Suspension for an additional period. If after extended periods (two or more) in school, the student still has not satisfied the basic requirements, the dean of students will recommend a 1-day suspension out of school.

Students who receive three referrals to the Dean of Students in a week will be required to go to In-School Suspension to complete a reflection and create a Problem-Solving plan.

All students suspended out of school will be required to return to school with a parent or guardian for a conference with the Dean and/or member of the administrative team.

NHA Policies and commitments that help promote a positive climate:

NHA Verbal Abuse Policy

Verbal Abuse is the use of language to ridicule, insult, humiliate, belittle, and show disrespect to another.

We will not accept or condone verbal abuse or harassment in this community. All community members are expected to show respect for each other and seek to work out conflicts in a constructive way.

Community members' responsibilities:

- **Treat each other with dignity:** All community members have the right to be treated with dignity and respect.
- **Take responsibility:** Remember, at NHA, we are all accountable to each other as individuals or as part of a group.
- **Be sensitive to others' perspectives, feelings and needs:** All community members have an obligation to be sensitive to individuals and groups in the community and respect their inherent dignity.
- **Reach out – Build bridges across difference;** All community members have an obligation to reach out to others in order to build bridges among people of different races, religions, genders, sexual orientations and social classes.

New Haven Academy Integrity Policy (see Appendix for full policy)

Adapted from Quinnipiac University's Integrity Policy (1/22/10)

All members of the New Haven Academy community are expected to commit themselves to personal and academic integrity and to fundamental values by

- being honest in what they say, don't say, do, and don't do
- trusting others and being worthy of trust
- acting responsibly and expecting responsible behavior from others
- treating other members of the community fairly, and expecting fair consequences when mistakes are made
- treating other members of the community and the educational process with dignity, and expecting dignity for oneself, one's views, and one's abilities.

In keeping with these values, New Haven Academy expects its community members to comply with the usual expectations for honest academic work. In general, community members

- may not cheat on any work
- must properly cite sources in all papers

- may not provide or receive unauthorized assistance on any assignment or test
- may not falsify or alter school documents, tests or assignments
- may not impede any other student in his or her coursework
- may not do any other thing that violates or allows another person to violate the accepted standards of academic integrity.

NHA GOOD NEIGHBOR COMMITMENT:

Good neighbors are respectful of those around them; good neighbors are aware of how their actions, words, behavior, and appearance may affect the people who live next door.

As good neighbors in our East Rock community, we will...

Be Polite: Say hello; smile; answer questions about NHA, ask polite questions;

Communicate Appropriately & Respectfully: Watch our language, tone, and volume;

Dress Appropriately: Keep our clothes on; wear our clothes properly; cover up;

Take Care of NHA Property: Clean up after ourselves, use trash cans and recycling;

Respect the property of our neighbors: Stay off of steps, driveways, lawns, cars;

Respect the privacy of our neighbors: Respect personal and physical boundaries.

NHA Full-time Faculty 2015-16

Eileen Aiello (Library – 209, X1013) is a Library Media Specialist entering her sixth year at New Haven Academy. Eileen graduated from Southern Connecticut State University with a Master of Library Science and has enjoyed working in public, elementary and high school libraries. As a lifelong learner herself, Eileen is looking forward to sharing the wonderful information resources of the New Haven Academy library along with students and staff.

Greg Baldwin is the Principal of New Haven Academy (X1002). He also teaches Freshman Seminar. He has taught for over twenty years in both private and public schools. He is a graduate of Wesleyan University and received a Master of Arts in Teaching degree from Brown University. While at Brown, Greg conducted independent research in urban school restructuring. He is certified as a teacher in both New York and Connecticut and as an administrator in Connecticut. He has also served as a facilitator for Facing History and Ourselves teacher training workshops in the New Haven area. In 2002-03, he worked as a Magnet Resource Teacher for the New Haven Public Schools, providing support to the district's magnet schools.

Nia Blackwell (Room B03, X1031) is entering her first year teaching math at NHA. She earned her B.S. in mathematics from Southern Connecticut State University. She is excited to start working and interacting with the students with a hope of incorporating their interests, as well as her own, into the classroom.

Yvonne Bradley (Room 304, X1022) is a school social worker and licensed clinical social worker. This is her second year at NHA and thirteenth year working for New Haven Public Schools. Prior to working for New Haven Schools, she was a Peace Corps Volunteer in Costa Rica for a Children, Youth and Families at Risk program. She received a BA in Psychology and Masters of Social Work degree from Southern Connecticut State University. She loves hiking, reading and spending time with her family.

Marco Cenabre (Room 301, X1016) is a Literature teacher in his first year at New Haven Academy. Prior to joining NHA, Marco was a Language Arts Teacher at Clemente Leadership Academy. Marco is a New Haven native and earned his BA in Secondary Education at Saint John's University. He is certified to teach in both New York and Connecticut. Marco is very excited to join the team and is looking forward to push his students to think critically, creatively and produce their best work.

Susan Ellwanger (Room 206, X1024) is an English teacher. She begins her 2nd year at NHA after six years of teaching at James Hillhouse and nine years of teaching in Brooklyn, NY. Her Master's degree is from the New School University in Manhattan, and she earned her BA at Sarah Lawrence College and SUNY New Paltz. She lives in Hamden with her husband and two children (Maia, age 3, and Mason, age 10).

Nikki Feldman (Room 313, X1020) is a science teacher in her first year at New Haven Academy and is very excited to be joining the NHA family! She is originally from central Connecticut and has a BS and MS in Chemistry from Yale University. This year, she is teaching eleventh grade chemistry and a health sciences elective. In her free time, she most loves to read novels, dance, and hang out with her cat.

Sandra Friday (Room 207, X1023) earned her B.A. in English from the State University of Iowa, including a year studying English Literature and Drama at Exeter University in England, and her M.A.L.S. in Humanities from Wesleyan University. She has participated as a Coordinator and Representative in the Yale New Haven Teachers Institute for the past ten years where she has written curriculum units in Poetry, Fiction, and the Visual Arts: film, photography and painting. Sandra is a co-founder of the Wilbur Cross Annex Alternative High School where, for twelve years, she taught English, including collaborating and team teaching with all core subject teachers. In her approach to literature, Sandra is intrigued by what Robert Frost calls “the animating spirit of the living voice.” Sandra will teach 9th/10th grade Literature and 11th/12th grade Literature electives at New Haven Academy.

Saul Fussiner (Room 108, X1006) is a Social Studies teacher in his ninth year at New Haven Academy. He holds a BA in History from Connecticut College, a MFA in Dramatic Writing from NYU, and is a graduate of the ARC program in Social Studies. Saul has taught creative and dramatic writing at ECA and Betsy Ross in New Haven, at several Waterbury-area schools, and on the Navajo Reservation. He was an Adjunct Assistant Professor of film studies at Hunter College for five years. Saul wrote the screenplays for the films FOLLOW ME OUTSIDE and BUDDHA’S LITTLE FINGER. At NHA, he has taught literature and facing history for 10th graders, a 12th grade writing class and creative writing and study skills for 9th graders.

Meredith Gavrin is the Program Director and co-founder of New Haven Academy (X1004). She also teaches within the humanities department. She is a graduate of Princeton University and received a Master of Education degree from Harvard University. She is certified as a teacher in both New York and Connecticut and as an administrator in Connecticut. Meredith has taught in both public and private schools for more than twenty years. She has also served as a facilitator for Facing History and Ourselves teacher training workshops in the New Haven area for five years. In the Spring of 2003, she taught as an Adjunct Assistant Professor in Quinnipiac University’s Education Department.

David Herndon (Room 210, X1014) is the lead science teacher at New Haven Academy. He currently teaches sophomore biology, AP Biology © and an elective anatomy and physiology class for seniors. He also is the NHA yearbook advisor and data team leader. He holds a B.S. from Quinnipiac University in Health Science/Biology and an M.A.T. in education. He also teaches part time for Q.U. as an adjunct assistant professor for the biology department. He is enthusiastic about continuing a career at N.H.A. and takes pride in teaching solid core content and good character skills while also instilling a studious work ethic in all of his students.

Peter Kazienko (Room 107, X1005) is a Humanities teacher in his fourth year at New Haven Academy. He earned his B.A. in anthropology from The University of Connecticut and worked as field archaeologist for three years at the Mashantucket Pequot Museum and Research Center. His time working with students at the museum led him to earn his Masters Degree in Education from The University of New Haven. He currently teaches Facing History courses and United States History II and is looking forward to developing a spring elective course.

Ramona Knox, Parent Involvement Coordinator (Room 110, X1030) is a long-time educator and parent of an NHA Graduate. She joined our staff after two years as a dedicated volunteer and PTO coordinator. In addition to providing training for parents, helping to coordinate parent events, and enlist parent volunteers, Ms. Knox will continue to be NHA's "Mom in Residence," providing her wisdom and comfort to all in the NHA family.

Susanna Lombardi (Room 312, X1025) is a special education teacher. This is her sixth year at NHA. Prior to teaching at NHA, she was a teacher for two years in an Achievement First charter school and one year in the Ansonia school district. She has a BA in Molecular Biology and Biochemistry from Wesleyan University. She will be teaching resource classes. She loves to read, practice yoga and spend time with her two children.

Emily MacMelburn (Room 311, X1021) is a science teacher. This is her seventh year at NHA, though it's her fifth year teaching in New Haven. She has a BA in Biology from Stonehill College, and an MA in Science Education from St. Joseph College. She will be teaching ninth grade phychem and forensic science this year, and is looking forward to it. Her free time is spent playing rugby or rock climbing.

Marianne Maloney (Room 103, X1009) teaches CAPT math, SAT math prep, math workshops, and a developmental college algebra course at NHA. She is a veteran teacher, having spent 17 years teaching in private school before joining the New Haven Public Schools nine years ago. In addition to her vast experience in the teaching of math, Ms. Maloney also holds a Juris Doctor in law. She is a PIMMS Fellow and an NSF Fellow and a member of the New Haven Teacher-Leader Cadre.

Hanna Marshall (Room 101, X1011) is a Spanish teacher. This is her first year at NHA. Prior to teaching at NHA, she taught at a Dual Language School in the New London Public School District for three years and taught preschool at a private Early Childhood facility for two years before that. She has a BA in Spanish from Keene State College and is working toward a Master's in Education at Southern Connecticut State University. She will be teaching Spanish I and II classes this year. When she is not teaching, Hanna loves to travel and spend time outdoors.

Paula McGovern (Gym) is entering her fifth year at New Haven Academy. She has a passion for sports, fitness and educating her students. This year marks her 27th year as a Physical Educator for the New Haven Public Schools. Paula received her undergraduate degree in Physical Education from Eastern Connecticut State University (1986), Master's degree in Physical Education at Southern Connecticut State University (1992) and Sixth Year degree in Administration and Supervision at the University of Bridgeport. (1998). She has well over 20 years in coaching experience and currently serves as the Field Coordinator and High School Coach for the New Haven Public School Unified Sports Program. Paula was recently the proud recipient of the 2012 Connecticut High School Coaches Association Coach of the Year Award for Unified Sports. Paula lives in Hamden with her husband Dan, her sons Bryant (16), Shawn (14) and daughter Daniela (7).

Denise Nigro (Room B05A, X1017) is a Special Education teacher at NHA. She graduated from Fordham University with a BS in psychology and completed a program at SCSU to become a certified teacher. In

addition to her invaluable experiences as a mother of three sons, Denise has taught middle school students and worked with teens in residential care.

Cynthia Ortiz, College Advisor and Guidance Counselor (Room 111, X1028), is in her ninth year at NHA. She earned her B.A. from C.C.S.U in 2003 and completed her M.A from UCONN in 2007. Ms. Ortiz teaches the College Bound Seminar class to both juniors and seniors. She also looks forward to working with all students toward their journey to personal & social growth and educational & career planning.

Luis Rivera (Room 102, 1012) is a Spanish teacher in his ninth year at New Haven Academy. He is also a recent graduate from the Alternate Route to Certification (ARC) Program. Luis received his Bachelors degree from Boston College in the areas of Economics, Psychology and Latin American Studies in 2005. He has worked with diverse student populations ranging from inner-city kids to private schools and ESL students. Luis strongly believes in the importance of education for social progress and hopes to make an impact in the community.

David Senderoff (Room 105, X1007) is entering his fifth year at NHA after a five year "stint" as a 7th and 8th grade Social Studies teacher. "I started in New Haven," he likes to say, "and I have returned to stay!" David holds a B.A. in History from the California State University at Northridge, and a M.S. in Education from the University of New Haven. For David, the study of History challenges students to develop into analytical thinkers, take responsibility for their personal perspectives, and seek the evidence that provides answers for questions regarding the state of our society. Besides training for the Hartford Marathon, David plays the electric bass, and defers to the banjo in times of seriousness in order to lighten the mood!

Kirk Vamvakides (Room 106, X1008) is entering his thirteenth year as a Humanities teacher at New Haven Academy. He was born and raised in New London, Connecticut. He graduated from Southern Connecticut State University with an undergraduate degree in history. While at Southern, Kirk was inducted into the Phi Alpha Theta History Honor Society. He received his social studies teacher certification at the University of New Haven. Kirk loves to travel and visit museums and historical sites. A first generation Greek American, he has traveled extensively in Greece and hopes to work and dig on archaeological sites in Mexico and Greece in the near future.

Jerry Volpe (Room 104, X1010) – is a ninth year mathematics teacher at New Haven Academy. He also was an Algebra Summer School teacher for 3 years in the East Haven Public Schools. He received his B.A. in mathematics at Eastern Connecticut State University, where he also received his certification in secondary education.

Leszek Ward (Room 302, X1018) is entering his eighth year as an English teacher at NHA. As a 2007 graduate of Boston College he earned a BA in both English and Secondary Education before returning to his home state of Connecticut to complete a Masters in Urban Education at Yale University. Leszek is looking forward to working with both 9th/10th and 11th/12th English classes in the year to come.

APPENDIX: NHA ELECTRONICS POLICY LETTER

New Haven Academy Interdistrict Magnet School

804 State Street, New Haven, Connecticut 06511

Greg Baldwin, Principal • Meredith Gavrin, Program Director

(203)946-8995 • FAX (203)946-8428 • Email: nhacademy@new-haven.k12.ct.us

School Year 2015-16

Date: _____

To the Parent/Guardian of _____,

Your child's cell phone/beeper/other electronic device was confiscated at school on _____.

The Board of Education has a policy that states the following:

Students will not be allowed to bring beepers, cell phones, or any other electronic devices into the school building for any reason whatsoever. If they are brought to school, they will be confiscated and returned to the parents.

Please accept this as a formal warning that if there is a repeat of this incident, your child's electronic device will be confiscated and returned to him/her on **Monday, June 20th, 2016.**

Parent's/Guardian's Printed Name

Parent's/Guardian's Signature

Student's Printed Name

Student's Signature