

# **NEW HAVEN ACADEMY**

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## **Family Handbook**

### **2023-2024**

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Websites: [www.newhavenacademy.org](http://www.newhavenacademy.org); [www.nhalibrary.com](http://www.nhalibrary.com)

**JupiterEd.com**

All NHA teachers use jupiterEd.com to record student grades, assignments, and announcements. All NHA Parents & Guardians receive usernames and passwords to check on their children's performance and receive updates.

**PowerSchool.com**

NHA uses PowerSchool.com for official grades, scheduling, and daily attendance. All NHA Parents & Guardians receive usernames and passwords.

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## **Mission, Vision, and History**

### **Welcome**

We're excited to welcome you for the 2023-24 school year, NHA's 21<sup>st</sup> year! At NHA, we provide a unique opportunity for students to take responsibility for themselves by requiring them to think critically, defend their ideas, and get involved in the community.

This handbook 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.***

### **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 build 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 are 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 (FHAO), 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 that offers credit-bearing college experience for all NHA students. NHA also has a unique partnership with Quinnipiac University (Hamden, CT) that allows select 11<sup>th</sup> and 12<sup>th</sup> 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 Partner 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 both practice assessments and major assignments, known as Core Assessments, to embody that work.

**Student performance on these practice and 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 21<sup>st</sup> century standards. Core Assessments also measure student mastery of discipline-specific skills and content knowledge. Core Assessments count for 80% of a student’s academic grade; practice assessments count for 20% of a student’s academic grade.

Students earn grades of A through C- on each standard in each practice and core assessment. Students must earn a C- or higher on each standard by the end of the course in order to demonstrate mastery and earn credit. If a student earns below a C- on any standard, that 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

**MS (Missing)** = No Attempt 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.

**NC = No Credit.** Students who are Not Ready at the end of an academic course earn no credit 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, [jupiterred.com](http://jupiterred.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.

- Semester 1 Progress reports: 10/4/23, 11/16/23, 12/20/23
- Semester 2 Progress Reports: 2/21/24, 4/24/24, 5/20/24

### **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 credit (NC) for the course.

- Semester 1 Report Card: 1/31/24
- Semester 2 Report Card: 6/14/24

### **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 Assessments**

Assessments that mirror the conditions of core assessments and reveal whether the student is ready to attempt the core assessment. Homework and classwork that is designed to help students develop skills and understandings on core assessments also counts as practice assessment work. Practice assessments make up 20% of a student's grade for a course.

### **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. Core Assessments make up 80% of a student's grade for 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 9<sup>th</sup> grade Roundtables & 10<sup>th</sup> 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 required Core Assessments and successfully demonstrate all required content knowledge.

To earn their diploma, students must also successfully complete end-of-year, school-wide exhibitions. Students must demonstrate mastery in the following areas to earn 28 credits:

<p><b>English / Literature</b> <span style="float: right;"><b>4</b></span></p> <ul style="list-style-type: none"> <li>● Literature 1</li> <li>● Literature 2</li> <li>● 4 Semester-based 11<sup>th</sup>/12<sup>th</sup> grade Literature Electives</li> </ul> <p><b>History / Social Studies</b> <span style="float: right;"><b>3</b></span></p> <ul style="list-style-type: none"> <li>● World History</li> <li>● US History 1</li> <li>● US History 2 / US History 2 Honors</li> </ul> <p><b>Facing History / Civics</b> <span style="float: right;"><b>2</b></span></p> <ul style="list-style-type: none"> <li>● Facing History 1</li> <li>● 1 Facing History Elective</li> <li>● Civics Honors</li> </ul> <p><b>Math</b> <span style="float: right;"><b>4</b></span></p> <ul style="list-style-type: none"> <li>● Algebra 1</li> <li>● Algebra 2</li> <li>● SAT Statistics / Geometry</li> <li>● 1 additional math course (Pre-Calculus, Statistics, GWCC Math, Geometry, AP Calculus)</li> </ul> <p><b>Science</b> <span style="float: right;"><b>3.5</b></span></p> <ul style="list-style-type: none"> <li>● Phy Chem</li> <li>● Biology</li> <li>● Chemistry</li> <li>● 1 additional Science elective</li> </ul>	<p><b>Spanish</b> <span style="float: right;"><b>3</b></span></p> <ul style="list-style-type: none"> <li>● 3 Spanish courses (Spanish 1 through Native speaker &amp; AP offered)</li> </ul> <p><b>Physical Education / Health</b> <span style="float: right;"><b>1</b></span></p> <p><b>Arts</b> <span style="float: right;"><b>1</b></span></p> <ul style="list-style-type: none"> <li>● Any combination of 2 semester-based arts courses (Dance, Drama, Music, or Visual Arts)</li> </ul> <p><b>Seminars</b> <span style="float: right;"><b>3</b></span></p> <ul style="list-style-type: none"> <li>● Freshman Seminar / Roundtable Exhibition</li> <li>● 10<sup>th</sup> grade Gateway Seminar / Exhibition</li> <li>● College-Bound Seminar 1 / College &amp; Career Portfolio</li> <li>● College Bound Seminar 2</li> </ul> <p><b>Community-Based Courses &amp; Capstone</b> <span style="float: right;"><b>2.5</b></span></p> <ul style="list-style-type: none"> <li>● Advisory</li> <li>● Community Service (40 hours minimum)</li> <li>● Internship</li> <li>● Social Action Project &amp; Exhibition</li> </ul> <p><b>College Courses/ Academic Electives / Support</b> <span style="float: right;"><b>1</b></span></p> <ul style="list-style-type: none"> <li>● A combination of the following courses:               <ul style="list-style-type: none"> <li>○ Courses taken through our college partnerships</li> <li>○ Additional Academic / Arts courses beyond minimum requirements</li> <li>○ Support or remedial courses (e.g. Reading, SAT Prep Math, English Lab, etc)</li> </ul> </li> </ul> <hr style="border: 0.5px solid black;"/> <p><b>TOTAL CREDITS</b> <span style="float: right;"><b>28</b></span></p>
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## **Academic Program**

To graduate from NHA, students must successfully earn a number of credits in each discipline. The 9<sup>th</sup> and 10<sup>th</sup> grades are built around a core set of year-long courses. The 11<sup>th</sup> and 12<sup>th</sup> grades are modeled on a typical college schedule, featuring semester-based, thematic courses. By 11<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grades and must complete at least 4 semester-long, thematic courses in 11<sup>th</sup> and 12<sup>th</sup> grades.

### **History/Humanities**

Students are expected to complete 3 and a ½ years of coursework in History / humanities. Students take World History in 9<sup>th</sup> grade, US History 1 in 10<sup>th</sup> grade, and must complete at least 3 semester-long, thematic courses in 11<sup>th</sup> and 12<sup>th</sup> grades.

### **Facing History/Civics**

Students are expected to complete two semester-long Facing History seminar courses by the end of 10<sup>th</sup> grade and complete 1 year-long Civics course in 12<sup>th</sup> 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, Forensic Science, Brain & Behavior, 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 9<sup>th</sup> and 10<sup>th</sup> graders and a weekly College Bound Seminar class for all 11<sup>th</sup> and 12<sup>th</sup> grade students. The College Bound Program also includes a 3-week intensive internship experience for 11<sup>th</sup> 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 encouraged to take at least 1 college course and required to earn at least 2 elective credits by the end of 12<sup>th</sup> grade. Elective choices include courses in history, science, technology, personal finance, the arts, and more. College courses are made possible through the Southern CT State University 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 are 2, 45-minute support sessions weekly for all NHA students. On Tuesdays and Thursdays, 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.

### **Responsibility Wednesdays**

Students who are not Responsible and/or struggling to demonstrate mastery will have an additional 45 minutes of work time and support on Wednesdays throughout the year (from 1:45-2:30 PM). Students who are on track will be excused at 1:40 or participate in activities from 1:30-2:30. (See handout and Parent Contract for Wednesdays).

### **Academic Support Days**

Students will participate in additional academic support sessions toward the end of each quarter and semester.

### **English Lab, Algebra Lab, Read 180 and reading support**

Students who have struggled to master the skills and/or content of Literature or Math 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. In addition, we offer intensive reading support for students who qualify.

## 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 have "Student of the Month" recognitions each month that include recognition on our website and a community bulletin board. We hold a yearly awards ceremony as well to honor student accomplishments (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.

## Senior Privileges

Seniors in good academic standing can qualify for senior privileges. These privileges allow students freedom of movement during non-academic times in their schedules. NOTE: Parents will be required to sign a contract allowing their children to use senior privileges.

### What are the senior privileges?

- Sign out of school during a study hall;
- Arrive late: If a student who qualifies has a 1<sup>st</sup> period study, the student can arrive late. NOTE: no student is excused from ADVISORY.
- Leave early: If a student who qualifies has a last period study hall, the student can leave early.
- Spend study hall / Academic support time in an alternate, approved location

### Who qualifies for senior privileges?

- A 12<sup>th</sup> grader who has
  - A B- average or higher (2.7 GPA);
  - No NR's in any class
  - No NR's in Responsibility for any class
  - NOT on the NO PASS LIST
  - No ISS or Referrals in week
- The privilege list begins on or after the last week of September. The list is updated weekly.

## **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 for their future, and get involved in their community.

#### **9<sup>th</sup> Grade - Roundtable Portfolio Exhibition**

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

#### **10<sup>th</sup> grade - Gateway Portfolio Exhibition**

Students individually create a portfolio, presentation, and reflective narrative providing detailed evidence of their mastery of our motto.

#### **11<sup>th</sup> Grade - College and Career Portfolio Exhibition**

Each student must contribute to a college and career website and lead a lesson for 10th graders helping them to learn about the college and career exploration process and to help them to set initial goals.

#### **12<sup>th</sup> Grade- Social Action Project Exhibition**

Each student participates in a panel presentation for 11th grade students that requires presenters to teach about their chosen social problem, informs the audience about the project that they created, and reflects on what they've learned.

### **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.

### **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**

### **Advisory Leaders**

Advisory Leaders are nominated by their peers and advisors to be the second in command in advisory. They represent the collective voice of advisees, serving as mentors and guides, assisting students in adjusting and excelling in our school community. Alongside their Advisors, Advisory Leaders are responsible for cultivating a healthy culture, and maintaining the general well-being of advisory.

### **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.

### **Community and Restorative Circle Leaders**

Students will be trained to help lead community circles in their advisories. In addition, select students, including trained peer mediators, will learn how to and help facilitate restorative circles.



## **Student Council**

This group is elected by the student body and meets regularly during the year 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.

## **GSA**

NHA has an active Gender & Sexuality Alliance (formerly known as the Gay-Straight Alliance) that promotes inclusion and acceptance of community members of all backgrounds, orientations, and identities.

## **BLM @ NHA**

NHA has an active Black Lives Matter @ NHA group that promotes racial equity and anti-racist practices throughout the school and wider community.

## **Hispanic Heritage Club**

NHA has an Hispanic Heritage Club that offers community members opportunities to explore, celebrate, educate about, and share the diversity of hispanic cultures with the wider community.

## **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.

## Circles

NHA students and staff use circles as vehicles for community-building and restorative practices. Community circles are facilitated conversations that inspire groups to share and connect. Restorative circles are facilitated conversations aimed at healing harm done by some violation of community norms or rules. Students and staff are trained to help facilitate and participate in both types of circles.

## 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 others.**

### **Verbal Abuse Policy (see page 27 for full statement)**

NHA strives to be an inclusive and welcoming community that supports students of all ethnicities, backgrounds, orientations, and identities. We will not accept or condone hate speech, 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 27 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 28 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><b>The school cannot be held responsible for the safety of students' electronic devices. We strongly encourage students to leave any unnecessary items at home.</b></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 personal electronic devices should be OFF and AWAY. Any electronic devices or headphones 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. Refusal to hand over an electronic device when asked by an adult or staff member may lead to In-School Suspension until a parent / guardian comes in to take the phone from the student and a “phone suspension.”

## **“Phone Suspension”**

If a student is involved in social issues (verbal altercations, physical fights) related to use of social media, OR if a student’s use of cell phone in classes has been egregious, an additional disciplinary response (in our tiers of response) will be to require that the student turn in his/her phone upon entry to school each morning for a designated number of days.

## **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.

## **Attendance Procedures**

NHA’s doors open @ 7 AM. From 7 AM till 9:30 AM, students enter through the gym doors. After 9:30 AM, students enter through the main entrance. Daily Attendance is taken in Homeroom between 8-8:10 AM.

**Students who miss homeroom for any reason MUST check in in the main office for a late pass.**

## **How to Excuse a Student Absence**

When

a student is absent from school with a valid medical or family excuse, parents and guardians must do the following:

- Send a Jupiter Message to Ms. Tracie Ormond and your child’s advisor; or
- Call the main office after 8 AM - 475-220-6600;
- send any medical excuse note from a doctor with your child upon return.

## **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 out-of-school 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, Restorative Circles, and may face in-school or out-of-school suspension.

## **Usage of Social Media**

At NHA, we take very seriously our moral and legal responsibilities to be ethical citizens in general, and ***ethical digital citizens*** in particular. Here is some crucial information and a set of expectations about digital citizenship at NHA:

1. **THE LAW:** It is a crime to post, share, or view illegal material, including naked pictures and videos of children under the age of 18. Students who post, share, save, or even open material of this type are committing a felony and subject to punishment. Following accounts that share illegal materials on Instagram and other social media is a crime. NHA will cooperate fully with any police investigation into the possession or sharing of illegal material.
2. **OUR POLICY:** Again, our policy on electronic communication: “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.”
3. **OUR MORAL OBLIGATION:** We believe that as active citizens, we have an obligation to stand up against actions that harm those around us; this includes actions that happen on social media. As digital citizens, we have a moral responsibility to use social media in an ethical and thoughtful way.
4. **EDUCATION:** We will continue our efforts to educate our community on the effects of the internet and social media. See our orientation materials for an introductory packet.

## **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 for 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;
- Restorative Circle: participation in a restorative circle or other restorative justice process;
- In-School Suspension: The leadership team will place students who are referred out of classes in in-school suspension with the Dean of Students.
  - Lunch Detention: Students may be restricted from eating lunch in the caf depending on severity and/or chronic nature of the referrals

Chronic removal from class over the course of the year may also lead to mandatory lunch detention and longer-term loss of privileges.

#### **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 are not able to 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 NOT be allowed during class or in hallways; teachers and advisors will make case-by-case exceptions based on circumstances (celebrations, etc). See “COVID safety” below.

**Breakfast (free for all):** 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 (free for all):** There are three lunch waves this year. Students may have lunch during a different wave on a different day; check schedules for details. Students are allowed to bring food from home. We provide microwaves for use in the cafeteria. **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 and locker rooms (before and after PE class) to take care of personal hygiene.

## **Games / Cards**

**Games involving regular and specialty decks of cards may be allowed during breakfast and lunch times in the cafeteria ONLY, at the discretion of the administration** (signs will be posted and announcements made). Students playing games at other times or in other areas may have their materials confiscated. Gambling is NEVER allowed in any form.

## **Computer Use**

Students will have access to Chromebooks, PCs, and Macs. Teachers use them as part of the curriculum; students must treat them with respect. All students will have access to a chromebook on a daily basis (see additional materials for details). 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 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 any of these rules will lose computer privileges.

## **Safety and 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. There are video cameras in use throughout the building to monitor hallways, stairwells and exits. This is consistent with NHPS Board of Ed. policy for high schools. See the 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 – Gym Entrance on Bradley Street (at the corner of Orange): NHA students are expected to use ONLY this doorway for entrance up until 9:30 AM (or as otherwise noted); All other doors are off limits.

During the school day after 9:30 AM – Main Entrance – on Bradley Street: entrance for late arrivals and approved early dismissals. All other doors are for staff use only!

At dismissal: Students may use the Lincoln Street Exit or Main Entrance at dismissal times.

### **Consequences**

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

**NOTE - See page 20 for Daily Absence / Attendance Procedures.**

### **Book Bags, Coats, & Lockers**

All students will be issued 1 locker and 1 combination lock, issued by advisors. (The school maintains master keys and codes to all locks.) We expect students to use the lockers to store all books and personal belongings such as coats, etc.

### **Items expected to be stored in lockers:**

- Coats
- Hats
- Personal hygiene products



- Electronic devices & Headphones (see above)

**Book Bags:** 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.

## **Dress Code**

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

### **Expectations for ALL Students:**

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. Shorts and skirts should be of school-appropriate length. Shirts must provide appropriate coverage of the mid-section and shoulders.

### **Hats & Headwear**

We expect students to take off hats and headwear while in school whenever possible. We respect families' religious beliefs that require headwear, and support students whose particular hair needs require them to cover their hair as needed. Hoods off: In order to connect with each other, we expect to be able to see each others' faces - we expect students wearing hoodies to keep hoods off.

### **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 may be required to have a parent conference, 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.

NHA strives to be an inclusive and welcoming community that supports students of all ethnicities, backgrounds, orientations, and identities. **We will not accept or condone hate speech, 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 2023-24

**Eileen Aiello (Library – 201)** is a Library Media Specialist. 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.** He also teaches Freshman Seminar. He has taught for over twenty-eight 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 has 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.

**Nia Blackwell (Room 314)** teaches math. She earned her B.S. in mathematics from Southern Connecticut State University. She is excited to work and interact with the students with a hope of incorporating their interests, as well as her own, into the classroom.

**Yvonne Bradley (Room 111D)** is a school social worker and licensed clinical social worker. 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 312)** is a Literature teacher. 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.

**Jake Crutchfield (Room 207)** is a Social Studies teacher. Prior to working at NHA Jake spent two years as a long term substitute in NHPS. Before that, he worked in Cambridge, MA, in local school committee politics, community organizing, and educational advocacy. Jake received his master degree in education from Lesley University in 2014. He received his B.S. from UCONN in finance and political science in 2005. Jake currently lives in Guilford with his wife Carla and his recently newborn son Oliver.

**Sierra Dennehy (Room 302)** is a science teacher entering her first year at NHA. She previously worked at Common Ground High School for five years as a teaching assistant, and later, as a science teacher. She has a BS in Biology from Boston College. In her free time, she likes to garden and bike around New Haven.

**Susan Ellwanger (Room 311)** is an English teacher. Before coming to NHA, she spent six years 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 and Mason).

**Meredith Gavrin is the Program Director and co-founder of New Haven Academy.** 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-six 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.

**Joshua Glaab (Room 304)** is a science teacher entering his first year at NHA. Josh has a BS in Natural Science (Physics Emphasis) and MA in Educational Leadership from Colorado State University. He spent nine years teaching high school science in Boulder, Colorado prior to a four year stint coaching cross country at Quinnipiac University. Outside of the classroom Josh enjoys being active, and often you will see him biking or running around New Haven. Fun fact: Josh spent fourteen years living in Saudi Arabia when he was younger.

**Aidan Handy (Room 310)** is a Literature teacher. He previously worked for five years at Wexler-Grant Community School in New Haven. He earned a BA in English and Textual Studies from Syracuse University. He worked as a journalist and high school coach before earning a MS in Secondary Education from the University of New Haven. Aidan is excited to contribute to the New Haven Academy learning community.

**David Herndon (Room 308)** 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 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.

**Fana Hickinson (Room 210)** co-teaches College Bound Seminar with School Counselor, Ms. Ortiz. She has a B.A. in English and Master's in Teaching from Clark University. She taught English in Worcester and NYC for one year before settling in New Haven. She is a proud cat mom.

**Kelly K. Hope (Room 309)** is an English teacher. She joined NHA after working as a college administrator and adjunct professor in the Connecticut State Colleges and University System. Kelly graduated from Southern Connecticut State University with a Bachelor of Science (2003) and Master of Science (2010) in English Education. She earned her Doctorate of Education in Organizational Leadership from

Northeastern University. She enjoys spending time listening to live music and facilitating dialogues around current events.

**Amil John (Gym)** is a Physical Education teacher. He begins his third year at NHA after nine years of teaching at New Visions High School in Brooklyn, NY. Attended Brooklyn College and also played basketball, winning two conference championships. He has a passion for sports/physical activity and loves to see kids grow mentally, physically, and emotionally.

**Peter Kazienko (Room 205)** is a Humanities teacher. 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 105)** 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.

**Marina Kroopneck (Room 322)** is a Math teacher. Prior to teaching at NHA, she taught math to grade level, college and adult students at all ability levels. She truly enjoys teaching math! Marina received a Bachelor's Degree in Mathematics from Southern Connecticut State University and a Master's Degree in Education with a specialty in Curriculum and Instruction from the University of Phoenix. Aside from her passion for mathematics she enjoys traveling, spending time with family and loved ones, and being in nature.

**Emily MacMelburn (Room 306)** is a science teacher. 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 313)** 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 216)** is a Spanish teacher. 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.

**Leigh Miller (room 320)** is a special education teacher. Prior to teaching at NHA, she was a teacher in Brooklyn, NY and Manhattan for four years. Leigh earned her Master's degree from Hunter College in New York, NY and a BA in Sociology from Goucher College in Baltimore, MD. She lives in Cheshire and loves to hike, swim, and paint in her free time.

**Denise Nigro (Room 318)** 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 111C).** Cynthia 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 218)** is a Spanish teacher. 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 206)** joined NHA as a history teacher 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!

**Danielle Upton (Room 316)** has been teaching mathematics for 15 years. She went to Southern Connecticut State University, where she earned a B.S. in Mathematics and is currently pursuing a Master's Degree in Mathematics. Before teaching at New Haven Academy, Danielle taught at Wilbur Cross High School. She currently teaches Algebra 2 and Precalculus. She is looking forward to challenging her students to work hard and learn as much math as they can.

**Kirk Vamvakides (Room 208)** is a Humanities teacher who joined NHA in its first year! 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.

**Lynn Agostinelli Virtue (Room 114)** is starting her 1st year at New Haven Academy as a special education teacher. For the past 16 years, Lynn was the library media specialist at Fair Haven K-8 School. Her master's degree in library science is from SCSU and her BA from Hampshire College. Lynn earned her special education certification through CREC's Advanced Alternate Route to Certification (AARC) program. Lynn is a proud New Havener and mother to 3 young adult children. She spends her free time developing her "green thumb", reading, walking, sewing and spending time with her octogenarian parents.

**Jerry Volpe (Room 116)** – is a mathematics teacher. 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.