



Parent Student Handbook

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Mission Statement

New Vista School is a grade 6-12+ progressive, academic school. We provide a structured, safe environment of academic, social, and transition skills instruction for students within the Autism Spectrum Disorder ("ASD") community, as well as those with language-learning disabilities. We maximize personal achievement and independence through research-based programs and the school values: Safety, Respect, Initiative, Problem Solving, Responsibility, and Resiliency.

Notice of Student Nondiscriminatory Policy

New Vista School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship programs, and other school administered programs.

Academic Programs

New Vista School offers both a high school program and middle school program. Students in high school work towards either a High School Diploma or a Modified High School Diploma/Certificate of Completion. Diplomas/Certificates of Completion are issued based on academic performance AND attendance.

High School Diploma Program

New Vista School offers a high school program that provides academic learning and transitional support for students looking towards college and/or employment upon graduation. Courses offered encourage academic excellence, provide intellectual stimulation, and improve executive functioning skills, especially through the application of core curriculum requirements. “Core curriculum” refers to teaching the highest possible levels of learning, in different forms, in all courses. Students are in the mandatory Transition program in grades 11and 12, and complete two years to satisfy graduation requirements. Students are NOT required to take exit exams in order to receive a diploma. To receive a high school diploma, students must earn 225 credits and fulfill the state and school graduation requirements. State-mandated graduation course requirements (the state minimums) are as follow:

- Minimum three years of English (up to four years possible)
- Two years of Mathematics
- Three years of Social Science (including U.S. History and Geography; World History and Geography; one semester of American Government; and one semester of Economics)
- Two years of Science (including Biology and at least one of the Physical Sciences: Earth, Chemistry, or Physics)
- Two years of Physical Education
- One year of Foreign Language or Visual and Performing Arts or Career Technical Education
- Two years Transition Program

(The availability of elective opportunities is based on academic needs and at the discretion of New Vista School faculty.)

High School Modified Diploma / Certificate Program

New Vista School provides an alternative high school program that leads to a modified diploma or certificate of completion. Students in this curriculum will continue to build academic skills

starting at their present levels of learning and go through a High School experience taking classes with modifications and accommodations. In addition, they are enrolled in the transition program starting in grades 11 and 12, a mandatory set of classes with community based instruction that are designed to help students generalize their knowledge in the community. The goal is to develop a work ethic and soft skills needed for successful employment. Students may earn a high school modified diploma or certificate of completion by meeting New Vista School's requirement of 225 credits during their 4 years of High School. A certificate of completion can be converted into a diploma upon completion of the minimum state mandated requirements.

Middle School Academics

New Vista School offers a middle school academic program. All students are enrolled in the core curriculum courses that are set by the California Content Teaching Standards. Students are placed in courses based on their current levels of performance. Current Levels are based on formal and informal assessments given by the subject matter teacher before a student enrolls at NVS.

Courses offered are:

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Social Skills
- Computer Technology
- Study Skills

Programs and Courses

All classes incorporate development of critical thinking, social skills, executive functioning, and self-advocacy.

Reading/Language Arts Program

Comprehension is the overall goal of all reading instruction. It is best taught at the developmental or instructional level of the student. Teacher-guided use of eight cognitive comprehension strategies in combination is the most effective approach to building comprehension skills. The goal is to scaffold instruction in a gradual release-of-responsibility

model until the reader is able to use strategies without the assistance of the teacher.

Reading: Direct Instruction

At New Vista school the primary focus of the *Reading and Language Arts Center* (RLAC) is to help students build reading and comprehension skills. This can be challenging, as a large percentage of the population of students with Autism Spectrum Disorder (ASD) are hyperlexic. Students with hyperlexia have extremely strong word-decoding skills but often have very weak comprehension skills.

Students are taught to:

- Develop a purpose and ask questions while reading
- Determine importance
- Identify cause and effect relationships
- Use sensory and emotional images
- Form predictions and make inferences.

Abstract concepts are taught with visual and auditory reinforcements. Teachers use “Thinking Maps” to help illustrate relationships within the text and to make connections to what students are reading. Furthermore, direct instruction is an effective method for delivering cognitive-centered reading intervention. Comprehension is modeled through a research-based practice known as the “Scaffolded Reading Experience” (SRE).

In the RLAC, learning strategies based on best practices including direct instruction, group instruction and the SRE are incorporated in our entire curriculum. “Vocabulary Reading A to Z” and “Accelerated Reader” are some of the various tools and learning strategies used and are rich with opportunities for students to interact with the text in a meaningful way.

Computer Assisted Instructions

Computers that are provided to students elicit immediate, predictable and repeatable responses and have been a successful tool to improve focus.

Two programs used are “Reading A to Z” (mentioned above) and “Spelling City.” These are web-based programs that are utilized in the RLAC on a daily basis to improve comprehension, vocabulary, and spelling skills. *Reading A to Z* is a virtual library of leveled electronic books that provides students with explicit modeling of reading fluency.

RLAC also focuses on helping students develop writing skills. Lessons include genres such as expository, narrative, persuasive, procedural and transactional. Just like reading instruction, levels may vary.

Multiple levels of spelling to be taught and practiced to address the needs of each individual. Weekly spelling lists are entered into the program and students are assigned lists based on

their level of spelling proficiency. The words are practiced through both visual and verbal reinforcement. Students sign into their own accounts and receive positive reinforcement and immediate responses to their answers, which improves motivation and focus.

Writing Program

Writing 3

Beginning Writing is a one-year writing course at an academic grade level 3. Students in Beginning Writing increase their knowledge in the areas of: vocabulary building and application; language arts, including parts of speech, sentence structure, creative and report writing; and critical thinking skills. Students follow a weekly schedule of vocabulary, spelling, grammar, reading/note taking, writing, and computer work.

Writing 4

Intermediate Writing is a one-year writing course at an academic grade level 4. Students in Intermediate Writing increase their knowledge in the areas of: vocabulary building and application; language arts, including parts of speech and sentence structure, creative and report writing; and critical thinking. Students follow a weekly schedule of vocabulary, spelling, grammar, reading/note taking, writing, and computer work.

Writing 5

Advanced Writing is a one-year writing course at an academic grade level 5. Students in Advanced Writing increase their knowledge in the areas of: vocabulary building and application; language arts, including parts of speech and sentence structure, creative and report writing; and critical thinking. Students follow a weekly schedule of vocabulary, spelling, grammar, reading/note taking, writing, and computer work.

Writing 6

Writer's Workshop is a one-year writing course at an academic grade level 6. Students in Writer's Workshop increase their knowledge in the areas of: vocabulary building and application; language arts, including parts of speech and sentence structure, creative and report writing; and critical thinking. Students follow a weekly schedule of vocabulary, spelling, grammar, reading/note taking, writing, and computer work.

Language Arts/English

Language Arts 6

In Language arts 6 students must begin to take on a perspective other than their own. Ideas and information are presented from a range of types of texts and media formats that are increasingly complex. For example, students may be required to investigate a social or political issue by

analyzing two informative essays on the same topic. Writing standards require students to convey meaningful content as they use evidence from texts they have read to present an argument, explain, and persuade. Speaking and listening standards require students to share ideas and thoughts.

Language Arts 7

In Language Arts 7, the interrelation of reading, writing, listening, and speaking are taught and the beginnings of higher order thinking is introduced. Students study, explain and critique what they are taught. Students develop total language usage through a literature-based curriculum consistent with the California Core State Language Standards. Course components include the study of varied literature from a variety of genres, direct instruction in language arts skills, and sentence structure and paragraph construction that take students from prewriting through revision to final form using a 6-point writing rubric. Learning is assessed through interactive class discussion and participation, projects, writing, quizzes, and tests.

Language Arts 8

In Language Arts 8, students are being prepared for their high school years. The interrelation between reading, writing, listening and speaking are taught, but the emphasis is on higher order thinking and the beginning of literary analysis. Students develop critical thinking skills through a literature-based curriculum consistent with the California Core State Language Standards. They analyze, explain, and critique literature, fiction, non-fiction, poetry, and informational texts. They learn to follow the development of an author's theme, beginning plot and character analysis in stories and clarify this through beginning literary analysis. Composition activities emphasize writing to create multi-paragraph compositions with a variety of organizational patterns. Learning is assessed through interactive class discussion and participation, projects, written and verbal exercises, quizzes, and tests.

English 1

English 1 is a standards-driven, literature-based required course. The curriculum stresses higher order thinking where students analyze, explain, and critique the study of rich literature, fiction, non-fiction, informational texts, epic poetry, Shakespearean drama, and the novel. This class emphasizes critical thinking and literary analysis in their reading, writing, and speaking. Students are engaged to become skilled readers of prose and poetry so as to become skilled writers who compose for a variety of purpose. Writing is more sophisticated and polished with stress on patterns of organization and style. Learning is assessed through interactive class discussion and participation, projects, written and verbal literary analysis, essays, quizzes, and tests.

English 2

English 2 is a standard driven, literature-based required course. The curriculum continues what English 1 started: a class stressing higher orders of thinking through the study of rich and

unique works of literature. It requires careful reading and critical analysis of a variety of authors, multiple genres, periods, and cultures. The course deepens understanding of the ways writers use language to develop meaning. Students consider a work's structure, style, themes, symbols, tone and imagery, social and historical values. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts. Students study short stories, novels, Shakespearean plays, and poetry. Learning is assessed through class discussion and participation, projects, analytical writings, essays, quizzes, and tests.

English 3

English 3 is a standards-driven literature based course that analyzes the way in which a work of literature is related to the themes and issues of its historical period. It requires careful reading, exploration, and critical analysis of themes found in American literature and the American experience through a balanced, integrated program of non-fiction, literature, and language study. Students read and respond to historically and/or culturally significant American fiction and nonfiction works tracing the development of American writing from the colonial to the present day. Students will use the writing process in a variety of genres: persuasive, expository, narrative, reflective, and literary analysis. Learning is assessed through class discussion and participation, projects, essays, research papers, quizzes, and tests.

English 4

English 4 is a standards-driven, literature-based course that analyzes the way in which a work of literature is related to the themes and issues of its historical period. It requires careful reading and critical analysis of specific selections from world literature. Students will engage in an exploration of the beginnings of the English language, along with selections from early to modern British Literature, and a study of Greek tragedy prepares them for Shakespeare's tragedies. The class culminates with a comparison of English to American contemporary literature. Students consider the work's structure, style, themes, language, symbolism, tone, social and historical values. The class engages students to become skilled readers of prose and poetry, who compose for a variety of purposes. Learning is assessed through class discussion and participation, projects, writings, essays including impromptu essays, quizzes, and tests.

College English

All students may not be required to take English 4. College English is offered for students who are not successful in meeting their diploma requirements can take College English. Students will fulfill their requirements for English with alternative credits from a community college. This is offered on an individualized basis. Students are supported through these courses by New Vista teachers.

Mathematics Program

General Math

General Math utilizes real-life and consumer-related applications. Students conceptualize math skills through hands-on learning of concepts such as money, money management, banking, and budgeting.

Materials: The Math department utilizes the following math materials and/or programs:

- ST Math™ *
- Singapore Math
- Various supplemental texts

* The Math Center is equipped with ST Math. “Spatial-Temporal (ST) Math® is the leader in visual math instruction and represents the highest quality and most effective blended learning math solution in K-12 education. Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain, and promotes mastery-based learning and mathematical understanding.”

Academic Math Program

Math courses include Pre-Algebra, Algebra, Geometry, and Algebra II. The academic math program utilizes and meets Common Core Standards. Early math education focuses on math models that enable students to progress from sequential math practice to more abstract math concepts. Higher math education focuses on problem solving and integrating various strands of math into each math class, ultimately building a foundation for college academics. High school math classes use a “blended” approach to instruction. Students reference curriculum-based videos prior to class, enabling them to access that knowledge as they build the concept.

College Math

We offer college math for community college credits. These classes are usually taken in Junior and Senior years after students finish the California State diploma requirements for math. These online classes are offered at New Vista with credits at the community college, and credits count as prerequisites for college level math.

Social Studies Program

Social Studies Foundation

Students in Social Studies Foundations study geography, communities, United States history, citizenship and government. Students follow a structured and comprehensive schedule

including vocabulary building, map skills and learning about current events, which allows them to make connections to themselves and their lives. Students' knowledge is assessed through oral quizzes, written tests, end-of-quarter projects, discussions, state projects and daily homework. Each year is more advanced and builds on the skills learned in the first year.

Middle School World History, Culture, and Geography

Students will learn the major turning points that shaped the ancient world, from the earliest societies to the great empires and religions of the world. Students will develop an understanding of the rise and fall of civilizations and relate them to their historical, geographical, political, economic, and cultural contexts. Students will study themes of geography which include: locations, human and environmental interactions, movements, and regions. In addition, the course will cover the major types of government, cultures, and religions of the world. Students will learn about globes, maps, and other important geographical tools and concepts. Students' knowledge is assessed through oral quizzes, written tests, student projects, discussions, written research and homework.

High School World History, Culture, and Geography: The Modern World

Students will learn the major turning points that shaped the modern world, from the late eighteenth century to the present, including the cause and course of the two world wars. Students will develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Students' knowledge is assessed through oral quizzes, written tests, student projects, discussions, written research and homework.

United States History & Geography

Students will learn about the key people, places and events in American history from the earliest Americans to its "discovery" by western Europeans, Colonial America, the American Revolution, the Early Republic, and Westward Expansion. In addition, students will learn how to read maps and improve their writing skills. Students' knowledge is assessed through oral quizzes, written tests, student projects, discussions, written research and homework.

United States History & Geography: Continuity and Change in the Twentieth Century

Students will learn the major turning points in American history in the twentieth century. Following a review of the nation's beginnings, students will learn the emergence and impact of new technology and a corporate economy, including the social and cultural effects. This class will trace the change in ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students will consider the major social problems of our time and trace their causes in historical events.

Principles of American Democracy and Economics

Students will pursue a deeper understanding of the institutions of American government. The class will compare systems of government in the world today; analyze the history and changing interpretations of the Constitution and the Bill of Rights, and the current state of the legislative, executive, and judicial branches of government. An emphasis is placed on analyzing the relationship between federal, state, and local governments with particular attention paid to important historical documents. In addition to studying government, students will learn fundamental economic concepts while pursuing a deeper understanding of economic operations and institutions in American society. Studied in historic context are the basic principles of micro- and macroeconomics, international economics, and comparative economic systems.

Science Program

Science Foundations

These are science classes designed to emphasize application of scientific information and inquiry skills. This course is based on the state content standards and geared towards a student's own unique learning needs. Students study Life, Earth, and Physical Science. Students will follow a weekly schedule of learning new vocabulary, note taking, scientific experiments and processes and science projects. Students' knowledge is assessed through oral quizzes, written tests, end-of-quarter projects, discussions and daily homework. Each year is more advanced and builds on the skills learned the previous year.

Middle School Earth Science

This course will cover the origin of the earth. Students will learn about the earth's layers including plate tectonics, and how these layers play a role in earthquakes and volcanoes. Students will learn about rocks and minerals and rock cycles. Fresh and salt water are examined as well as the atmosphere. Special attention is given to the geology of California.

Middle School Life Science

This course is designed to take the student through a general study of living matter. The students are introduced to the diversity of Earth's living organisms, explore major biological principles, cover human body systems and genetics, and learn how to think scientifically with an emphasis on problem solving.

Middle School Physical Science

This course is designed to take the student through a general study of chemistry and physics. The students are introduced to forces, motion and the laws governing those and to the basic atomic and compound chemistry.

Earth Science

This course will cover the origin of the earth and its place in our solar system, the changes it has undergone throughout its history, and anticipated changes. Students will learn about the earth's layers including plate tectonics and how these layers play a role in earthquakes and volcanoes. Students will learn about rocks and minerals and forces that contribute to rock cycles. Fresh and saltwater are examined as well as the atmosphere, and its role in the earth's weather and climate. Special attention is given to the geology of California and climate change. The focus is on analytical skills and scientific thinking as well as integrating Common Core writing and math. Engineering and technology concepts are integrated as well which is in line with the Next Generation Content Standards.

Biology

Students will learn about life systems and delve more deeply into related topics they have studied in previous courses. They begin with an examination of cells – distinguishing between animal and plant cells including structures and cell division. The role of DNA in cell function, cell division and sexual reproduction will also be studied. Current developments in genetics are addressed, including genetically modified foods, cloning, and gene therapy. In addition, the theory of evolution is covered. Students will deepen their understanding of ecology and demonstrate their knowledge of the structure and function of the various systems of the human body in itself and in comparison to those of other organisms. The focus is on analytical skills and scientific thinking as well as integrating Common Core writing and math. Engineering and technology concepts are integrated as well which is in line with the Next Generation Content Standards.

Chemistry

This course examines atoms, elements, the composition of various substances, and the changes they can go through. The periodic table and simple compounds are covered as well as other basics of chemistry such as molar mass, stoichiometry, and thermodynamics. The focus is on analytical skills and scientific thinking as well as integrating Common Core writing and math. Engineering and technology concepts are integrated as well which is in line with the Next Generation Content Standards.

Physics

This class is offered every other year for students interested in pursuing science. The content includes a study of heat and thermodynamics, motion and forces, conservation of energy and momentum, various kinds of waves, and electricity and magnetism. The focus is on analytical skills and scientific thinking as well as integrating Common Core writing and math. Engineering and technology concepts are integrated as well which is in line with the Next Generation Content Standards.

Physical Education Program

PE credits are required for graduation are given through the student's participation in the PE elective that is offered at school or through outside participation in a physical program. Hours need to be documented and signed through the organization providing the training, (e.g. The Shea Center, Spirit League, Tai Kwan Do, Karate, Dance, etc.). Twenty credits or 144 hours are required for students receiving a high school diploma or a modified diploma/certificate of completion.

Technology Program

Computer Science

Students will be offered yearlong classes for college/high school credit. The class will have an introductory overview of the areas of computer science, and will follow the C-STEM curriculum developed at UC Davis. This program will include, but will not be limited to, exposure in the following areas: Arduino, Linkbots, Animation, Games, Web-Design, HTML, PHP, Java, Python, C, C++ and Robotics.

These classes are part of New Vista Career Academy, which teaches computer science in areas of expertise focused on job skills. Three-month long programs with certificates and credit from Saddleback College are offered continually.

Digital Arts

This course is designed to give students an introduction to the digital arts. Students will learn to take their ideas and bring them into fruition using the computer. In addition, students will learn the basic use of Adobe Photoshop. Students will use tools and learn the fundamentals of design, while creating images from scratch and manipulating existing images.

Keyboarding

This course is designed to teach and/or improve keyboarding skills through practice drills and reinforcing correct technique. Students will learn to use word processing software to create, format, and edit documents.

Health Class

All high school students will have Health as part of their curriculum in their junior or senior year of High School. Students will develop life-long, positive, pro-active attitudes and practices regarding personal health. In addition, students will have an understanding of interpersonal, familial, and community health systems and understand the relationships between the individual and groups and organizations.

Study Skills

This course is designed to teach students valuable study and life skills to help them succeed in school. Students will learn how to use the New Vista School values in their daily lives (responsibility, initiative, problem solving, respect and safety). They will also learn executive functioning skills and how to study more efficiently and effectively. Assistance on homework is provided as well as instruction on how to do thorough research, plan a report and complete a long-term assignment. Students learn how to apply learned research and organizational skills to their home life and future schooling.

Social Skills Program

The social skills program supports our mission and integrates our school values and student learner outcomes. Our values are safety, responsibility, resiliency, respect, problem solving, and initiative. The student learner outcomes are academics, self-advocacy, social skills, and community. Social skills are a part of the environment at New Vista.

Social skills are a part of every student's daily schedule. The social skills curriculum is based on the research-based UCLA "PEERS" program (Program for the Evaluation and Enrichment of Relational Skills) and other best practices. This program has been individualized to meet the social skills needs of each student through the many levels of social development. These strategies, including video feedback, are used to promote social thinking, problem-solving, facing real-life social challenges, perspective taking, executive functioning, and emotional regulation. Generalization of social skills to real-life situations is a main focus. Other visual supports are used to support lessons. The Social Skills program consists of four distinct levels at New Vista School.

- Level 1: Foundations (Communications Etiquette)
- Level 2: Relational Skills
- Level 3: Social Cognition & Social Thinking (Documenting Personal Development)
- Level 4: Community Based Instruction

Schoolwide Behavior Point System

Classroom expectations are consistent from class to class. Common language and common expectations help maintain consistency for all students. The following classroom rules and values are visually posted and reviewed daily:

- Bring your planner to class and fill it in daily.
- Be tolerant and accepting of others.
- Participate in class and follow teacher instructions.
- Keep hands, feet, and objects to yourself.
- Only water allowed in class. Keep food in café.



School-wide values are part of the every-day experience at New Vista School. Implementing a school-wide value system creates a common language for parents, teachers and students to navigate their academic and social school environment. New Vista School uses a point system for school wide behavior management. The point system supports the expectations and values of the school and the essential development of our students. It is used throughout the school day, in all classes and in all social environments to encourage and assist in the generalization of good behavior across the school day.

This system is a positive way to encourage all students to make good choices. It not only rewards students who meet behavior expectations but also motivates students who display more challenging behavior to make positive choices. The points can be used at home by parents to encourage and reward good behavior.

At the end of each period, students are given points on scale of 0-3 for their work done in class. These points are logged into their tickets in the binders. Parents can refer to these points as a guide to how well the student's day went. For example, a "3" in the class is going above and beyond the expectations of the teacher, and indicates that the student displayed many of the New Vista School Values - *excellent work, following directions, taking initiative and excellent behavior*. A "2" means that the student has met the teacher's expectations and displayed some of the New Vista School Values. A "1" is given when a student does not follow teacher directions, or does not meet the basic class expectations. A "0" means that there has been some incident, or that the student has been asked to leave the classroom for behavioral reasons. A student is expected to have at least 12 points minimum daily, (6 periods, 2 points per period) to meet teacher expectations.

The school-wide point system is tied to a token economy system. Students earn Social Skills money based on the points they earn throughout the day in their classes. The Social Skills money is exchanged for high interest prizes provided in the social skills student store or privileges. Students shop or redeem their money every Friday. Items like free dress passes, gift cards, books or anything a teacher or parent can provide for the store is available. Students are allowed to save their money, as well, for a larger reward.

Transition Programs

Transition

This program is required for junior and senior students. The goal of Transition is to develop skills that are needed to achieve self-sufficiency. Areas of instruction include life management, career management, and personal management. All students must participate in community-based work experiences, which is an integral part of the program and cannot be excused. Transition instruction takes place in class and in the community through internships and workshops as part of each student's Transition/Social-Skills/DPD class grade and therefore counts towards high school credits.

Life Skills

Through direct in class instruction, students should be able to display the following life skills:

- Proper grooming & hygiene
- Nutrition and cooking skills
- Living on a budget
- Managing a bank account
- Creating realistic goals
- Post-Secondary planning (College, Vocational Training, Adult Transition)
- Job searching (Filling out applications, creating a resume, interviewing)
- Fitness routine

Internships

Students will attend a vocational internship with a job coach at a minimum of 1 day a week throughout the course of their junior and senior school years. Students will be assessed based on their progress in 11 soft skill domains within the following categories: quality of work, presentation, attitude, initiative and teamwork. Students are permitted no more than 3 unexcused absences (excused absences require a doctor's note).

Upon completion of this aspect of the program students should be able to display the following skills in a work environment:

- Display confidence and professionalism
- Effectively communicate with employees and managers
- Work at a competitive pace
- Complete high quality work
- Effectively work as a team and as an individual
- Display responsibility by maintaining good attendance, arriving on time, well groomed, and in their work uniform
- Assist customers independently
- Stay on task continuously for 2 hours
- Complete basic retail tasks such as: processing inventory, organizing displays and tagging merchandise, receiving shipments, cleaning, facing/blocking items

Community-Based Instruction

Students will receive direct community based instruction in order to advance their ability to navigate, interact and utilize resources in their local communities. Students will be assessed in a variety of life-skill areas including: pedestrian safety, money skills, accessing community resources, shopping skills, mobility readiness, community navigation, as well as assertive communication.

Students are permitted no more than 3 unexcused absences (excused absences require a doctor's note).

Upon completion of this aspect of the program students should be able to display the following skills in the community:

- Pedestrian Competency
- Shopping and Money Management Skills
- Emergency Situation Skills (Using 911, Police Interactions, Contacting Security)
- Using Public Transportation
- Stranger Danger Safety.
- Accessing Free Health Care
- Recreation Skills.
- Community Navigation (Reading and understanding maps)

Workplace Equipment Training

Students are exposed to various skill sets that relate to specific job skills. This includes learning shop skills in woodworking, metal works, auto mechanics, and machining; CAD design; electronics and more. They will learn skills and vocations such as how simple tools work to how to use a 3-D printer. Students are assessed in a variety of areas including: project completion, level of independent work, effort displayed, shop safety, assertive communication and ability to work with their peers. **Students are permitted no more than 3 unexcused absences (excused absences require a doctor's note).**

Upon completion of this aspect of the program students will use hand tools, power tools, and digital software to complete projects.

New Vista Career Academy

This program is designed for juniors, seniors and post-secondary students. It offers college credit and Career Pathway certifications in multiply areas, including direct instruction in computer science in conjunction with Saddleback and other Community Colleges. Students will be prepared for various entry-level jobs in computer science, digital arts, and professional certifications that include internships. The next steps for each student are discussed, planned and implemented through the program based on individual goals.

Students will be assessed for their knowledge of basic functions. For computer science the testing concentrates on coding and problem solving. The program offers the complete curriculum developed at UC Davis, "C-STEM."

New Vista Career Academy is an official site of the C_STEM program. The program includes robotics and the following skill sets: Arduino, HTML, PHP, Java, Python, Linkbots, games, animation, C and C++.

The following certificates are taught in segments, every 3 months:

- Software Specialist
- Web Design
- Computer Programmer
- Web Master
- E-Commerce and Marketing Design

There are more courses available in the digital arts and general office work as students matriculate to the community colleges after graduation.

Extra-Curricular Activities

Student Leadership Team (SLT)

Members of the Student Leadership Team (SLT) are selected as class representatives by the staff of New Vista School. Members serve as role models and meet weekly to develop new ideas as well as share the ideas and concerns of their peers. SLT members attend functions as school representatives and as participants. They are responsible for planning and organizing school activities. They also work with the administration to introduce new ideas and fundraise for school events.

Lunchtime Clubs

Teachers facilitate lunch clubs at lunchtime. During this time, students are given an opportunity to socialize with each other and form friendships based on common interests. Examples of lunch clubs include Sports Club, Gamers Club, Drama Club, and Karaoke Club.

After-School Electives

After-school electives are provided for enrichment and are also an opportunity to socialize with each other and form friendships based on common interests. Examples of after-school electives include Science, Cooking, Art, Public Speaking, PE and Technology. These electives occur weekly. After-school electives are one semester in length and a materials fee may be required.

Off Campus Opportunities

Venture Crew

Venture Crew is a program of the Boy Scouts of America for both girls and boys who are 13 years of age and have completed 8th grade OR 14 years of age and in good academic standing.

The program revolves around a special avocation such as outdoor activities and arts/hobbies. An important goal of Venturing Crew is to help young adults be responsible and caring persons, both now and in the future. Venturing uses "ethical controversies" to help young adults develop the ability to make responsible choices that reflect their concern for what a risk is and how it will affect others involved. Because an ethical controversy is a problem-solving situation, leaders expect young adults to employ empathy, invention, and selection when they think through their position and work toward a solution. A parent or guardian of the student must also join the troop. There is a fee that is determined by the organization.

Student Expectations

Academic Integrity

New Vista School prides itself on the uniqueness of its academic programs. In order to maintain academic integrity students must develop and maintain high standards. Cheating of any kind is strictly prohibited. Following are the student expectations for all students:

- Create unique and original work. Plagiarism is not tolerated and will fall under a Tier II violation as described below.
- Assist peers when directed without “giving them the answers.”
- Use calculators only when directed.
- Keep completed homework and test answer sheets to themselves.
- Do not use “cheat sheets” or electronic devices to retrieve answers.
- Do not share testing materials with peers.

Homework Policy

Homework is an important component of a school program that reinforces material taught and fosters independent work habits that are vital as transferable life skills for future employment. Students are expected to complete homework as assigned by individual teachers, which reinforces the ability to work in an unstructured environment with minimal supervision.

Organizational Skills

In order to assist students in using effective organization skills, students are expected to use the New Vista School Planner. Students are also expected to check Google Classroom for homework and PowerSchool for grades. All teachers will take time in their classrooms to assist students in learning how to use the planners and online tools effectively. Teachers are responsible for signing the planners on a daily basis to indicate that homework is properly noted.

For information about upcoming events and announcements, parents and students may see the school calendar at www.newvistaschool.org. The Power School system is used for monitoring grades, attendance, and homework assignments. Parents and students use the same password to log-on to the PowerSchool system. Students are encouraged to stay current with their own grades.

Google Classroom

Homework assignments are posted on Google Classroom in addition to the student planners. Students use Google Classroom to access handouts and video links and to submit their homework.

School-Wide Values

School-wide values are posted throughout the school and adherence is expected. School-wide values include: respect, initiative, problem solving, responsibility, resilience, and safety.

Mandatory Events

All students are required to attend the following three mandatory events held during the school year:

1. Drama Shows
2. Spring Dance
3. Graduation
4. Other events as determined by teachers on an as needed basis including community based instruction.

These events are an integral part of the New Vista School social skills curriculum and afford the students an opportunity to generalize the social skills they are learning in the classrooms.

Should a student miss any one of these mandatory attendance events, the student is required to attend another New Vista School event to make-up for their absence. Make-up of the missed event will require approval by the Director of Student Services.

Attendance

In an effort to provide an optimum learning environment, and in accordance with state regulations, students are expected to arrive at school and each of their class periods in a timely manner. When a student is late to school or class or absent, not only is their educational time impacted, but also that of their classmates. Once a teacher has started class, interruptions cause every student to miss out on instructional time.

Any student who arrives late to school must be checked-in at the front desk by their parent/driver. Students will not be permitted to go to class unless they are checked-in at the front desk. Chronic tardiness will result in a parent conference and additional consequences as determined by the administration in accordance with California state law (EDC 48260).

Parents/guardians are required to call the New Vista School office to report absences each day the student is absent by 7:30 AM. Students may not call to report their own absences. Excessive absences are a concern and will be addressed by the administration and in accordance with California state law (EDC 48260).

According EDC 48260, a student "...who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof,

shall be classified as truant and shall be reported to the attendance supervisor or to the superintendent of the school district." According to EDC 482636.2, "Any student...who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant..."

Students may arrive no more than 30 minutes before the start of school and must be picked up within 15 minutes after the student's last class period or after school/homework club. The only exceptions include participation by the student in a club or by special arrangement with the Director of Student Services.

To ensure student safety, students are released to only parents or those designated in writing on the student's emergency release form. Students cannot leave campus at any time without written parent/guardian permission.

Diploma/Certificate of Completion. Diplomas/Certificates of Completion are issued based on academic performance AND attendance. Saturday make up days are required for students who miss up to 900 minutes or more of instruction.

Dress Code

New Vista School believes that adhering to the dress code of the school is important as it impacts the students' attitudes, behaviors and the overall learning process. Students are expected to be well groomed and clean. All students are required to follow the New Vista School dress code requirements as outlined below. School uniforms may be purchased through the School Uniform Connection at Lands End, Target, Wal-Mart and other retail locations.

Item	Color	Type
Pants (no cargo or Dickies)	Navy, Khaki	Long
Short Bottoms (2 inches below student fingertips)	Navy, Khaki	Shorts, Skirts
Polo Shirts (Appropriate size and length may be purchased through Target, Wal-Mart or other local retailers. New Vista logos are not required. Other logos and designs are not permitted.)	Navy, Forest Green, White, Red	Plain
Sweatshirts	Navy, Forest Green, White, Red	Plain, hooded, zipper

- Students may wear a plain white t-shirt underneath their NVS shirts/blouses. Shirts worn under NVS attire must have the same arm length as the NVS polo shirt/blouse worn on top.

- Students must wear shoes with a closed toe (i.e., tennis shoes, dress shoes, or athletic shoes, etc.) No sandals, slippers, roller shoes, or open-toed shoes may be worn. All shoes requiring shoelaces must be laced.
- Hair must be short for boys with no accessories or hair color. For girls, hair must be well groomed with appropriate accessories and no hair color. The appropriateness of the accessories is at the discretion of New Vista administration.
- Hats are not permitted at any time. All hats should be left at home.
- All accessories must be in good taste. The office reserves the right to deny permission for any accessories. Sunglasses may not be worn inside at any time unless directed to do so by a physician. A doctor's note must accompany the request to wear sunglasses inside.
- Minimal make-up in good taste is permitted for high school girls only. No excessive use of eyeliner, eye shadow, blush or lipstick is allowed.
- Permanent and temporary tattoos must not be visible during school hours.
- Girls may have one piercing per ear. It is recommended that girls wear stud earrings in order to prevent injury. No other body piercings may be displayed.

Students may earn free dress through the school-wide reinforcement program monitored by the social skills staff. Free dress day occurs on Fridays only and free dress must be appropriate. Inappropriate dress for free dress days includes, but is not limited to, attire with brand logos or bad language. Shorts/skirts should go 2 inches below student's fingertips. A cover-up is required for students wearing spaghetti straps, halter-tops, and exposure of midriffs and/or cleavage.

Uniforms must be worn for all field trips during school hours, however teacher discretion can override the use of uniforms on a case-by-case basis. In all cases, appropriate dress must be maintained.

New Vista School may have Spirit Days throughout the school year. Spirit Days are student-sponsored days that reflect a certain fun theme, games, music, and contests. Past Spirit Days have included 1950's Day, Sports Jersey Day, and Ugly Sweater Day, to name a few. Guidelines must be followed for appropriate dress.

Cell Phones and Electronic Equipment

To maintain an effective learning environment, cell phones and iPods may not be used during school hours. Cell phones and other electronic equipment must be turned in at the front desk at the start of the day.

Items confiscated during the school day must be picked up by a parent in the front office. New Vista School assumes no responsibility for lost or stolen items and encourages parents and students to keep unnecessary items at home.

Office phones may be used at the school's discretion. Phone calls to parents may be made during break and lunch only. Students need to make arrangements for their after-school activities prior to coming to school.

Personal Items

Sketchbooks, address books, drawing pads, cosmetics, brushes, combs, books (non-school related), and magazines must be stored in the student's locker, remain at home, or be turned in at the front office. Personal items can be used during morning break and lunch periods as approved by administration and faculty. Lockers need to be kept clean and organized at all times.

Food and Refreshments

Food and drink are permitted in the café and outdoor eating area only. No food, candy, or beverages (other than clear water) are permitted in the classrooms or halls at any time. Plain water in a re-closeable clear bottle is allowed throughout the day but is not permitted near computers.

Students have two lunch options. Lunches may be brought from home or purchased through the school lunch program. Students who bring a lunch are encouraged to bring healthy foods and snacks. The school adheres to a no processed sugar policy. If students bring sodas and sweets, they will be asked to put them in their locker to take back home. Students who wish to purchase a lunch may find information and menus available through the school's lunch service provider or the New Vista School website.

Allergies to certain foods should be identified by the parent or guardian and managed through a restrictive diet provided by the parent for the student. Students are responsible for cleaning up after themselves.

Medication

Medications are distributed by the School Nurse or authorized NVS Staff. Medications are kept in a locked cabinet at the Health Office. Students are not allowed to keep any form of medication in their binder, lunch container or locker. Prescriptions must be completed and signed by the prescribing physician and submitted or faxed to the school office at (949) 455-1271. Prescription medication must be in its original prescription bottle showing the student's name, medication, dosage, and schedule of administration.

The OCDE Approved Over the Counter Medication List is approved by the Orange County Department of Education for dispensing without a physician's order.

Any other non-listed, non-OCDE approved over-the-counter medications require a licensed physician's consent and signature in order to be dispensed at New Vista School. Over-the-counter medications/supplements must be in their original container and the student's name must be written on the bottle. A parent/guardian must deliver the medication to the school. Medications must be picked up on the last day of school or they will be discarded.

Support Services

Administration may request that parents seek professional guidance to support the student. In some cases, this may be a condition of continued enrollment (referrals can be provided as needed). In the event that outside professional guidance is a stipulation of continuing enrollment, New Vista School must receive, in writing, the findings and recommendations of the professional involved to make a determination about whether the student can return to the school and the conditions of re-entry. Additional support services such as speech and language, ABA, etc. must take place off campus after school.

Student Transportation Safety

Students are expected to abide by the rules and regulations in the Parent/Student Handbook while being transported to and from school events and in accordance with the Student Transportation Safety Rules found in Addendum B of this handbook.

PARKING LOT SAFETY

- NO left turn on Mill Creek Drive. All vehicles are required to go around and come from the south side of Mill Creek (Go South on Moulton Pkwy, Right on Ridge Route, and Right on Mill Creek Drive).
- DO NOT make a U-Turn at the local businesses across the street.
- NO parking in Administration, Staff or Handicap spots.

- DO NOT drop your child off in front of the building - You must pull into a visitor spot.
- Look for students, pedestrian, and other cars when backing out of a parking spot.

Code of Conduct and Consequences of Violation

New Vista School students are expected to conduct themselves in a respectful and courteous manner when interacting with peers, faculty and staff, and members of the extended community. This manner of respect is reflected in school values and “Student Learner Outcomes.”

New Vista School maintains records on student behavior and progress throughout the year.

If a student's behavior escalates into a physical acting-out episode, staff members may respond using CPI recommended control and restraint techniques, including prone containment, to safely manage the student during the episode. (Please see Addendum A at the back of the Parent/Student Handbook to learn more about New Vista School's crisis intervention strategies.) After every significant incident, a meeting may be scheduled with the family, the Director of Student Services and/or the Executive Director and School District for non-public school students. The family may be asked to enforce behavior supports at home. An incident report is filed documenting the incident, including any antecedents and consequences. Inappropriate behaviors may result in disciplinary actions and behavior supports being put into place. Behavior supports are designed to better manage individual behaviors and help students become more successful by teaching and/or reinforcing replacement behavior. The student supports are discussed at staff meetings so there is a unified approach to the behavior intervention.

Students may be asked to leave New Vista School if Tiers I, II or III behaviors (described below) continue to be disruptive to the school environment.

For non-public school students:

When a student from a Local Education Agency (LEA) is removed for disciplinary reasons, a written discipline report is sent to the LEA and a manifestation Individualized Education Plan (IEP) team meeting is scheduled. Written discipline reports include the student's name, time, date and description of the misconduct, the disciplinary action taken, and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, is submitted with the written discipline report. New Vista and the LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth day of suspension. New Vista notifies and invites LEA representatives to the IEP team meeting where the manifestation determination is made.

Behavioral Expectations and Consequences

The following guidelines are used to assist students in developing more positive behaviors.

Tier I: Expectations and Consequences

Dress Code violations: New Vista School believes that following the dress code of the school is important as it impacts the students' attitudes, behaviors and the overall learning process. First violation: Parents are notified. Second violation: Student is assigned a lunch support and parents are asked to provide a uniform to be kept at school.

Food and Drink: Students must follow the rules for food and drink. Gum is not permitted unless it is part of a behavior program. Littering is not permitted. Lunch support may be assigned.

Students who violate classroom rules and the school value system may be assigned a lunch support. This support is also afforded when a student does not turn in homework.

Lunch supports must be served during the student's lunch period. Students are supervised during lunch support and may be allowed to do school work. Lunch supports not served may result in after school support or time-owed in another manner. This time is meant to be a time of learning and reflection on behaviors of concern.

Consequences for the above behaviors or repeated violations are at the discretion of school administration and may include probation or in-school suspension.

Tier II: Expectations and Consequences

Plagiarism: In order to maintain academic integrity, students must develop and maintain high standards. Cheating of any kind is strictly prohibited. Every student is expected to create unique and original work. Plagiarism is not tolerated and may lead to in-house or out of school suspension.

Self-injurious behavior: In an effort to support our students in valuing themselves, aggression towards self or threat to harm oneself is a serious concern at NVS. Examples of aggression towards one's self includes –but is not limited to – head banging, biting, or scratching. Threats may include verbal statements to harm oneself. NVS strives to encourage a positive self-image for all students enrolled.

Disruptive behavior: This includes but is not limited to the following examples:

- Using inappropriate language or acting inappropriately at school or school-related events
- Profanity and inappropriate physical gestures
- Excessive disruptive behavior in class
- Rude or abusive language and/or behavior
- Not following teacher directions and/or classroom rules

Defiance: Students are to communicate in a positive and supportive manner with all school staff. The definition of defiance is “any instance of flagrant insubordination, disrespect, or disobedience to any school administrator, faculty, and/or staff by speech, gesture or in writing.” This includes but is not limited to refusal to give one's name, refusal to go where directed, refusal to give truthful and accurate information, or to have chronic violations of school regulations (attendance, tardy, behavior, and/or dress code).

Fighting: Students are expected to use appropriate language to express their feelings and concerns. Fighting is not acceptable and is defined as “assault or battery, or any threat of force (written or verbal) or violence directed toward anyone.”

Physical Threats: Students are expected to use body language, which communicates a friendly and welcoming atmosphere. Students who use aggressive body language, which demonstrates potential harm to others, such as the appearance of choking another individual without actually touching them, will not be tolerated.

Verbal Threats: Students are expected to use appropriate language and language that encourages acceptance of all community members. Students are not allowed to use threatening language, including language, which indicates harm to others or self.

Theft: Students are expected to respect the property of others; therefore, theft of any property will not be tolerated. Theft is defined as “taking and/or possessing property without permission or knowledge of the owner.” Property is defined as “anything that belongs to another person or the school.” Knowingly receiving stolen property is a violation of school rules. Taking or consuming food or beverages from others without their consent is considered theft.

Vandalism: No student shall willfully cut, deface or otherwise damage property, real or personal, belonging to the school or any member of the school community. This includes but is not limited to writing in school owned textbooks, on desks, in restrooms, on counters or table tops; spray painting; graffiti or placing stickers on any surface anywhere on campus. Vandalism includes any damage to public or private property.

Leaving Campus/Receiving Visitors: New Vista School is a "closed" campus with restricted access to visitors. Students cannot leave campus or go to the parking lot without permission once they have arrived at school. Students must remain on campus until the end of the school day. Students may not receive visitors, including parents, during school hours unless they have received permission from the office to be on campus. Visitors must check in at the office and display a visitor pass at all times while on campus.

Following an incident, a student may be required to write an impact letter. An impact letter encourages the student to think about how their actions impacted others, such as but not

limited to, a teacher not being able to use class time effectively, impacting student learning time, and hurting feelings. The letter should also indicate how their actions impacted parents and family, such as but not limited to, driving to school to meet with an administrator, wasting of gas money, and taking time away from work. Impact letters must be neatly submitted in a letter format with the student's signature.

Consequences for the above behaviors or repeated violations are at the discretion of school administration and may include in-school or out-of-school suspension.

Tier III: Expectations and Consequences

Zero Tolerance will be enforced in accordance with state law (EC Section 48906 and 48915) and federal law wherein violence, weapons, and controlled substances on a school campus or at school related functions will not be tolerated and are grounds for immediate suspension with recommendation for expulsion. Activities that fall under Zero Tolerance policy at the discretion of the school administration include but are not limited to: robbery, major vandalism, extortion, and verbal or physical assault.

Violence: Defined as “any activity that causes or threatens to cause harm to another person.” There will be zero tolerance for weapons brought on campus. They are a danger and include but are not limited to knives, firearms, explosives, and toy weapons, e.g. squirt guns.

Alcohol and Drugs: Students may not be under the influence of a controlled substance, have a controlled substance in their possession, or engage in buying or selling of a controlled substance.

Harassment Policy: New Vista School strives to maintain an environment free from discrimination and harassment where students treat each other with respect, dignity and courtesy. The term harassment includes but is not limited to: slurs, jokes, and other verbal or physical conduct relating to a student or staff member's gender, ethnicity, race, color, creed, religion, national origin, age, or special need. Sexually harassing behaviors include unwelcome conduct such as: sexual advances, requests for sexual favors, offensive touching, or other verbal or physical conduct of a sexual nature. Verbal harassing behaviors include continuing communication whether verbal, written, and/or body language, which are persistent and impact a student's sense of safety and acceptance. Inappropriate texting is also a form of harassment. New Vista School does not tolerate such behaviors.

Zero tolerance will be enforced for bullying. “Bullying” is the repeated use by one or more students of a written, verbal, or electronic expression of a physical act or gesture or any combination thereof, directed at a victim that:

- Causes physical or emotional harm
- Places the victim in reasonable fear of harm

- Creates a hostile environment
- Infringes on the rights of the victim

Cyber-bullying is included.

Staff is required to report all bullying and immediate action will be taken by the administration to investigate all accounts and provide balanced accountability to all involved.

Consequences for the above behaviors or repeated violations may include probation or expulsion at the discretion of the Executive Director.

Parent Information

Tuition Policy

Contact the New Vista School administration with questions regarding tuition.

Website

New Vista School maintains a website: www.newvistaschool.org. The website provides general information on the school, staff, and a calendar of events which is regularly updated. The Parent-Student Handbook can be accessed on the website. It provides in-depth information as to school policy, procedure, and expectations.

PowerSchool

As noted previously, New Vista School uses the PowerSchool system for recording attendance, grades, and homework assignments for each student. Parents have the same username and password to log-on to the PowerSchool system as their students and can access it at any time to see their student's classroom progress. Grades reflect completed assignments and are maintained by teachers on a regular basis. Please contact individual teachers with concerns or questions about any course work.

Internet Usage

Please refer to the *Internet Usage* form. Signature is required.

Grade Reporting

Formal grades are provided to parents at the end of each semester in the form of a progress report or report card. Progress reports are indicators of how the student is doing midway through the semester. Report cards are final grades. Final grades are posted in PowerSchool at the conclusion of each semester. **For high school students, a grade of "C" or better must be earned to receive 5.0 credit towards a high school diploma each semester. Students receiving a D or F do not receive any credits toward that class.** Students receiving an "incomplete" as a final grade have three weeks from the end of the semester to complete the required course work. Students who do not complete and submit their coursework within the three week time period will receive a failing grade. Progress reports and report cards are provided to the parents in PowerSchool shortly after the end of the semester.

Planners

Student planners are distributed at the beginning of the school year or when a student begins enrollment at New Vista School. The planners assist the student in keeping track of homework assignments, class schedules, and deadlines. Please check the Parent Communication part of your student's binder for flyers and important dates. In addition, planners are a means of parent-teacher communication regarding homework assignments and concerns.

Parents of middle school students are expected to check and sign their student's planner on a daily basis. Parents of high school students are expected to check and sign their student's planner on a weekly basis. Replacement binders are available for purchase at the front office for \$15.00.

Parent Support

Student and parent support of the academic, social, and behavioral goals of the school is essential. Parent(s) are expected to attend all school-mandated activities, such as graduation, spring dance, the variety show/school play, parent-teacher conferences, parent day, back-to-school night and other informational meetings. Chronic lack of support may be viewed by the administration as an indication of a lack of desire from the parent to have his/her student attend New Vista School.

Parent/Guardian at School

New Vista School strives to provide a safe environment where learning is on going. In order to ensure this can happen, all visitors, including parents, must check in at the front office.

If a parent needs to pick up their student early due to an appointment, the office notifies the classroom teacher to send the student to the office. Parents must wait in the main office area to meet their students.

If parents deliver materials or lunches during the school day, they must be left in the office and are delivered to your student by school personnel.

Parent Conferences

Parent/teacher conferences are scheduled twice per year. These are appointments of approximately 15 minutes in which parents meet with each of their student's teachers to discuss progress and any concerns. Additional conference time can be arranged with individual teachers at mutually convenient times.

Observation Procedure

PARENTS: Parent(s) may request to observe their student in a particular class for any reason. Parents can contact the office to schedule the observation. On completing the form, an observation is scheduled and parents are informed.



Visitors/Outside Therapists/District Personnel, etc.

All requests for observation/assessment of a student require prior authorization from the parent(s) and New Vista School administration. The process involves written permission from the parent(s) authorizing New Vista School to communicate and discuss the student with the appropriate parties. Visitors must complete and submit an additional form seven business days prior to the requested dates. Upon approval, all parties are informed.

Parent Night

New Vista School has parent information meetings each year. Specific information regarding each of the parent meetings is provided throughout the school year as events are scheduled. Parent meetings will include information regarding school policy and procedure, insight from professionals in the field of special education, and school-to-home training. **Attendance at parent meetings is mandatory and is for parents only.**



2017 – 2018

PARENT STUDENT HANDBOOK SIGNATURE PAGE

PARENTAL SUPPORT AND INVOLVEMENT

I have received a copy of the Parent Student Handbook and I have read, reviewed, clarified, and reinforced school expectations and policies contained therein. Continued enrollment eligibility is contingent upon a current family account balance as well as continued support and respect of school philosophies, beliefs, policies, procedures, administration, faculty, and staff.

Please note that while we appreciate your signature for our records, the lack of your signature will not be deemed as lack of authorization. By sending your child to New Vista School, you understand and agree, regardless of your signature on this form, that your child may be subject to the procedures described on the Parent Student Handbook.

SCHOOL POLICIES

We will abide by all policies, rules, and regulations and will strive to be a supportive part of the New Vista School community of students, teachers and administrators as we work together to educate our students.

I agree and accept these terms as stated above.

Student Signature: _____

Student Name (Please print): _____

Parent/Guardian Signature: _____

Parent/Guardian Name (Please Print): _____

Date: _____

Please return to the school office with your registration materials.

Addendum A - Nonviolent Crisis Intervention Protocol

Nonviolent Crisis Intervention

The Crisis Prevention Institute (CPI) was established in 1980 to address the need to manage disruptive and assaultive behavior in a safe, respectful, and non-invasive manner. CPI designed a management system known as Nonviolent Crisis Intervention to meet this need. Nonviolent Crisis Intervention focuses on preventative and team intervention techniques that equip staff to respond appropriately and effectively in crisis situations.

Since its establishment, millions of people in diverse fields, including education, healthcare, mental health, and social welfare, have been trained in CPI's Nonviolent Crisis Intervention program. Schools across the nation have successfully implemented Nonviolent Crisis Intervention training to reduce classroom incidents, create behavioral and crisis response plans, and ensure a safe learning environment for teachers and students. The use of CPI's Nonviolent Crisis Intervention, including the use of prone containment (a restrictive intervention procedure that employs a device, material, or objects that simultaneously immobilizes all four extremities), has been expressly sanctioned by the Orange County Department of Education.

New Vista School staff is trained in Nonviolent Crisis Intervention, including prone containment, and receive regular training updates during the year as part of their professional development. Staff members are taught: (a) How to recognize the early warning signs that a person's behavior might escalate; (b) How to intervene effectively before a person's behavior becomes dangerous; and (c) How to manage the violence when a person is acting out of control.

Interventions for Escalating and/or Violent Behavior

The following is a sequence of nonviolent crisis intervention strategies that may be used to respond to escalating and/or violent situations. Keep in mind that each episode is unique and it may not be practical to utilize each strategy below:

1. Teachers who notice a change in student behavior or an increase in anxiety will respond with an empathic and nonjudgmental approach. This may include encouragement, positive reinforcement and/or active listening.
2. If the behavior becomes belligerent or aggressive, teachers will attempt to take control of the disruptive behavior by setting limits with the student.

3. When a student does not respond to limit setting, the student may be removed from the classroom and/or otherwise separated from the other students. In some cases, the student may be sent to the office. If the student refuses to move and there is an immediate threat to anyone, the student may physically be removed from the area.
4. If the belligerent or aggressive behavior escalates into a physical acting-out episode, staff members may respond using CPI recommended control and restraint techniques, such as prone containment, to safely manage the student during the episode.
5. As soon as the physical threat is gone, the student will be released from the restraint technique. The student will be encouraged to reflect on the sequence of events that led to the episode and instructed on alternate, positive choices that the student could have made instead.
6. Parents will be notified when a physical acting-out episode requires the use of restraint and control techniques, and New Vista School staff may document the incident. Physical acting-out episodes may result in consequences (i.e. behavior contract, suspension, etc.) for the student and a meeting between the parent(s) and administrators. Repeated episodes of violence may result in disciplinary action up to and including dismissal from New Vista School.

The Nonviolent Crisis Intervention program focuses on crisis prevention and physical intervention procedures that provide staff with the skills and confidence to safely manage an emergency situation. Physical intervention is used as a last resort when other options have been unsuccessful.

New Vista School's goal is to create a safe and nurturing environment where every student can learn and succeed. Nonviolent Crisis Intervention makes it possible for staff to build a culture of respect, service, safety, and security.

If you have any questions, please feel free to contact Tyler Lowenthal, our CPI Trainer, at (949) 455-1270 or email him at tlowenthal@newvistaschool.org.

Addendum B - Requirements for Completing Behavioral Emergency Reports

Nonpublic school students

California law continues to require that educational agencies complete a Behavioral Emergency Report (BER) when emergency interventions are used for a student with a disability, or if serious property damage occurs. Pursuant to AB 86, this requirement, established in California *Code of Regulations*, located in *EC* Section 56521.1, subsections (e) through (h).

EC § 56521.1

(e) To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one schoolday if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:

- The name and age of the individual with exceptional needs.
- The setting and location of the incident.
- The name of the staff or other persons involved.
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
- Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

(f) All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator.

(g) If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting a functional behavioral assessment, not developing an interim plan, or both.

(h) If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Addendum C – Notification of Rights and Responsibilities

Nonpublic School Students

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

Parents, legal guardians, surrogate parents or court appointed educational rights holder, for a child receiving special education services or referred for possible placement in special education, this information is your Notice of Procedural Safeguards (Notice) as required under the Individuals with Disabilities Education Act (IDEA). The IDEA is a federal law that requires school districts to provide a "free appropriate public education" (FAPE) to eligible children with disabilities. This Notice will also be provided to students who are entitled to these rights at age eighteen (18). The purpose of this Notice is to explain to you your rights as a parent of a child with disabilities under federal and state laws. In California, special education is provided to disabled students between birth and the student's twenty-second (22nd) birthday. Federal and state laws protect you and your child throughout the procedures for evaluation and identification of special education placement and services. Parents of children with disabilities have the right to anticipate in the individualized education program (IEP) process, including development of the IEP, and be informed of the availability of FAPE and of all available alternate programs, including public and nonpublic programs.

Parent/Guardian Rights & Responsibilities Parent/guardian has the right to:

- Participate in the formation of the school's written policies.
- Receive a written copy of school rules and procedures on discipline.

According to law, parents/guardians must:

- Spend a portion of the day in a student's classroom when requested by the school.
- Assume liability for willful conduct of their students which results in injury to another pupil, to school district personnel and/or damage to school property. (EC 48904)
- Observe all school rules including but not limited to signing in at the school office, wearing a visitor's badge on campus, or setting up a classroom visitation.
- Refrain from using tobacco products and alcohol on school grounds at any time.

Right to Review Student Records

Parents/guardians have the right to request an inspection of any official records, files and data related to their student. The request must be in writing and the school has five (5) school days to respond to requests. Parents/guardians have equal access to student information, both

custodial and noncustodial, unless the school has evidence of a court order or state law revoking these rights. When students reach the age of 18, or enter a post-secondary institution at any age, all rights regarding access to records transfer to them. However, parents/guardians retain access to student records of students who are their dependents for tax purposes. Each school office maintains its students' official records and maintains access logs for 5 years. Students 16 years of age or older have the right to request inspection of their records.

Parents/guardians may request removal of information or include a statement disputing any material in their student's record. Appeals under this section are addressed to the Director of Student Services. Copies of records may be requested and a fee for duplicating may be charged by the school site. (EC 49063, 49068-70 and 49075; FERPA 20 USC 1232g; BP/AR 5125)

Release of Student Information

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It protects all records, paper and computerized, and includes video or audio tape and microfilm. Generally parents/guardians and eligible students (18 years) must give consent for the release of school records and information. However, FERPA and the Education Code allow schools to disclose those records, without consent, to the following parties or under the following conditions including but not limited to:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law. (EC 49076, 49077; 34 CFR section 99.31)

Release of Information

Appearance of Students in News Media Presentations Reporters and photographers from print and electronic media are often invited to school campuses to help publicize activities and programs to the community. News media representatives may also visit schools in the course of covering a news story. Media representatives generally are permitted on campus unless there is reason to believe their presence would cause a disruption to the educational process. Once on the premises, the media is



permitted to interview and photograph students. They may also ask students their names in order to identify them in stories and photographs. A parent/guardian who prefers that their student not be photographed or interviewed may write a note to the school to that effect. School staff and administrators will make every effort to ensure that student's photo or name does not appear in news reports. Schools cannot guarantee that students will not appear in the background of photographs or be approached by reporters for comments. In addition to notifying the school, it is important that the parent/guardian tell their student if they do not wish them to be photographed or interviewed. Whenever possible, the school will send home a notice that a media visit to their campus or classroom has been scheduled and will remind parent/guardians of their right to request that their student not participate. (BP 1112, BP 1250) A student's full name or photograph may not be published on the District or school web sites without the expressed written permission of the student's parent or guardian. Photographs of groups of students, such as at a school event, may be published provided that the students' names are not used. (BP 1113)

Student Fees, Deposits and Charges

The Governing Board recognizes its responsibility to ensure that books, materials equipment and supplies necessary for students' participation in the educational program are made available to them. No nonpublic school student shall be required to pay any fees, deposits or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the school and corresponding district's educational program, including district curricular and extracurricular educational activities. (EC §49011) As necessary, the school may approve and impose fees, deposits and other charges which are specifically allowed by law. The school and its programs may also lawfully solicit voluntary donations of funds or property, or request voluntary participation in fundraising activities, by students and parents/guardians.

I agree and accept these terms as stated above.

Student Name (Please print): _____

Student Signature: _____

Date: _____

Parent Name (Please print): _____

Parent Signature: _____

Date: _____

Please return to the school office with your registration materials.

Addendum D - Student Transportation Safety Rules

General

1. Follow the letter and spirit of the *Parent Student Handbook*.
2. Demonstrate self-restraint, self-discipline and common sense.
3. Follow all van rules, as may be communicated by the driver, other New Vista personnel, school publications, and “On the Bus” rules below.
4. Follow all driver instruction, which may address behavior, seat selection and other safety and welfare matters.
5. Demonstrate respect for the driver, fellow riders, the vehicle, personal property, and overall safety.

On the Bus

- *Use seat belts*, immediately upon taking a seat, throughout the ride, and until the vehicle has stopped at the destination.
- *Remain in your seat*, facing forward, for the duration of the trip.
- *Keep emergency exits and aisles clear at all times*.
- *Respect the window boundary*: No body parts protruding. No items tossed. Nothing shouted.
- *Respect other riders' personal space*: No physical or verbal attacks. No taunts. No harassment. No bullying. *No intentional physical contact*.
- *Do not disrupt the driver with your voice or actions*.
- *Do not tamper with vehicle controls, emergency exits or safety equipment*.
- *Do not compromise the safety or well-being of others*.
- *Do not bring hazardous or destructive objects (i.e. firearms, weapons, explosives, sharp or pointed objects, lighters or matches) on the vehicle*.

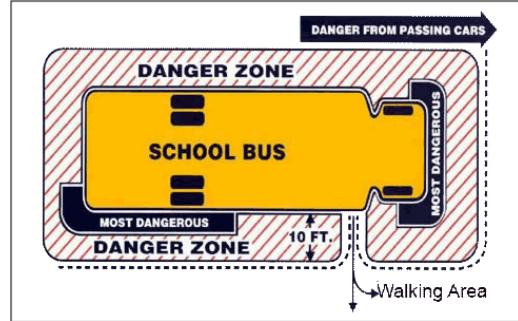


Loading/Unloading the Van

Loading

Whenever students are on an activity trip the students will receive specific instructions from the van driver when they must board or exit the bus for any reason.

1. Student should line up in an orderly manner at the spot designated by the driver and/or other school personnel.
2. When the driver is present and signals entry, the students may proceed to enter the bus.
3. Students should walk directly to their seats as directed by the driver without pushing or shoving.
4. Students must NEVER enter the school bus “danger zone” without first receiving permission from the driver.



Unloading

Students must remain seated until the bus comes to a complete stop at the student's destination, the parking brake is set, and entrance door is opened.

1. Students should exit the van in an orderly manner without pushing or shoving.
2. Once off the van, students must exit the “danger zone” immediately.
3. Students must NEVER re-enter the school van “danger zone” without first receiving permission from the driver.
4. Students must never cross the road unless escorted by the driver, when required to be escorted by driver.
5. Students must follow these directions or they will be subject to disciplinary actions.

I agree and accept these terms as stated above.

Student Name (Please print): _____

Student Signature: _____

Date: _____

Please return to the school office with your registration materials.