



A Handbook for Faculty/Staff

July 1, 2025– June 30, 2026

Persist and Prevail

“Some children learn differently.
We teach differently.”

520 Eldon Street
Lynchburg, VA 24501
www.newvistasschool.org
School Office: 434-846-0301
Fax Number: 434-528-1004

New Vistas School

Faculty/Staff Handbook

Persist and Prevail

2025-2026

TABLE OF CONTENTS

Statement of Diversity, Equity, and Inclusion	i
Board of Directors.....	ii
Mission, Philosophy, and Objectives.....	iii
Program Objectives.....	v
Academic Program.....	v
Applied Studies, Upper School.....	vi
Guidance/Counseling Program, All School.....	vi
Healthy for Life Program, All School.....	vi
Enrichment/Community Service Program.....	vii
Dual Enrollment Program, Juniors and Seniors.....	vii
 New Vistas School Calendar, 2025-2026	 1
 FACULTY & STAFF, 2025-2026.....	 2
Faculty & Staff Room Assignments	3
Curriculum Teams, 2025-2026	4
Faculty/Staff Committees, 2025-2026	4
Daily Schedule - All School	5
Regular School Day	6
Duties	6
Agendas/Daily Planners/Course Notebooks	6
Forms	6
Housekeeping.....	7
Teacher Work Days	7
Inclement Weather	8
Community Service	9
STEAM Team.....	9
Wednesday Schedule	11
 PERSONNEL POLICIES.....	 12
Decision-Making Plan	12
Qualifications	12
Payroll /Insurance Date.....	13
Attendance	13
Absence.....	13
Leave.....	14
Purchasing School Materials/Supplies.....	15
Key Policy.....	15
Scholarships, Faculty Children	16

Tutoring Policy	16
Tutoring Instructor Procedures	16
Discrimination Policy	17
Transportation	17
PROFESSIONAL ETHICS	18
Confidentiality	18
Faculty/Staff/Parent Communication.....	18
Staff/Student Communication.....	19
Teacher Observation	19
Contraband.....	20
Grievance Policy	20
Dress Code	20
Dress & Appearance: Dress for Success.....	21
INSTRUCTION, EVALUATION, AND STUDENT PROGRESS: PHILOSOPHY AND GOALS	23
The Philosophy/Goals	23
Reporting.....	25
Formal Testing, Assessment, and Grading:	25
Faculty Guidelines	26
Grading System:.....	28
Learning Plans	29
Traditional On-Campus Learning	29
Contingency Learning Plan.....	29
Graduation.....	31
Dual Enrollment Options for Upper School Students.....	31
Homework.....	32
Field Trips/Beyond the Walls	32
Guidance/Transition Counseling Services	34
Student Attendance	34
Lesson Planning	38
After School Study Hall.....	38
Dismissal from After School:	38
TECHNOLOGY	40
PROBLEM SOLVING/DISCIPLINE	48
Discipline Policy	48
Basic School Rules/Specific School Rules	49
Chain of Responsibility.....	51
Consequences.....	51
Detention	52
Saturday School	52
Suspension Policy	53
Expulsion Policy	54
ADVISOR/ADVISEE LIST 2025-2026.....	56

HEALTH & SAFETY	58
Crisis Management Plan	58
Threat Assessment	60
Accident/Injury Reporting Policy	62
Infectious Disease/Sickness While at School	62
Playground Policy	63
Concussion Policy	63
Medication	67
Contraband items:	67
Search policy:	68
Sexual Harassment/Harassment	68
*Mandatory Reporters of Child Abuse and Neglect	70
PARENTS' & GUARDIANS' ROLES/VOLUNTEERS	71
Parental Involvement	71
Volunteers	71
Fund-raising projects	71
APPENDICES	A-1
TECHNOLOGY GUIDELINES	B-1

Each faculty/staff member is provided with a full copy of the Crisis Management Plan.

ENCLOSURES

Handbook Acknowledgement Form
 Crisis Management Acknowledgement Form
 SMS (Text Messaging) OPT In Form
 New Vistas School Technology Usage Policies and Regulations
 New Vistas School AI Usage Policies and Regulations
 Key Policy
 Emergency Contact Form
 Money Collection Form
 Request for Reimbursement

Forms Available on Network Computer E5

A folder titled "**School Business Forms.**" is located on Network Computer E5. This folder provides access to the school business forms/documents included in the Appendices.



New Vistas School Statement of Diversity, Equity, and Inclusion

At NVS, the phrase “team work makes the dream work” is frequently used to describe how faculty/staff and students work together in the school community. NVS faculty/staff recognize that it is each individual’s unique backgrounds, gifts, identities, life experiences, perspectives, and talents that make up the team and contribute to the enriching and successful work of the team. NVS faculty/staff are committed to:

- Creating and supporting a place where every individual feels a sense of belonging, inclusion, and safety, regardless of ability, demography, socioeconomic background, race, ethnicity, nationality, gender, sexual orientation/identity, creed, or religion;
- Supporting students in discovering and developing their unique identities;
- Assuring equitable opportunities for all individuals in the NVS community;
- Working with students to develop empathy and understanding of other people, to express and receive diverse ideas and perspectives in a respectful and thoughtful manner, and to affirm the dignity and worth of all individuals.

These efforts support the mission of the school to provide children with learning, attention, and emotional challenges an opportunity to reach their full potential and the NVS Portrait of a Graduate to be life ready and demonstrate personal responsibility.

The NVS Statement of Inclusivity is guided by the National Association of Independent Schools (NAIS) *Principles of Equity and Justice*.

Board of Directors 2025 -2026

Executive Committee

Bunny Wood, Chair
Joan Foster, Vice Chair
Kathy Lifsey, Treasurer
Patti McCue, Secretary

Members At Large

Ted Batt
Christie Hooper
Page Langley
Tray Petty
Peggy Schimmoeller
Ray Snead

Mission, Philosophy, and Objectives

Introduction: New Vistas School is an independent, non-sectarian, non-profit school open to students in grades 3-12 of all races, creeds, ethnicities, genders, sexual orientation/identifies, and socio-economic backgrounds.

Mission of the School: Fostering academic and personal growth, NVS provides children with learning, attention, and emotional challenges an opportunity to reach their full potential.

Philosophy

- Students with learning, attention, and social/emotional challenges learn best from a variety of educational approaches aimed at meeting their individualized needs.
- Students make progress if they are taught to build on their strengths and address weaknesses.
- Mastery of both academic and social-adaptive knowledge has positive effects in terms of psycho-social, intellectual, and life-functional outcomes.
- Problem-solving, critical-thinking, and organizational skills are essential to the fostering of lifelong learners.
- Acquisition of the skills needed for successful transition to post-secondary environments begins in early grades.

Student- and Family-Based Objectives

- To remediate and/or provide compensatory strategies for deficiencies in basic, essential academic skills
- To teach knowledge and skills that lead to personal growth and positive self-esteem, self-determination, and self-advocacy
- To teach problem-solving, critical- thinking, and organizational skills, in an attempt to build on strengths and to compensate for weaknesses
- To prepare students for successful transition into traditional school settings, further study at the college level, and/or other post-secondary opportunities
- To provide opportunities for families to be involved in the full range of NVS opportunities, including its academic and transition programs as well as social and extracurricular activities

School-Based Objectives

- To provide strong school leadership
- To maintain a staff with appropriate credentials and expertise
- To provide a well-structured, logical curriculum that ensures appropriate student-based outcomes
- To promote, implement, and evaluate evidence-based practices in the areas of assessment, instruction, curriculum adaptations, classroom management, and behavior management
- To provide ongoing opportunities throughout the year for staff professional development
- To maintain financial sustainability that supports excellent educational programs
- To provide funds for financial aid and scholarships for those students whose families are unable to pay the full tuition
- To increase the visibility and reputation of the school in the community
- To work collaboratively with public and private schools when students are placed at NVS by those entities
- To maintain and enhance the facilities and grounds so that they may contribute to the welcoming and nurturing environment

Program Objectives

Academic Program

Objectives:

- To meet the individual educational needs of each student
- To prepare students academically for successful transition into traditional school settings and/or further study at the college or career level
- To remediate deficiencies in basic, essential skills
- To focus on academic challenges appropriate for students at developmental levels 3-12, predominantly with average to above average intelligence
- To stress problem-solving, critical thinking, communication, and organizational skills in an attempt to build on strengths and to compensate for weaknesses
- To develop responsible use of current technologies for education and communication
- To offer after-school tutoring services to NVS students as well as those in the wider community
- To engender close communication between parents and staff regarding academic expectations and progress

Student Population Served:

- Specific Learning Disability
- Other Health Impairment
- Emotional Disorder
- Traumatic Brain Injury
- Autism Spectrum Disorder (High Functioning)
- Multiple Disabilities
- Intellectual Disability
- Speech/Language Impairment (non-primary)

Grades Served:

Lower School

- Elementary (3rd – 5th grades)
- Middle (6th – 8th grades)

Upper School (9th – 12th grades)

Applied Studies, Upper School

Objectives:

- To meet the individual educational and developmental needs of each student identified as appropriate
- To prepare these select students for a successful transition into a workplace setting, CVCC Transition Program, Department of Adult Rehabilitative Services guidance, Wilson Workforce evaluation program, or a career certificate program
- To remediate deficiencies in basic, essential skills including but not limited to oral communication, social awareness, group collaboration, and self- advocacy
- To focus on academic and social challenges appropriate for these students
- To stress problem-solving, critical thinking, communication, and organizational skills, in an attempt to build on strengths and to compensate for weaknesses
- To develop responsible use of current technologies for education and communication
- To engender close communication between parents, staff, and outside agencies to coordinate services post-graduation

Guidance/Counseling Program, All School

Objectives:

- To assist each individual student in developing his/her self-awareness and self-advocacy skills
- To assist each student in understanding/developing his own learning potential
- To stress problem-solving, critical thinking, communication, and organizational skills, in an attempt to build on strengths and compensate for weaknesses
- To provide a safe, nurturing environment, intended to foster personal growth and positive self-esteem
- To engender close communication between parents, guidance staff, advisors, and administration regarding the personal/social development of each student
- To prepare students socially/emotionally for successful transition to another school and/or college/career

Healthy for Life Program, All School

Objectives:

- To develop a sense of fair play, cooperation, and collaboration
- To encourage positive decision-making regarding healthy decisions for life in terms of nutrition and physical activity
- To instruct/practice recreational games a person might enjoy for life
- To create a sense of respect for individuality, especially self
- To encourage mind/body balance
- To assist in the development of healthy social choices

Enrichment/Community Service Program

Objectives:

- To expose students to the wide variety of options in the fine and practical arts
- To assist students in identifying and developing personal talents and leadership skills
- To encourage mind/body balance through games, hobbies, and life interests
- To inspire a sense of community awareness and volunteerism

Dual Enrollment Program, Juniors and Seniors

Objectives:

- To provide additional coursework for students who have particular curricular interests and/or needs
- To provide college experience prior to college transition

Student Population Served:

- ONLY identified Junior and Senior NVS students, a minimum of sixteen years of age, who need additional curricular opportunities AND have the independence to manage college coursework;
- ONLY with parental permission.



New Vistas School Calendar, 2025-2026

August 4	Monday	New Teacher Orientation 8am-12pm
August 5-11	Tues.-Mon	Teacher Pre-Service, 8:00-4:00 daily
August 7	Thursday	8:00-4:00 Student Registration by appointment only
First Quarter August 12		
August 12	Tuesday	<i>First Day of School</i>
September 1	Monday	School Closed: Labor Day Holiday
September 10	Wednesday	Interim Reports
Second Quarter October 15		
October 15-16	Wed.-Thurs	12pm All School Dismissal, ½ day Teacher Workday
October 17	Friday	School Closed: Fall Break
October 22	Wednesday	Academic/Advisor Comments and Grade Reports
November 12	Wednesday	Interim Reports
November 26-28	Wed-Fri	School Closed: Thanksgiving Holiday
December 1	Monday	Classes Resume
December 17-18	Wed.-Thurs.	8th Grade/US Exams, All School ½ Day Dismissal (\$50Makeup Fee) 2nd Quarter Ends
December 19	Friday	Teacher Workday
December 22-January 2		School Closed: Winter Holiday
Third Quarter January 5		
January 5	Monday	Classes Resume
January 14	Wednesday	Academic Comments and Grade Reports
January 19	Monday	School Closed: MLK, Jr. Holiday
February 11	Wednesday	Interim Reports
Fourth Quarter March 18		
March 18-19	Wed-Thurs.	12pm All School Dismissal, ½ day Teacher Workday
March 20	Friday	School Closed: Late-Winter Break
March 25	Wednesday	Academic Comments and Grade Reports
April 6-10	Mon-Fri	School Closed: Spring Break
April 13	Monday	Classes Resume
April 15	Wednesday	Interim Reports
May 19	Tuesday	Final Exam Review Day
May 20-21	Wed-Thurs	8th Grade/US Exams, All School ½ Day Dismissal, (\$50 Exam Makeup Fee)
May 22	Friday	Commencement; Last day of School (please note this is a scheduled calendar day)
May 26-May 29	Tue-Friday	Teacher Workdays
June 3	Wednesday	Academic/Advisor Comments and Grade Reports
August 14 Days	January 19 Days	Academic Reports Oct.22 Academic/Advisor Comments and Grade Reports Jan.14 Academic Comments and Grade Reports March 25 Academic Comments and Grade Reports June 3 Academic/Advisor Comments and Grade Reports
September 21 Days	February 20 Days	
October 22 Days	March 21 Days	
November 17 Days	April 17 Days	
December 14 Days	May 16 Days	
	June 0 Days	
Total 181 Days		
		Interim Reports September 10 November 12 February 11 April 15

Inclement Weather Make-up Procedure

Section 22.1-98 the Code of Virginia requires that school divisions, in the event of severe weather conditions or other emergency situations, make up the first five days plus one day for each two days missed in excess of the first five. Further, “when severe weather conditions or other emergency situations have resulted in the closing of any school in a school division and such school has been unable to meet the 180-teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.” Due to the calendar and daily schedule at each level exceeding the annual required 990 instructional hours, no adjustments to the schedule will be necessary barring unforeseen weather conditions.

FACULTY & STAFF, 2025-2026

Elementary Unit:

Cassidy Bell	Elementary	cbell@newvistasschool.org
Kelli Gajewski	Elementary	kgajewski@newvistasschool.org

Lower School Unit:

Cassidy Bell	LS Reading	cbell@newvistasschool.org
Kelli Gajewski	LS Reading/Math	kgajewski@newvistasschool.org
Ashby Bell	LS Math	lbell@newvistasschool.org
Susan Royer	Language Arts/Barton	sroyer@newvistasschool.org
Jessica Kerr	LS Science	jkerr@newvistasschool.org
Zann Tweedy	Language Arts/Barton	ztweedy@newvistasschool.org
Mark Protzman	Social Studies	mprotzman@newvistasschool.org

Upper School Unit:

Dan Harrison	US Writing	dharrison@newvistasschool.org
Ellen Humphrey	US Science	ehumphrey@newvistasschool.org
Erin Spickard	US Reading	espickard@newvistasschool.org
Bradford Via	US History	bvia@newvistasschool.org
Cindy Via	US Math	cvia@newvistasschool.org

Enrichment:

Ali Cox	Art	acox@newvistasschool.org
Ainsley Simmons	PE	asimmons@newvistasschool.org
Dan Harrison	Language and Technology	dharrison@newvistasschool.org
Mark Protzman	Publications/Photography	mprotzman@newvistasschool.org
Cindy Via	Gardening	cvia@newvistasschool.org

Staff:

Lori Eaglin	Head of School, Guidance Transition Counselor	leaglin@newvistasschool.org
Tom Powers	Assistant Head of School	tpowers@newvistasschool.org
Lisa DeJarnette	Director of Educational Services	ldejarnette@newvistasschool.org
Barbara Johnson	Business Manager	bjohnson@newvistasschool.org
Sally James	Director of Advancement	sames@newvistasschool.org
Gwen Loveless	Administrative Assistant	adminassist@newvistasschool.org
Coni Nowakowski	Director of Technology	cnowakowski@newvistasschool.org

Faculty & Staff Room Assignments

Main Building:

101	Lori Eaglin, Head of School, Guidance/Transition Counselor
102	Gwen Loveless, Administrative Assistant, Front Office
103	Dining Hall A
104	Barbara Johnson, Business Manager, Business Office
105	Sally James, Development Office
108	Resource Room
109	Susan Royer, Language Arts/ Barton
110	Cassidy Bell, Elementary
111	Student Waiting Room
112	Tom Powers, Assistant Head of School
113	Computer Lab B
201	Cindy Via, Upper School Math
202	Lisa DeJarnette, Director of Educational Services
203	Ashby Bell, Lower School Math
204	Kelli Gajewski, Lower School Reading/Math
205	Coni Nowakowski, Computer Lab A, Director of Technology
206	Mark Protzman, Social Studies/Publications/ Photography
207	Resource Room
208	Brad Via, Upper School History
209	Zann Tweedy, Language Arts/ Barton
210	Erin Spickard, Upper School Reading

Writing Center:

Room #1	Sound Lab
Room #2	Dan Harrison, Writing Center Coordinator

Schewel-Clark Annex:

106	Jessica Kerr, Lower School Science	102	Ainsley Simmons, PE
107	Ellen Humphrey, Upper School Science	105	Dining Hall B
108	Ali Cox, Art		

Curriculum Teams, 2025-2026

Humanities: Tom Powers (Chair), Cassidy Bell, Susan Royer, Zann Tweedy, Mark Protzman, Brad Via, Ali Cox

Math & Science: Lori Eaglin (Chair), Ellen Humphrey, Jessica Kerr, Cindy Via, Ashby Bell, Kelli Gajewski

Faculty/Staff Committees, 2025-2026

*Administrative Team: Lori Eaglin (Chair), Tom Powers, Lisa DeJarnette, Sally James, Barbara Johnson, Coni Nowakowski

Student Activities Committee: Susan Royer and Cassidy Bell (Co-Chairs), Lori Eaglin, Ellen Humphrey, Mark Protzman, Lisa DeJarnette, Ashby Bell

Hospitality Committee: Gwen Loveless (Chair), Tom Powers, Brad Via, Kelli Gajewski, Ali Cox

Diversity Committee: Dan Harrison (Chair), Lori Eaglin, Erin Spickard, Zann Tweedy, Cindy Via

Note:

There are TWO academic Units: Lower School and Upper School

There are TWO curriculum teams, with a focus on current best practices, research in the field/discipline, continuity of the dynamic NVS curriculum, and curriculum review and evaluation.

There are THREE active Faculty/Staff Committees. Committee chairs will schedule meetings.

Daily Schedule - All School

Elementary School			Middle School			Upper School		
8:10	8:18	Homeroom/Announcements	8:10	8:18	Homeroom/Announcements	8:10	8:18	Homeroom/Announcements
8:20	9:15	First Period	8:20	9:15	First Period	8:20	9:15	First Period
9:15	9:45	Second Period	9:17	10:12	Second Period	9:17	10:12	Second Period
9:45	10:05	BREAK	10:15	10:30	BREAK	10:15	11:11	Third Period
10:05	10:30	Third Period	10:30	11:27	Third Period	11:12	11:27	BREAK
10:30	11:25	Fourth Period	11:30	12:25	Fourth Period	11:30	12:25	Fourth Period
11:25	11:50	Fifth Period	12:25	12:50	LUNCH	12:25	1:23	Fifth Period
11:50	12:20	LUNCH	12:52	1:47	Fifth Period	1:25	1:48	LUNCH
12:20	1:00	Sixth Period	1:50	2:30	Sixth Period	1:50	2:30	Sixth Period
1:00	1:50	Seventh Period	2:32	3:12	Seventh Period	2:32	3:12	Seventh Period
1:50	2:30	Eighth Period	3:15	3:30	Extra Help/Dismissal	3:12	3:30	Extra Help/Dismissal
2:30	3:15	Ninth Period	3:30	4:00	After School Study Hall	3:30	4:00	After School Study Hall
3:15	3:30	Extra Help/Dismissal						
3:30	4:00	After School Study Hall						

Half-Day Schedule

Elementary School			Middle School			Upper School		
8:10	8:25	Homeroom/Announcements			Homeroom/Announcements			Homeroom/Announcements
8:25	9:00	First Period			First Period			First Period
9:00	9:35	Second Period			Second Period			Second Period
9:35	9:55	BREAK			Third Period			Third Period
9:55	10:30	Third Period			BREAK			Fourth Period
10:30	11:05	Fourth Period			Fourth Period			BREAK
11:05	11:45	Fifth Period			Fifth Period			Fifth Period
11:45	12:00	Extra Help/Dismissal			Extra Help/Dismissal			Extra Help/Dismissal

2-Hour Delay

Elementary School			Middle School			Upper School		
10:10	10:20	Homeroom/Announcements			Homeroom/Announcements	10:10	10:20	Homeroom/Announcements
10:22	11:12	First Period			First Period	10:22	11:12	First Period
11:15	12:05	Second Period			Second Period	11:15	12:05	Second Period
12:07	12:40	LUNCH			LUNCH	12:07	1:00	Third Period
12:40	1:35	Third Period			Third Period	1:02	1:40	LUNCH
1:35	2:25	Fourth Period			Fourth Period	1:42	2:32	Fourth Period
2:25	3:15	Fifth Period			Fifth Period	2:35	3:15	Fifth Period
3:15	3:30	Extra Help/Dismissal			Extra Help/Dismissal	3:15	3:30	Extra Help/Dismissal
3:30	4:00	After School Study Hall			After School Study Hall	3:30	4:00	After School Study Hall

Regular School Day

The regular school day begins at 8:00 a.m. and ends at 4:00 p.m., except for faculty assigned Morning Duty, which starts at 7:45 a.m. Wednesdays are extended until 5:00 p.m. for faculty for general faculty meetings, professional needs, and development.

Duties

1. Duties are rotated within the two schools, Lower School and Upper School (LS, US).
2. Duties include early morning supervision, break(s), lunch, dismissal, and ASSH.
3. The Unit Coordinators prepare and circulate the duty rosters and provides copies to the faculty, the Administrative Assistant, and the Head of School.
4. A faculty/staff person who cannot meet a duty **MUST** plan for a **TIMELY** replacement (supervision of students comes **FIRST**). **Students CANNOT be left unsupervised.**
5. Faculty who wish to keep a student after school to work with them are responsible for coordinating with the Administrative Assistant for contacting the appropriate parent/guardian.

Agendas/Daily Planners/Course Notebooks

1. Agendas/daily planners are essential for all students as a basic organizer.
2. Organized teacher-directed, student-built notebooks are essential for each class.
3. If a student loses an agenda, the ADVISOR must provide directions for a replacement ***within a week of the loss.***
4. If a student loses a course notebook, the TEACHER must provide directions for a replacement ***within a week of the loss.***
5. **Extra Help teachers check agendas DAILY. There may be some special cases requiring teacher/extra help advisor initials.**

Forms

1. Forms and their guidelines are on the network as well as in the main office. Most forms are available on the Network under the Computer E5 (Administrative Assistant's Computer). If one is missing, please notify the Assistant Head of School AND the Director of Technology.
2. A teacher is responsible for completion of all forms in a timely manner, by assigned dates.
3. If a teacher cannot locate a specific form, or has questions, s/he should contact the Assistant Head of School and/or the Administrative Assistant or the Director of Technology.

4. All Parent/Guardian (or Therapist) Contacts should be Logged by completing the Parent Contact Log Form as soon as possible. This form is located on the network in each Student Records Folder. This eases communication. PLEASE log all parent contacts - phone conversation, e-mail interaction, personal meeting—any contact related to the student's school performance, progress, needs, development, or family concerns.
5. Materials/Requisitions/Supplies should be submitted to the Guidance Counselor/Transition Coordinator per the guidelines.

Housekeeping

1. A clean, organized, orderly environment is essential and optimal for learning.
2. End of class: **Students** should leave desks clear and chairs under desks/tables. All trash should be placed in the trash receptacles OR recycling bins. Please do NOT dismiss the class until this has been accomplished.
3. Morning Gathering; End of break/lunch: **Students** should clean up after themselves and leave the room orderly, with chairs pushed in. Teachers in charge of supervising morning gathering/ break/lunch duty are responsible for seeing that this becomes a daily habit.
4. End of day: Teachers leave the room orderly, with lights off, windows closed and doors open. Computers MAY be left on Monday, Tuesday, Wednesday, and Thursday. Computers and SMART Boards are to be turned OFF on Fridays.
5. Faculty room and kitchen: ALL faculty and staff are responsible **daily** for cleaning up after using the faculty room and kitchen facilities. Faculty supervising break and lunch are responsible for assuring that clean-up has occurred.
6. Cleaning/Maintenance concerns: Please submit those, in writing, to the Administrative Assistant. She will set priorities and schedule. SAFETY will always be the first priority.
7. Recycle paper, cans, and plastic in the appropriate containers.
8. Clear water bottles, filled with water, are permitted in class for faculty and students. Otherwise, unless it is a special event, **PLEASE do not eat/drink during instructional time.**
9. Computers: The Director of Technology sets all policies and guidelines.
10. Turn in radios at the end of the day to Administrative Assistant and pick them up at the beginning of day when signing in.

Teacher Work Days

1. Vacation days/personal days may NOT be used on Teacher Work Days OR the week of a holiday. (Extenuating circumstances may be considered.)
2. Full attendance and participation are expected of all faculty and staff on Work Days.

3. Teachers should make every effort to plan medical appointments *after 4 o'clock* Monday, Tuesday, Thursday, and Friday. Wednesday afternoons are specifically for professional interaction and development and are not optimum days for medical appointments.
4. Teachers should NOT plan medical appointments or other activities for Teacher Work Days.
5. Faculty should be available to stay until 5:00 p.m. on Wednesdays. Please do not schedule outside appointments for Wednesday afternoons.
6. Please do not schedule personal days and/or outside appointments for scheduled field trip days. **All** teachers need to be available to assist with coverage on field trip days (either on the trip or at school).

Inclement Weather

1. Delays and closings are announced via text messaging, and WSET TV. Additionally, they will be posted on the website and the school's social media pages.
2. Staff and faculty should report to school for delayed openings or school closings using personal judgment in safety matters. IF you judge that it would be unsafe for you to come at the time designated, please TALK TO the Assistant Head of School OR Administrative Assistant OR Head of School (in that order of preference) regarding your estimated time of arrival.

Community Service

Per our mission statement, NVS helps each student foster personal growth. All students will be involved in all school community service projects as they become available. Notices about each project will be sent home through the Guidance/Transition Counselor.

STEAM Team

STEAM

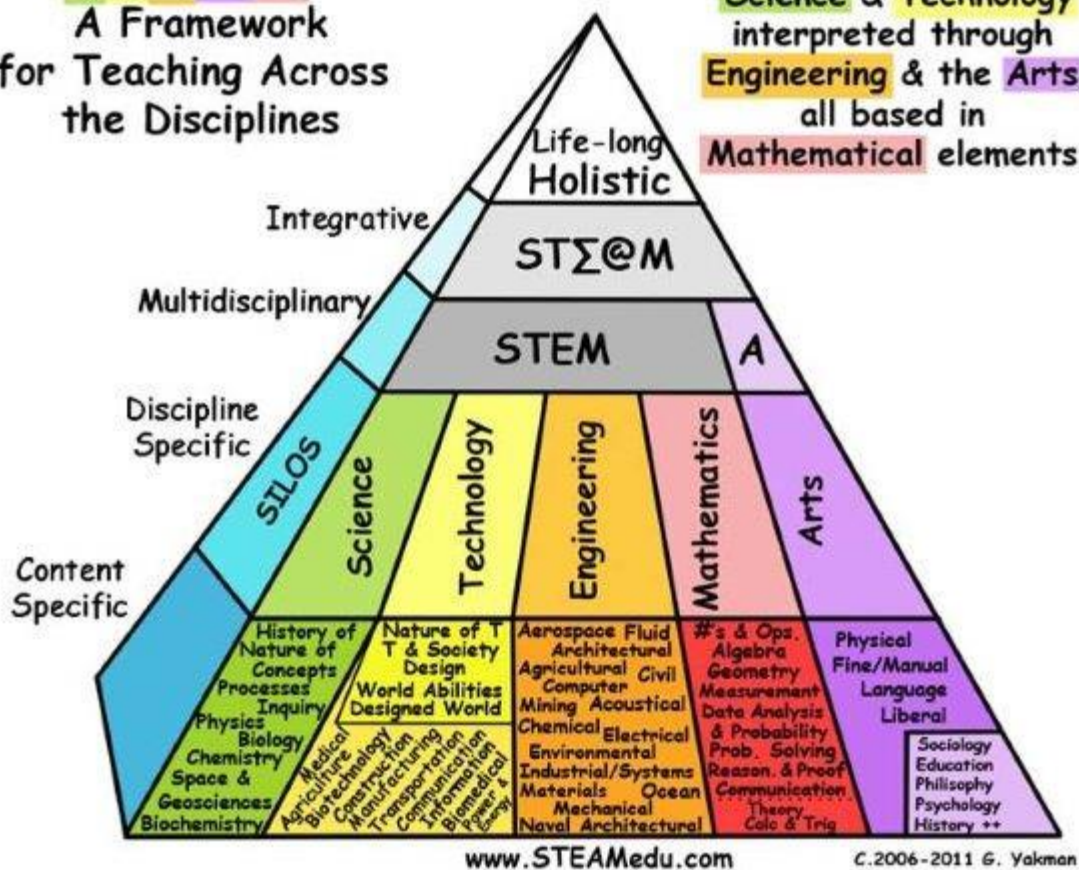
Enrichment, cooperation, socialization, and leadership training are strong aspects of a whole-child approach to education. As such, they are woven into the fabric of regular classes as well as whole-school activities.

Over a decade ago, the National Science Foundation recognized that the United States was losing the struggle to educate our children in science and mathematics; international measures showed other countries outdistancing the US in these critical subjects time and again. STEAM education was born—an interactive model to incorporate Science, Technology, Engineering, and Mathematics in non-traditional experiences in order to heighten both interest and learning in math and science.

STEAM applies the multisensory, interactive, collaborative, open-ended problem-solving approaches that are hallmarks of the instructional strategies we use here at New Vistas. An engineering/design/education graduate student at Virginia Tech, Georgette Yakman, is credited with including the ARTS as an essential component of STEAM, transforming it to STEAM. In her work, she describes STEAM as “a framework for teaching” based on “how people learn naturally.”

STΣ@M: A Framework for Teaching Across the Disciplines

STΣ@M =
Science & Technology
interpreted through
Engineering & the Arts,
all based in
Mathematical elements.



NVS is committed to STEAM education, accepting Yakman’s premise that “Teaching people how to learn” in the twenty-first century is even more important than memorizing facts, as information is readily available via internet. However, what to do with that information—that will be the educational challenge of the 21st Century.

NVS will sponsor two whole-school STEAM activities during the 2025-26 school year, with one or two of those involving families as well as the whole school community. We encourage you to put those interactive events on your calendar as the dates arrive and plan to be part of this invaluable learning experience.

Wednesday Schedule

NO ASSH for any students is assigned on Wednesdays (this will be published in the Parent Handbook as policy). The 2025-2026 school year, the US and LS units will meet together on the second Wednesdays of each month. Unit Coordinators may schedule additional meetings on other days, as needed.

Meetings are subject to change.

<u>First Wednesday:</u>	3:45 – 5:00	General Faculty Meeting (staffings, student concerns, general information)
<u>Second Wednesday:</u>	3:45 – 5:00	US/LS Unit Meetings (student concerns, general information)
<u>Third Wednesday</u>	3:45 – 5:00	General Faculty Meeting (staffings, student concerns, general information) or Mind Time
<u>Fourth Wednesday:</u>	3:45 – 5:00	Professional Development
<u>Fifth Wednesdays:</u>	3:45 – 5:00	Prof. Dev., Guest Speaker, Webinar, Mind Time, (as needed)

PERSONNEL POLICIES

Decision-Making Plan

Should the Head of School be off campus, the Assistant Head of School, will perform all chief administrative responsibilities. Should the Head and Assistant Head be off campus at the same time, the Director of Educational Services will assume those duties. In the rare case that all three are away from the building at the same time, the Head of School will name an administrative designee, and the Administrative Assistant will be in contact with one of the three, in the order stated above, to assure administrative oversight and security.

Additionally, as stated in the school's By-Laws, "In the event the Head of School is incapacitated, the Assistant Head of School would be the Interim/Acting Head of School until the Executive Committee can meet to make further arrangements."

Qualifications

1. All full-time/ part-time teachers shall hold a valid, current teaching certificate from the Virginia Department of Education **OR** be eligible for/in the process of obtaining same.
2. All teachers are expected to continue professional development while employed by New Vistas School to maintain licensure by VDOE regulations. ***The minimum requirement, per contract, is fifteen (15) hours per year for full-time faculty members.***
 - a. Limited funds are budgeted annually for individual staff members' professional development. In 2025-2026, the budgeted amount is restrictive. At this time, there are limited federal funds available. While much of our Professional Development will occur on site, faculty and staff are encouraged to apply to attend meaningful conferences/workshops and bring back what they have learned to the full faculty. Each expenditure must be approved by the Head of School by submitting a Professional Development Request form for approval. The school pays for annual all-school membership in VAIS and VCPE.
 - b. In-service activities are conducted each semester for the professional development of the instructional staff. These are scheduled by the Head of School and Assistant Head of School. Faculty are encouraged to make suggestions for topics. All faculty are required to attend.
3. Faculty meetings, unit meetings, and in-service meetings are held Wednesdays per the schedule published previously in this handbook. Full-time teachers should be available to stay until approximately 5:00 p.m. on Wednesdays, and part-time teachers as necessary. Should a teacher need to leave early due to illness or family emergency, s/he needs to notify the Head of School at least a day in advance if possible. The teacher should plan a means of acquiring the missed information or instruction. Committee meetings are scheduled by the Chair of each committee. During all meetings, there is a no cell phone policy.

Payroll /Insurance Date

1. All employees are paid on the last working day of each month unless otherwise specified in a contract.
2. Checks will be by automatic deposit OR placement in the mailbox, whichever the faculty member selects. (Notify Business Manager)
3. Insurance coverage begins after the first 30 days of employment or the first day following employee start date.

Attendance

1. Full-time teachers report to school daily at 8:00 a.m. and remain on school grounds until 4:00 p.m., except on Wednesdays, when they should be available to stay until 5:00 p.m. If a faculty member has morning duty, **arrival time is no later than 7:45 a.m.**
2. **All** faculty/staff sign in and sign out daily, for each time they arrive/leave campus.
3. Faculty/staff should call or text the Head of School or Assistant Head of School with expected arrival time if an emergency forces them to arrive late. Please do NOT only leave voice messages; ***talk to a person unless you receive a text response from the administrator***, to assure the communication is received.
 - 4 If a staff or faculty member needs to leave the school during the school day for personal, health, or other emergency reasons, a request for leave form should be submitted to the Head of School before leaving the building.
 - 5 Staff working outside the building must complete a request for leave form and a timesheet indicating hours and work performed. The request for leave form and timesheet must be submitted to the Head of School.

Absence

The following guidelines should be implemented for an absence:

1. For emergencies, call the Head of School ***no later than 7:00 a.m.*** If the Head of School does not answer, call the Assistant Head of School. If the Assistant Head of School does not answer, call the Administrative Assistant.
2. Teachers ***are responsible for getting a substitute from the approved list.*** PLEASE keep a substitute list at home for such unexpected needs.

3. Each teacher should have a meaningful 50-minute “emergency” lesson for each class for a 5-day period. A folder containing these should be filed with the Assistant Head of School by the end of the first week of classes (**Friday, August 22** for the 2025-2026 school year). A new lesson should be prepared and filed once the prior one is used.
4. Each teacher should keep a folder on the desk daily with needed, pertinent classroom information: Student Rosters (with accommodations), Daily Schedule along with their duties, Emergency Drill procedures, any required medical information for students, and lesson plans if the absence is scheduled ahead of time.
5. For planned absences, a request for leave form must be completed and approved by the Head of School at least 48 hours prior to the absences

Leave

1. **Sick Leave:** Sick leave shall be available to full-time employees according to the contractual agreement. Full time employees shall accrue sick leave at the rate of eight (8) hours per calendar month of service. Sick leave may accumulate from year to year, not to exceed one hundred sixty (160) hours at any one time. Sick time may be used for personal illness, quarantine, or family illness. The request goes to the Head of School.
2. **Personal Leave:** Personal leave shall be available to full-time employees according to contract. This leave may be used *with the Head of School’s prior approval for personal discretionary reasons*. Personal leave will NOT be approved the day prior to or day immediately following scheduled school closings, holidays, OR for Teacher Work Days/Field Trip Days. Personal leave **does not** accrue from year to year.
3. **Special Leave:** Special leave is available to full-time employees on a limited basis for performance of professional/civic duties and/or professional educational opportunities. These require prior approval from the Head of School.
4. **Leave of Absence:** Leave of absence, or absence without pay, may be granted to an employee under special circumstances. Request should go to the Head of School.
4. **Vacation Leave:** All full-time twelve-month employees are entitled to all **scheduled** vacations in accordance with the academic calendar and individual contracts. Other requests go to the Head of School.
5. **Maternity Leave:** Female employees must give formal written notice to the Head of School at least 12 weeks prior to the requested leave date. This request should include date of the expected childbirth and expected dates of beginning and ending of the maternity leave. Available sick and personal leave are to be used for time missed. Eligible employees may qualify for short term disability. Before leaving on maternity leave, the employee must meet with Head of School to review classroom obligations.

Purchasing School Materials/Supplies

1. All documents to parents requesting supplies or donations must be reviewed and approved by Head of School prior to distribution.
2. **No school materials/supplies are to be purchased without prior approval including the use of personal funds for reimbursement.**
3. If materials/supplies are needed, a Purchase Order (PO) form must be completed and signed by Unit Coordinator and Head of School. This PO form is available in the School Business Forms Folder (link to folder is available on your desktop)
4. If item/s are purchased online, order confirmation must be attached to PO.
5. Completed PO must be submitted to Administrative Assistant.
6. If personal funds are used for the purchase, a Request for Reimbursement must be completed with signatures and submitted to Head of School with receipt attached. The Request for Reimbursement is available in the School Business Forms Folder (link to folder is available on your desktop).

Key Policy

All Keys are the property of New Vistas School.

All employees or other authorized individual issued keys (key holders) shall agree to and comply with the following conditions:

1. The holder of a New Vistas School key assumes responsibility for the safekeeping of the key and its use. It is understood that the key will not be loaned, issued to, or made available by any other means to unauthorized persons.
2. Key holders entering locked building or spaces are responsible for re-securing all doors and shall not prop open or otherwise disable any door.
3. Key holders are to secure keys at all times and take measures to protect and safeguard any NVS keys issued to them.
4. Keys are not to be given to a student at any time
5. Key holders are to immediately report any lost, missing, stolen or damaged keys to the Head of School. The penalty for the replacement of keys is \$25 to \$50 (Employees will have this fee deducted from their pay-check). Keys may be replaced free of charge if broken from normal wear.
6. If a lock needs to be changed due to a lost key, the employee will be assessed a charge determined by the cost of labor and materials to install
7. It is a violation of this Policy to have any New Vistas School keys duplicated. Any person in violation of this Policy will have his/her privilege to obtain keys revoked and possible disciplinary action will be taken as warranted.

8. Key holders are to immediately return all keys upon the end of employment/assignment.

Scholarships, Faculty Children

All full-time (33+ hours per week) faculty and staff are offered a one-half tuition scholarship for a child wishing to enroll in New Vistas School. This scholarship is limited to one (1) child per employee (enrolled for one school year). All faculty and staff children must apply for admission under the normal application process, less the application fee, to the Head of the School. Tuition remission will not be granted if child receives a non NVS scholarship greater than one half tuition.

Tutoring Policy

1. All tutors must be NVS employees.
2. The Head of School assigns tutors to students.
3. All tutoring, during the regular school year, must take place between the hours of 4:00pm to 6:00 pm.
4. All NVS students, who are being tutored by NVS employees, **must** be tutored thru the NVS tutoring program.
5. Tutoring must take place on-site at New Vistas School.
6. An NVS administrator is to be on site at NVS during all tutoring sessions.
7. See the Instructor Procedures for NVS Tutoring for additional details.

Tutoring Instructor Procedures

1. Tutors must already be cleared as NVS licensed teachers.
2. A parent/guardian fills out a Tutoring Enrollment form for their student. The Original is filed in the tutoring binder located in the office of the Administrative Assistant. A copy goes to the Head of School to match a tutor with the student.
3. The Head of School pairs the request with one of the tutors on the list.
4. Once the student is registered the assigned Tutor contacts the parent/guardian to make introductions and setup the dates and times for the tutoring.
5. The Tutor meets the parent and student at the first session, explains the procedures, and begins the instructional time.

6. It is the Tutor's responsibility to record his/her time, after each session, on a tutoring timesheet located in the Tutoring binder, (located in the office of the Administrative Assistant).
7. Timesheets are to be submitted to the Head of School at the end of each month for billing and payment purposes.

****There must be an entry for every scheduled session. If tutoring **did not** take place, the date, and a comment as to why is required.**

8. Any schedule changes must be communicated to the Head of School.
9. Cancellations must be AT LEAST 24 hours ahead of time, and they are between the instructor and the parent/guardian. Notification is NOT through the school office. Any changes or cancellations must be noted on the time sheet as they occur.

Time sheets are kept in the Tutoring binder located in the Administrative Assistant's Office.

Discrimination Policy

New Vistas School does not discriminate in employment or program participation on the basis of race, creed, religion, ethnic origin, national origin, gender, gender expression, sexual orientation, or socio-economic background.

Transportation

Anyone authorized by NVS to drive students must have a current, documented, valid Virginia driver's license. All authorized employees are fully covered by the school insurance policy when driving a school vehicle. If employees use their personal vehicle on school business, their personal insurance is primary. While transporting students (driver) will not be allowed to use their cell phone. This includes hand free sets.

PROFESSIONAL ETHICS

Employees of New Vistas School reflect the professional standards of the school in conduct, conversation, and attire while at the school and within the community.

Confidentiality

1. Faculty/Staff must handle all information from and about New Vistas School students, families, faculty, and school business in a professional, confidential manner.
2. Students and families have the right to expect any information that comes to an employee's attention will be used **ONLY** for the student's best interests, and that confidential information will be guarded for school use only.
3. Individuals should **not** be discussed/advised in the presence of other students. Students and faculty/staff at NVS can expect their privacy to be respected.
4. Teachers should be careful to confine conversations with parents to remarks about that family's child and **not** discuss problems/behaviors of schoolmates.
5. Public criticism and conversations about students, parents/guardians, and/or faculty/staff are inappropriate and not permitted at any time and may be grounds for termination of employment.

Faculty/Staff/Parent Communication

The degree to which parents, teachers, and advisors communicate and cooperate is a strong indicator of the potential success of a student's educational experience. NVS faculty/staff will use the four-I principle (from Rick Lavoie) in communicating with parents/guardians:

- **Inform:** Set up and maintain contact with parents/guardians regarding class activities and student progress.
 - **Involve:** Regularly solicit advice, opinions, and participation from parents/guardians. Use their skills and talents.
 - **Invite:** Let parents/guardians know they are welcome in your classroom, both formally and informally.
 - **Initiate:** Be proactive. Don't wait for parents/guardians to contact you.
1. Staff and faculty members contacting parents regarding behavioral or educational issues need to note **all** telephone calls, e-mails, and meetings/conferences, as well as pertinent informal interactions, on the Parent Contact Form. These are to be completed in a timely manner (same day, preferably, or certainly the next day) and distributed per the guidelines.
 2. Prior to school opening, each advisor will contact each advisee's parent/guardian and subsequently complete the Advisor Contact, Pre-Service Form. The advisor is responsible for follow-up and collection of ALL required data, including release forms.
 3. Written communication to parents and/or other components of the community should be reviewed and approved beforehand by the Head of School.

4. ANY TIME a problem is suspected with a child, the ADVISOR should take the initiative and contact the parent. Parents RELY on our professional input; it is essential that we strive to keep these channels open for the best interest of the child. ***At least monthly contact, if it is only to note progress and praise, between advisor/parent is required.*** If an issue is left unsettled between a parent and the advisor, the ADVISOR should take the initiative to follow up.

Staff/Student Communication

All staff/student communication and interaction will be respectful, appropriate, and professional at all times during instruction and any/all school-sponsored events.

An earmark of positive staff/student interaction is that the adult is consistently firm but fair.

While it is important for students to have confidence that they can be open and honest with faculty, particularly their own advisor, student/staff communication is to be restricted to professional interaction, at no time leaning toward personal friendship including engaging on social media platforms with current students or a parent/child in loco parentis relationship.

Teacher Observation

Faculty members will be observed throughout the school year on an informal and formal basis.

1. Teachers may request an observation at any time by the Assistant Head of School or Head of School.
2. The Assistant Head of School or Head of School may schedule an appointment for a formal observation and feedback at any time.
3. A minimum of one (1) formal observation and feedback and one (1) unannounced session will be scheduled for every teacher every school year. More may be scheduled on a case by case basis.
4. The Assistant Head of School meets for a feedback conference with the faculty member annually to discuss observations. Together, they create an Action Plan. If needed, the Head of School may join this conference.
5. Formal feedback notes become part of the Head of School's personnel files.
6. The Head of School and the Assistant Head of School will meet with each faculty member for an end-year conference/evaluation.

Contraband

NVS is a drug-free workplace. The school strictly prohibits the illicit use, possession, dispensation, distribution, or manufacture of controlled substances in the workplace. Any violation of this policy shall result in adverse employment action up to and including termination and notification of local authorities. Illegal drugs are never permitted on campus.

Weapons are never permitted on campus by staff or faculty or any school personnel

Grievance Policy

The Head of School makes every effort to attend to conflicts by talking with the employees concerned in a timely manner. Faculty and staff should bring any concerns about policy, procedures, or problems to the attention of the Head of School quickly.

1. Staff and faculty who wish to express dissatisfaction with NVS policy or procedures should deliver their written grievance to the Head of School.
2. The Head of School shall reply in writing to the Grievance within three (3) work days.
3. If the grievant is not satisfied with the response of the Head of School, s/he has the right to appeal **in writing** to the Executive Committee of the Board of Directors via the Chair of the Board.

Dress Code

1. **Staff:** Members of the NVS staff and faculty have been selected in part because of their professionalism. This professionalism is reflected in appearance as well as in conduct and instruction. Appearance, dress, and grooming set examples for the young people in our care. As such, they should reflect credit upon the school and the profession. Standards for the students are the **baseline** for faculty. Faculty may wear jeans **only** on casual Fridays or on specially designated school activities/events, including but not limited to outside events/field trips. Sweat pants are **only** appropriate for physical education. Teachers should dress for the bulk of their teaching assignment (the classroom). These guidelines are applicable to summer teaching assignments.
2. **Students:** Any apparel, hairstyle, or cosmetic that creates a safety concern, distracts from the educational process, or causes disturbances among other students will not be allowed. ***An infraction of the dress code will be reported by ANY faculty or staff member to the Assistant Head of School as soon as it is observed.***

Dress & Appearance: Dress for Success

New Vistas School's dress code is grounded in respect for self, respect for others, and respect for the school's mission and philosophy.

Needed

- Gym shoes for Physical Education; these should be suitable for walking outdoors as well as gym activities.
- PE clothing for PE days, suitable for intense physical activity (loose t-shirt, loose jeans, sweats/track pants, or shorts required).

Restricted

- Ear piercings and **small** nose studs **only** are allowed; **any** other piercings that are deemed unsafe or distracting and are not allowed.
- Undergarments **cannot** be visible.
- Shorts and skirts must be no shorter than three inches above the top of the knee when standing.
- Splits in skirts, shorts, or dresses must be no shorter or higher than the length indicated in the item directly above.
- Necklines **shall not** reveal cleavage.
- Shirts must cover midsection and back.
- Sleeveless shirts that are manufactured as sleeveless are permitted; tank tops and shirts with spaghetti straps are not permitted unless worn under/over a sweater or jacket or another shirt that covers both shoulders.
- Shirt straps must be three finger widths.
- Leggings/yoga pants are permitted when worn with a dress or shirt that falls to the mid-thigh or below.
- Clothing must be clean and fitted.

Not Permitted

- Piercings deemed unsafe or distracting by Head of School are not allowed
- Caps, hats, hoodies, and head coverings inside (unless a documented religious dictate)
- Sunglasses inside
- Bedroom slippers or any other footwear deemed by administration as inappropriate (unsafe) for the learning environment.
- Undergarments worn as outerwear, including pajamas
- Clothing with messages about drugs, alcohol, tobacco, sex/identity, or profanity
- Clothing with messages against another's race, sex, color, creed, origin, size, ancestry, religion, or political affiliation.
- Clothing (including bandanas) suggestive of gang colors, designs, or symbols
- Chains, spikes, or dog collars

Recourse for Dress Code Violations

1. Any teacher will call attention to a dress code violation and send the offending student to the office to call home for proper clothing.
2. Administration will address dress code offense.

Students who wear clothing that is restricted or not allowed will call home and ask that appropriate apparel be provided by the parent/guardian immediately. Otherwise, the administration will provide tee shirt or loose-fitting trousers if that will resolve the issue. If it does not, then the student dressed inappropriately may work in the Waiting Room until the appropriate clothing arrives from home.

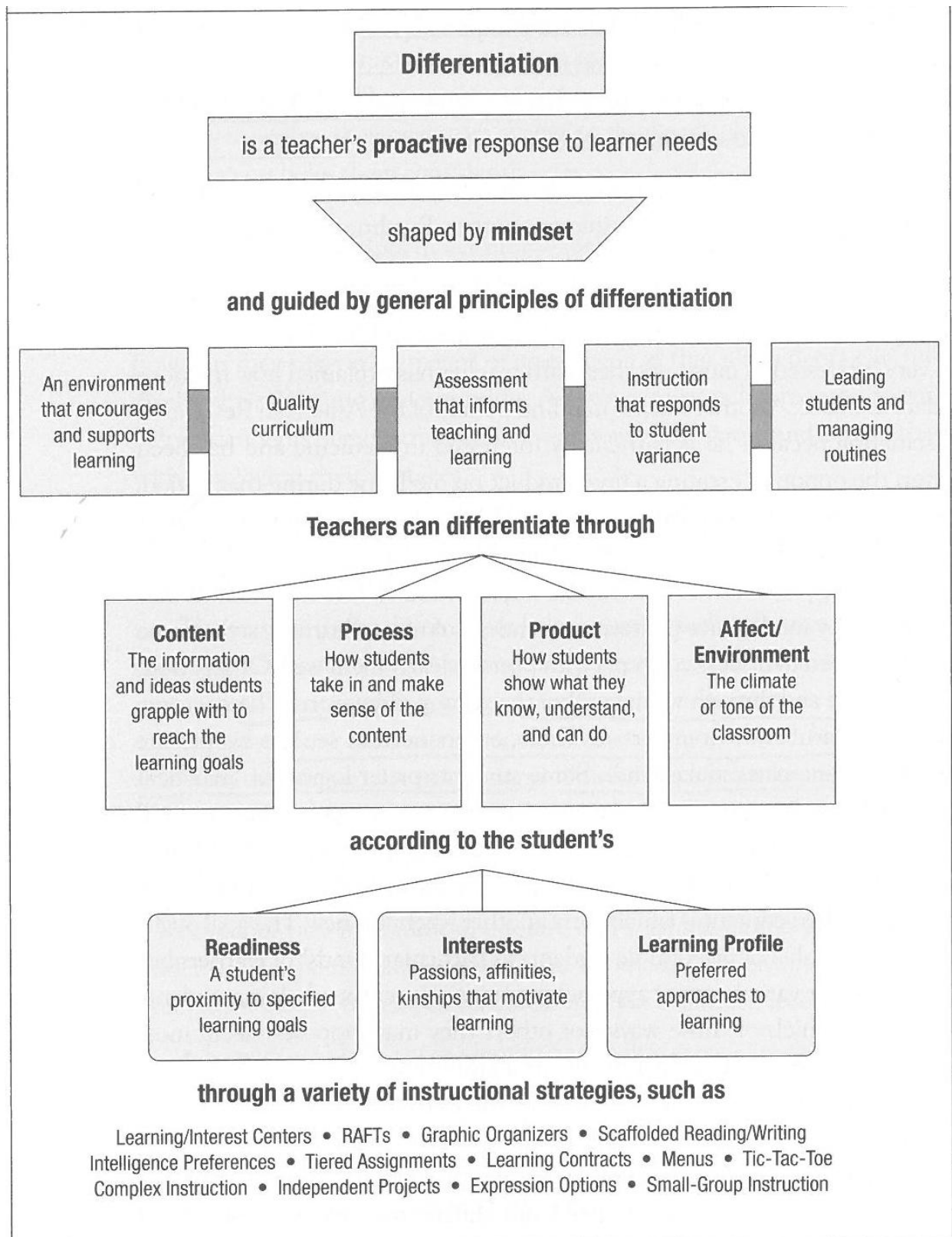
INSTRUCTION, EVALUATION, AND STUDENT PROGRESS: PHILOSOPHY AND GOALS

The Philosophy/Goals

Each child has a right to an appropriate education. This fact is the keystone of all instruction at New Vistas School.

As the NVS Mission states, we foster students' academic and personal growth by focusing on teaching grounded in the most recent research in Specific Learning Disabilities and OHI (Other Health Impairment, especially Attention Deficit/Hyperactivity Disorder) as well as high functioning Autism Spectrum Disorders. Experienced and well-trained faculty hone their knowledge and skills through in-service sessions, coursework, workshops, and conference attendance.

Certain well-researched guidelines lead us as we teach; most specifically, Orton-Gillingham is documented as an approach to use with students with Specific Learning Disabilities, such as dyslexia. Instruction is personalized, structured, interactive, multisensory, collaborative, and hierarchical. Students learn with their eyes, ears, sense of touch, and muscles, and what they learn is taught to automaticity. Small classrooms afford teachers the time and freedom from distraction to assure that each child is taught and evaluated appropriately on a regular basis. The following chart, taken from Carol Ann Tomlinson's *The Differentiated Classroom*, provides a visual of what individualized, differentiated instruction looks like in the classroom.



The wealth of recent research about learning and the brain highlights the fact that in order for information to be moved from short term to long term memory, students need to make personal connections (Access Prior Knowledge) and, to the degree possible, be involved in the learning process. NVS advocates emphasis on PEAK learning experiences (Dintersmith, 2018):

P=purpose (students taking on challenges they believe will make the world better)
E=essentials (students gaining mind-sets and skill sets needed for navigating an innovative world)
A=agency (students taking responsibility for their own learning, to become self-directed and intrinsically motivated adults)
K=knowledge (students retaining deep learning to allow them to create and to teach others)

Young people with AD/HD often have not learned the strategies to enable them to progress through education successfully. Instruction at NVS incorporates not only content but evidence-based strategy instruction as well. Focus, organization, critical thinking, and problem solving are directly taught during the structured school day.

Students identified as on the higher end of the Autism Spectrum respond to structure, order, calm, predictability, and specific instruction.

Respect for personal boundaries is essential for all children. Also, all young people benefit from adult guidance regarding social skills, civic responsibilities, and service to the wider community. These are integrated into the NVS program.

Instruction is indissolubly linked to assessment and student progress. Standardized tests are administered annually to each child, providing objective measurement of gains and ongoing needs. Each class schedules daily homework and regular quizzes, tests, and progress measures to determine learning and continued learning needs.

Many of our students come to NVS “turned off” to learning. Our goal is to renew their optimism and enthusiasm for learning, and to awaken their intelligence and talents for their use throughout life.

Reporting

Formal Testing, Assessment, and Grading:

1. A baseline will be established for each student upon enrollment in the areas of reading, language, and math. Most students with learning disabilities and/or AD/HD enter NVS with gaps in their educational achievement, so these formal measures are useful snapshots of progress and continuing needs over the course of a school year.
2. As markers of academic coursework, students in the Upper School and Middle School receive numerical grades in content courses. These grades have letter equivalents. Each course has objectives that reflect the requirements for satisfactory completion of the class requirements. Students receive copies of the course syllabus at the beginning of each semester. These course objectives reflect reasonable expectations and degrees of challenge for students at that grade level. Subsequent grades reflect a student’s degree of success when measured by these objective standards, rather than by individual standards for each student, except in identified skill-improvement courses. Instruction, as well as assessment, provides each student’s needed accommodations so that skill deficits are not a factor.
3. All reports will be sent to the LEA, per the IEP, for any child publicly placed.

Please note that grades at NVS typically do NOT reflect difficulties with spelling and written mechanics in non-language-based classes. However, once a student is measured as **competent** with certain skills, s/he will be **held responsible** for accurate, consistent use of those skills across the disciplines. This practice holds students accountable for making use of new learning, with the educational goal of establishing deep learning in long-term memory.

While evaluation practices may differ somewhat among disciplines and across grade levels, all teachers at New Vistas School endorse certain philosophical foundations related to assessment. The following explanations of letter grades reflect that philosophy:

- A. Reflects **excellence**. Work that is of A quality goes well beyond the basic requirements of the assignment or course. It displays an exceptional depth of understanding of the material, as well as original thought and thoroughness. Work is presented with few, if any, inaccuracies.
- B. Reflects **better than average** work. Work that is of B quality demonstrates a solid **understanding** of an assignment or coursework. While above average work in the B range may have flashes of excellence, such quality is not sustained. Errors are minimal and do not detract from the overall presentation or clarity of the work.
- C. Reflects **satisfactory**, average performance. Work that is of C quality indicates a basic understanding of the assignment or course. It meets the requirements of the task or course but demonstrates little originality of thought or exceptionality of detail. Understanding is concrete with little fresh insight. The presentation may contain some inaccuracies, but these are not gross or disruptive to meaning.
- D. Reflects **below satisfactory** performance, with some understanding of the essential elements **of** the assignment or course. The student has not met all of the core requirements of the task or course. The work may also contain significant inaccuracies. D quality work is **below the expected level** for mastery and understanding for students in a content course at this grade.
- F. Reflects work that does **not meet the basic requirements** and indicates that little to no long-term, useful learning has been measured. Numerous errors and fallacies demonstrate no mastery of the material or skills.

Faculty Guidelines

1. Teachers may use their own judgment and policy regarding rewriting and make-up of daily work and the subsequent impact on grades. However, the school endorses guided self-correction leading to greater independence.
2. In Middle School and Upper School, at teacher's discretion and administration approval, a student who earns a D or an F on a test or a test-weighted project, after additional instruction, study, and review that **student may re-take the test**. Individual teachers determine the weight of the re-test.

3. All NVS teachers strive to assess student performance in ways that reflect **mastery** of the published objectives of their courses. The school supports the view that, while artificially inflated grades might give students an immediate sense of satisfaction, in the long run such false measures only hamper true accomplishment, progress towards competence, and independence.
4. If hard-working students experience less-than-expected progress in any course, teachers will explore instructional methodology, assignments, and assessment measures to determine how to better enable that student to meet the objective criteria, evaluative measures, and learning goals of the course. A staffing review may be necessary.
5. All New Vistas School grades comply with state mandates, and as such are accepted for transfer to other schools and colleges. NVS is accredited by the Virginia Association of Independent Schools and holds high regard for fair, appropriate assessment and grading.
6. **Promotion** in all grades is predicated on the curriculum requirements described in the NVS Curriculum Guide. Parents may request to review the Curriculum Guide for courses their child is taking by contacting the Assistant Head of School by phone at 434-846-0301.
7. **Retention** in Lower School is based on the recommendation of the teacher and the Unit Coordinator to the Head of School. S/he will then make that decision in consultation with the Administrative Committee and the family. In Upper School, a student will only be retained a school year if s/he fails to pass the English course for the year.
8. **Reassigning Students** In some circumstances, students, either by parent request or from faculty/staff recommendations, may be eligible to move a grade level (“skip” a grade). This reassignment requires a team decision with input from the parents, administration, and faculty. The team will consider following factors:
 - Academic readiness factors
 - Current academic standing (A/B minimum)
 - Any presenting concerns
 - Class participation
 - Class assignment completion
 - Homework completion
 - Group activities
 - Independent work

- Socio-emotional readiness factors
 - Respect towards faculty/staff
 - Positive/productive behavior in classes
 - Positive/productive behavior at lunch/break
 - Follows directions/ability to be redirected
 - Ability to take ownership of behavior
 - Ability to demonstrate change after problem-solving sessions
 - Respect towards peers
 - Consistent school attendance
 - Positive peer interactions
 - Ability to accept differences in peers
 - Ability to accept accommodations for peers
 - Leadership potential
 - Consistent school attendance

Grading System:

Upper School (9-12) Units

Upper School students receive numerical grades in full-credit academic courses and in enrichment classes. Any Middle School student who is taking an Upper School class will receive a numerical grade in that class.

Middle School (6-8) Units

Middle School students receive numerical grades in all academic courses and pass/fail grades in enrichment classes.

Each teacher determines the weight of certain evaluative tools in arriving at an overall grade. The letter equivalents for numerical grades are as follows:

A	=	90 to 100
B	=	80 to 89
C	=	70 to 79
D	=	60 to 69
F	=	Below 60

Elementary School (3-5)

Elementary School students receive letter grades in all academic courses. They receive a Pass/Fail grade for enrichment courses. Grading system is outlined above.

Academic Honors

Honor Roll: All A's and B's, with at least one A, in all the academic courses, with nothing below B in enrichment courses.

Scholar's List: All A's in academics, with no grade below B in enrichment courses.

Learning Plans

Traditional On-Campus Learning

All instruction takes place on campus under all normal circumstances with our usual daily schedule. Refer to **page 5** for Schedule Details

Contingency Learning Plan

In the event of a state-wide mandate for school building closures and/or school-wide quarantine, we will use the least restrictive platform as outlined below. Classroom consistency will be maintained as much as possible. Attendance and full participation in EVERY class are expected in each scenario. Parents will be notified by **text messaging** and an E-Blast should such a closure take place.

Hybrid Learning

Upper School and Lower School would be on campus on alternating days.

LOWER SCHOOL (Elementary and Middle)

Mondays and Wednesdays and 1st & 3rd Fridays of each month **ON CAMPUS**

Tuesdays and Thursdays and 2nd & 4th Fridays of each month **ON NVS Virtual Platform**

UPPER SCHOOL

Mondays and Wednesdays and 1st & 3rd Fridays of each month **ON NVS Virtual Platform**

Tuesdays and Thursdays and 2nd & 4th Fridays of each month **ON CAMPUS**

****If there is a 5th Friday, Teachers will have a Teacher Work Day.**

Distance Learning

All instruction is held remotely using a virtual platform as the primary means of instructional delivery.

Hybrid and Distance Learning Virtual Schedule

ELEMENTARY

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:15	Morning Meeting	Morning Meeting		Morning Meeting	Morning Meeting
8:15-9:15	Reading	Reading	6 th Period	Reading	Reading
9:17-10:15	Language Arts	Language Arts	7 th Period	Language Arts	Language Arts
10:15-10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:30-11:30	Science	Science	Teacher/Student Conferences	Science	Science
11:30-12:25	Math	Math	Teacher/Student Conferences	Math	Math
12:30-12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:52-1:47	Social Studies	Social Studies	Teacher/Student Conferences	Social Studies	Social Studies

MIDDLE SCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20-9:15	1 st Period	1 st Period	6 th Period	1 st Period	1 st Period
9:17-10:12	2 nd Period	2 nd Period	7 th Period	2 nd Period	2 nd Period
10:15-10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:32-11:27	3 rd Period	3 rd Period	Teacher/Student Conferences	3 rd Period	3 rd Period
11:30-12:25	4 th Period	4 th Period	Teacher/Student Conferences	4 th Period	4 th Period
12:25-12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:52-1:47	5 th Period	5 th Period	Teacher/Student Conferences	5 th Period	5 th Period

UPPER SCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20-9:15	1 st Period	1 st Period	6 th Period	1 st Period	1 st Period
9:17-10:12	2 nd Period	2 nd Period	7 th Period	2 nd Period	2 nd Period
10:15-11:11	3 rd Period	3 rd Period	Teacher/Student Conferences	3 rd Period	3 rd Period
11:13-11:27	BREAK	BREAK	BREAK	BREAK	BREAK
11:30-12:25	4 th Period	4 th Period	Teacher/Student Conferences	4 th Period	4 th Period
12:27-1:20	5 th Period	5 th Period	Teacher/Student Conferences	5 th Period	5 th Period

Requirements and Expectations for Virtual Classes.

1. Students are required to use their NVS school email address for all virtual classes.
2. Be on time. Students who are late may be expelled from the session and will receive an absence for the day.
3. Attendance will be kept for all virtual classes.
4. Have ALL materials ready and available. This includes calculator, homework, paper, pencil, etc.
5. Sit in a place that is designated for school and has as few distractions as possible.
6. Students are expected to use the break time for snacks. Please do not eat during virtual classes.
7. Sit up. A student may not lie down or put his/her head down during virtual classes.
8. The NVS “Dress for Success” guidelines are to be followed for all virtual classes.
9. Your camera must be turned on so that your face can be seen.
10. If a student takes medication daily for ADHD, he must continue to take it during distance learning.

Graduation

- a. In compliance with Virginia mandates, NVS requires a minimum of 22 credits for graduation.
- b. Upon successful completion of all academic requirements, a New Vistas School Diploma is awarded at graduation. In most cases this is a Standard Diploma. NVS also offers an Applied Studies Diploma. In special cases, working closely with the LEA’s, New Vistas School can offer an Advanced Diploma. Such decisions are included in IEP/IIP conferences prior to or during the ninth-grade year.

Dual Enrollment Options for Upper School Students

New Vistas School offers dual enrollment opportunities with Central Virginia Community College (CVCC) for those Upper School students (typically Juniors and Seniors) who qualify. In order for a student to take classes at CVCC, the required guidelines/procedures below must be met:

Student/Parental Responsibilities

- Request permission for dual enrollment with NVS Guidance/Transition Counselor
- Register as a dual enrollment student at CVCC
- Take placement test, if required
- Pay tuition for the class/classes being taken
- Arrange for transportation to the class/classes
- If student wants accommodations in place, student must meet with Disability Support Service Counselor at CVCC and complete paperwork for accommodations. Paperwork must be completed prior to beginning class.

New Vistas School's Responsibilities

- Guidance/Transition Counselor will write letter to CVCC giving student permission to take a dual enrollment class
- Guidance/Transition Counselor will write an accommodation letter to CVCC as needed
- Guidance/Transition Counselor will post grade and credit to NVS transcript once earned

Although CVCC and New Vistas School work cooperatively, occasionally schedules do conflict and an NVS student must take a class during school hours. New Vistas School does not provide transportation or reimburse tuition on such an occasion for any dual enrollment coursework.

Homework

Homework assignments are an important aspect of the instructional program at NVS. Daily assignments are designed to provide for the application and reinforcement of concepts, information, and skills previously taught in class, or to prepare for new learning. Choice and consideration of learning styles and preferences are important considerations for homework design. They are an extension of instruction.

1. All students maintain a daily agenda for recording each/all assignments. Loss of the agenda should be reported to the Advisor. The Advisor should determine replacement ***no later than a week*** after the loss, with the replacement cost charged to the student account.
2. In elementary grades, teachers assign approximately fifteen (15) minutes per evening of review, practice, study, or preparation per subject.
3. Middle School and Upper School students should ***expect*** approximately fifteen (15) minutes of homework per evening in ***each*** of the four core subjects. This will vary among disciplines and as long-term projects are incorporated. Nightly review is also encouraged. Test and exam preparation may take more than half an hour.
4. Upper School students can expect the organized assignment to be ***WRITTEN on the board, in the agenda, as well as reviewed orally***. Options are an important aspect of homework.

Field Trips/Beyond the Walls

Field trips are encouraged at New Vistas School as an essential aspect of the experience-based learning process. To that end, we have established our “Beyond the Walls” program throughout the school. Where possible, interdisciplinary field trips are especially productive.

1. Request forms are in the Faculty Handbook. Faculty need to fill in all required information including the educational goals of the trip.
2. At least two weeks’ notice is expected and preferred for field trips. They must be approved by the Head of School, with copies given to the Assistant Head of School, and Administrative Assistant for record-keeping purposes.

3. Upon field trip approval, the submitting teacher is responsible for coordinating with administration transportation for the trip.
4. Requests for the use of the school bus(es) should be submitted to the Administrative Assistant and entered on the vehicle calendar ONCE APPROVED.
5. Should rental transportation be required, please get approval from the Head of School.
6. Two adults (minimum) need to accompany ALL field trips, one being MAT certified.
7. For a regularly-scheduled field trip, e.g. to the library, teachers may keep an approved form on record with the Administrative Assistant.
8. If a field trip involves greater than normal risk of injury, the Assistant Head of School and scheduling teacher must discuss any emergency arrangements with the Head of School.
9. All faculty are expected to attend school-wide field trips and activities. Absence will be treated as any other absence. Permission to be excused for some professional reason should be approved by the Head of School three days prior to the planned event.
10. Given the nature of NVS students' learning differences and needs, faculty planning field trips should also plan appropriate, workable groups with assigned faculty responsibilities.
11. If changes occur after the request is approved, the scheduling teacher needs to submit a revised form to the Head of School and Student Activities Director at least three days prior to the event.
12. Any money or forms to be collected is the responsibility of the person planning the event. IF money is to be collected, the Money Collection Form must be used.
13. Three days prior to the trip, the checklist form needs to be completed with copies given to the Head of School and the Administrative Assistant.
14. The scheduling teacher should notify the Administrative Assistant of any changes in student participation prior to leaving for the trip.
15. The day of the trip, the scheduling teacher should check to see that all student medical forms, permissions, and the First Aid Kit are in the bus(es).
16. Upon returning from a trip, participants need to leave the vehicle CLEAN. As an aspect of community involvement, students should do this cleanup. The faculty person driving should use the driving log.
17. Teachers should notify the Assistant Head of School immediately regarding any problems, damage, emergencies, accidents, etc.
18. Upon return from ANY field trip, the school vehicle should have a minimum of HALF A TANK of fuel.

Any time that NVS places a student on work-shadowing, internships, or any other form of employment, the Assistant Head of School shall assure compliance with the applicable laws governing the employment of children.

Guidance/Transition Counseling Services

1. NVS provides a strong educational program which integrates guidance counseling and problem-solving to build on each student's strengths, talents, and communication skills.
2. The Guidance/Transition Counselor works with students, parents, and staff to bring about the most effective opportunities involving individual development and attainment of academic and behavioral goals.
3. Providing guidance to students is a shared responsibility requiring the cooperative efforts of all teachers, advisors, administrators, the Guidance/Transition Counselor, and parents.
4. The focus in the Upper School at NVS is on self-management, self-advocacy, and college/career counseling, with successful transition to independent adult life the ultimate goal.
5. The Counselor helps students plan for and make the transition from New Vistas School to another school, the workplace, or college.
6. The Counselor works closely with other administrators, advisors, and problem-solvers.
7. NVS does not have an in-house psychologist. Families are guided in seeking outside professional assistance when we identify personal, interpersonal, and emotional problems that extend beyond the usual developmental markers. Students who receive outside professional assistance ***MUST*** have a release form on record so that selected administrators and/or Counselor/Advisors may talk with the therapist. ***It is the responsibility of the Advisor to assure this release is signed, updated, and included in the permanent folder.***

Student Attendance

The academic program at New Vistas is based on a thoughtfully structured instructional sequence at each grade, **requiring daily attendance** to ensure optimum progress. Absence from class disrupts the student's educational growth and advancement.

The school expects all students to be in regular attendance for the full school day, every day, barring medical problems or family emergency. Compulsory school attendance is required by the Code of Virginia.

1. **Categories of Absence:** The school recognizes three categories of absence: ***illness, excused, and unexcused.***

Illness: Despite concerns about missing and making up work, a student should NOT come to school with a fever or an infectious disease.

- If a student must be absent due to illness, the parent should immediately notify the school office.
- When homework is requested for an excused absence, it will be available at the school office after 3:30 p.m. on the day it is solicited.
- When the student returns to school, s/he should bring a note from home within two days explaining the reason for the absence. An email to the Administrative Assistant will suffice as well.
- An absence of three or more consecutive days **requires** written explanation from a physician.

Excused: An excused absence is one for which the student has been excused by the Head of School.

- Except for absences due to illness, permission for an excused absence must be requested, ***in writing***, well in advance of the planned absence.
- A student whose absence has been excused is entitled to make up tests and other work missed while absent, within two days of return, during After School Study Hall.
- The student will be entitled to extra help from faculty as needed to catch up on work missed, but the responsibility for scheduling such meetings will be up to the student.
- No grade penalty will pertain to work turned in at the time agreed upon.

Unexcused: An unexcused absence is one for which illness has not been documented and/or permission has not been given by the Head of School. This includes suspension.

- A student whose absence is unexcused will NOT be allowed to make up tests and other work missed; this creates a grade penalty. Tutoring at the expense of the family may be necessary to cover missed material.
- The student will NOT be entitled to extra help from faculty.
- Teachers may require ASSH to complete practice work to assure that the student is able to continue with the curriculum. This work will be evaluated but will **not** count towards the grade.

Using the Virginia Department of Education website definition, “Truancy” means unexcused absence from school. However, there is an important distinction between truants and chronic truants. A student displays truant behavior with a single unexcused absence from school, but a student needs to reach or surpass a certain number of unexcused absences to be considered a chronic truant. Virginia law does not define a truant specifically but does define a child who is habitually and without justification absent from school as a “child in need of supervision” when certain other conditions are met. Per NVS policy, if a child is absent three days in sequence without a doctor’s excuse, said child may be considered truant and may be reported to the local truancy officer and/or Child Protective Services. Frequent unexcused absences that are not in sequence but are clearly disruptive of academic continuity may be treated in a similar fashion.

2. Tardy/Absence Policy:

All students are expected to be in attendance, on time, every school calendar day.

Tardy for class:

- If a student arrives after 8:10 am, a parent must walk the student into the office and sign him/her in with the Administrative Assistant where a pass is given for homeroom or class.
- Because instruction is sequential and structured, any lateness, even a few minutes, disrupts not only the late student's learning but the entire class's focus
- If a student is tardy for class **three** times, this constitutes an absence from that class.

Tardy for school: Parents will be contacted after repeated tardies (3 or more).

- For students who drive to school, detention will be assigned after three (3) tardies per semester. Driving privileges may be revoked for a period of time if tardiness continues.
- Three tardies constitute an absence.
- Students late to school must enter the classroom quietly, with a note from the Administrative Assistant. A teacher may assign ASSH for work missed.

Medical Appointments: Parents are requested to arrange for medical and other appointments **outside** regular school hours (ESPECIALLY 8:10-1:00).

Dismissal: Requests for early dismissal or late arrival should be made in writing and in advance if possible. These requests should be given to the Administrative Assistant. Early dismissals must sign out at the school office.

The student is responsible for seeking help to make up all work missed as a result of the early dismissal or late arrival, within two days of return to class.

Absence Policy: New Vistas School has adopted a twelve-day school absence policy per semester:

- If a student is absent **five (5)** days during a semester, the parents or guardians will be notified in writing.
- Students who are absent thirteen (13) or more days in a semester will receive no high school credit toward graduation for that semester **unless** the student or parent applies to the **Head of School** in writing for an individualized make-up plan between school and student.
- Elementary students who are absent thirteen (13) or more days in a semester jeopardize their ability to progress to the next grade level. Outside tutoring at the family's expense may be required.
- For Middle School and Upper School students, this policy applies to individual class periods.

NOTE: IF a student leaves the school grounds without supervision or permission, the Administration, for the safety of the child, will be forced to first call the police and then the parents/guardian.

3. Daily Attendance:

Attendance is taken Every Day in Every Period

Homeroom

1. Login to your account
2. Click on **Gradebook** tab. Select **Attendance** in Drop down menu.
3. Select **Homeroom** – “**Last Name**” NOTE: Each Homeroom is indicated by Teachers Initials
EX: Jane Smith’s Homeroom is “Homeroom- Smith”
4. Verify **Calendar** is set to correct date.
5. Students that are enrolled in HR will appear.
6. Select Dropdown Menu under “Teacher Mark”
7. For each student - Select appropriate “Mark”
Choose: Present OR
Absent
Comments can be entered if needed/desired.
8. Click on **Save**.
9. No further action needed in Homeroom

All Other Periods

1. Login to your account
 2. Click on **Gradebook** tab. Select **Attendance** in Drop down menu
 3. Select **Class** – Students that are enrolled in **selected class** will appear.
 4. Verify **Calendar** is set to correct date.
 5. Select Dropdown Menu under “Teacher Mark”
 6. For each student - Select appropriate “Mark”
Choose: Present OR Absent as NOTED below
Comments can be entered if needed/desired.
- If a student is marked “**ABSENT**” in Homeroom, teacher will see **Absent Excused or Absent** in attendance records (Under **Admin Marks**) for all of the student’s classes on that day. Teacher should select **Absent** or **Absent Excused** in Teacher Marks drop- down menu to agree with **Admin Mark**.
 - If Community Service, Field Trip, Guidance, or Internship is already marked under **Admin Mark** then Teacher should select **SAME MARK** in Teacher Mark drop- down menu to agree with **Admin Mark**.
 - This means that if you have a student that is **NOT in Class** and **NOT Marked “Absent, or Absent Excused”** or one of the marks below notify Admin Assist in front office. Admin Assist will determine where student is and will tell teacher what to mark.

Community Service

Field Trip

Guidance – Includes problem solving, ISS, LEA service provider sessions.

Internship

If a student is marked “**ABSENT**” in Homeroom but comes in later during the school day. “**Tardy Excused or Tardy**” will appear in the attendance records for the arriving period. **ABSENT** will be removed from the remaining periods in the day.

7. Click on **Save**.

Lesson Planning

Lesson plans are to be prepared electronic via Planbook.com. Weekly Lesson plans are to be submitted to Assistant Head of School for review by Monday of that week.

To create a lesson plan(s):

1. Click on Planbookedu.com Desktop Icon or go to www.Planbook.com
2. Enter School Email Address
3. Enter School Email Password
4. Click **Login**.
5. Click on **Planbook** in Blue Navigation Bar
6. Click **Create Planbook**.
7. Complete Name, Dates, Periods.
8. Click **Save** (Click **Save and Select Standards**). Planbook template will appear.
9. Scroll over symbols located under the Planbook Date to select editing tools and options.
10. Click on **Edit** in each date block OR Double Click on date block Edit window will appear.
11. Type/Enter lesson plan (Note to include a file click on **Upload a File**.)
12. Click **Save**.
13. Use the **Turn In** Feature to submit plans to Assistant Head of school.

After School Study Hall

Supervised After School Study Hall (ASSH) is designed to assist students in improving their academic performance and to promote productive homework/study habits. Students are assigned to ASSH when the student's homework is incomplete in some way.

A student is assigned to After School Study Hall (ASSH) when:

- The student does not complete his/her homework, bring assigned materials, maintain long-term assignment or project, or submits work not up to the particular student's capability and skill;
- The student and/or teachers and/or parents/guardians request ASSH to assist the student in forming regular, reliable study habits.
- receive additional instruction from a classroom teacher;
- receive additional time to complete a test or class assignment/project;
- make up missed quizzes or tests.

Dismissal from After School:

Elementary, Middle, and Upper School students are dismissed at 4:00 from ASSH. IF a student finishes the work assigned or completes the work with a teacher, s/he may begin homework in another subject or read quietly until dismissal.

Parents/guardians must pick students up within ten (10) minutes of the 4:00 dismissal time. Offenders will be charged a \$20 fee for such service. The staff on duty **MUST** fill out this charge sheet and put it in the Business Manager's mailbox.

TECHNOLOGY

The NVS Technology Usage Policies and Regulations Agreement and the NVS AI Usage Policies and Regulations Agreement must be signed by all Students, Teachers and Staff before using any electronic/internet connecting device on school property.

Please see, **TECHNOLOGY GUIDELINES** **TECHNOLOGY GUIDELINES** Page B-1 for detailed policies, procedures and information regarding Technology equipment, and software programs.

****NOTE: All LAB usage by teachers and their classes must be scheduled and recorded in the Lab Sign Up Booklet. Teachers are asked to sanitize equipment after use.**

Teachers and Staff

Teachers and Staff will receive the NVS Technology Usage Policies and Regulations Agreement and the NVS AI Usage Policies and Regulations Agreement the first day of In Service. Teachers and Staff will sign the signature pages on the first day of In Service and submit the pages to the Assistant Head of School. Assistant Head of School will inform Director of Technology if a Teacher elects to use a personal laptop for school business.

New Teachers/Staff beginning employment at any time other than the beginning of the school year will receive the NVS Technology Usage Policies and Regulations Agreement and the NVS AI Usage Policies and Regulations Agreement from the Assistant Head of School. New Teachers/Staff will sign the agreement and submit to the Assistant Head of School. Assistant Head of School will inform Director of Technology if the new hire elects to use a personal laptop for school business. Upon notification of a new hire the Director of Technology will provide Assistant Head of School with the New Hire's NVS Username, Password, and email access instructions. These instructions will then be provided to the new hire by the Assistant Head of School.

If a teacher chooses to use a personal Laptop, the laptop will be given to the Director of Technology once a quarter to verify that antivirus program and other software/firmware are up to date. If found out of date Director of Technology will inform teacher of the needed updates and will discuss options for making the necessary changes. Needed updates must be made in order for the teacher to continue to use the laptop for school purposes and on school property. Refusal to perform needed updates/changes can result in suspended use of laptop as determined by Head of School This is necessary to protect network security.

College Placement/Volunteers

College Placement/Volunteers will receive the NVS Technology Usage Policies and Regulations Agreement from the Assistant Head of School. College Placement/Volunteers will sign the agreement and submit the signature page to the Assistant Head of School. The Assistant Head of School will inform Director of Technology if a College Placement/Volunteer elects to use a personal laptop for school business. The Laptop must be checked for valid antivirus program

All personal laptops used by teachers/volunteers for school purposes must be evaluated by the Director of Technology before the laptops can be connected to the network.



NEW VISTAS SCHOOL Technology Usage Policies and Regulations

Teacher/Staff Use of the Computers

Technology at New Vistas School is viewed as a powerful teaching and learning tool. We believe that in order for technology to enhance education, teachers and students need to discover how, where, and why to apply it. The creative integration of computers into daily classroom learning extends and supports the curriculum. Therefore, respect for all technology must be maintained at all times. These policies apply to all school computers, all laptops, and any other internet accessing equipment that is property of New Vistas School or used on school property.

Teacher/Staff Use of the Personal Laptop Computers on School Property

If a teacher or staff member chooses to use a personal laptop in lieu of or in conjunction with a school provided computer, the laptop must initially be reviewed by the Director of Technology. In the event a teacher or staff member resigns or is terminated the laptop must be reviewed by the Director of Technology prior to the Evaluation Interview.

Use of the Technology Equipment ON or OFF School Property

1. The laptop/computer/and or device use will be restricted to school purposes only.
2. The laptop/computer/ and or device setup may not be modified.
3. No software, movies or any other program via internet, thumb drive/disk, or external drive may be downloaded onto the device without prior approval from Director of Technology.
4. Setup or viewing of any social networking sites, including but not limited to personal Facebook for personal reasons, is prohibited.
5. Setup of any music sites including but not limited to iTunes is prohibited without prior approval from Director of Technology.
6. Setup of a personal e-mail account is prohibited.
7. Use of a Gmail account for school purposes is prohibited without prior approval from Director of Technology.
8. Regarding ALL NVS technology equipment used OFF school property - If the laptop/computer/and or device is damaged or not returned when school closes at end of academic year or reopens after a school closure, NVS will charge you for the repair or the replacement cost.
9. New Vistas School AI Usage Policies and Regulations for Teachers and Students must be followed at all times. As AI technology evolves policies will be updated.

Student Use of the Personal Laptop Computers on School Property and Use of Thumb Drive

Teacher/Staff are to immediately report any violation of the student policies detailed below to the Director of Technology.

Any personal laptop used by a student on school property must be reviewed by the Director of Technology prior to using the laptop at school. This review includes but not limited to network connection, printer setup, desktop setup, and virus protection validation. Login Credentials for the personal laptop must be provided to Director of Technology. A student's use of the laptop will be restricted to school purposes only, while on campus. A student will not be permitted to access personal e-mail, Facebook or any other personal social network while on school property. A student may only access the internet with New Vistas School employee supervision and direction. A

student may only view or access YouTube when instructed by NVS Faculty. Students' personal computers will be randomly collected and files checked by the Director of Technology.

When a teacher chooses to use his/her personal laptop for school purposes the laptop will be checked once a quarter by the Director of Technology to verify that antivirus program and other software/firmware are up to date. If found out of date Director of Technology will contact teacher to discuss needed updates and options for making the necessary changes. Needed updates must be made in order for the teacher to continue to use the laptop for school purposes and on school property. Refusal to perform needed updates/changes can result in suspended use of laptop as determined by Head of School. This is necessary to protect network security.

A student is required to have a thumb drive for school use. This thumb drive is required to be brought to school daily. Any thumb drive brought to New Vistas School is to be used for school assignments only. No personal downloads and/or files are to be stored on the thumb drive. Thumb drives must be virus scanned when connected to a school computer. Thumb drives will be randomly collected and files checked by the Director of Technology.

Use of the Technology Equipment During Distant Learning

Teachers are to immediately report any violation of the Distant Learning policies below to the Director of Technology:

In the event NVS school building is closed and Distant Learning is activated the following will be required of each student. Any exceptions to this policy must be approved by the Head of School.

1. Each student must use a dedicated desktop computer/laptop/iPad for school Distant Learning.
2. A Student User Account must be created on the dedicated desktop computer/laptop/iPad using the Student's Name.
3. MS and US students must attend virtual classes using their dedicated computer account and email account. Students will NOT be allowed to attend virtual classes under alternate names without Head of School Approval.

Teacher/Staff Policy for Internet Use

The Internet system provides immediate access to information and great opportunities for learning. The ability to utilize current technology has become vital to learning as a lifelong process. Students and teachers will utilize computers to access information and connect with resources around the world to support their learning.

- A) The use of the New Vistas School Internet system is considered a privilege and is permitted solely for educational purposes only. NVS Faculty, Staff & Administration reserve the right to say "NO" to internet access at any time to any student.**
- B) Despite the fact that the World Wide Web is a powerful teaching/learning tool, not all material on the Internet is suitable for students. In support of the school's philosophy and objectives, the following guidelines for teacher/staff and student access and use have been established for computers, laptops and any other internet accessing device that is property of New Vistas School or is used on school property:**
1. The use of the Internet by a student may only occur in the presence of a New Vistas School employee.
 2. New Vistas School's Internet system is established solely for educational purposes.
 3. Access to any security codes and/or passwords is prohibited without prior permission from Director of Technology. Distribution of any security codes and/or passwords is strictly prohibited.
 4. Parent/Guardian permission is required to post student photographs and/or names.
 5. Students, Faculty, and Staff are strictly prohibited from entering an unsupervised "Chat Room."

6. No personal information may be submitted on the World Wide Web other than Usernames and Passwords
7. No one may purchase personal items via the school Internet system. Purchase of school related items via the Internet is done by the NVS personnel only with Head of School approval.
8. Students may not check personal e-mail accounts or social networking accounts (including but not limited to AOL, Yahoo, EarthLink, Hotmail, Facebook, Twitter, Gmail, etc.)
9. Use of a Gmail account for school purposes is prohibited without prior approval from Director of Technology
10. Viewing and/or accessing YouTube is ONLY allowed when instructed by teacher.
11. Faculty, Staff, & Administrators have authority to deem any material as inappropriate.
12. For Students, Text messaging is only permissible before school, during breaks, and during lunch. Social media including but not limited to Facebook, Instagram, Twitter is not allowed at any time during school hours or while on school property. All messaging content must be appropriate as defined by Faculty, Staff, & Administrators and be in accordance with NVS Technology Usage Policies and Regulations.
13. School issued NVS email accounts are to be used for school purposes only. NVS email accounts/email addresses cannot be used to setup personal accounts including but not limited to Facebook, Twitter, Instagram, etc.
- 14. New Vistas School AI Usage Policies and Regulations for Teachers and Students must be followed at all times. As AI technology evolves policies will be updated.**
15. Teachers/staff and students are to report any misuse immediately to the Director of Technology.

C) The following items are considered unacceptable use and will not be permitted:

1. Any use of the Internet for commercial use or political lobbying.
2. Any use of the Internet for illegal, inappropriate use, or obscene purposes, or support of such activities.
3. Illegal activities as defined by law enforcement.
4. Deliberate and intentional introduction of viruses.
5. Downloading of restricted and copyrighted materials.

Disciplinary action will be taken by administration for teacher or staff member found in violation of the above guidelines. Disciplinary action for teacher and staff member violations will be determined by Administration.

At the minimum, any violation of the above guidelines by a teacher or staff member will be immediately reported to the Head of School or NVS Board of Directors Chairperson for proper action.

NEW VISTAS SCHOOL

_____ I will be using a personal laptop for New Vistas School business. My laptop will be reviewed by the Director of Technology before I can begin using my laptop for school business.

_____ I will NOT be using a personal laptop for New Vistas School business.

I have read the Technology Usage Policies and Regulations regarding the use of the school's technology equipment on and off campus, personal laptops on school property, distant learning policies, and the Internet system. I agree to pay any charges billed to me for damages or loss of school equipment used off school property. I agree to abide by the school's policies and regulations.

Teacher/Staff Name: _____

Teacher/Staff Signature: _____

Date: _____

NEW VISTAS SCHOOL AI Usage Policies and Regulations For Teachers

Technology at New Vistas School is viewed as a powerful teaching and learning tool. We believe that in order for technology to enhance education, teachers and students need to discover how, where, and why to use it. As AI technology emerges and becomes more prevalent policies must be established to guide the safe and effective use of these tools. All are required to responsibly use AI tools. Data privacy, transparency, bias, and academic integrity must be addressed at all times. Human decision must be maintained when using AI. These AI usage policies apply to all users of any desktop computers, laptops, and any other internet accessing/electronic equipment that is property of New Vistas or used on school property.

AI Usage Principles

- New Vistas School supports Education Goals for all students: AI will be used to enhance outcomes for each student.
- New Vistas School use of AI will align with regulations to protect student privacy, safety, and accessibility.
- Teachers and Students will build skills to critically evaluate and utilize AI technologies ethically.
- New Vistas School will cautiously explore AI benefits while proactively addressing the risks
- When using AI technologies, students will produce original work and properly credit sources
- Parameters will be set for when and how AI will be used for each class and each assignment to support, not replace educator and student discretion in decision making.

Teacher Policy for AI Technology Tools Use

- A) The use of AI Technologies is permitted solely for educational purposes only. NVS Faculty, Staff & Administration reserve the right to say “NO” to AI tools usage at any time to any student.**
- B) Despite the fact that AI technologies can be a powerful teaching/learning tool, not all AI tools are suitable for students and teachers. In support of the school’s philosophy and objectives, the following guidelines for teacher/staff and AI access and use have been established while using computers, laptops and any other internet accessing device that is property of New Vistas School or is used on school property:**

1. Teachers should always proceed with caution when using AI Tools regarding privacy, data breach and accuracy of information.
2. Students are permitted to use AI technologies only when instructed by the teacher as stated below. Teacher will provide detail instructions for any AI technology tool usage on any assignment. Failure to follow teacher instructions will result in disciplinary action as determined by the teacher and Head of School.

GO PERMISSIVE	CAUTION MODERATE	STOP RESTRICTIVE
Students can utilize AI tools to assist in their assignments as instructed by the teacher.	Students can use AI tools for specific parts of their assignments as instructed by the teacher.	Students are prohibited from using AI tools on their assignment.
ALL SOURCES must be DOCUMENTED MLA Style.	ALL SOURCES must be DOCUMENTED MLA Style.	Failure to not follow teacher instructions can result in a failed grade.
Failure to not document can result in a failed grade.	Failure to not document can result in a failed grade.	

3. Teachers are highly encouraged to use Copilot, the preferred AI generative tool for Education. Teachers are NOT Permitted to setup or use a ChatGPT account on the NVS network for any purpose. Use of any other AI tool requires Director of Technology approval prior to usage. Refer to the link below for additional information

[Microsoft Education - AI Tools for the Classroom](#)

4. Using AI tools to manipulate media for bullying, harassment, or any form of intimidation as determined by administrative staff is strictly prohibited
5. Teachers are NOT Permitted to submit Generated AI work as their original work.
6. Teachers are required to Document ALL AI tools/resources used in Planning and Student Assignment Delivery. This documentation must be included in Planbook for all daily plans utilizing any AI tools. and any student assignment allowing/requiring assistive usage of AI technology tools.
7. AI tools can be used to enhance curriculum however, teachers must use discretion when allowing assignments to be AI assisted to eliminate undercutting the learning process.

Disciplinary action will be taken by administration for teacher or staff member found in violation of the above guidelines. Disciplinary action for teacher and staff member violations will be determined by Administration.

At the minimum, any violation of the above guidelines by a teacher or staff member will be immediately reported to the Head of School or NVS Board of Directors Chairperson for proper action.

NEW VISTAS SCHOOL

I have read the AI Usage Policies and Regulations. I agree to abide by the schools' policies and regulations stated in the AI Usage Policies and Regulations.

Teacher/Staff Name: _____

Teacher/Staff Signature: _____

Date: _____

PROBLEM SOLVING/DISCIPLINE

Respectful, cooperative behavior enables the educational process to run smoothly. Everything at New Vistas School focuses on providing students with the opportunity to reach their full potential, both academically and socially, whether that be classroom instruction, participation in games and activities, citizenship. As classes are multisensory and interactive, it is imperative that students participate in a productive, positive fashion.

Even in a nurturing environment, disciplinary issues arise. Students come with varying expectations, defenses, old habits, and social behaviors. We are aware that self-discipline is a learned process, and may take time. We use a problem-solving approach to respond to problems.

NVS advocates that the best discipline is self-discipline. To aid students in determining acceptable behavior, the faculty and advisors encourage them to examine their actions and interactions in terms of three basic goals that underpin the school's approach to behavior and subsequent discipline:

1. Preserving the health and safety of each member of the school community
2. Shaping an atmosphere that encourages curiosity, learning, and involvement
3. Showing respect for self, others, and the school

Young people who adopt these goals adjust well to the NVS community. Activities contrary to these goals, such as disrupting instruction, being abusive or disrespectful, defacing property, or being unable or unwilling to be redirected, slow progress and communal learning. Disciplinary action grows out of disregard of one of the above goals. A student's persistence in such activities places a student's enrollment in the school in jeopardy.

Student conduct during school-sponsored activities away from the school is subject to all school expectations, policies, and regulations.

If students or parents/guardians have any concerns about student behavior or discipline, they should contact with the Guidance /Transition Counselor, Assistant Head of School, or Head of School.

Discipline Policy

- A. **Purpose:** In keeping with New Vistas School's philosophy, discipline is a means of teaching children positive social behaviors necessary for productive citizenship in a community. Discipline at NVS is an integral part of the classroom academic and social learning process. Each student is guided toward understanding the importance of developing personal responsibility for behavior and self-control.
- B. **Focus:** The supportive environment at NVS focuses on building skills necessary to stop inappropriate behavior from reoccurring, while at the same time encouraging a student to develop reasonable self-control and self-management. We respond to a student's behavior immediately, in ways that encourage and develop understanding, dependability, and responsibility.

1. **When a disruption or an infraction occurs, every effort is made to deal with the problem on an individual basis rather than in the presence of a student's peers.**
 2. A problem-solving intervention is the first recourse, unless safety is involved.
 3. A student who is unable to remain in class for any reason is directed to problem solving.
 4. Repeated or serious discipline problems are referred to the Assistant Head of School and/or Head of School.
- C. School Rules: All NVS staff enforce these rules after students have been oriented about acceptable and unacceptable behaviors. Faculty and staff believe that if students understand the logical consequences of inappropriate behaviors, they will behave more responsibly.

1. A warning will often be issued for minor infractions and used as an opportunity to instruct the child in personal responsibility and self-control. This is especially true for new and younger students.
2. Quiet time away from the classroom for brief periods may be prescribed at times to encourage the student to reflect and settle down as well as to allow for uninterrupted instruction for the other students. In many instances, this is a part of a student's IEP/IIP.
3. The Guidance Counselor or Assistant Head of School will work with a student sent from class in a problem-solving approach.
4. A student may NEED to wait in the Waiting Room in order to see a problem solver. Every effort will be made to return a student to class, but learning self-control is an important aspect of the NVS whole child education, so a student should NOT be penalized for being in a problem-solving session.

NOTE: Any child waiting for problem solving and/or in quiet reflection will be checked on every fifteen minutes by the Guidance Counselor, Assistant Head of School, Administrative Assistant, or their designee.

Basic School Rules/Specific School Rules

Basic GUIDELINES are posted in classrooms as gentle reminders:

- **Be on time with all needed materials**
- **Follow class procedures and teachers' directions**
- **Show respect for self, other students, teachers, property and NVS**

Specific School Rules are as Follows

1. Students must arrive on time and remain on campus (or with a supervisor on field trips) the entire school day, unless school faculty/staff have been notified otherwise.
2. Students must have their student planners/agendas with them throughout the day. Organizers/agendas will be reviewed by teachers and advisors.

3. Needed materials **MUST** be brought to class. **For ALL students, this includes all required material for that course, as outlined in the course syllabus. For US students, this includes a fully charged laptop and thumb drive. For MS students, this includes a thumb drive and any iPad or laptop device that has been provided to them. Students who come to class without the required supplies, laptop and/or thumb drive will receive consequences as determined by the teacher and guidance counselor. These consequences may include lower grade for missed work, perform community service, and/or the student will be assigned an after-school detention or Saturday School for failure to come to class with the assigned materials and/or assignments.**
4. A Hall Pass is needed if a student is tardy for school. In this case, it is the student's responsibility to ask for the Hall Pass from the Administrative Assistant or teacher in charge.
5. The Dress for Success Code **MUST** be followed for all school-sponsored activities.
6. Students must come to class with all assignments and projects completed. ***This includes papers printed. Failure to do so will result in a consequence.***
7. NVS has a NO TOUCHING policy. Students may NOT touch one another or invade a reasonable personal boundary. Note: Teachers may engage in "safe touch" on the middle of a student's back or shoulder, but otherwise touching is not advised.
8. Teasing or bullying other students is unacceptable.
9. Fighting, using vulgar language, and name calling are not permitted.
10. At all times, students are expected to be thoughtful, considerate, and respectful of themselves and everyone else in the community.
11. Students are to respect other peoples' property and are NOT to disturb it in any manner.
12. Bringing contraband items to school (unapproved electronic equipment, any item that could be considered a weapon, alcohol/THC/CBD, tobacco products, or any non-approved medicines or illegal drugs) are never allowed; this is considered a serious offense, even the first time the infraction occurs, and could result in immediate expulsion.
13. School attendance while under the influence of intoxicating or hallucinogenic agents while on campus and/or at a school-sponsored student activity is prohibited; this is considered a serious offense, even the first time the infraction occurs, and could result in immediate expulsion

Chain of Responsibility

The Chain of Responsibility should be followed closely. It is:

1. Teacher and student
2. Student and problem solver
3. Problem solver, Advisor, teacher, and student
4. Head of School, Assistant Head of School, Problem solver, and parent.

Consequences

Consequences/Non-Compliance with School Rules

If a student disrupts/fails to follow classroom or school rules:

- Level I: Guidance/problem-solving between the student and teacher and/or the student and Problem solver (teacher may be included, if available)
- Level II: Student sent to the Assistant Head of School and/or Head of School for appropriate intervention, problem solving, and consequences
- Level III: Parent/guardian involved after third incident; comes in to meet with faculty and student and Problem solver. Parent/guardian will be involved after the first offense if this is a safety issue.

Possible Sequence of Consequences

- Intervention
- Quiet reflection (typically in Waiting Room, with problem solver in charge)
- Agreed upon consequences that arise from the problem solving, including but not limited to detention or community service (NOTE: Detention is NOT ASSH.)
- Parents notified of a problem, attend conference/ staffing with Problem solver and teachers
- Possible in-school suspension (ISS) with work responsibilities assigned
- Parent/guardian conference with Problem solver, Assistant Head of School, and Head of School
- Student possibly sent home for the remainder of the day of infraction
- Possible Suspension (in-school or out-of-school)
- Possible Expulsion

NOTE: NVS personnel do not conduct pat-downs. Only adult parent/guardian or police officer will conduct a pat-down on NVS premises.

NVS does not use the traditional “Time Out” procedure. Sometimes students who are anxious or unable to control impulsivity may ask for a quiet time to compose themselves. This is permitted under the supervision of an administrator or teacher who has non-instructional time. Faculty, during classes, may recognize that a student requires a quiet time when redirection has not been successful. This is also handled by administration or faculty who are free.

If a student is not in an administrative office or classroom, s/he may be in the first floor Waiting Room. The room has a viewing window. One of the administrative staff checks on the student at least every fifteen minutes.

If a child consistently seeks quiet time from class activity, the advisor makes note and brings this up for review at the unit meeting of all faculty who teach the child.

Detention

Detention is seen as a tool to encourage a child to reflect on behavior in a meaningful way. A student assigned to detention may be asked to contribute to the school by completing a specific task(s), such as grounds clean-up, to encourage positive citizenship.

- Detention may be assigned by Assistant Head of School, or the Head of School. Parents are notified by the Administrative Assistant.
- A student assigned to detention will NOT be required to attend Study Hall (ASSH), though they may be detained in the Student Waiting Room to complete an assignment related to the problem.
- If a student is assigned a specific task(s), it is overseen by a member of the administration.
- Detention is usually assigned 3:30-4:00, unless otherwise specified by Administrative Assistant.

Possible offenses that could lead to the assignment of a detention are:

- Disruptive classroom behavior after teacher warning
- Disrespectful behavior to other students or staff
- Late to class, after reminder
- Minor disrespect of school property
- Repeated interventions without modification of behavior
- Not bringing materials to class after a reminder

Saturday School

Students who do not benefit from study strategies taught in class or occasional After School Study Hall (ASSH) will be assigned *required* Saturday School.

During the week, any student who gets THREE (3) or more Study Halls for missed work or materials will be assigned to the next scheduled Saturday School. The Administrative Assistant will notify the parent or guardian.

Saturday School occurs as needed on Saturdays during the school year, at NVS, from 9:00 until 10:30. Doors will be locked at 9:00. Late arrival will be treated as non-attendance/absence.

Saturday School will be supervised by one of the two administrators (Head of School and/or Assistant Head of School)

Students are responsible for bringing all needed materials (pens, pencils, paper, laptop, assignments, texts, notebooks, etc.). Students will NOT be able to go to lockers after 9:00.

Absence from assigned Saturday School will result in a meeting with the Administrative team and the student and his/her parents or guardians. A second absence may result in suspension or expulsion.

Saturday School will **NOT** be used for make-up hours due to absences.

Suspension Policy

In-School and Out-of-School Suspensions will be used **only** when other means of correction/instruction fail to bring about the desired respectful conduct.

- If an incident occurs during the school day and an **in-school suspension** is deemed necessary, parents/guardians will be notified. Administration may request that parents/guardians meet with the student and administration prior to the student being dismissed for the day.
- If an incident occurs near the end of a school day and an **in-school suspension** is deemed necessary for the following school day, the student's parents/guardians may be contacted to come in for a conference at pick-up time to discuss the incident and the suspension.
- In the event of an **out-of-school suspension**:
 - a. Parents/Guardians must arrange for the student to be picked up within two hours;
 - b. Another conference will be arranged with the parents/guardians, the student, and the teacher (when appropriate) with the Head of School and Assistant Head of School before the student is permitted to return to school.
 - c. This conference **may** involve the development of a behavioral contract, which all will sign (parents, student, and administrator).
 - d. The Head of School will notify the case manager of the sending LEA if the student is on an IEP.

Possible reasons for an out-of-school suspension (representative, not exhaustive):

- Repeated disrespect or defiance of authority
- Repeated improper dress (see Dress for Success)
- Repeated use of profanity or vulgarity, after warning
- Bullying
- Possession of alcohol, tobacco, or THC/CBD products on school grounds
- Lying or stealing or cheating
- Possessing or accessing pornography
- Defacing or damaging property
- Verbal threats or harassment
- Fighting

Expulsion Policy

The administration of New Vistas School reserves the right to expel any student involved in behaviors or plans for behaviors that are a threat to student and school health, safety, or integrity. Should a student incur **repeated** suspensions, the possibility of expulsion exists also.

A family could expect a child's expulsion in the event of:

1. Violent behavior
2. Sexual behavior
3. Threatening behavior
4. Repeated non-compliance with school policies and procedures/rules and guidelines
5. Distribution of pornography
6. Consumption of alcohol, tobacco, or THC/CBD products
7. Possessing or using contraband items as defined by VA Code 18.2-308.1 A-C

§ 18.2-308.1. Possession of firearm, stun weapon, or other weapon on school property prohibited; penalty.

- A. If any person knowingly possesses any (i) stun weapon as defined in this section; (ii) knife, except a pocket knife having a folding metal blade of less than three inches; or (iii) weapon, including a weapon of like kind, designated in subsection A of § 18.2-308, other than a firearm; upon (a) the property of any public, private or religious elementary, middle or high school, including buildings and grounds; (b) that portion of any property open to the public and then exclusively used for school-sponsored functions or extracurricular activities while such functions or activities are taking place; or (c) any school bus owned or operated by any such school, he is guilty of a Class 1 misdemeanor.
- B. If any person knowingly possesses any firearm designed or intended to expel a projectile by action of an explosion of a combustible material while such person is upon (i) any public, private or religious elementary, middle or high school, including buildings and grounds; (ii) that portion of any property open to the public and then exclusively used for school-sponsored functions or extracurricular activities while such functions or activities are taking place; or (iii) any school bus owned or operated by any such school, he is guilty of a Class 6 felony.
- C. If any person knowingly possesses any firearm designed or intended to expel a projectile by action of an explosion of a combustible material within a public, private or religious

elementary, middle or high school building and intends to use, or attempts to use, such firearm, or displays such weapon in a threatening manner, such person is guilty of a Class 6 felony and sentenced to a mandatory minimum term of imprisonment of five years to be served consecutively with any other sentence.

ADVISOR/ADVISEE LIST 2025-2026

Lower School:

Cassidy Bell	Samantha Gafford, 3 rd Carter Crago, 3 rd , ACPS James Gravely, 5 th LCS Riley Rizer, 4 th BCPS
Kelli Gajewski	Andrew Moore, 4 th Hayden Williams, 8 th ACPS
Ashby Bell	Caed Quick, 6 th LCS Max Quick, 6 th LCS Ben Wheeler 8 th , CCPS
Susan Royer	Elizabeth Moats, 8 th , LCS Millie Fink 8 th Hazel Goulder 6 th , LCS
Jessica Kerr	Maggie Kready 7 th , LCS Chloe Robertson, 7 th Aubrey Hopkins, 8 th , LCS Caylee Mae Craft, 7 th
Mark Protzman	Noah Jamerson, 7 th Liam Fix, 7 th , Amherst Vincent Hiskey, 7 th
Zann Tweedy	Nate Armstrong, 6 th CCPS Maverick Lacy, 6 th ACPS Judah Spickard, 6 th CCPS Camden Thompson, 6 th CCPS

UPPER SCHOOL:

Lori Eaglin	Spencer Dalton, 12 th , BCPS Sawyer Dalton, 12 th BCPS Holland Patrick, 12 th CCPS Sloan Moon, 12 th
Dan Harrison	Cullen Coggin, 11 th Elijah Peters, 11 th Sophia Porter, 11 th , Amherst Matthew Tucker, 12 th CCPS
Ellen Humphrey	Wesley Griffith, 9 th Isabel Spencer, 12 th Emma Bolton, 11 th Owen Terry, 11 th

Erin Spickard Brendan Barnett, 11th, LCS
Cam Wells, 12th, Nelson
Holden Wood, 11th
Matt Harris, 9th, Amherst
Ben Cash, 9th Amherst

Cindy Via Eliza Fink, 9th, Amherst
Lily Fessler, 9th
Julia Hoegerl, 9th
Ella Bolton, 11th
Daniela Harrison, 11th

Brad Via Brack Blackstock, 9th
Colton Crawley, 9th BCPS
Nick O'Dell, 9th ACPS
Caiden Parr, 10th, CCPS
Aaden Wilson, 10th CCPS

HEALTH & SAFETY

Crisis Management Plan

The full Crisis Management Plan is in the offices of the Administrative Assistant, the Assistant Head of School, and the Head of School. Additionally, each faculty/staff member will have access to a complete plan.

ALL faculty/staff keep their radio with them and on (channel 1) at all times. Faculty/staff may be instructed to tune to channel 3 as needed.

As faculty renew their teaching certificates, they must be certified in First Aid/CPR/AED as required by the Virginia Department of Education.

The Crisis Management Team (CMT) is comprised of:

- The Head of School
- The Assistant Head of School
- The Director of Educational Services
- The Director of Advancement
- The Business Manager
- The Director of Technology
- The Administrative Assistant
- A teacher in the Innovation Lab

Responsibility for Leadership of the Team is in the order listed, in case of incapacitating injury.

FIRE DRILLS/Get Out of Building (CODE BLUE—GET OUT): To avoid accident/injury in case of fire or any other hazardous material located in the building, or earthquake evacuation; ALL students and staff follow designated exit instructions in a calm, quiet, orderly manner. They assemble at the assigned safety point. Faculty and staff are asked to account for those in their charge at that moment, to ensure that all persons on site are present at the safety point. If at all possible, faculty should take that day's class roster/roll. As required by the VDOE, there will be one fire drill per week conducted during the first four weeks of school, with one fire drill conducted per month thereafter. Fire drills will not typically be preannounced.

In the event of a fire/physical damage, the lead of the CMT at the time notifies the Chair of the Board as soon as possible.

EACH FIRE DRILL SIGNALS A *POTENTIAL DANGER* IN THE SCHOOL requiring IMMEDIATELY clearing the building: Faculty and staff set examples of appropriate serious behavior.

LOCK-DOWN/SHELTER IN PLACE (CODE RED—GET IN): If/When a suspicious unauthorized person or an intruder(s) is spotted in or near the building (*includes an active shooter*) OR if an earthquake requiring shelter in place occurs: All students and staff enter the CLOSEST lockable room and lock the doors. Staff/faculty should secure every student in visual range prior to locking the door. Stay put until a member of the Crisis Management Team presents themselves at the door and identifies that it is safe to exit. A FALSE or FORCED release will include the words "right now." Do NOT unlock the door if the person includes the words "right now."

A lock-down will be signaled through announcement by radio. Remain locked down until you are CERTAIN that a member of the Crisis Management Team or a member of the Police releases you with the words, “All clear.”

KEEP CELL PHONE LINES clear during a lock-down so that you may be reached for instructions, if necessary.

TEACHERS - Once your classroom is “Locked Down” SEND a TEXT message to your Unit Coordinator containing a list of all individuals in your room.

TORNADO WARNING (CODE YELLOW—GET DOWN): Tornado warning has been posted by Early Warning System or tornado has been sighted or National Oceanic and Atmospheric Administration (NOAA) has issued warning; take shelter with students immediately.

Head of School

- Administrator who hears of imminent tornado tells Head of School and Assistant Head of School (or, in their absence, or down the seniority or the CMT) immediately.
- A tornado warning will be signaled through announcement by radio.
- Instruct Administrative Assistant to call 911.
- Notify NVS Board Chair if time permits.

Assistant Head of School

- Check each unit’s designated area.
- Cut off the main propane gas line, lock all exterior doors, and close all interior fire doors.

Administrative Assistant

- Call SLAB
- If directed call 911.
- If directed call NVS Board Chair.

Teachers

- Stay away from outside glass windows and doors.
- Check to assure all students in your charge are present and safe.
- Avoid rooms with high ceilings.
- Move students to the lower levels of the main building. Classes meeting in the writing center should remain in the writing center and take cover under desks and tables.
- Teachers and students in the Annex building move to the hallway outside the restrooms beginning directly across from the restrooms.
- In the designated areas, have students sit on the floor quietly against the interior walls covering their head with their arms.
- Teachers who leave their rooms should make sure their doors are locked.
- Remain in the designated safe areas until an administrator gives the “all clear.”

Remaining Faculty/Staff

- All staff not supervising classes should move to a safe area or, if instructed, report to the front office.

Designated Safe Areas in the Buildings for Tornado Drill (Code Yellow):

Elementary Classes/MS Classes:

Teachers and students move to the front hall. Seat students beginning at the base of the stairs, backs against the staircase wall and continuing around to the hall between the dining hall and the kitchen. Senior teacher present is leader. ** If all students and faculty cannot be accommodated, the overflow will move to the basement.

US Unit Classes

Teachers and students move to the back hall on the lower level, beginning at Rm. 112 and continuing through to door to the back stair well. Senior Teacher present is leader.

Innovation Lab Classes

Teachers and students in the Writing Center should remain in the Writing Center and take cover under desks and tables, away from windows. Senior Teacher is leader.

Schewel-Clark Annex Classes

Teachers and students move to the hallway outside the restrooms beginning directly across from the restrooms.

Tornado/Code Yellow Drill will be practiced at least once annually (check VDOE for suggested dates).

Lock-Down/Code Red Drill will be practiced once per semester. Dates/times will be announced to faculty/staff.

Bus Drills:

Additionally, a bus drill will be practiced once per semester. Dates/times will be announced to faculty/staff.

Other unforeseen dangers will be handled on a case by case basis by the Crisis Management Team (CMT).

**Faculty/staff radios will be tested at least once per semester.

Threat Assessment

THREAT ASSESSMENT TEAMS

The Head of School establishes a threat assessment team. The team will assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School Safety including procedures for referrals to community services boards or health care providers for evaluation or treatment when appropriate.

Each team includes persons with expertise in counseling, instruction, school administration and law enforcement. Each team

- provides guidance to students, faculty and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school or self
- identifies members of the school community to whom threatening behavior should be reported
- implements policies adopted by the Board of Directors

A person who has received information that a juvenile is a suspect in or has been charged with certain violations of law pursuant to Va. Code § 16.1-301 may provide such information to a threat assessment team. No member of a threat assessment team may disclose any such information or use such information for any purpose other than evaluating threats to students and school personnel.

Upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team immediately reports its determination to the Head of School or Head of School designee. The Head of School or Head of School's designee immediately attempts to notify the student's parent or legal guardian. Nothing in this policy precludes the school personnel from acting immediately to address an imminent threat.

Upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to self or others or exhibits significantly disruptive behavior or need for assistance, a threat assessment team may obtain criminal history record information, as provided in Va. Code §§ 19.2-389 and 19.2-389.1, and health records, as provided in Va. Code § 32.1-127.1:03. No member of a threat assessment team rediscloses any criminal history record information or health information obtained pursuant to this policy or otherwise uses any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

The threat assessment is designed to identify and assess risks in a deliberate and thorough manner. In determining response strategies to mitigate the risk and to provide assistance, as needed, it is helpful to classify threats by level. Based on the information collected, the threat assessment team may classify threats using the following basic criteria:

- **Low Risk Threat** - Individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
- **Moderate Risk Threat** - Person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
- **High Risk Threat** - A high risk threat is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that require intervention.
- **Imminent Threat** - Person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention.
-

Upon determination that an individual poses a high or imminent risk, administrators must require the individual to obtain an emergency mental health assessment before returning to school.

- a. Prior to returning to school the parent will be required to supply the school with a letter from the mental health professional indicating that the risk is no longer high or imminent.
- b. If the parent indicates a lack of intent to follow through with the mental health intervention, administrative staff may advise the parent that the Department of Social Services and/or police may be notified. Administrative staff may then notify social services and/or police.

Each threat assessment team collects and reports to the Virginia Center for School and Campus Safety (the Center) quantitative data on its activities using the case management tool developed by the Center.

Code of Virginia, 1950, as amended, §§ 16.1-301, 22.1-79.4.

Accident/Injury Reporting Policy

The school office keeps signed medical information forms on file in the event of illness, accident, and/or medical emergency. Every standard precaution is in place for a safe environment, to avoid accident or injury.

1. Any accident or injury for either an employee or student occurring in school or on official school business is to be reported to the Assistant Head of School or Head of School immediately. ***In a serious emergency, the employee's and student's well-being is the first priority to manage.***
2. An Accident Report must be filed by the employee and given to the Head of School within 24 hours of the incident. Failure to report an occupational accident may result in denial of benefits under workers' compensation laws.
3. Universal standard precautions will be taken in instances of accident or injury. First, ***DO NO HARM.***
4. Always assure that a First Aid Kit and medical records are in the school vehicle on school trips. This is the responsibility of the scheduling teacher.

Infectious Disease/Sickness While at School

In accordance with the *Regulations Governing Operation of Proprietary Schools*, ANY student or employee having a diagnosed contagious/infectious disease shall stay at home from school during the active quarantine phases of the illness, as outlined by current CDC Guidelines.

A child with a fever of or greater 100.4 or outward symptoms of a contagious disease will be monitored by the Administrative Assistant and will be placed in the designated area until a parent/guardian or otherwise approved person picks up the child. **Pick-up should occur within 30 minutes of the parent/guardian or otherwise approved person receiving the call regarding the child's fever and/or symptoms.**

A student or employee may return to school upon documentation by a health care provider that the individual is no longer contagious or infectious.

New Vistas School will be notifying the CDC of any such communicable illnesses per the CDC requirements.

Playground Policy

The playground area is inspected monthly by designated employee for hazards or stations in a state of disrepair. Specifically, the following are inspected:

- the amount and condition of mulch in the fall area of play stations;
- tightness and flexibility of swing S hooks at both overhead swivel and seat
- loose bolts on climb/slide station
- splinters in perimeter timbers

In addition to playground equipment, all students are to play in a safe manner including but not limited to:

1. While a student is seated in the swing, no one shall walk in front or behind the student.
2. While a student is swinging in the swing they are required to hold onto the chain with both hands and remain in a seated position.
3. Students are to come to a complete stop before exiting the swing. Jumping from swing is prohibited.
4. All students are required to use all equipment for its intended purpose.
5. All students are required to comply with directions given by teachers.

Concussion Policy

Concussions are a medical and educational issue and are considered to be among the most complex injuries in medicine to assess, diagnose, and manage. The concussed brain requires mental and physical rest to recover. Developing brains are highly variable and concurrent issues may affect cognitive recovery. Every concussion is different, and each student will have unique symptoms and recovery times. Facilitating/managing a student's recovery from a concussive injury includes awareness of current symptoms, the pre-injury status of physical and cognitive function, and the student's sensitivity to physical and cognitive exertion.

Concussion symptoms may have a significant impact on learning and academic achievement. A concussion may interfere with a student's ability to focus, concentrate, memorize, and process information. This cognitive impairment may cause frustration, nervousness, anxiety, and/or irritability, and further affect mood or previously existing irritability or anxiety. The "return to learn" academic concussion management plan is divided into graduated phases to promote recovery, considering all factors in this complex injury. Some students may need a short period of rest with a gradual return to school, while others will be able to continue academic work with minimal instructional support.

New Vistas School Faculty and Staff will have yearly training on concussions to include the following:

1. School personnel shall be alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury, including (i) difficulty with concentration, organization, and long-term and short-term memory; (ii) sensitivity to bright lights and sounds; and (iii) short-term problems with speech and language, reasoning, planning, and problem solving.
2. School personnel shall accommodate the gradual return to full participation in academic activities by a student who has suffered a concussion or other head injury as appropriate, based on the recommendation of the student's licensed health care provider as to the appropriate amount of time that such student needs to be away from the classroom.

Return to Learn Protocol

New Vistas School has adopted the following Guidelines outlined by the Virginia Department of Education. These Guidelines are stated below:

1. A student recovering from a brain injury shall gradually increase cognitive activities progressing through some or all of the following phases. Some students may need total rest with a gradual return to school, while others will be able to continue doing academic work with minimal instructional modifications. The decision to progress from one phase to another should reflect the absence of any relevant signs or symptoms, and should be based on the recommendation of the student's appropriate licensed health care provider in collaboration with school staff, including teachers, school counselors, school administrators, psychologists, nurses, clinic aides, or others as determined by local school division concussion policy.

a. Home: Rest

Phase 1: Cognitive and physical rest may include

- minimal cognitive activities – limit reading, computer use, texting, television, and/or video games;
- no homework;
- no driving; and
- minimal physical activity.

Phase 2: Light cognitive mental activity may include

- up to 30 minutes of sustained cognitive exertion;
- no prolonged concentration;
- no driving; and
- limited physical activity.

Student will progress to part-time school attendance when able to tolerate a minimum of 30 minutes of sustained cognitive exertion without exacerbation of symptoms or reemergence of previously resolved symptoms.

b. School: Part-time

Phase 3: Maximum instructional modifications including, but not limited to

- shortened days with built-in breaks;
- modified environment (e.g., limiting time in hallway, identifying quiet and/or dark spaces);
- established learning priorities;
- exclusion from standardized and classroom testing;
- extra time, extra assistance, and/or modified assignments;
- rest and recovery once out of school; and
- elimination or reduction of homework.

Student will progress to the moderate instructional modification phase when able to tolerate part-time return with moderate instructional modifications without exacerbation of symptoms or reemergence of previously resolved symptoms.

Phase 4: Moderate instructional modifications including, but not limited to

- established priorities for learning;
- limited homework;
- alternative grading strategies;
- built-in breaks;
- modified and/or limited classroom testing, exclusion from standardized testing; and
- reduction of extra time, assistance, and/or modification of assignments as needed.

Student will progress to the minimal instructional modification phase when able to tolerate full-time school attendance without exacerbation of existing symptoms or reemergence of previously resolved symptoms.

c. School: Full-time

Phase 5: Minimal instructional modification - instructional strategies may include, but are not limited to:

- built-in breaks;
- limited formative and summative testing, exclusion from standardized testing;
- reduction of extra time, assistance, and modification of assignments; and
- continuation of instructional modification and supports in academically challenging subjects that require cognitive overexertion and stress.

Student will progress to nonmodified school participation when able to handle sustained cognitive exertion without exacerbation of symptoms or re-emergence of previously resolved symptoms.

Phase 6: Attends all classes; maintains full academic load/homework; requires no instructional modifications.

2. Progression through the above phases shall be governed by the presence or resolution of symptoms resulting from a concussion experienced by the student including, but are not limited to
 - a. difficulty with attention, concentration, organization, long-term and short-term memory, reasoning, planning, and problem solving;
 - b. fatigue, drowsiness, difficulties handling a stimulating school environment (e.g., sensitivity to light and sound);
 - c. inappropriate or impulsive behavior during class, greater irritability, less able to cope with stress, more emotional than usual; and
 - d. physical symptoms (e.g., headache, nausea, dizziness).
3. Progression through gradually increasing cognitive demands should adhere to the following guidelines:
 - a. increase the amount of time in school;
 - b. increase the nature and amount of work, the length of time spent on the work, or the type or difficulty of work (change only one of these variables at a time);
 - c. If symptoms do not worsen, demands may continue to be gradually increased.
 - d. If symptoms do worsen, the activity should be discontinued for at least 20 minutes and the student allowed to rest
 1. If the symptoms are relieved with rest, the student may reattempt the activity at or below the level that produced symptoms; and
 2. If the symptoms are not relieved with rest, the student should discontinue the current activity for the day and reattempt when symptoms have lessened or resolved (such as the next day).

The American Academy of Pediatrics (AAP) Return to Learn Following a Concussion Guidelines (October 2013), and the American Medical Society for Sports Medicine (AMSSM) Position Statement (2019), are available online to assist health care providers, student-athletes, their families, and school divisions, as needed.

Medication

1. For students who need to take medication, either prescription or non-prescription (over the counter, PRN), during school hours, a parent or guardian must bring said medication to the school office in the original container and give it to the Administrative Assistant in person. All VDOE guidelines are to be strictly followed, including the count in/signed transfer of meds form.
2. Medication must be accompanied by a signed authorization from the child's physician and parent, with clear instructions for administration as well as warning of reactions/dangers. Only then will students be able to receive correct dosage from the Administrative Assistant.
3. The school office maintains a small supply of Tylenol and/or Advil. A student may request this medication **ONLY IF** a Tylenol/Advil authorization form (signed by a parent or guardian or physician) is on file in the office.
4. The Administrative Assistant is the designated medications employee for NVS. The Head of School and Assistant Head of School, are the backup medication employees. All have been trained and certified per VDOE guidelines.

Contraband items:

The safety of every member of the school community is at the forefront of all policies related to contraband items.

No **potential weapons** per VA Code 18.2-308.1, to include but not limited to firearms (of any type), knives, razors, or explosives (such as firecrackers and fireworks), or projectiles (such as slingshots or handmade shooting devices).

1. Students are not permitted to have cigarette lighters and matches.
2. Students are not allowed to have medications of any sort on their person; only a parent or guardian may bring any type of medication onto campus.
3. Student possession or consumption of alcohol, tobacco, e-cigarettes, THC/CBD products or any illegal substance is not permitted. If any student is suspected of using any of these items, the police will be called immediately.
4. Cellular phones, pagers, and **unauthorized** audio/video devices (PDAs, CD players, etc.) are NOT allowed in a student's possession **except** Upper School students may keep their cell phones and laptop computers during the school day. All other students must keep cell phones in backpack or locker. They can only be used when granted permission by administration. Certain students are permitted to have other electronic devices designated per IEP/IIP.
5. Any contraband item will be confiscated. Only a parent or guardian will be able to retrieve the item. The police will be called as necessary.

Search policy:

1. The administration and staff at New Vistas School reserve the right to conduct random searches of students' belongings on school grounds, including but not limited to backpacks, lockers, and automobiles, to ensure the safety of all students.
2. Searches will not be announced beforehand and may include only certain segments of the school population.
3. Parents will be notified by the administration if a student is in possession of a contraband item. Police may be contacted as necessary.
4. Disciplinary action will be taken in compliance with New Vistas' written policy as stated in the Parents/Guardians and Student Handbook.
 - A. Students who are receiving outside counseling may be required to have an emergency session with their counselor prior to returning to school.
 - B. If an emergency counseling session is required prior to returning to school, there must be communication between the counselor and the administration to ensure the student is ready to return to school.
 - C. Upon return to school, a meeting will be required between the student, parent/guardian, and the administration, which may involve the development of a behavioral contract. Failure to adhere to the terms of the contract may result in an immediate expulsion.

Sexual Harassment/Harassment

It is the policy of New Vistas School to maintain a working and learning environment for all of its employees and students which provides for fair and equitable treatment. This includes freedom from sexual harassment and or any other form of harassment as outlined in VA Code 18.2-427. Harassment in VA qualifies as any means to repeatedly annoy or attack a person or group in such a way as to cause anxiety or fear for safety.

Prohibitions

1. It is prohibited for any employee or student, male or female, to harass an employee, student, or visitor to the school.
2. Harassment includes but is not limited to unwelcome sexual advances or requests or signals, engaging in verbal or physical conduct of a sexual nature, or using such tactics to intimidate, bribe, threaten, or reward. Specifically:
 - Submission to or rejection of such conduct is used as a basis for employment or decisions affecting an employee or student;
 - Such conduct creates an intimidating, hostile, or offensive working and/or learning environment;

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in school programs.
3. These prohibitions are representative, not exhaustive.

Responses

1. Any employee or student who believes that s/he has been subjected to sexual harassment or any other form of harassment should file **a written complaint** of the alleged act immediately with the Head of School OR the Chair, Board of Directors, if the Head of School is involved.
2. The written complaint should state in detail the basis for the complaint, the names of persons involved, and the dates of specific incidents.
3. A thorough confidential investigation of any reported incident will be undertaken immediately to determine the nature and extent of the alleged offense.
4. Either the Head of School or Chair, Board of Directors, will assemble a team to investigate, including the legal advisor to the school.
5. The question of whether an action or incident constitutes prohibited behavior will be determined based on all the available facts. All parties will be interviewed by the investigating team.
6. A written report will be filed at the conclusion of any investigation of harassment, regardless of the outcome of that investigation. The Head of School and Chair, Board of Directors, will keep the report on file.
7. The Head of School and Chair, Board of Directors, will inform all parties of the decision of the team and any further measures as a result.
8. Any administrator, teacher, employee, or student who is found to have engaged in harassment will be subject to disciplinary action appropriate to the offense, from a warning up to and including discharge or expulsion. All contractual obligations by NVS will be voided upon such an employee discharge.
9. Any individual filing a harassment complaint is assured that s/he will be free from any retaliation from filing such a grievance. Retaliators will be subject to disciplinary action up to and including expulsion or discharge.
10. After having a suspicion of a reportable offense of child abuse and neglect, NVS personnel will report immediately, not later than 24 hours after said suspicion, to NVS Administration and the local department of social services child protective services unit of the county or city wherein the abuse or neglect was believed to have occurred or to the Department of Social Services. NVS personnel will cooperate with local authorities during any subsequent investigation. All faculty and staff at NVS are Mandatory Reporters. *

***Mandatory Reporters of Child Abuse and Neglect¹**

All States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands have statutes identifying persons who are required to report suspected child maltreatment to an appropriate agency, such as child protective services, a law enforcement agency, or a State's toll-free child abuse reporting hotline.

Professionals Required to Report

Approximately 48 States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands designate professions whose members are mandated by law to report child maltreatment.² Individuals designated as mandatory reporters typically have frequent contact with children. Such individuals may include:

- **Teachers, principals, and other school personnel**
- Physicians, nurses, and other health-care workers
- Counselors, therapists, and other mental health professionals
- Child care providers
- Medical examiners or coroners
- Law enforcement officers

To find statute information for a particular State, go to

<https://www.childwelfare.gov/topics/systemwide/laws-policies/state/>

¹ www.Childwelfare.gov

² The word "approximately" is used to stress the fact that States frequently amend their laws. This information is current only through April 2019. As of this date, Indiana, New Jersey, and Wyoming are the only States that do not enumerate specific professional groups as mandated reporters but require all persons to report.

PARENTS' & GUARDIANS' ROLES/VOLUNTEERS

Parental Involvement

Parent involvement is critical for the ultimate success of the school in attaining its mission. To that end, the administration invites parents or guardians to call and schedule conferences at any time with the child's teacher, Unit Coordinator, advisor, the Assistant Head of School, or the Head of School. Open communication is the key to working together for the good of the child.

Additionally, we will continue to encourage parents to volunteer to assist in the many ways New Vistas School identifies sporadic needs and opportunities. The school's Administrative Assistant will maintain a list of those able to assist. Anyone interested in participating as a parent volunteer, please contact Administrative Assistant in the school office.

Volunteers

Volunteers are a vital part of New Vistas School. These individuals enrich programs, aid staff members, and help to involve the wider community in the life of the school. Besides parents and guardians, we encourage friends of the school – any Senior Citizens, college students, or neighbors – to help with materials, maintenance, selected school trips, office needs, special events, or beautification of the grounds; also, we invite them to contact New Vistas School and make their talents known. We always welcome helping hands!

Fund-raising projects

Fund-raising projects start at the Advancement Office. New Vistas School is always open to ideas from parents and guardians regarding potential avenues for events/endeavors to benefit the school. Please contact the school if you have a suggestion.

APPENDICES

APPENDICES	A-1
Job Descriptions.....	A-2
Academic/Advisor Report and Interims Procedures 2025-2026	A-23
Guidelines & Sample Academic Forms.....	A-25
Academic Report, Academic Comment Report & Advisor Comments	A-25
IIP Guidelines	A-36
Parent/Guardian/Therapist Contact Guidelines	A-44
Student Intervention/Problem Solving Guidelines	A-46
Notice of Study Hall	A-48
Notice of Detention.....	A-49
School Business Forms	A-50
New Vistas School Key Policy	A-50
Prospective Student Visit Checklist.....	A-51
Substitute teacher Attendance Form	A-53
Field trip Request.....	A-55
Field Trip Checklist	A-56
Field Trip Permission Form	A-58
A-Money Collection Form.....	A-59
Purchase Order.....	A-60
Request for Reimbursement.....	A-61
Employee Injury Form.....	A-62
Student Injury Report Form	A-64
NVS Technology Usage Policies and Regulations	A-66
NVS AI Usage Policies and Regulations.....	A-70
Professional Development Request Form.....	A-73
Crisis Management Acknowledgement Form.....	A-74
Handbook Acknowledgement Form	A-75
SMS (Text Messaging) OPT In Form.....	A-76
 TECHNOLOGY GUIDELINES	 B-1

Job Descriptions Faculty

All faculty will:

- Provide a challenging academic program which sets the foundations for future academic study by adapting a rigorous curriculum to maintain intellectual demands while remediating the deficits caused by diagnosed learning difficulties.
- Provide a stimulating educational experience in the setting and platform deemed necessary by the Head of School. In addition to teaching mastery of basic facts, faculty will encourage inquiry, interaction, creative/critical thinking, application, and self-evaluation, and focus on the patterns, strategies, and processes that exist within the disciplines.
- Teach study and organizational skills for mastering ideas and concepts and fostering increased academic independence.
- Implement IEP/IIP objectives and accommodations as appropriate to the individual student and the discipline.
- Provide instruction which reflects:
 - A broad knowledge of the discipline;
 - An awareness of brain theory as it relates to learning;
 - Knowledge of the differing cognitive and sensory learning styles of each student;
 - On-going assessment and evaluation typical of diagnostic/prescriptive instruction;
 - Structured and sequential development of skills; and
 - Application of O-G interactive, multisensory techniques;
 - Implementation of technology for instruction/learning;
 - Understanding that students must learn to automaticity.
- Approach student learning from a base knowledge of:
 - Child and adolescent development;
 - The nature of the brain, the learning process and specific learning differences; and
 - The characteristics of effective interpersonal communication.
- Individualize instruction to meet specific learning needs of students.
- Provide a supportive, nurturing, and anticipatory environment that fosters personal growth, increased self-confidence, and self-esteem based on language skill improvement and academic, social accomplishments, and growing independence.

- Assist in the development of social skills which aid students in communicating more effectively.
- Maintain a disciplined yet supportive environment which provides structure and clear limits of student behavior as well as a model and avenues for problem solving.
- Maintain all student records and reports as outlined in the Faculty Handbook.
- Demonstrate attitudes of cooperation with colleagues, working as a team and respecting other faculty members and staff for their individuality and their part in achieving the Mission of New Vistas School.
- Interact with parents in a professional manner.
- Take advantage of available resources for professional growth.
- Provide a positive role model by example within the school community, acting as an adult of moral, ethical behavior and mature, responsible decision-making.
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Immediate Supervisor: Assistant Head of School

Supervisor for Employment: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction

Signature: _____ Date: _____

Head of School: _____ Date: _____

Revised
June 2025

Head of School Job Description

- Act as Chief Executive Officer (per description, Board of Directors), responsibilities to include but not limited to:
 - Hiring and governance, all NVS personnel
 - Taking the NVS “face” into the community at large as well as the professional community
 - Seeking legal advice as deemed necessary
 - Supervising any transition/change in personnel
 - Preparing the Annual Budget for approval by the Finance Committee
 - Maintaining the Annual Budget
 - Assisting the Board and Development Director with fundraising
- Attend meetings of the Board of Directors and Executive Committee of the Board of Directors
- Present annual Vision (“State of the School”) Statement to Board of Directors to include:
 - Increased enrollment projections
 - Voice of New Vistas as regional professional resource
 - Facility update/needs
 - Capital Campaign resources, per VAIS
 - Gender/Racial diversity concerns (faculty, staff, students)
 - Financial status/goals
- Serve as Chair, Administrative Committee (Head of School, Assistant Head of School, Director of Advancement, Director of Educational Services, Business Manager)
- Establish professional tone/standards of the school
- Act as program overseer
 - Faculty governance, professional development
 - Co-chair, Admissions Committee
 - Summer Programs
 - All related services
- Manage state compliance, Virginia Department of Education
- Manage Accreditation requirements, updates, and self-study, Virginia Association of Independent Schools
- Handle business/financial operations; coordinate with Business Manager, Administrative Assistant, Assistant Head of School, and Treasurer, Board of Directors
- Spearhead development/public relations (in coordination with Director of Advancement and appropriate Board committee)

- Oversee Crisis Management Plan; serve on Crisis Management Team
- Oversee Threat Assessment Plan, serve on Threat Assessment Team
- Oversee Faculty:
 - Designate Unit Coordinators for Lower School and Upper School
 - Review Lesson Plans weekly with Assistant Head of School
 - Review Grade Books weekly with Assistant Head of School
 - Review study guides and tests with Unit Coordinators
- Oversee all faculty absences
- Oversee building/grounds
- Schedule/coordinate with parent volunteers
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by the New Vistas School Board of Directors.

Supervisor: Board of Directors

Immediate Oversight: Chair, Board of Directors

Entry level Requirements: A Master's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction
 Minimum, five years teaching experience, at least two with SPED
 Prior successful administrative responsibility

Signature: _____ Date: _____

Chair, Board of Directors _____ Date: _____

Assistant Head of School Job Description

- Oversee day-to-day school operations, update Head of School daily
- Handle secondary intervention/problem-solving concerns of students as assigned by Guidance Counselor (determine needs; report/refer to Head of School as needed)
- Work with Head of School and Director of Educational services on annual schedule, in-service/professional development, and staffings.
- Work with Head of School and Director of Educational Services on curriculum
- Work with Head of School and Director of Educational Services to schedule courses and annual calendar
- Provide Head of School periodic (weekly) reports/updates regarding faculty's lesson plans and grade book to ensure timeliness and proficiency.
- Oversee exam scheduling and exam review with Head of School
- Maintain all professional development and certification records for faculty/staff
- Oversee internships, field studies, and student teachers with local colleges and universities
- Supervise annual pre- and post-testing
- Serve as a member of Admissions Team
- Serve as member of the Administrative Team
- Serve as member of the Crisis Management Team
- Serve as a member of Threat Assessment Team
- Work collaboratively with New Vistas School faculty to assess and implement individual student needs, to include but not limited to co-teaching and/or pull-out situations
- Assist with standardized testing
- Assist with Break Duty, as available, and Lunch Duty
- Serve as "in-house" substitute
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs
- Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction
Previous teaching experience
Masters' Degree, experience with SPED preferred

Signature: _____ Date: _____

Head of School: _____ Date: _____

Director of Educational Services Job Description

- Act as Chair, Admissions Committee
 - Oversee, application process
 - Collect application data
 - Schedule shadow for potential student
 - Collect teacher data
 - Prepare Admissions Consideration
 - Schedule Admissions meeting
 - Write letter
- Act as a Liaison between New Vistas School and public schools
 - Attend all staff meetings participate in team meetings, parent conferences, IEP meetings with LEA students
 - Work with public schools in the development of IEPs and Re-evaluations
 - Coordinate reporting schedules with public schools
 - Schedule and conduct all standardized state testing for LEAs
- Serve as member of the Administrative Team
- Serve as a member of the Crisis Management Team
- Serve as a member of the Threat Assessment Team
- Work with Head of School and Assistant Head of School on Curriculum
- Develop/plan/implement/oversee professional development needs with Head of School and Assistant Head of School
- Develop master and individual faculty/student schedules with the Head of School and Assistant Head of School
- Monitor, evaluate, and analyze the quality of instruction to provide supports as needed to improve instruction with Head of School and Assistant Head
- Develop/plan/implement new teacher orientation and faculty preservice and end-year check-out with the Head of School and Assistant Head of School
- Serve as a problem-solver/intervention counselor as needed
- Know about community resources if parents need referrals
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs
- Perform other duties, including additional teaching responsibilities, as assigned by administration

Supervisor: Head of School

Entry level Requirements: Master's degree (or higher) from an accredited college or university
(official transcripts required)
Current Postgraduate Professional License from the Virginia Department
of Education
Minimum three years special education teaching experience
Minimum three years administrative experience

Signature: _____ Date: _____

Head of School: _____ Date: _____

Business Manager Job Description

GOAL: To assure the efficiency and effectiveness of the New Vistas School business operations by handling the financial responsibilities of the school.

- Prepare/maintain employee and student files:
 - Students
 - Prepare contracts
 - Prepare payment plans
 - Maintain billing & scholarship schedules
 - Staff
 - Prepare contracts
 - Complete all government forms and filing requirements imposed by Federal and State governments
 - Check payroll tax forms for completion by employer
 - Check insurance forms and background checks
 - Enroll eligible employees in insurance program
 - Notify COBRA provider. of new employees
- Prepare copies of financial statements for the Board of Directors, Executive Committee, and/or the Treasurer
- Resolve any financial questions in a timely fashion with the appropriate person (Development Director, Treasurer, Auditor, Head of School, Assistant Head of School, Tutoring Coordinator)
- Oversee maintenance of Business Office equipment
- Operate standard office equipment: 10-key calculator, personal computer, copier, FAX machine
- Undertake other special assignments as designated by the Head of School, Assistant Head of School, or Board of Directors
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

* * * * *

WEEKLY:

- Maintain accounts receivable and cash disbursements
- Maintain and disburse petty cash
- Prepare bank deposits
- Transfer funds from interest bearing accounts as needed

SEMI-MONTHLY

- Prepare accounts payable

MONTHLY

- Prepare monthly Operating Fund Income Statement (Treasurer's Report), Balance Sheet, Cash Flow Statement, and Profit & Loss Sheet
- Reconcile all checking/savings accounts
- Prepare payroll for faculty and staff through contracted vendor
- Send insurance premiums and advise of any change
- Inform Head of any special budget line items
- Prepare and send tuition and tutoring invoices; make sure all fees are collected
- Inform Head and Assistant Head of School of outstanding fees
- Meet with Board Chair and Board Treasurer one week prior to all Full Board Meetings
- Attend Finance Committee Meetings as needed

QUARTERLY

- Assure that federal and state tax reports are prepared by the vendor, CBIZ

ANNUALLY

- Provide all information requested by Auditor for annual audit
- Meet with Auditor as needed
- Provide Administration with necessary information to prepare annual budget

Supervisor: Head of School

Entry level Requirements: An Associate's degree from an accredited college or university (official transcripts required);
Business Office Bookkeeping experience
Experience with Microsoft Office Programs, QuickBooks, and other database software

Signature: _____ Date: _____

Head of School: _____ Date: _____

Director of Advancement Job Description

- Coordinates all fundraising through the Advancement Office under the direction of the Head of School.
- Plans and implements the New Vistas School Annual Fund.
- Spearheads special events fundraisers.
- Develops, revises, and maintains donor files and mailing lists and databases of alumni and donor profiles.
- Develops specific comprehensive marketing objectives, strategies, plans, messaging and tactics to meet the schools financial and census goals.
- Assists with the development of marketing materials such as: TV, print, online/digital banner ads, social media, internal and external communications and event needs.
- Manages and works select community events such as local chambers, regional expos, and community-based health fairs or internal school events.
- Updates the NVS social media channels.
- Coordinates website updates with the Director of Technology
- Generates thank you responses.
- Explores and pursues grant proposals.
- Prepares monthly progress report for the Head of School and Board of Directors.
- Prepares the Annual Report.
- Prepares all electronic communications including weekly e-blast.
- Extends awareness/visibility of NVS into the community.
- Coordinate the annual retreat of Board of Directors with the Head of School.
- Meets with the Board of Directors related to Development as needed.
- Serves as an ex officio member of the Board of Directors and Marketing Committee
- Serves on the Admissions Team
 - Takes all inquiries/updates data base
 - Conducts tours for prospective families
- Coordinates with the Business Manager to maintain fiscally sound record keeping and responsible stewardship to the school's donors.
- Undertakes other special assignments as designated by the Head of School, Assistant Head of School, or Board of Directors.
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required)
Minimum, two years non-profit administrative experience
Experience with all Microsoft Office applications including Publisher and donor data base software

Signature: _____ Date: _____
Head of School: _____ Date: _____

Advancement Assistant

(not funded 2025-2026)

- Develop, revise, and maintain donor files and mailing lists, using Giftworks;
- Coordinate data entries with Business Manager;
- Generate, manage development correspondence with guidance of Head of School, Development Consultant, and Business Manager;
- Be responsive to needs of Development Consultant and Head of School as well as Special Events Coordinator.
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Director of Advancement

Entry Level Requirements: Two-year degree (or equivalent) with expertise in computer data entry;
Positive communication skills (oral and written);
ability to work with various administrators on various assignments.

Signature: _____ Date: _____

Head of School: _____ Date: _____

Director of Technology Job Description

- Maintain all technology equipment that is property of NVS to ensure equipment is in working order;
- Maintain school wireless and hardwired networks;
- Serve as a member of the Crisis Management Team;
- Support effective integration of technology in the classroom;
- Develop appropriate training materials for faculty and staff;
- Provide technology support for students' laptops;
- Create and maintain school website;
- Create and send weekly electronic notifications to school community;
- Assist Elementary and Lower School students in keyboarding skills, word applications, and PowerPoint, as appropriate;
- Plan and organize use of school computer labs;
- Assist Upper School students in computer projects;
- Prepare safe internet practices guidelines;
- Manage annual student/parent computer agreements;
- Maintain the electronic curriculum;
- With the Head of School, prepare the Technology Long-Range Plan for the Strategic Long-Range Plan.
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university with training and /or experience in computer technology

Signature: _____ Date: _____

Head of School: _____ Date: _____

Tutoring Coordinator Job Description

(as part of HoS duties for 2025-2026)

- Work collaboratively with New Vistas School faculty to assess and implement individual student needs, to include but not limited to co-teaching and/or pull-out situations
- Assist with standardized testing
- Assist with Break Duty, as available, and Lunch Duty
- Serve as “in-house” substitute
- Serve as Academic Coaching Coordinator:
 - I. Increase enrollment
 - A. Marketing the program
 - B. Discussing program with interested parents and prospective students
 - C. Create new offerings
 - II. Enroll students in Academic Advantage Coaching (tutoring) program
 - A. Contract, forms needed
 - B. Establish goals
 - C. Match with tutor
 - D. Schedule, room
 - III. Hire and supervise tutors
 - A. Contracts
 - B. Orientation, training, support, materials
 - C. Evaluation, observation, feedback/suggestions
 - D. Oversee semester summaries reports to be sent to parents and filed
 - I. Oversee the rooms needed
 - A. Comfortable, neat, welcoming
 - B. Computer policy for computer lab
 - II. Communication with parents and students
 - A. Know the students’ work and progress
 - B. Establish/monitor goals
 - III. Communication with home-base school teachers asking for input as to problem areas, tests assigned, projects, etc.
 - IV. Monthly report for Head and Business Manager
 - V. End of month stat sheet for Head and Business Manager
 - VI. Plan, develop, and implement summer program
 - VII. Collect and record payment; give to Business Manager on a timely basis

- VIII. Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- IX. Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor’s degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction

Signature: _____ Date: _____

Head of School: _____ Date: _____

Guidance/Transition Counselor

Job Description

(part of HoS duties 2025-2026)

- Knowledge of LD, ED, ADD/ADHD, and ASD characteristics;
- Knowledge of all IIP/IEP components relating to legal as well as emotional/behavioral issues for each student;
- Observe students in the classroom setting to become familiar with students and to be able to assess needs to later address disruptive, distracting behaviors;
- Be involved in monitoring and evaluating behavior goals for each student;
- Initial problem-solver/intervention counsellor;
- Serve as member of the Admissions Team;
- Oversee student internships (monitor, evaluate); work with Assistant Head of School;
- Involve students in community service;
- Attend all staff meetings participate in team meetings, parent conferences, IEP/IIP meetings to address emotional/behavioral issues, as needed;
- Create, update transcripts, transition plans, and five-year plans for upper school students;
- Maintain student records;
- Participate on scheduling team: meet with upper school students to determine course requirements and interests, recommend courses, help develop student schedules;
- Supervise dual enrollment options/follow up;
- Prepare and implement transition plans for students;
- Know about community resources if parents need referrals;
- Respond to students' needs and issues, as identified by staff, to prevent and resolve problems;
- Serve as a member of the Crisis Intervention Team;
- Serve as a member of Threat Assessment Team
- Respond to needs and issues in group settings, as needed: social skills, communication, anger-management, decision-making skills;
- Provide career awareness education: plan Career Day, administer interest inventory to juniors and seniors;
- Maintain student records as required by law in conjunction with the Head of School;
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties, including additional teaching responsibilities, as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required) with emphasis in SPED; Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction
Master's Degree, in SPED and/or Guidance Counseling
Previous teaching experience with SPED preferred

Signature: _____ Date: _____

Head of School: _____ Date: _____

Director of Student Activities Job Description

- Oversee planning/implementation for all-school Student Activities (per calendar);
- Create student activities calendar annually;
- Act as Chair, Special Events Committee;
- Coordinate regular all-school assemblies;
- Manage student activities line item of the budget;
- Fulfill teaching responsibilities as assigned by the Head of School

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction

Signature: _____ Date: _____

Head of School: _____ Date: _____

NVS Language Coordinator

Job Description

(as part of AHoS duties for 2025-2026)

- Chair the NVS Humanities Curriculum Team; schedule regular meetings with this committee as needed, not to be limited by Wednesday meetings;
- Stay abreast of current research in language learning, particularly as it pertains to the field of special education.
- Work with language teachers in both Units for consistency and commitment to teaching language skills according to research-based practices;
- Oversee fidelity to all language instructional best practices throughout the school;
- Assure sequencing of reading and writing curriculum across grades;
- Assure application of reading and writing skills across disciplines;
- Coordinate purchase, use, dissemination, and storage of language materials;
- Teach sections of language skills where needed;
- Oversee completion and filing of Writing Profiles at the end of the year;
- Review writing testing results with Head of School, determine needs going forward;
- Meet regularly (at a minimum monthly) with Head of School and Assistant Head of School to identify language needs, concerns, directions, and plans as well as a vision for the school in terms of language instruction.
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction

Signature: _____ Date: _____

Head of School: _____ Date: _____

Administrative Assistant Job Description

- Assure the efficiency and effectiveness of the New Vistas School office operations by managing the receptionist and secretarial responsibilities of the school while maintaining absolute confidentiality of all information
- Responsible for the day-to-day operation of the School front office
- Perform duties of receptionist: telephone, greeter
- Manage correspondence and typing for the School: maintain parent contact list
- Provide clerical support for administration and faculty: maintain attendance records for students and teachers, including absentee report, tardy report, and study hall/detention notification to parents; assist with copying; assist with maintenance of student files; prepare registration packets; prepare NVS informational packets
- Provide clinical assistance for students: medications, set up medication book with page for each student, dispense medications at appropriate times, record medicines given, provide first-aid to children to include taking temperatures, dispensing bandages, etc.; contact parents for those children who are sick and need to be picked up; maintain medication certification
- Copy and distribute Interim reports and Report Cards with Head of school
- Oversee office/school supplies: ordering and inventory
- Maintain and disseminate to faculty substitute teacher list
- Maintain parent/guardian volunteer list
- Maintain all VDOE required Emergency Drill Reports
- Perform other assignments as designated by the Head of School
- Maintain certification in CPR, AED, Basic First Aid, and MAT Training
- Use Microsoft Office software, including MS Word, Excel, Outlook and Publisher as needed
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: Associates degree from an accredited college or university (official transcripts required);
 Strong Communication and organizational skills
 Experience with Microsoft Office Programs and other data entry systems

Signature: _____ Date: _____

Head of School: _____ Date: _____

Unit Coordinator Job Description

- Serve as a member of the Administrative Committee
- Be responsible for assuring the Head of School that each student in the Unit is receiving the best individualized instructional program
- Be continuously in touch with the students and teachers in that Unit
- Provide information and assistance to create a beneficial learning and teaching environment
- Monitor the skill strengths and weaknesses of each student
- Lead staffings for students in the Unit; follow-up
- Work with teachers and any other needed professionals to develop strategies for understanding and improving student weaknesses
- Approve field trip request forms
- Approve classroom video presentation request forms
- Share information pertaining to professional development
- Share pertinent information regarding students with teachers, administrators, and other staff members
- Attend teacher/parent conferences
- Assure that teachers in the Unit maintain lesson plans and emergency lesson plans
- Lead Unit meetings on a regular basis (weekly, besides assigned Wednesdays); provide minutes of the meetings to the Head of School
- Monitor maintenance of student permanent records
- Communicate with Advisors
- Manage after-school study hall (ASSH) infractions
- Provide orientation for new students and mentoring for new teachers in the Unit
- Participate in the admissions process
- Assure that part-time staff are involved and informed
- Review exams and all comments
- Ensure that Advisor and Faculty responsibilities/reporting deadlines are met
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); Understanding of students who learn differently and best practices for instruction
Minimum, three years teaching experience (some SPED)

Signature: _____ Date: _____

Head of School: _____ Date: _____

Advisor Job Description

- Plan, write, implement, and evaluate the IEPs/IIPs for advisees, with Guidance: responsible for developing IIP within two weeks of testing, **30 days of start date**; address modifications and accommodations; oversee compliance and distribution of goals to all of a student's teachers; record student progress on IEP/IIP goals each 9 weeks;
- Create and check all components of the advisee's file after enrollment: update periodically, as needed
- Assure all release forms and parent contacts are up to date
- Monitor and work with LEA contact for any child publicly placed;
- Assure that Advisee IEP/IIP is carried out and maintained, whether private or public placement;
- Monitor and oversee the academic and social progress of each advisee: make progress report for unit meetings
- Be the liaison between each advisee and the teachers, counselor, and administration: invite administrator to scheduled parent conferences
- Meet with each advisee once per nine weeks to set goals and monitor progress
- Act as the primary communicative link with advisee and parent: schedule, facilitate, and write up conferences/contacts within 3 days (First parent contact **prior** to students returning to school; first conference to be held within 1st nine-week period. Final parent conference to be held within the last 9 weeks if requested by either party.), inform parents of progress and concerns, maintain contact
- Write Advisor Comments as scheduled in the school calendar; work on the editing and revision of the comments with the appropriate administrator
- Keep advisees informed of all policies, procedures, changes, and other pertinent information
- Support the mission, development, and leadership of the school by participating in all school campaigns, events, and programs.
- Perform other duties as assigned by administration.

Supervisor: Assistant Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction

Signature: _____ Date: _____

Head of School: _____ Date: _____

Garden Coordinator Job Description

- Schedules regular meetings of the garden committee minimum on one time per semester.
- Coordinates schedule of garden plantings and maintenance.
- Works with faculty, staff, and students to ensure all are involved with the garden.
- Orders materials for the garden (seeds, mulch, soil, etc) in accordance with the school's budget.
- Perform other duties as assigned by administration.

Supervisor for Employment: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); understanding of students who learn differently and best practices for instruction

Signature: _____ Date: _____

Head of School: _____ Date: _____

NVS Friends & Family Organization (F&F) -Teacher Representative Job Description

- Meet with and Friends and Family Committee Chair and Head of School monthly to schedule school F&F events
- Create and implement needs assessment to faculty
- Report on faculty suggestions to F&F and Head of School
- Attend all F&F meeting and events

Supervisor: Head of School

Entry level Requirements: A bachelor's degree from an accredited college or university (official transcripts required); Virginia teaching licensure (or credentials to receive such licensure); Understanding of students who learn differently and best practices for instruction
Minimum, three years teaching experience (some SPED)

Signature: _____ Date: _____

Head of School: _____ Date: _____

Academic/Advisor Report and Interims Procedures 2025-2026

Academic Comment Reports **October 22, January 14, March 25, June 3**

Teachers give grades, absences (please be accurate, especially for US as these are class by class), and comments to advisors, via thumb drive or email.

- Comments should focus on the content of the course during the particular nine weeks, **specific** academic strengths and weaknesses of the student, how the IEP/IIP goals relate, and strategies in use or to be introduced.
- Teachers/advisors fill in IEP/IIP goal sheets. An updated copy of the actual IEP/IIP goal sheet will go home with the Academic Report. Goal sheets must reflect the codes provided.
- Advisors put grades, absences, and comments on the Academic Report form, including any new standardized testing, if applicable.
- Advisors give completed forms to the appropriate administrator for review. Administrators will review and return forms to the advisors for corrections. After corrections are made, advisors will return forms for a final review. Administrators will give completed forms to the Administrative Assistant for copying and dissemination.
- Teachers inform the Assistant Head of School and Head of School of students receiving Ds or Fs. Any student receiving a D or an F in a subject gets a full academic comment on that subject, whether it is the scheduled time or not.
- Each student will have a brown envelope with a signature page. Parents/Guardians will sign the front of the envelope and send it back with their student. One copy of the Academic Report, etc. will go home in the envelope and one copy will go in the student's file. As required, copies will go to the appropriate LEA for publicly placed students. End Year Academic Reports will be mailed to the students' homes. At the end of the year advisors will put the signature page from the envelope in the students' files in the Correspondence section.

Please NOTE: Grades will be reported **numerically** in Middle and Upper School. Grades will NOT include a plus (+) or minus (-). Indication of where a student falls in the grade spectrum may be noted in the comment.

Advisor Comment Reports **October 22, June 3**

- Teachers give grades to advisors. Advisors record grades (or grades and comments, as scheduled) on grade reporting form.
- Teachers give feedback to advisors regarding behavior, social interactions, health/wellness observations, recognition of talents, honors/awards, honor roll/scholars' list, community service, etc. Advisors write comments on Advisor Reports Form.
- Teachers/Advisors update IIP/IEP goals. A copy of the actual IIP/IEP goal sheet will go home with the Advisor Reports. Any new standardized testing information will go home at this time, if applicable.
- Advisors give completed forms to the appropriate administrator for review. Administrators will review and return forms to the advisors for corrections. After corrections are made, advisors will return forms to the appropriate administrator for a final review. They will give completed forms to the Administrative Assistant for copying and dissemination.
- Advisors write social/developmental comments twice a year at the assigned time. These describe the child's social/emotional development, participation in clubs and community service, needs for and response to problem-solving, and any leadership potential/activities. The Advisor also records a child's earned awards/honors on this report.

- Teachers inform the Assistant Head of School and Head of School of students receiving Ds or Fs.
- Each student will have a brown envelope with a signature page. Parents/Guardians will sign the front of the envelope and send it back with their student. One copy of the Advisor Report, etc. will go home in the envelope and one copy will go in the student's file. End Year Advisor Reports will be mailed to the students' homes. At the end of the year advisors will put the signature page from the envelope in the students' files in the Correspondence section.

Advisor End of the Year Report of Progress June 3

See procedures above for Academic Comment Reports and Advisor Comment Report

Interims September 10, November 12, February 11, April 15

- Only students receiving a D or F receive an interim.
- Teachers complete the Interim forms. Teachers describe how instruction has been adapted for the student's specific learning needs and comments should include specifically why the student earned a D or F (not turning in homework, excessive absences, poor test/quiz grades, etc.), strategies used, and strategies to be used. These should indicate ways the student can improve performance/learning as well as planned changes in instruction.
- Teachers give completed Interims to advisors to review. Advisors return Interims to teachers for corrections if necessary. Teachers give corrected/completed Interims to advisors. Advisors give completed Interims to the Head of School and Assistant Head of School. Administrators complete a final review then give to the Administrative Assistant for copying and dissemination. One copy of the Interim will go home in the student's envelope and one copy will go in the student's file.
- Some LEA's will require interims as outlined by their IEP. Advisors will set up an interim document for teachers to complete. Advisors will give final copy to Assistant Head of School for review.

IIPs MUST be completed, by Virginia state regulation/code, within **30 business days** of the child's enrollment/first day of school. This period **includes** the parent conference and signatures.

Guidelines & Sample Academic Forms

Academic Report, Academic Comment Report & Advisor Comments

I. THE COMMENTS

A. The Academic & Advisor Comments become part of the student's permanent records. They are professional comments with information for:

1. the student's family;
2. the student;
3. NVS faculty and staff;
4. outside agencies (often making decisions on student placement).

B. Briefly, the academic comments written every nine weeks:

1. Give a brief overview of the course content for this period;
2. Describe the student's learning styles and needs, his/her level of understanding and accomplishment in the class, any special concerns in relation to the course and course work, any special testing or reading aids provided, and why they are necessary (no need to repeat these the 2nd, 3rd, and 4th marking periods unless there is change).
3. Prescribe ways the student's academic needs are being met; ways instruction and learning strategies are implemented; ways the student is making/can make use of the learning resources of the school; ways the student can improve his/her understanding of the subject.
4. Predict any potential problem areas in this course (along with suggestions for how to resolve this problem).

C. Briefly, the advisor comments written twice a year:

1. Address the socio-emotional needs, strengths, weaknesses of the child;
2. Describe the school activities, clubs, honors, and curricular/extracurricular experiences the student undertakes;
3. Explain behavioral concerns, needs, and strategies the school has used to address these needs;
4. Identify leadership/leadership potential;
5. Identify awards and honors.
6. As in the case of the academic comments, advisors will please provide specific examples to illuminate points.

II. CONSIDERATIONS FOR COMPOSING

- A. Be specific and descriptive.
- B. Avoid judgments.
- C. Consider the discipline you are teaching.
- D. Make suggestions for improvement that are appropriate next steps.
- E. Praise, but only where earned.
- F. Be consistent and logical (does the comment jibe with the number grade?).
- G. Reflect where the student is, and how that compares to the course expectations (but *not* other students in the same course).
- H. Link behavior to learning and social development.
- I. Be direct in your communication; avoid certain writing pitfalls such as awkward, wordy constructions, use of the passive tense, and hedging, qualifying points.

III. PROCEDURES

- ___ 1. Plan before you begin writing, incorporating both your observations and contact with the student. Use your staffing notes as needed.
- ___ 2. Write your class blurbs and individual comments on a word document and send to Assistant Head of School for editing.
- ___ 3. Once edits are sent back, input information on students' academic comment document.
- ___ 4. SAVE each student's file as you close it.

IV. NVS Style Considerations

NVS "STYLE" Considerations for any/all comments:

- All reports are to be written in "Times New Roman" font, size 12.
- Put titles of books in italics (e.g. *Kizzy Ann Stamps*).
- Periods and commas go INSIDE quotation marks (e.g. "How now brown cow," said Ms. Duck.).
- Write out number words through twelve (one, two, three, . . . twelve).
- IF a number word begins a sentence, ALWAYS write that as a word, not a numeral (e.g. "Two times over the course of the year," not "2 times over the course of the year. . . .")

- Please DON'T use “outlaw” words in your comments: **nice, good, very**; find more specific, descriptive synonyms instead.
 - Don't address the student; these comments go a variety of places.
 - Don't use slang or exclamation marks, as these are informal.
 - Use the same spacing as all other the other comments (1.5 or 1.0, whichever is standard).
 - For students: Headings on student assignments/papers, **for all classes**, should be as follows:
 - Student Name (first and last)
 - Date
 - Class (i. e. Algebra I)
 - Assignment
- *Headings should be placed on the upper left-hand corner of the paper.

ACADEMIC COMMENT REPORT
Elementary School
School Year 2025-2026

Student: _____ Grade: _____
Advisor: _____

Subject	_____
Teacher	_____
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject	_____
Teacher	_____
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Grading Scale:

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

(Electives are graded Pass/Fail for Middle School Only)

ADVISOR COMMENT

Student: _____ Date _____

Advisor: _____

*ACADEMIC COMMENT REPORT
Middle School/Upper School
School Year 2025-2026*

Student: _____ Grade: _____
Advisor: _____

Subject	_____
Teacher	_____
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject	_____
Teacher	_____
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Subject _____ Teacher _____	
	Student's present level of academic performance is at grade level.
	Student's curriculum has been modified to meet and scaffold upon the student's present level of academic performance.

Grading Scale:

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

(Electives are graded Pass/Fail for Middle School Only)



520 Eldon Street • Lynchburg, Virginia 24501
Phone (434) 846-0301 • Fax (434) 528-1004
www.newvistasschool.org

INTERIM REPORT

Student: _____ Grade: _____

Course: _____ Teacher: _____

Date: _____ Advisor: _____

Course Grade: _____ Absences: _____

IIP Guidelines

- It is the Advisors' responsibilities to develop and monitor their advisees' IIPs. Advisors should gather input from the appropriate teachers and unit coordinators when writing the IIP.
- IIPs should be developed within two weeks of testing and the IIP meeting should then be scheduled and held (new students). This does not apply to students tested during the summer. ***Per VDOE guidelines***, those IIPs should be written and the meeting held within the **first thirty days of school**.
- Record progress every nine weeks. A copy of the IIP goal sheet(s) **must** go home with Academic Reports and Advisor Reports.
- All NVS students who do not have an active IEP from a local LEA must have an NVS IIP.
- IIPs for returning students for the following school year must be written before advisors leave for summer break and given to the Assistant Head of School, if the IIP meeting is not held at the end of the school year. If the IIP meeting is not held at the end of the school year, it **must** be held within the first nine weeks of the following school year.

**INDIVIDUAL INSTRUCTION PLAN –(IIP)
2025-2026**

Student _____ Grade _____ Age _____ DOB _____

Parent(s)/Guardian(s) _____

Address _____

City _____ Zip Code _____

E-mail _____ Telephone _____

Triennial Re-evaluation Date _____ Date _____

A. EDUCATIONAL STRENGTHS

B. EDUCATIONAL WEAKNESSES

C. BEHAVIORAL / SOCIAL FACTORS AFFECTING PERFORMANCE

D. OTHER PERTINENT INFORMATION RELATED TO EDUCATIONAL PERFORMANCE

--

E. ACCOMMODATIONS

--

II. COGNITIVE FUNCTIONAL PERFORMANCE

--

Educational Handicapping Condition(s):

III. SPECIFIC METHODS / STRATEGIES, GOALS AND OBJECTIVES

Annual Goal:

Delete this after Reading

Goals must be SMART
Specific, Measurable, Active, Reasonable/Realistic, Time Specific

EVALUATION PROCEDURES:

All objectives will be measured by performance on standardized testing (as appropriate) as well as classwork, homework, projects, quizzes, and tests to be reported at regular 9-week grading periods and interims.

SHORT TERM OBJECTIVES	Date Grading Period					Baseline/ Measuring
		1	2	3	4	

Code for Progress Reports

I Introduced

EM Emerging Skills

NP No Progress

P Progressing

M Mastered

MN Maintaining

NI Not Yet Introduced

Annual Goal:

----- will improve his paragraph writing skills, using a research-based Orton-Gillingham structured approach, to within an acceptable level for his age and grade (independent mastery of ----- of the 23 skills measured on the original draft of pre- and post-test in-house rubric) by

Baseline measurement:

SHORT TERM OBJECTIVES					BASELINE
----- will write a paragraph that contains					
Content					
a. Topic sentence					
b. 3 supporting points					
c. 3 examples					
d. Concluding sentence					
e. Originality					
f. Reasonableness of thought					
Expression					
a. Logical organization					
b. Transition words (min. 2)					
c. Consistent voice/point of view					
d. Consistent verb tense					
e. Appropriate vocabulary					
f. Non-repetitive vocabulary					
g. Sentence variety					
1. at least 4 types of sentence starters					
2. representation of all sentence forms					
Format					
a. Indentation					
b. Author information					
c. Title placement					
Mechanics					
a. Capitalization accurate					
b. End punctuation accurate					
c. Spelling accurate (min. 1 error)					
d. Verb endings accurate					
e. Other punctuation					
f. Sentence usage (no fragments or run-on sentences)					

Code for Progress Reports

I Introduced

EM Emerging Skills

NP No Progress

P Progressing

M Mastered

MN Maintaining

NI Not Yet Introduced

IV. Diploma/Transition Plan:

Diploma: _____ Standard _____ Applied _____ NA

Interest Inventory: Date _____ Type _____

Preferred Interest: _____

Post High School Plan: _____

Comments: _____

V. SIGNATURES OF IIP COMMITTEE:

_____	_____
Advisor	Date
_____	_____
Administrator	Date
_____	_____
Parent or Guardian	Date
_____	_____
Parent or Guardian	Date
_____	_____
Additional Attendee	Date

VI. I give my permission for my child to be enrolled in the educational program described in the Student Educational Plan, (IIP). I understand the contents of this document and understand that I have the right to review my child's records and request a change in this program. I have received a copy of the IIP and have been instructed where I can obtain a copy of the parental rights in special education.

_____	_____
Parent or Guardian	Date
_____	_____
Parent or Guardian	Date

Parent/Guardian/Therapist Contact Guidelines

- Parent Contact Log must be completed after each contact (face-to-face, telephone, email*, conferences, etc.) The parent contact log is located on the network (Computer E5) in each Student Records Folder. This eases communication. PLEASE log all parent contacts - phone conversation, e-mail interaction, personal meeting—any contact related to the student's school performance, progress, needs, development, or family concerns

Parent/Guardian/Therapist Contact Log

Student Name _____

School Year _____

[illegible]

Student Intervention/Problem Solving Guidelines

- To be completed after each student intervention by the Faculty/Staff member who handled the intervention. (Interventions should be completed no more than one day after the intervention occurs.)
- An e-mail attachment of the intervention should be sent to everyone on the circulation list, including the Assistant Head of School and the Head of School.
- A signed copy should be given to the student's advisor. The Faculty/Staff member handling the intervention should put a copy in the student's file in the Detention section. Please be sure there are **no** other students' names on the intervention.

Student Intervention Form

Student Name _____ Date _____ Time _____

Faculty/Staff Requesting Intervention _____

Faculty/Staff Handling Intervention _____

Needs for Intervention (problem behavior)

Antecedent to the Problem Behavior

Interaction with Student

Interventions that Work

Decisions/Consequences

How will progress be measured/reported?

Follow-up Date and Purpose

Signature of Those Who Intervened

cc: Advisor, Unit Coordinator, Sending Teacher, Guidance, Head of School, Assistant Head of School, all teachers in the Unit

Notice of Study Hall

Student _____ Date _____

Subject _____

Teacher _____ Advisor _____

Amount of Time _____

Reasons: _____

Assignment: _____

Report to: _____ at _____ : _____ am _____ pm _____

Teacher Signature

Your parent(s) will be notified

OFFICE USE ONLY

Will Serve on _____

Person Notified _____

Time: _____ Initials: _____

Comments _____

Notice of Detention

Student _____ Date _____

Class _____

Teacher _____ Advisor _____

Amount of Time _____

Reasons: _____

Report to: _____ at _____ : _____ am _____ pm _____

Teacher Signature

Your parent(s) will be notified

OFFICE USE ONLY

Will Serve on _____

Person Notified _____

Time: _____ Initials: _____

Comments _____



New Vistas School Key Policy

All Keys are the property of New Vistas School.

All employees or other authorized individual issued keys (key holders) shall agree to and comply with the following conditions:

1. The holder of a New Vistas School key assumes responsibility for the safekeeping of the key and its use. It is understood that the key will not be loaned, issued to, or made available by any other means to unauthorized persons.
2. Key holders entering locked building or spaces are responsible for re-securing all doors and shall not prop open or otherwise disable any door.
3. Key holders are to secure keys at all times and take measures to protect and safeguard any NVS keys issued to them.
4. Keys are not to be given to a student at any time
5. Key holders are to immediately report any lost, missing, stolen or damaged keys to the Head of School. The penalty for the replacement of keys is \$25 to \$50 (Employees will have this fee deducted from their pay-check). Keys may be replaced free of charge if broken from normal wear.
6. If a lock needs to be changed due to a lost key, the employee will be assessed a charge determined by the cost of labor and materials to install
7. It is a violation of this Policy to have any New Vistas School keys duplicated. Any person in violation of this Policy will have his/her privilege to obtain keys revoked and possible disciplinary action will be taken as warranted.
8. Key holders are to immediately return all keys upon the end of employment/assignment.

I have read and agree to abide by the New Vistas School Key Policy stated above:

Key Holder Name (printed)

Key Holder Signature

Date

Prospective Student Visit Checklist

Student Name: _____ **Grade:** _____
Date of Visit: _____
Class/Teacher: _____

***Check all that apply in each category.**

Classroom Engagement/Participation

Positive		Shows and/or knowledge of interest in activity/lesson/topic
		Initiates task without need for teacher's verbal encouragement
		Requests help in order to participate and/or start task
		Willingness to participate and/or start task
		Works independently
		Completes task
		Performs task without complaints
		Takes pride in completed task
Negative		Actively refuses to participate and/or start task
		Complains and/or shows reluctance to participate or start task
		Belittles own work or that of other students
Concerning		Is reluctant to have work reviewed
		Seeks constant reassurance to keep working
		Needs teacher in close proximity to keep working
		Needs teacher's verbal encouragement to keep participating/working

Social Interaction (includes Teacher and Students)

Positive		Attempts to meet teacher/class expectations
		Respectful of property of peers and school
		Participates appropriately in group activities
		Accepts help from or gives help to peers
		Receptive to sharing materials offered by peers
		Initiates/is receptive to/establishes rapport to one or two (or more) peers
		Functions adequately/appropriately without constant teacher encouragement
		Interacts with teacher in a respectful manner
Negative		Withdraws from group
		Overly assertive in group
		Disrupts group activities (i.e. calling out, provocative language/comments, etc.)
		Expresses prejudiced attitudes towards peers
		Physically or verbally provokes peers
		Teases or ridicules peers
		Tests limits, tries to determine how much teacher will allow
		Rebuffs teacher's encouragement/support

Additional Comments/Observations

[illegible]

Substitute teacher Attendance Form

[Click here to enter text.](#)

Substitute Teacher Attendance Form
Homeroom Attendance

STUDENT	PRESENT	ABSENT	COMMENTS

ATTN: Substitute

Please take attendance and send to Administrative Assistant at the end of the Homeroom Period.

Click here to enter text.

Substitute Teacher Attendance Form

Click here to enter text.

STUDENT	PRESENT	ABSENT	COMMENTS

Click here to enter text.

STUDENT	PRESENT	ABSENT	COMMENTS

Click here to enter text.

STUDENT	PRESENT	ABSENT	COMMENTS

ATTN: Substitute

Please take attendance and send to Administrative Assistant at the end of the day.

FIELD TRIP REQUEST

A Field Trip Request form should be submitted to the Unit Coordinator and Head of School **before** reservations or other commitments are made. Plans should be submitted **at least two weeks** before the proposed trip.

Teacher(s) _____ Date Submitted _____

Field Trip Coordinator(s): _____

Grade(s) _____ No. of Students _____

Date of _____ Length of Trip _____

Place(s) to be visited _____

Is this a Walking Trip? _____

Transportation to be used _____

Cost per student: _____

Cost per teacher/chaperone: _____

Purpose of the trip (describe how the field trip fits into the curriculum, learning activities, etc.

Application: (describe how information gained from the trip will be applied)

Approve _____ Date: _____
Unit Coordinator

_____ Date: _____
Head of School (if needed)

FIELD TRIP CHECKLIST

By noon the day before a field trip, checklist must be completed and approved by the Unit Coordinator.

Field Trip Coordinator (this is also the person in charge during the field trip):

Names of Faculty, Staff, and Chaperones:

Names of Students:

Date of Trip

Destination

Departure and Return

Instructions/Requirements for the trip:

Coverage/arrangements made for student NOT going:

Check items as completed:

- _____ Notice of trip and permission form (if necessary) sent to parents – **copy attached**
- _____ All faculty/staff informed
- _____ Bus signed for (if applicable)
- _____ Gas checked (if applicable)
- _____ Cell phone
- _____ First Aid kit
- _____ Student medications—**packaged with instructions**
- _____ Emergency Medical Forms
- _____ Regular transportation altered (if applicable)
- _____ Rental insurance checked (if applicable)

Approved: _____ Date: _____
Unit Coordinator



FIELD TRIP PERMISSION FORM

Dear Parent/Guardian,

Your child is going on a field trip. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by _____.

Field Trip Information:

Date: _____

Location: _____

Purpose: _____

Cost: _____

Cash or check payable to: _____

Means of Transportation: _____

Leave school: _____ Arrive back at school: _____

Special Instructions: _____

Save this part of the form for future reference

Cut here-----Cut here

Sign this part of the form and return to your child's teacher

_____ has permission to attend a field trip to

_____ on _____ from

_____ to _____

Enclosed, please find cash/check in the amount of _____ to cover the cost of the trip.

I give my permission for _____ to receive emergency medical

Treatment. In an emergency, please contact:

Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

Revised 3.18.24

A-Money Collection Form

Teacher Name _____ MONEY COLLECTED for _____ Amt. Due per Person \$ _____

[illegible]



520 Eldon Street • Lynchburg, Virginia 24501
 Phone (434) 846-0301 • Fax (434) 528-1004
www.newvistasschool.org

Purchase Order

Date: _____ P. O. Number: _____

Method of Payment _____ VISA _____ Terms _____

P.O. To: _____

Fax: _____ Telephone: _____

E-mail: _____

Qty.	Item Number	Description	Unit Cost	Total Cost
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Sub Total _____

Shipping and Handling _____

Total _____

Person Requesting Item(s) _____

Department/Unit to be Charged _____

Unit Coordinator _____

Head of School _____

Office Use Only	
Date Received _____	Packing Slip Attached _____

**NEW VISTAS SCHOOL
REQUEST FOR REIMBURSEMENT**

Name: _____

Amount: \$_____

*Items Purchased: _____

Purchased for: _____

Signature

Date

Authorized by HOS

*When completed, attach receipt and submit to Head of School

**NEW VISTAS SCHOOL
*REQUEST FOR REIMBURSEMENT***

Name: _____

Amount: \$_____

*Items Purchased: _____

Purchased for: _____

Signature

Date

Authorized by HOS

*When completed, attach receipt and submit to Head of School

**NEW VISTAS SCHOOL
*REQUEST FOR REIMBURSEMENT***

Name: _____

Amount: \$_____

*Items Purchased: _____

Purchased for: _____

Signature

Date

Authorized by HOS

*When completed, attach receipt and submit to Head of School

Employee Injury Form



EMPLOYEE INJURY REPORT FORM

EMPLOYEE Information

Name				Date of Birth			☐ Female	☐ Male
Date of Injury				Time of Injury				

EMPLOYEE Information

Names					Work Phone		
Address					Home Phone		
City		State		Zip		Cell Phone	

School Information

School	New Vistas School	Phone	(434) 846-0301
--------	-------------------	-------	----------------

Location of Incident

- ☐ Athletic Field ☐ Cafeteria ☐ Gymnasium ☐ Parking Lot ☐ Restroom ☐ Vocation shop/lab
☐ Bus ☐ Classroom ☐ Hallway ☐ Playground ☐ Stairway
☐ Other. Explain:

Time of Incident

- ☐ Recess ☐ Lunch ☐ P.E. Class ☐ In class (not PE) ☐ Class change ☐ Field trip
☐ Before school ☐ After school ☐ Unknown
☐ Other. Explain:

Athletic

Equipment

- ☐ No equipment involved
☐ Equipment involved, describe:

Surface

- ☐ Asphalt ☐ Concrete ☐ Gravel ☐ Ice/snow ☐ Mat(s) ☐ Synthetic surface ☐ Wood chips/mulch
☐ Carpet ☐ Dirt ☐ Lawn/grass ☐ Sand ☐ Tile ☐ Gymnasium floor
☐ Other, specify:

Type of injury (place "X" on all that apply)

	Head	Eye	Ear	Nose	Mouth/lips	Tooth/teeth	Jaw	Chin	Neck/throat	Collarbone	Shoulder	Upper arm	Elbow	Forearm	Wrist	Hand	Finger	Fingernail	Chest/ribs	Back	Abdomen	Groin	Genitals	Pelvis/hip	Leg	Knee	Ankle	Foot	Toe
Abrasion/Scrape																													
Bite																													
Bump/swelling																													
Bruise																													
Burn/scald																													
Cut/laceration																													
Dislocation																													
Fracture																													
Pain/tenderness																													
Puncture																													
Sprain																													
Other																													

Contributing Factors (check all that apply)

- | | | | |
|--|---|--|--|
| ☐ Animal bite | ☐ Compression/pinch | ☐ Overextension/twisted | ☐ Struck by object (bat, swing, etc.) |
| ☐ Hit with thrown object | ☐ Fall | ☐ Tripped/slipped | ☐ Collision with object |
| ☐ Contact with hot or toxic substance | ☐ Foreign body/object | ☐ Physical altercation | |
| ☐ Collision with person | ☐ Drug, alcohol or other substance | | |
| ☐ Weapon, specify | | | |

☐ Other, explain

Description of the Incident

Witnesses to the Incident

Incident Response (check all that apply)

☐ First Aid	Time		By whom	
☐ Called 911	Time		By whom	
☐ Emergency Contact notified	Time		By whom	
☐ Unable to contact Emergency Contact	Time		By whom	
☐ Employee decided no medical action necessary	☐ Returned to class ☐ Sent/taken home		Days of school missed	
☐ Taken to health care provider/clinic/hospital urgent care	Diagnosis		Days of school missed	
☐ Hospitalized	Diagnosis		Days of school missed	
☐	Explain			
☐ Restricted school activity	Length of time restricted		Days of school missed	
☐ Other, explain				

Describe Care Provided to the EMPLOYEE

Additional Comments

Signature of staff member completing form

Date/time

Date/time

Head of School Signature

Date/time

Student Injury Report Form



STUDENT INJURY REPORT FORM

STUDENT Information

Name				Date of Birth			☐ Female	☐ Male
Date of Injury				Time of Injury				

STUDENT Information

Names					Work Phone		
Address					Home Phone		
City		State		Zip		Cell Phone	

School Information

School	New Vistas School	Phone	(434) 846-0301
--------	-------------------	-------	----------------

Location of Incident

- ☐ Athletic Field ☐ Cafeteria ☐ Gymnasium ☐ Parking Lot ☐ Restroom ☐ Vocation shop/lab
☐ Bus ☐ Classroom ☐ Hallway ☐ Playground ☐ Stairway
☐ Other. Explain:

Time of Incident

- ☐ Recess ☐ Lunch ☐ P.E. Class ☐ In class (not PE) ☐ Class change ☐ Field trip
☐ Before school ☐ After school ☐ Unknown
☐ Other. Explain:

Athletic

Equipment

- ☐ No equipment involved
☐ Equipment involved, describe:

Surface

- ☐ Asphalt ☐ Concrete ☐ Gravel ☐ Ice/snow ☐ Mat(s) ☐ Synthetic surface ☐ Wood chips/mulch
☐ Carpet ☐ Dirt ☐ Lawn/grass ☐ Sand ☐ Tile ☐ Gymnasium floor
☐ Other, specify:

Type of injury (place "X" on all that apply)

Type of Injury (please check all that apply)		Body Part (please check all that apply)																													
		Head	Eye	Ear	Nose	Mouth/lips	Tooth/teeth	Jaw	Chin	Neck/throat	Collarbone	Shoulder	Upper arm	Elbow	Forearm	Wrist	Hand	Finger	Fingernail	Chest/ribs	Back	Abdomen	Groin	Genitals	Pelvis/hip	Leg	Knee	Ankle	Foot	Toe	
Abrasion/Scrape																															
Bite																															
Bump/swelling																															
Bruise																															
Burn/scald																															
Cut/laceration																															
Dislocation																															
Fracture																															
Pain/tenderness																															
Puncture																															
Sprain																															
Other																															

Contributing Factors (check all that apply)

- | | | | |
|--|---|--|--|
| ☐ Animal bite | ☐ Compression/pinch | ☐ Overextension/twisted | ☐ Struck by object (bat, swing, etc.) |
| ☐ Hit with thrown object | ☐ Fall | ☐ Tripped/slipped | ☐ Collision with object |
| ☐ Contact with hot or toxic substance | ☐ Foreign body/object | ☐ Physical altercation | |
| ☐ Collision with person | ☐ Drug, alcohol or other substance | | |
| ☐ Weapon, specify | | | |

--

☐ Other, explain

--

Description of the Incident

--

Witnesses to the Incident

Incident Response (check all that apply)

☐ First Aid	Time		By whom	
☐ Called 911	Time		By whom	
☐ Emergency Contact notified	Time		By whom	
☐ Unable to contact Emergency Contact	Time		By whom	
☐ Employee decided no medical action necessary	☐ Returned to class ☐ Sent/taken home		Days of school missed	
☐ Taken to health care provider/clinic/hospital urgent care	Diagnosis		Days of school missed	
☐ Hospitalized	Diagnosis		Days of school missed	
☐	Explain			
☐ Restricted school activity	Length of time restricted		Days of school missed	
☐ Other, explain				

Describe Care Provided to the Student

--

Additional Comments

--

--

Signature of staff member completing form

Date/time

--

Date/time

--

Head of School Signature

Date/time



NEW VISTAS SCHOOL Technology Usage Policies and Regulations

Teacher/Staff Use of the Computers

Technology at New Vistas School is viewed as a powerful teaching and learning tool. We believe that in order for technology to enhance education, teachers and students need to discover how, where, and why to apply it. The creative integration of computers into daily classroom learning extends and supports the curriculum. Therefore, respect for all technology must be maintained at all times. These policies apply to all school computers, all laptops, and any other internet accessing equipment that is property of New Vistas School or used on school property.

Teacher/Staff Use of the Personal Laptop Computers on School Property

If a teacher or staff member chooses to use a personal laptop in lieu of or in conjunction with a school provided computer, the laptop must initially be reviewed by the Director of Technology. In the event a teacher or staff member resigns or is terminated the laptop must be reviewed by the Director of Technology prior to the Evaluation Interview.

Use of the Technology Equipment ON or OFF School Property

10. The laptop/computer/and or device use will be restricted to school purposes only.
11. The laptop/computer/ and or device setup may not be modified.
12. No software, movies or any other program via internet, thumb drive/disk, or external drive may be downloaded onto the device without prior approval from Director of Technology.
13. Setup or viewing of any social networking sites, including but not limited to personal Facebook for personal reasons, is prohibited.
14. Setup of any music sites including but not limited to iTunes is prohibited without prior approval from Director of Technology.
15. Setup of a personal e-mail account is prohibited.
16. Use of a Gmail account for school purposes is prohibited without prior approval from Director of Technology.
17. Regarding ALL NVS technology equipment used OFF school property - If the laptop/computer/and or device is damaged or not returned when school closes at end of academic year or reopens after a school closure, NVS will charge you for the repair or the replacement cost.
18. New Vistas School AI Usage Policies and Regulations for Teachers and Students must be followed at all times. As AI technology evolves policies will be updated.

Student Use of the Personal Laptop Computers on School Property and Use of Thumb Drive

Teacher/Staff are to immediately report any violation of the student policies detailed below to the Director of Technology.

Any personal laptop used by a student on school property must be reviewed by the Director of Technology prior to using the laptop at school. This review includes but not limited to network connection, printer setup, desktop setup, and virus protection validation. Login Credentials for the personal laptop must be provided to Director of Technology. A student's use of the laptop will be restricted to school purposes only, while on campus. A student will not be permitted to access personal e-mail, Facebook or any other personal social network while on school property. A student may only access the internet with New Vistas School employee supervision and direction. A

student may only view or access YouTube when instructed by NVS Faculty. Students' personal computers will be randomly collected and files checked by the Director of Technology.

When a teacher chooses to use his/her personal laptop for school purposes the laptop will be checked once a quarter by the Director of Technology to verify that antivirus program and other software/firmware are up to date. If found out of date Director of Technology will contact teacher to discuss needed updates and options for making the necessary changes. Needed updates must be made in order for the teacher to continue to use the laptop for school purposes and on school property. Refusal to perform needed updates/changes can result in suspended use of laptop as determined by Head of School. This is necessary to protect network security.

A student is required to have a thumb drive for school use. This thumb drive is required to be brought to school daily. Any thumb drive brought to New Vistas School is to be used for school assignments only. No personal downloads and/or files are to be stored on the thumb drive. Thumb drives must be virus scanned when connected to a school computer. Thumb drives will be randomly collected and files checked by the Director of Technology.

Use of the Technology Equipment During Distant Learning

Teachers are to immediately report any violation of the Distant Learning policies below to the Director of Technology:

In the event NVS school building is closed and Distant Learning is activated the following will be required of each student. Any exceptions to this policy must be approved by the Head of School.

4. Each student must use a dedicated desktop computer/laptop/iPad for school Distant Learning.
5. A Student User Account must be created on the dedicated desktop computer/laptop/iPad using the Student's Name.
6. MS and US students must attend virtual classes using their dedicated computer account and email account. Students will NOT be allowed to attend virtual classes under alternate names without Head of School Approval.

Teacher/Staff Policy for Internet Use

The Internet system provides immediate access to information and great opportunities for learning. The ability to utilize current technology has become vital to learning as a lifelong process. Students and teachers will utilize computers to access information and connect with resources around the world to support their learning.

- A) The use of the New Vistas School Internet system is considered a privilege and is permitted solely for educational purposes only. NVS Faculty, Staff & Administration reserve the right to say "NO" to internet access at any time to any student.**
- B) Despite the fact that the World Wide Web is a powerful teaching/learning tool, not all material on the Internet is suitable for students. In support of the school's philosophy and objectives, the following guidelines for teacher/staff and student access and use have been established for computers, laptops and any other internet accessing device that is property of New Vistas School or is used on school property:**

16. The use of the Internet by a student may only occur in the presence of a New Vistas School employee.
17. New Vistas School's Internet system is established solely for educational purposes.
18. Access to any security codes and/or passwords is prohibited without prior permission from Director of Technology. Distribution of any security codes and/or passwords is strictly prohibited.
19. Parent/Guardian permission is required to post student photographs and/or names.

20. Students, Faculty, and Staff are strictly prohibited from entering an unsupervised “Chat Room.”
21. No personal information may be submitted on the World Wide Web other than Usernames and Passwords
22. No one may purchase personal items via the school Internet system. Purchase of school related items via the Internet is done by the NVS personnel only with Head of School approval.
23. Students may not check personal e-mail accounts or social networking accounts (including but not limited to AOL, Yahoo, EarthLink, Hotmail, Facebook, Twitter, Gmail, etc.)
24. Use of a Gmail account for school purposes is prohibited without prior approval from Director of Technology
25. Viewing and/or accessing YouTube is ONLY allowed when instructed by teacher.
26. Faculty, Staff, & Administrators have authority to deem any material as inappropriate.
27. For Students, Text messaging is only permissible before school, during breaks, and during lunch. Social media including but not limited to Facebook, Instagram, Twitter is not allowed at any time during school hours or while on school property. All messaging content must be appropriate as defined by Faculty, Staff, & Administrators and be in accordance with NVS Technology Usage Policies and Regulations.
28. School issued NVS email accounts are to be used for school purposes only. NVS email accounts/email addresses cannot be used to setup personal accounts including but not limited to Facebook, Twitter, Instagram, etc.
29. **New Vistas School AI Usage Policies and Regulations for Teachers and Students must be followed at all times. As AI technology evolves policies will be updated.**
30. Teachers/staff and students are to report any misuse immediately to the Director of Technology.

D) The following items are considered unacceptable use and will not be permitted:

6. Any use of the Internet for commercial use or political lobbying.
7. Any use of the Internet for illegal, inappropriate use, or obscene purposes, or support of such activities.
8. Illegal activities as defined by law enforcement.
9. Deliberate and intentional introduction of viruses.
10. Downloading of restricted and copyrighted materials.

Disciplinary action will be taken by administration for teacher or staff member found in violation of the above guidelines. Disciplinary action for teacher and staff member violations will be determined by Administration.

At the minimum, any violation of the above guidelines by a teacher or staff member will be immediately reported to the Head of School or NVS Board of Directors Chairperson for proper action.

NEW VISTAS SCHOOL

_____ I will be using a personal laptop for New Vistas School business. My laptop will be reviewed by the Director of Technology before I can begin using my laptop for school business.

_____ I will NOT be using a personal laptop for New Vistas School business.

I have read the Technology Usage Policies and Regulations regarding the use of the school's technology equipment on and off campus, personal laptops on school property, distant learning policies, and the Internet system. I agree to pay any charges billed to me for damages or loss of school equipment used off school property. I agree to abide by the school's policies and regulations.

Teacher/Staff Name: _____

Teacher/Staff Signature: _____

Date: _____



NEW VISTAS SCHOOL AI Usage Policies and Regulations For Teachers

Technology at New Vistas School is viewed as a powerful teaching and learning tool. We believe that in order for technology to enhance education, teachers and students need to discover how, where, and why to use it. As AI technology emerges and becomes more prevalent policies must be established to guide the safe and effective use of these tools. All are required to responsibly use AI tools. Data privacy, transparency, bias, and academic integrity must be addressed at all times. Human decision must be maintained when using AI. These AI usage policies apply to all users of any desktop computers, laptops, and any other internet accessing/electronic equipment that is property of New Vistas or used on school property.

AI Usage Principles

- New Vistas School supports Education Goals for all students: AI will be used to enhance outcomes for each student.
- New Vistas School use of AI will align with regulations to protect student privacy, safety, and accessibility.
- Teachers and Students will build skills to critically evaluate and utilize AI technologies ethically.
- New Vistas School will cautiously explore AI benefits while proactively addressing the risks
- When using AI technologies, students will produce original work and properly credit sources
- Parameters will be set for when and how AI will be used for each class and each assignment to support, not replace educator and student discretion in decision making.

Teacher Policy for AI Technology Tools Use

- C) The use of AI Technologies is permitted solely for educational purposes only. NVS Faculty, Staff & Administration reserve the right to say “NO” to AI tools usage at any time to any student.**
- D) Despite the fact that AI technologies can be a powerful teaching/learning tool, not all AI tools are suitable for students and teachers. In support of the school’s philosophy and objectives, the following guidelines for teacher/staff and AI access and use have been established while using computers, laptops and any other internet accessing device that is property of New Vistas School or is used on school property:**

1. Teachers should always proceed with caution when using AI Tools regarding privacy, data breach and accuracy of information.
2. Students are permitted to use AI technologies only when instructed by the teacher as stated below. Teacher will provide detail instructions for any AI technology tool usage on any assignment. Failure to follow teacher instructions will result in disciplinary action as determined by the teacher and Head of School.

GO PERMISSIVE Students can utilize AI tools to assist in their assignments as instructed by the teacher. ALL SOURCES must be DOCUMENTED MLA Style. Failure to not document can result in a failed grade.	CAUTION MODERATE Students can use AI tools for specific parts of their assignments as instructed by the teacher. ALL SOURCES must be DOCUMENTED MLA Style. Failure to not document can result in a failed grade.	STOP RESTRICTIVE Students are prohibited from using AI tools on their assignment. Failure to not follow teacher instructions can result in a failed grade.
---	---	--

3. Teachers are highly encouraged to use Copilot, the preferred AI generative tool for Education. Teachers are NOT Permitted to setup or use a ChatGPT account on the NVS network for any purpose. Use of any other AI tool requires Director of Technology approval prior to usage. Refer to the link below for additional information

[Microsoft Education - AI Tools for the Classroom](#)

4. Using AI tools to manipulate media for bullying, harassment, or any form of intimidation as determined by administrative staff is strictly prohibited
5. Teachers are NOT Permitted to submit Generated AI work as their original work.
6. Teachers are required to Document ALL AI tools/resources used in Planning and Student Assignment Delivery. This documentation must be included in Planbook for all daily plans utilizing any AI tools. and any student assignment allowing/requiring assistive usage of AI technology tools.
7. AI tools can be used to enhance curriculum however, teachers must use discretion when allowing assignments to be AI assisted to eliminate undercutting the learning process.

Disciplinary action will be taken by administration for teacher or staff member found in violation of the above guidelines. Disciplinary action for teacher and staff member violations will be determined by Administration.

At the minimum, any violation of the above guidelines by a teacher or staff member will be immediately reported to the Head of School or NVS Board of Directors Chairperson for proper action.

NEW VISTAS SCHOOL

I have read the AI Usage Policies and Regulations. I agree to abide by the schools' policies and regulations stated in the AI Usage Policies and Regulations.

Teacher/Staff Name: _____

Teacher/Staff Signature: _____

Date: _____



Professional Development Request Form

Employee Name: _____

Professional Development Plan Details

Title of Professional Development: _____

Location: _____

Dates of Attendance: _____

Itemized Cost: _____

Briefly describe the PD requested:

*Attach an event schedule along with a registration form that includes the website address.

Employee Signature: _____ Date: _____

Date Received: _____

Date Approved: _____

Signature of Head of School: _____

**SCHOOL CRISIS MANAGEMENT FORM
2025-2026**

I have read and understand the New Vistas School Crisis Management for the 2025-2026 school year. If I have any questions, I will contact the school administration for clarification.

Employee

Date

**NVS FACULTY & STAFF HANDBOOK FORM
2025-2026**

I have read and understand the New Vistas School Faculty & Staff Handbook for the 2025-2026 school year. If I have any questions, I will contact the school administration for clarification.

Employee

Date



School Notifications SMS Messaging Consent Form

Please check the box below if you wish to receive SMS text messages for school closings, delays, event reminders, and other school related activities.

☐

Yes, I would like to OPT-IN to receive SMS text messages on the cell phone numbers listed below.

Message and data rates may apply. To opt-out at any time reply STOP to the SMS text message.

Faculty/Staff Name: _____

Faculty/Staff Signature: _____ Date: _____

*Please send SMS text messages to the cell phone numbers listed below:

1. Name _____ Cell (____) ____ - ____

2. Name _____ Cell (____) ____ - ____

*Privacy Policy: All names and cell phone numbers collected will only be used for the purpose listed above and will not be shared with any third-parties. You may opt-out at any time by replying STOP to the SMS message or by contacting New Vistas School at 434-846-0301.

TECHNOLOGY GUIDELINES

Procedures and policies for Computer Labs, electronic equipment (SMART boards, iPads, radios) and electronic files – including attendance, gradebook, planbook, and grade reports

Table of Contents

COMPUTER LABS.....	B-1
TECHNOLOGY EQUIPMENT	B-2
TECHNOLOGY EQUIPMENT START UP INSTRUCTIONS	B-2
SMART Board	B-2
Orienting the Smart Board	B-2
LUMIO - SMART Learning Suite.....	B-3
Usage Guidelines for iPads	B-4
Radio Operation	B-4
Radio Policy	B-5
VIRTUAL CLASSES –	B-5
Initiators	B-5
To Initiate a Meeting/Class Session.....	B-6
Schedule a Meeting/Class Session.....	B-7
To Control Participants’ Privileges:.....	B-9
ELECTRONIC FILES	B-9
Attendance	B-9
Gradebook.....	B-10
Planbook	B-12
Grade Reports	B-12
Business Forms	B-15
E-MAIL/INTERNET TROUBLESHOOTING	B-16

COMPUTER LABS

Computer Lab A (Room 205) and Computer Lab B (Room 113) are available during the school day for class use. Teachers need to reserve the requested class period by signing up in the **Computer Lab Sign Up** notebook located in each of the respective labs. For resolution of any scheduling conflicts, please see the Director of Technology.

Teachers can reserve the LAB for class by signing up in the Lab Sign Up Notebook. This notebook is located on the table (LAB A) or filing cabinet (LAB B) at the entrance to each lab. For lab usage not reserved please indicate usage in the Sign-Up Notebook. All LAB usage by teachers and their classes must be scheduled and recorded in the Lab Sign Up Booklet. Teachers may be instructed to sanitize equipment after use in the absence of the Director of Technology

LS Computer Lab Usage

Each LS student is assigned a computer in each Lab. **The student must use only his/her assigned computer at all times.** If a student needs to change computers on a one-time basis a **Student Assigned Computer Change** form must be completed and placed in the Director of Technology's mailbox. Forms are located in the Computer Lab Sign Up notebook.

Each student has a personal folder on his/her assigned computer. **ALL work must be saved in this folder.** Any work NOT saved in a student's folder is subject to deletion at any time.

US Computer Lab Usage

US teachers must complete the **US Computer LAB Usage** form for each computer lab session. Forms will be available in the Computer Lab Sign Up notebook. Completed forms must be submitted to Director of Technology after each session. Students will be required to save all work on their thumb drives.

NO student reports or other confidential reports are to be prepared on a lab computer.

TECHNOLOGY EQUIPMENT

The following Technology Equipment is available for Teacher/Classroom use on a Reserve/Sign Out/Sign In basis.

All Equipment Must be Signed Out, Signed In, and Returned with All Accessories.

LAB A

Reserve/Sign Out/Sign In Notebook for following equipment is located in LAB A

- Ipads
- Document Camera

SMART Pens – A limited number (2) of SMART pens are available for student use – Please see Director of Technology.

TECHNOLOGY EQUIPMENT START UP INSTRUCTIONS

SMART Board

1. Turn SMART Board ON.
2. Select Input (varies with Models)
 - a. HDMI/DISPLAY Port
 - b. iQ
3. Place SMART Board in Sleep Mode Monday through Thursday after use. On Friday Turn Off the SMART Board at main switch.

Orienting the Smart Board

Orientation ensures your finger touch registers accurately. Your finger and the cursor should be in the same place; if NOT you need to orient the interactive whiteboard.

1. Select Icon in Task Bar. Select Orient. The Orientation screen appears.



2. Begin the orientation process at the upper left corner of the Orientation screen.
3. Press your finger or pen firmly on the center of each cross in the order indicated by the white, diamond-shaped graphic.

Your finger is now the Mouse.

1. Pressing the whiteboard with your **finger** is the same as a **left-click** with a **mouse**.
2. A **Double-press** on the application icon with your finger **equals a double mouse click**.

LUMIO - SMART Learning Suite

Smart Learning Suite consist of 2 parts

1. SMART Notebook



2. SMART Learning Suite Online(Lumio)

Introduction: <https://legacy.smarttech.com/en/lumio>

To Access SMART Notebook

1. Click on SMART Notebook Icon on Desktop
2. Notebook has been activated. If however you are prompted to “Log In/Sign In” use your School Microsoft Acct
 - a. Username – your school email address
 - b. PW – See Director of Technology

To Access LUMIO - SMART Learning Suite Online

1. Click on **LUMIO Icon** on Desktop

2. You should be Signed In. If, however you are prompted to “Log In/Sign In” use your School Microsoft Acct
 - a. Username – your school email address
 - b. PW – See Director of Technology

Your Class Name/Display Name will appear

Usage Guidelines for iPads

iPads are stored in Charging Containers. Each iPad Charging Container must be SIGNED OUT before being taken to classroom. A key will be provided to the teacher when the Charging Container is signed out and ready to be taken to classroom. KEY is to be kept in a secure place in classroom and is NEVER to be given to a STUDENT. iPads must be kept in case when NOT in use by Students.

****NEVER LEAVE THE UNITS OUT OF THE CASE WHEN NOT IN THE CLASSROOM. ****

****CASE MUST BE KEPT LOCKED AT ALL TIMES WHEN IN THE CLASSROOM****

****DO NOT REMOVE CHARGING CHORDS FROM THE CHARGING CONTAINERS AT ANY TIME****

1. “iPad Use Record” folder is located in the iPad container. **Each student must sign for a unit on the Use Record sheet.** Each unit has a unit number on the back.

NOTE: the iPads are connected to the internet.

1. Turn ON unit using press button on top of unit.
2. Follow screen instructions to “Unlock.”
3. Application Icons (app icon) will appear on the screen.
4. Select an app icon with finger touch.
5. When task is completed, press button on top of unit to power OFF.
6. Follow screen instructions to “Power OFF”
7. Return Unit to Charging Container.
8. To charge iPad units plug Charging Container power strip into outlet.

Radio Operation

1. To Turn Radio ON - Turn the VOLPWR knob Clockwise

If your radio is turned on, your radio shows the following indications:

- A tone sounds. NOTE: If the Tones/Alerts function is disabled, no tone sounds.
- The green LED illuminates. NOTE: If your radio fails to turn on although your battery is charged and properly attached, contact your dealer for assistance.

2. To Select Channel 1 – Turn the CH selector to Channel 1(SCHOOL Wide Broadcasting)
3. To Broadcast an Announcement - Press Push To talk (PTT) Switch and speak into Microphone



LED Indicator	
Solid RED	Radio is Transmitting
Solid GREEN	Radio is ON and Radio is a Receiving a Signal
Blinking RED	Battery is Low

Radio Policy

1. Pick up radio each morning when Signing In upon arrival
2. Turn Radio ON and Select Channel 1. (Radio will make a “Bleep” sound when Turned ON)
 - a. Radio is **to Remain ON during the entire School Day.**
 - b. Radio **must be with you At ALL TIMES** – sitting on desk in classroom, clipped to clothing, or carried when leaving classroom.
3. If **Schoolwide Announcement** is needed press PPT and broadcast on **Channel 1.**
4. If **Private Message** is needed –broadcast announcement on **Channel 1** for “the requested Individual to Switch **to Channel 3**”
 - a. Then proceed to speak to individual via **Channel 3**
 - b. Once complete return to **Channel 1**
5. Return radio to Admin Assist Office when Signing Out at the end of the day.

CHARGING - charging the Radios is the responsibility of the Administrative Assistant. When Battery Low Indicator is Blinking RED or Radio is making a “beeping” sound the Radio needs to be Charged. For Charging return Radio to Administrative Assistant.

VIRTUAL CLASSES –

Initiators

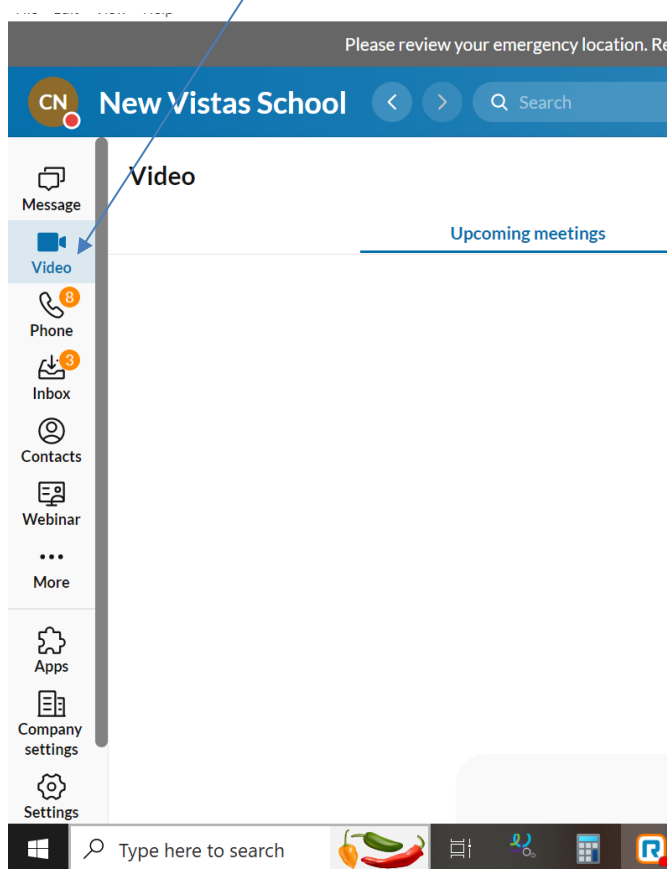
The following individuals can schedule/initiate a meeting (initiate a classroom session)

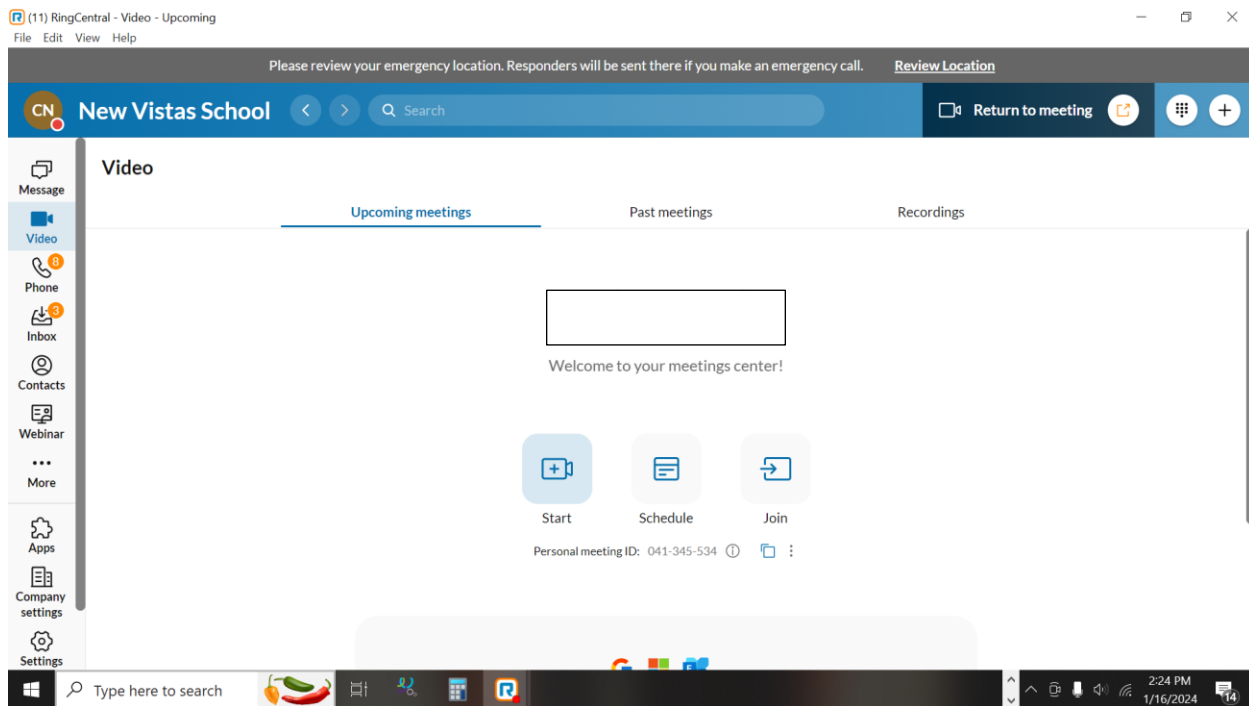
NOTE: These individuals will initiate the meeting and then the teacher will conduct the class.

Head of School
Assistant Head of School
Administrative Assistant
Director of Technology
Director of Advancement
Business Manager

To Initiate a Meeting/Class Session

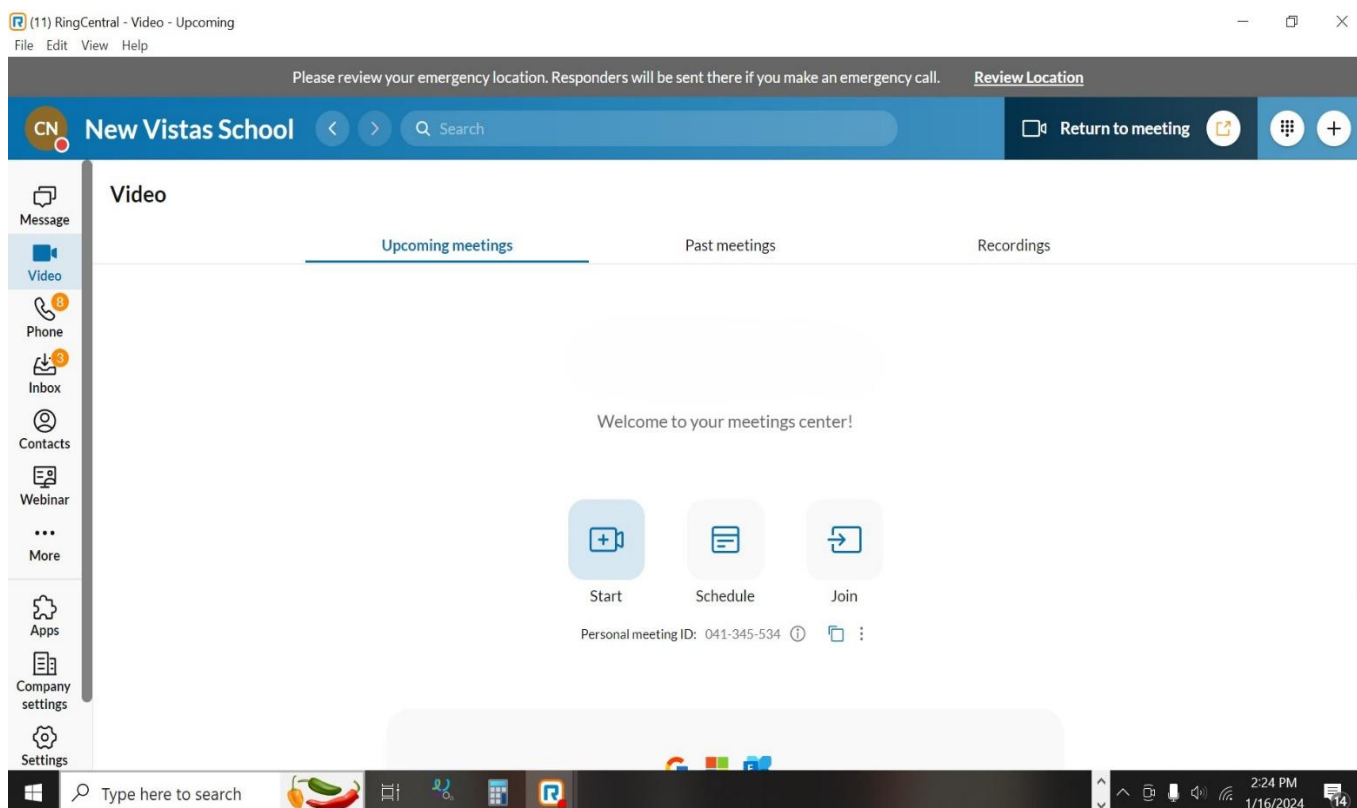
1. Sign In to Ring Central App using School Email address and password
2. Select **Video**. The Video Window appears.



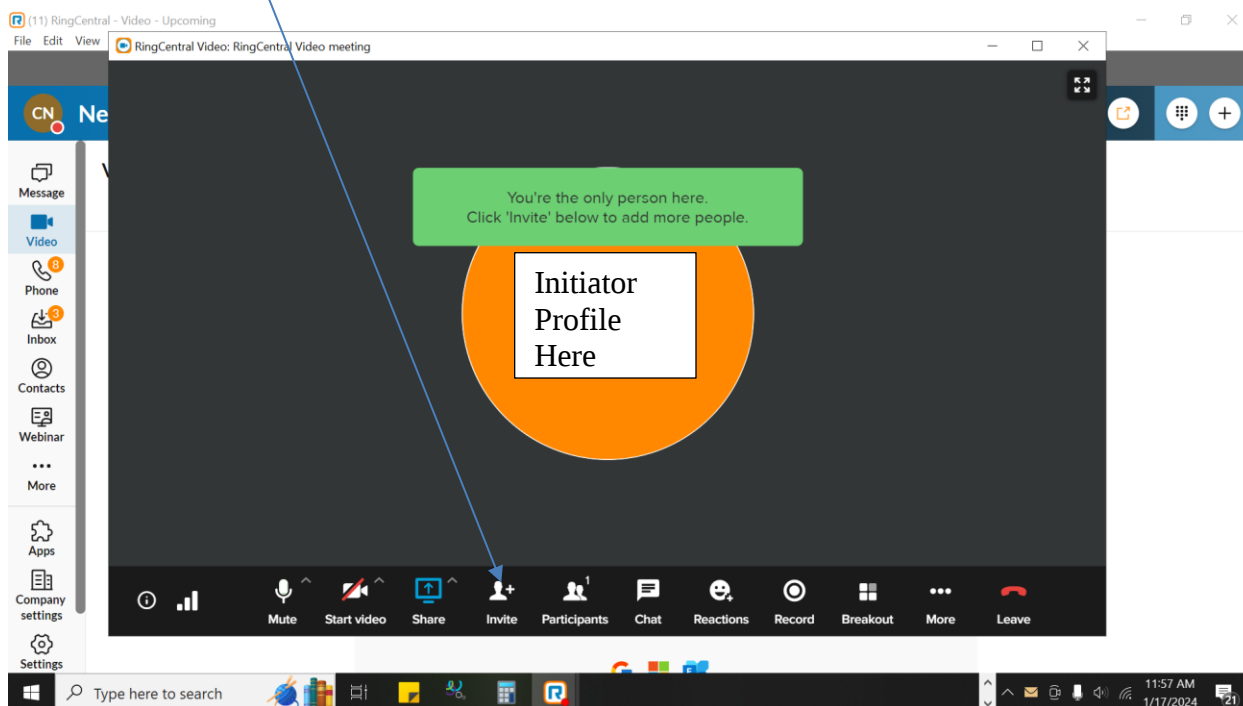


Schedule a Meeting/Class Session

1. Once the video window appears select
 - a. **Start** - to immediately initiate meeting/classroom session (See Step 2) OR
 - b. **Schedule** - to schedule a meeting/classroom session (See Step 3).
 - 1) In **Schedule window** enter meeting date and time on right hand side of window.
 - 2) Click **Schedule**.



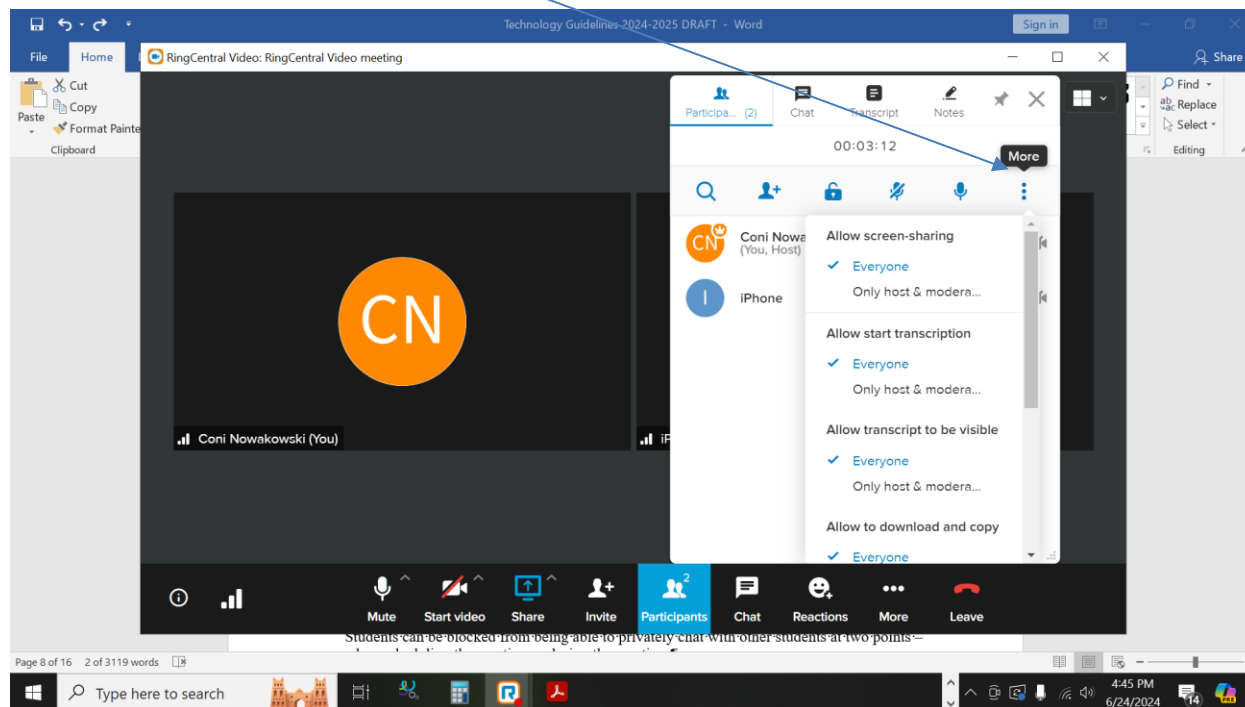
2. Click on **Invite** and enter **Participants Email** in the **To** block.



3. Enter Participants Email in the **To** Block.

To Control Participants' Privileges:

1. Click on “More” menu in the Participants Window



ELECTRONIC FILES

Attendance

Attendance is taken Every Day in Every Period.

Homeroom

1. Login to your account
2. Click on **Gradebook** tab. Select **Attendance** in Drop down menu.
3. Select **Homeroom** – “**Last Name**” NOTE: Each Homeroom is indicated by Teachers Last name
EX: Jane Smith’s Homeroom is “Homeroom-Smith”
4. Verify **Calendar** is set to correct date.
5. Students that are enrolled in HR will appear.
6. Select Dropdown Menu under “Teacher Mark”
7. For each student - Select appropriate “Mark”
Choose: Present OR
Absent
Comments can be entered if needed/desired.
8. Click on **Save**.
9. No further action needed in Homeroom

All Other Periods

1. Login to your account
2. Click on **Gradebook** tab. Select **Attendance** in Drop down menu
3. Select **Class** – Students that are enrolled in **selected class** will appear.
4. Verify **Calendar** is set to correct date.
5. Select Dropdown Menu under “Teacher Mark”
6. For each student - Select appropriate “Mark”

Choose: Present OR Absent as NOTED below

Comments can be entered if needed/desired.

- If a student is marked “**ABSENT**” in Homeroom, teacher will see **Absent Excused or Absent** in attendance records (Under **Admin Marks**) for all of the student’s classes on that day. Teacher should select **Absent** or **Absent Excused** in Teacher Marks drop- down menu to agree with **Admin Mark**.
- If Community Service, Field Trip, Guidance, or Internship is already marked under **Admin Mark** then Teacher should select **SAME MARK** in Teacher Mark drop- down menu to agree with **Admin Mark**.
- This means that if you have a student that is **NOT in Class** and **NOT Marked “Absent, or Absent Excused”** or one of the marks below notify Admin Assist in front office. Admin Assist will determine where student is and will tell teacher what to mark.

Community Service

Field Trip

Guidance – Includes problem solving, ISS, LEA service provider sessions.

Internship

If a student is marked “**ABSENT**” in Homeroom but comes in later during the school day. “**Tardy Excused or Tardy**” will appear in the attendance records for the arriving period. **ABSENT** will be removed from the remaining periods in the day.

7. Click on **Save**.

Gradebook

1. Enter **Thinkwave.com**. Log in to Open Account
2. Create **Assignment Types**
 - A. Click **Setup** Tab
 - B. Select **Assignment Types**
 - a. Click ⊕**Add** to create each assignment type. Assignment type window will appear.
 - b. Enter Assignment Name.
 - c. Click **Save**
3. Repeat Step B for each assignment type.
4. Create **Grading Options**
 - A. Click **Setup** Tab.
 - B. Select **Grading Options**.

These instructions apply to percent-based grading plans. If you choose to use point-based grading plans please see Director of Technology individually.

Initial setup

Grading Options Setup for 2 or More classes with Identical grading plan/distribution

If 2 or more classes have identical grading plan/distribution then setup Default Grading Options based on these classes. Follow Steps #1-12.

If each class has a different grading plan/distribution **one class** must be selected for **Default Grading Option** setup.

1. Select **Percentage**
2. Select **Use assignment-type weighting**.
3. Enter % for each assignment type.
4. Select **Average Subterms**
5. Enter % for Term.
6. Repeat for Semester 2
7. Click **Continue**
8. Click **Setup**.
9. Click **Grading Options**.
10. Select each class that has this Default Grading
11. Select **Default** for each Term (Quarter, Semester)
12. Click **Save**.

NOTE: The **Final Exam Term** grading options have to be setup up for each class individually. There is NOT a default setting for the Final Exam Term for each class:

- a. Select class.
- b. Scroll to bottom of page and select **Advanced Grading Options for “Class Name”**
- c. Select **Override default with Flexible Grading Options for Final Exam Term**
- d. Indicate the assignment that will be counted as Final Exam at 100%.
- e. Repeat Steps “a” through “d” for each class.

Grading Options setup for Classes with individual grading plan/distribution (Grading Plan other than Default)

If you have only one class with a particular grading plan/distribution follow Steps #1-8.

1. Click the applicable Class Title.
2. Select **Override default with Flexible Grading Options**.
3. Select **“Use assignment-type weighting”**
4. Enter % for each assignment type.
5. Repeat Steps #2-4 for each Quarter Term and Final Exam Term.

NOTE: To setup the **Final Exam Term** grading options

- a. Scroll to bottom of page and select **Advanced Grading Options for “Class Name”**
- b. Select **Override default with Flexible Grading Options for Final Exam Term**
- c. Indicate the assignment that will be counted as Final Exam at 100%.
- d. Repeat Steps “a” through “c” for each class.

6. Select **Average Subterms** for the Semester 1 and Semester 2
7. Enter percentage each Quarter Term and Final Exam will count per Semester
8. Click **Save**.

Planbook

To create a lesson plan(s):

1. Click on Planbookedu.com Desktop Icon or go to www.Planbook.com
2. Enter School Email Address
3. Enter School Email Password
4. Click **Login**.
5. Click on **Planbook** in Blue Navigation Bar
6. Click **Create Planbook**.
7. Complete Name, Dates, Periods.
8. Click **Save** (Click **Save and Select Standards**). Planbook template will appear.
9. Scroll over symbols located under the Planbook Date to select editing tools and options.
10. Click on **Edit** in each date block OR Double Click on date block. Edit window will appear.
11. Type/Enter lesson plan (Note to include a file click on **Upload a File**.)
12. Click **Save**.
13. Use the **Turn In** Feature to submit plans to Assistant Head of School.

Grade Reports

All Reports shall be processed as follows:

Administrative Assistant

1. Generate the Academic Reports (Grade Report) via ThinkWave,
2. Save reports to the appropriate academic report file in the Student Records File Folder.

Elementary Unit

1. Select Network Computer that contains the records
2. **Click on Student Records Confidential**. Select **Student Records 2025-2026**. Select **Elem Student Records**. A list of student folders will appear.

3. Click on each student's folder.
4. Click on **"Grade Reports"** folder.
5. Select form and enter necessary information.

Please note on the IIP forms the Student's name needs to be typed in the footer on the first page. To add student's name to footer:

- a. Page 1/Front Page - Click on footer area.
- b. Header/Footer toolbar will appear
- c. Place cursor beside "Student."
- d. Type First and Last Name.
- e. Close Header/Footer toolbar.

Name will automatically appear on the footer of the additional pages.

NOTE: Academic Grade Reports are generated in Thinkwave.

Form Filename should be one of the following: **AcademicReport**, **AcademicCommentReport**, **AdvisorCommentReport**, or **InterimReport**, followed by the issue date. For example:

AcademicReport102225 (Generated in Thinkwave by Admin Assistant)

AcademicCommentReport102225

AdvisorCommentReport102225

InterimReport091025

For a complete list of all filenames refer to list at end of this section

6. Input the necessary information on each student's record.
7. Click **Save** to save to the student's folder.

Middle School Unit

1. Select Network Computer that contains the records
2. **Click on Student Records Confidential.** Select **Student Records 2025-2026.** Select **MS Student Records.** A list of student folders will appear.
3. Click on each student's folder.
4. Click on "**Grade Reports**" folder.
5. Select form and enter necessary information.
Please note on the IIP forms the Student's name needs to be typed in the footer on the first page. To add student's name to footer:

- a. Page 1/Front Page - Click on footer area.
- b. Header/Footer toolbar will appear
- c. Place cursor beside "Student."
- d. Type First and Last Name.
- e. Close Header/Footer toolbar.

Name will automatically appear on the footer of the additional pages.

NOTE: Academic Grade Reports are generated in Thinkwave.

Form Filename should be one of the following: **AcademicReport**, **AcademicCommentReport**, **AdvisorCommentReport**, or **InterimReport**, followed by the issue date. Filename for an Interim Report for Middle School and Upper School students should indicate subject after issue date. For example:

AcademicReport102225 (Generated in Thinkwave by Admin Assistant)

AcademicCommentReport102225

AdvisorCommentReport102225

InterimReport091025Mat

InterimReport091025Sci

For a complete list of all filenames refer to the list at end of this section.

6. Click **Save** to save to the student's folder.

Upper School Unit

1. Select Network Computer that contains the records
2. **Click on Student Records Confidential.** Select **Student Records 2025-2026.** Select **US Student Records.** A list of student folders will appear.
3. Click on each student's folder.
4. Click on "**Grade Reports**" folder.
5. Select form and enter necessary information.
Please note on the IIP forms the Student's name needs to be typed in the footer on the first page. To add student's name to footer:
 - a. Page 1/Front Page - Click on footer area.
 - b. Header/Footer toolbar will appear
 - c. Place cursor beside "Student."
 - d. Type First and Last Name.
 - e. Close Header/Footer toolbar.

Name will automatically appear on the footer of the additional pages.

NOTE: Academic Grade Reports are generated in Thinkwave.

Filename should be one of the following: **AcademicReport**, **AcademicCommentReport**, **AdvisorCommentReport**, or **InterimReport**, followed by the issue date of issue. Form Filename for an Interim Report for Middle School and Upper School students should indicate subject after issue date. For example:

AcademicReport102225 (Generated in Thinkwave by Admin Assistant)
AcademicCommentReport102225
AdvisorCommentReport102225
InterimReport091025Mat
InterimReport091025Sci

For a complete list of all filenames refer to the list at end of this section.

6. Click **Save** to save to the student's folder.

Unit Coordinator

1. **Notify Administrative Assistant that reports are complete.**

Administrative Assistant

1. Generate and Print all completed Grade reports from Thinkwave.
2. Save each student's Thinkwave Grade Report as a PDF and file in each student's Grade Report Folder in Student Records File Folder
3. Print all Academic Comment Reports, and Advisor Reports as required.
4. **Mail all reports.**
5. **Notify** Director of Technology. Files will be backed up to external hard drive and Thumb Drive stored in fire-proof

Filenames

Academic Grade Report (Issued 10-22, 01-14, 03-25, 06-03)

AcademicReport102225

AcademicReport011426

AcademicReport032526

AcademicReport060326

Academic Comment Report (Issued 10-22, 01-14, 03-25, 06-03)

AcademicCommentReport102225

AcademicCommentReport011426

AcademicCommentReport032526

AcademicCommentReport060326

Advisor Comment Report (Issued 10-22, 06-03)

AdvisorCommentReport10225

AdvisorCommentReport060326

Advisor End of the Year Report of Progress (Issued 06-03)

AdvisorEndofYearReportofProgress060325

Interim Report (Issued 09-10, 11-12, 02-11, 04-15)

InterimReport091025

InterimReport111226

InterimReport021126

InterimReport041526

IIP

IIP2025-2026

IEP (To be scanned in)

IEP2025-2026

Business Forms

A folder titled "**School Business Forms.**" is located on Network Computer E5. This folder provides access to many personnel, student intervention, parent contact, and technology forms.

E-MAIL/INTERNET TROUBLESHOOTING

Please follow the steps below when you are unable to send or receive e-mails.

