



A Handbook for Parents/Guardians and
Students

July 1, 2025 – June 30, 2026

***The Complete Guide for Golden Eagles
and Their Families***

Published July 2025

“Some children learn differently.

We teach differently.”

520 Eldon St.

Lynchburg, VA 24501

www.newvistasschool.org

School Office: 434-846-0301

Fax Number: 434-528-1004

A Handbook for Parents/Guardians and Students

July 1, 2025- June 30, 2026

The Complete Guide for Golden Eagles and their Families

Table of Contents

Forward to Parents and Guardians	i
A Brief History of New Vistas School	iii
Statement of Diversity, Equity, and Inclusion	iv
Board of Directors.....	v
Mission, Philosophy, and Objectives.....	vi
Program Objectives.....	viii
Academic Program.....	viii
Applied Studies, Upper School.....	ix
Guidance/Counseling Program, All School.....	ix
Healthy for Life Program, All School.....	ix
Enrichment/Community Service Program.....	x
Dual Enrollment Program, Juniors and Seniors.....	x
New Vistas School Calendar, 2025-2026	1
FACULTY & STAFF, 2025-2026	2
Faculty & Staff Room Assignments	3
Daily Schedule - All School	4
STUDENT LIFE	5
A. Guidance Counseling/Advising	5
B. Healthy for Life/Physical Education	6
C. Enrichment	6
STEAM Team	6
D. Reassigning Students	8
E. Problem Solving/Discipline.....	9
Discipline Policy	9
Basic School Rules/Specific School Rules	10
Chain of Responsibility	12
Consequences	12
Detention	13
Suspension Policy	13
Expulsion Policy	14
F. Dress & Appearance: Dress for Success	15
G. Snack/Lunch.....	17

H. Personal Technological Equipment	17
INSTRUCTION, EVALUATION, AND STUDENT PROGRESS: PHILOSOPHY AND GOALS	19
The Philosophy/Goals.....	19
A. Reporting.....	21
B. Formal Testing, Assessment, and Grading.....	22
Faculty Guidelines.....	23
C. Grading System	24
D. Learning Plans.....	25
Traditional On-Campus Learning	25
Contingency Learning Plan	25
Hybrid Learning.....	25
Distance Learning	25
Hybrid and Distance Learning Virtual Schedule	25
Requirements and Expectations for Virtual Classes.....	26
E. Graduation	27
F. Dual Enrollment Options for Upper School Students	27
G. Homework.....	28
H. Field Trips/Beyond the Walls	28
I. Student Attendance.....	29
J. Guidance Counseling Services.....	31
K. Study Hall/After School Opportunities.....	31
L. Saturday School.....	32
M. Technology.....	33
NEW VISTAS SCHOOL Technology Usage Policies and Regulations	
For Students.....	34
NEW VISTAS SCHOOL AI Usage Policies and Regulations	
For Students.....	38
POLICIES and PROCEDURES	41
A. Admissions.....	41
B. School Supplies	41
C. Cancellations/Delays.....	42
D. Complaint Resolution	42
E. Contraband Policy	43
F. Tuition Assistance	44
G. Lost Books/Materials	45
H. Passes	45
I. Property Damage	45
J. Student Records.....	45
K. Supervision.....	46
L. Telephone Use	47
M. Drop-off and Pick-up.....	47
N. Transportation by Staff	47
O. Violence	48
P. Decision-Making Plan	48

HEALTH & SAFETY	49
A. Contraband Items	49
B. Crisis Management Plan.....	49
C. Threat Assessment.....	49
D. Infectious Disease/Sickness While at School	51
E. Injury/Accidents	51
F. Playground Policy.....	52
G. Concussion Policy.....	52
H. Medication	55
I. Sexual Harassment/Harassment	56
 PARENTS’ & GUARDIANS’ ROLES/VOLUNTEERS	 58
Parental Involvement	58
Volunteers	58
Fund-raising projects	58
 Appendix A.....	 A-1

Enclosures to be signed and returned to the school office:

1. Computer Usage Agreement
2. AI Usage Agreement
3. Review of Handbook
4. Text Messaging OPT In
5. Volunteer Options

Extras/Pull-outs for home reference

1. 2025-2026 NVS Calendar
2. Contingency Instructional Plan

Forward to Parents and Guardians

Dear Parents and Guardians:

Welcome to New Vistas School for the 2025-2026 school year. Working together for the academic, social, and emotional development of your child will be our focus as we launch our thirty-ninth year serving children and their families in the educational community.

We at New Vistas School are committed daily to following the mission of the school for each young person we teach:

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.*

In doing so, we work to maintain an average 4:1 student/teacher ratio throughout the school, with some classes as small as 1:1 and some as large as 6:1, depending on skill needs and content.

As a parent myself, I know you may have many questions. This handbook is one means of answering them, but please know that you are welcome to call and schedule an appointment with me at any time to talk about your child's needs and talents as well as your concerns.

This handbook seeks to answer as many questions as possible and serve as a useful reference all year. It provides a pull-out calendar for your reference, so please put this somewhere you refer to daily (maybe as a picture on your cellphone). Throughout the year, memos and letters, as well as monthly calendars, will provide additional information and notice of any needed changes (though we will strive to maintain the schedule included in this packet). While, occasionally a calendar disruption is necessary; our aim is to give you sufficient notice when changes occur.

Please note that all scheduled days are considered "school" calendar days and are part of the full opportunities of the school's program. Field trips and commencement are both important aspects of the schedule that enable us to teach your child the importance of being part of and participating in a **community**. While these may appear, at first glance, to be only "extras," we as educators consider them valid, valuable aspects of each child's socio-emotional growth and developing sense of community and citizenship, as well as providing experience-based learning opportunities.

Also note as you review the calendar that we have very few all-day teacher workdays, in an effort to maintain greater educational structure and consistency for the young people. This means that on most "teacher work days" **students usually will attend half days** and teachers will have half days to complete assessments and reports. All core courses meet during these half days.

Parents and children tend to have the most questions about:

- Attendance
- Problem-solving/discipline
- Health and safety
- Dress and appearance
- Technology use
- Homework
- After School Study Hall (ASSH)
- Saturday School

PLEASE be certain that you and your child ***go over and discuss*** those sections together to avoid stress, confusion, or misunderstanding before signing the agreement that you've read and understand this handbook. If any of the topics have been trouble spots/hotspots in your child's prior schooling, please be doubly certain that they understand the school's policies.

I must emphasize that **supervision begins at 7:45am and ends at 4:00pm daily. *There will be no AFTER SCHOOL STUDY HALL on Wednesdays.*** Before and after those times, **no faculty/staff** is assigned to be on duty. Please, for the safety of your child, **do not** drop off a student before 7:45am or leave a child on school grounds after 4:00pm.

Please keep this handbook accessible, so you'll have a quick reference related to calendar, schedules, numbers and addresses, and policies. If you have any questions or concerns related to this handbook's contents after you read it, please contact the school office (434-846-0301) to schedule a meeting with me or the Assistant Head of School.

New Vistas School is licensed to operate by the Commonwealth of Virginia and accredited by the Virginia Association of Independent Schools.

Thank you for choosing New Vistas School as the educational community for your child. We look forward to many positive, productive, and healthy learning experiences together.

Best regards,

Lori M. Eaglin, Ed. S.
Head of School

A Brief History of New Vistas School

In 1986, New Vistas School was founded by Lucy Guggenheimer Ross as a private, non-profit day school dedicated to serving the needs of children and adolescents experiencing learning and attention difficulties. This year, 2025-2026, marks the thirty-ninth anniversary of the school's continuous service.

A community-wide tutoring component for young people and adults was added in 1987. In 1990 the school moved to its present location, 520 Eldon Street, which it owns.

In 2001, The Lucy Guggenheimer-Ross Endowed Fund was established by Rosel and Elliot Schewel.

New Vistas School was accredited by the Virginia Association of Independent Schools in 2005; on the 2015 Ten-Year Visit the accreditation was renewed for another five years. In 2021 the school went through a five-year interim visit from the Virginia Association of Independent Schools, granting us renewal for the next five years. The Virginia Department of Education renewed the NVS' license to operate until 2026.

At the end of the 2006 school year, after the school experienced twenty years of success and growth under her leadership, co-founder and Head of School Lucy Guggenheimer Ross retired. In July of 2016, Charlotte G. Morgan, retired as NVS Head of School after ten years of outstanding service to the school.

In July 2016, Dr. Lisa J. DeJarnette, former NVS Assistant Head of School and faculty member, was appointed as Head of School. Her professional career working with students with specific learning needs, as well as her previous tenure with the school, provide consistency and stability to the school as it continues to serve the unique educational needs of the school's students and their families and the community at large. Dr. DeJarnette completed her tenure as Head of School in June 2019.

In July of 2019, Lori Eaglin was appointed the Interim Head of School for the 2020-2021 School Year. Ms. Eaglin first came to New Vistas School in July of 2006 where she has been serving as the Guidance Counselor, Student Service Coordinator, and Admissions Chair. Ms. Eaglin has over 30 years' experience working with students with learning differences in a variety of settings. Her expertise provides the same consistency and stability provided by her predecessor.

In March of 2020, Ms. Eaglin was named Head of School by the Board of Directors.

Today, NVS remains committed to its Mission and core principles of offering an individualized instructional program in a safe, nurturing environment, "educating one child at a time." As we know so well, "Some children learn differently. We teach differently."



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 background, 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 arouse 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				
Final Exam Review Day						
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 September 21 Days October 22 Days November 17 Days December 14 Days Total 181	January 19 Days February 20 Days March 21 Days April 17 Days May 16 Days June 0 Days Days	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>Academic Reports</u></td> <td style="text-align: center;"><u>Interim Reports</u></td> </tr> <tr> <td style="vertical-align: top;"> 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 </td> <td style="vertical-align: top;"> September 10 November 12 February 11 April 15 </td> </tr> </table>	<u>Academic Reports</u>	<u>Interim Reports</u>	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 10 November 12 February 11 April 15
<u>Academic Reports</u>	<u>Interim Reports</u>					
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 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	sjames@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		

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

STUDENT LIFE

New Vistas School provides a “whole child” education, challenging intellect, developing skills, promoting effective social interaction, recognizing and stimulating talents, and providing opportunities for healthy lifestyle choices, community service, and positive citizenship. Student Life development is critical for the most optimum student participation and growth.

A. Guidance Counseling/Advising

New Vistas School offers a strong educational program which integrates guidance counseling as well as transition, college, and career counseling.

A guidance counselor assists students in identifying talents and interests. Additionally, s/he assists them in making and implementing transition plans as well as making college and career choices.

Each student has a faculty advisor.

Faculty members serve as advisors for individual children, assisting with interpersonal aspects of the school day and IEP/IIP needs and compliance. New Vistas School is committed to the concept of developing the whole child; as such, we pay attention to each student’s growth not only as an individual but as a member of a larger community. The advisor may work with the parent/guardian as well as the student in helping those in need of assistance with social skills and interpersonal communication.

For behavioral development, Guidance/Transition Counselor and Assistant Head of School serve as the primary problem solvers. In this way minor problems do not become major concerns, and students learn the process of identifying the problem, understanding his/her part in it, considering logical consequences, and looking at ways to avoid the same problem in the future.

NVS does NOT have a school psychologist on staff; for those children who need specialized clinical assistance outside school, New Vistas School expects close communication between the parents/guardians as well as the therapist to assure that the school day incorporates any prescribed aspects of treatment. ***If a child is in therapy, NVS requires a signed release*** form in order for the school to coordinate effectively and consistently with the treatment plan. Please contact the school and notify your child’s advisor if s/he is receiving counseling outside the school.

B. Healthy for Life/Physical Education

Our PE program is grounded in a Healthy for Life approach. This encompasses recreational games, nutrition, thoughtful decision-making, and a positive attitude toward physical activity and exercise. Collaboration and participation are also focal points. NVS focuses on teaching children to work as a positive, productive part of a team or group. Involvement, consideration, respect, taking turns, and helping those who are less talented in a particular game or sport: these are critical to positive social development and a healthy lifelong outlook.

This school's focus on Healthy Living will continue to encourage students to learn and consider healthy lifestyle choices in terms of nutrition, exercise, and personal goal-setting. We would ask that families work with us by:

- sending healthy snacks and lunches daily
- sending only water or whole juice beverages, in lieu of other beverage alternatives
- limiting fast food as meal choices
- limiting sweets to “treats” rather than as a daily aspect of lunch/snacks

C. Enrichment

Recognizing and encouraging talent in the practical and fine arts as well as introducing new enrichment activities for life are at the heart of the NVS enrichment program. After a morning of academic and developmental study, students spend much of the afternoon on enrichment activities as well as Healthy for Life programs. These are opportunities to enrich respect for life and balance in daily living as well as respect for the individuality of others.

Additionally, NVS provides various community service opportunities. Per our mission statement, NVS helps each student foster personal growth.

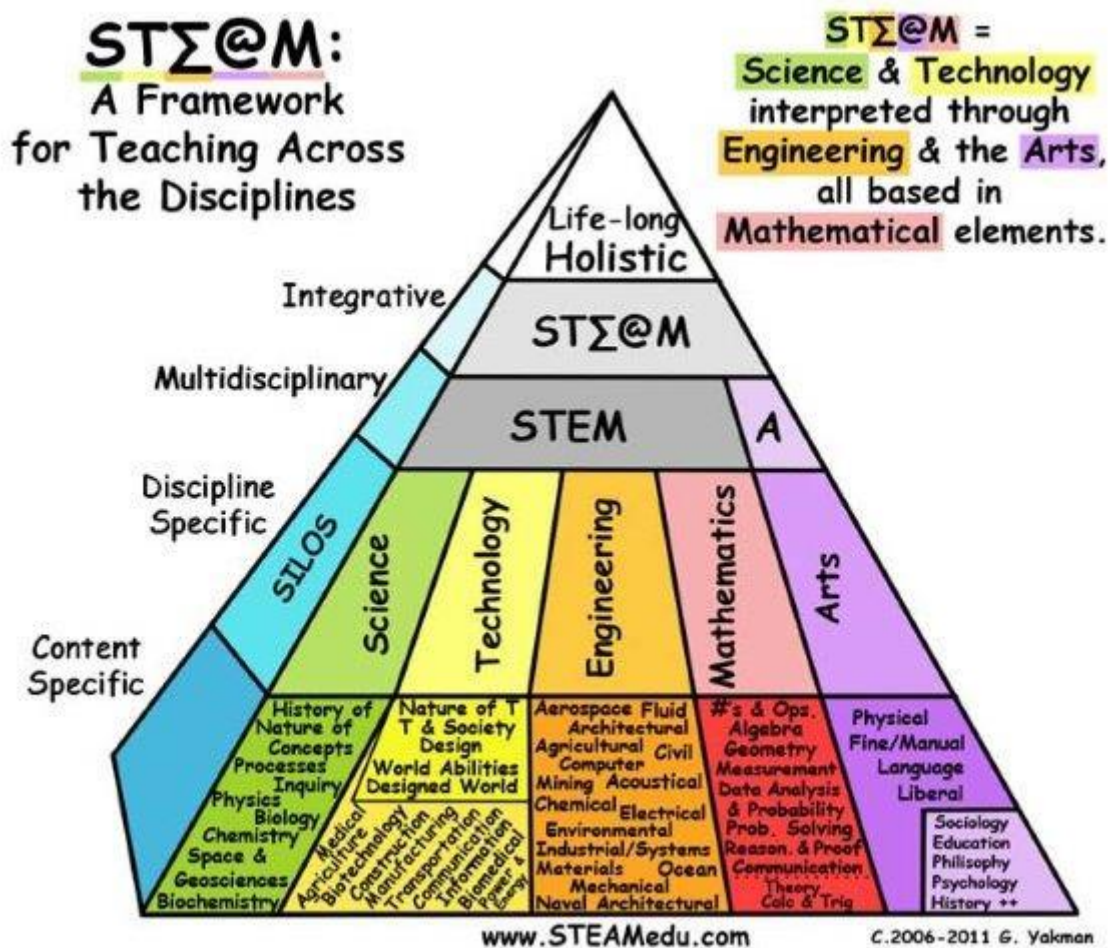
STEAM Team

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.”



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.

D. Reassigning Students

In some circumstances, students, either by parent request or from faculty/staff recommendations, may be eligible to advance 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
 - Positive peer interactions
 - Ability to accept differences in peers
 - Ability to accept accommodations for peers
 - Leadership potential

- Consistent school attendance

E. 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. The Guidance Counselor will maintain appropriate reflective activities for students who need to wait. 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, tobacco, THC/CBD products, or any non-approved medicines or illegal drugs) is 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

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- 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 must 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 or tobacco 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:

- Violent behavior
- Sexual behavior
- Threatening behavior
- Repeated non-compliance with school policies and procedures/rules and guidelines
- Distribution of pornography
- Consumption of alcohol, tobacco, or THC/CBD products
- 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.

F. 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 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 and hats 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, 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. Advisors will address initial dress code offenses.
3. Administration will address second 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.

G. Snack/Lunch

NVS does not have the facility to provide a daily full-lunch service. Students are responsible to provide their own lunches.

1. Providing a *nutritious* snack and lunch each day is the responsibility of the parent/guardian. Heavily processed foods including fast foods, soft drinks, energy drinks, or coffee drinks are *strongly* discouraged.
2. All lunches and snacks will be kept in student lockers and/or backpacks. Food is to be taken home DAILY and not to be stored at the school.
3. Students will only be allowed to have snacks at the designated break in the schedule. Snacks and small bottles of water are available for purchase from front office.
4. Students will bring all necessary items for their lunches and snacks, including all utensils, plates, bowls, etc. **The school dinnerware is NO longer an option for students.**
5. Students will have the use of microwave ovens.
6. Students are encouraged in the use of polite table manners and appropriate conversation during meals and will be assisted with such as necessary.

H. Personal Technological Equipment

1. Cell phones and all other electronic communication/entertainment devices are NOT permitted for elementary or middle school students during the school day, except those assigned for the technology usage contract. If a student brings such a device to school, s/he MUST leave it in backpack or locker during the school day and can only be used with permission from administration. It is preferable for students to leave these items at home. (**NOTE:** In case of a family emergency, please contact the school office.)
2. Personal radios, CD players, and other AV equipment are NOT allowed at school. Should a student bring such a device, it will be confiscated and returned ONLY to a parent/guardian.
3. Laptop computers and spelling devices (and in some cases calculators) are encouraged for all students. Please note NO Chromebooks will be allowed due to their incompatibility with our network platform.
4. **US students are required to bring a laptop to school each day.**

5. All rules related to school computers and internet/network interface also relate to individual laptops and any other electronic device used on school property.
6. The Director of Technology must review the personal laptop or tablet prior to use. This review includes, but is not limited to, network connection, printer setup, desktop setup, and virus protection validation.
7. All lower school and upper school students will be **required** to bring a thumb drive (USB memory stick) and earbuds designated **for school use only to school daily**. If the student loses the thumb drive, another will be provided and cost charged to the family's school account.

For the 2025-2026 school year, in an endeavor to teach responsible use, NVS will continue a change in the electronics policy for **Upper School students only**.

Students in grades 9-12 will be allowed to keep their cell phones and other approved electronic devices with them during the day under the following conditions:

- Devices must be **turned off and out of sight** during class, unless otherwise instructed by the teacher in a particular class; teachers reserve the right to collect cellphones during individual class periods.
- Students are NOT to use their phones or devices EVER on school grounds to send/receive personal text messages, e-mail messages, OR take and/or send pictures of themselves or others while at school.
- Devices may not be used in such a way that they are a distraction to others *(Teachers, and/or Assistant Head of School will use their discretion and judgment as to what constitutes a distraction).
- **Earbuds/headphones** are used for educational use only at teacher discretion and are not to be used during class change.
- Students may use their devices during break and lunch for games, research, etc. unless otherwise instructed not to do so. However, socializing during these times will be encouraged and is preferred.
- **Electronic device usage may be modified at any time as required by VDOE, CDC Protocol Guidelines**

Any abuse in the use of student devices will result in the loss of use privileges. Consistent abuse may result in revision or revocation of this policy.

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 and/or dyslexia. Instruction is student-centered, 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.

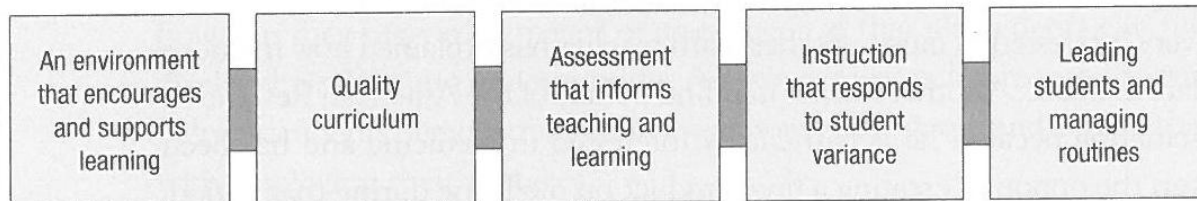
The following chart, taken from Carol Ann Tomlinson's *The Differentiated Classroom*, provides a visual of what differentiated instruction looks like in the classroom.

Differentiation

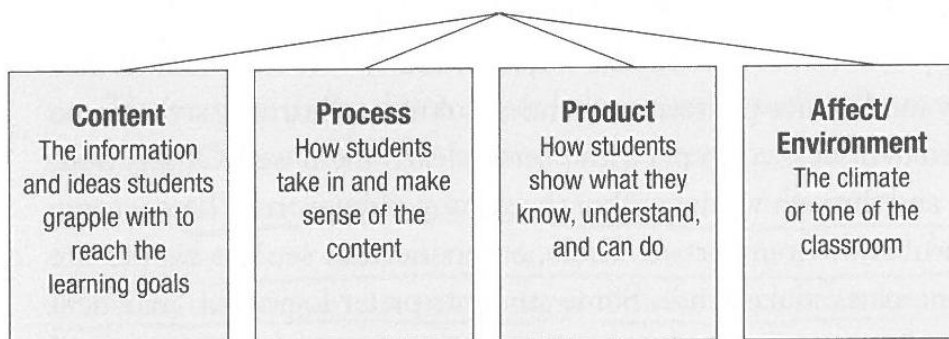
is a teacher's **proactive** response to learner needs

shaped by **mindset**

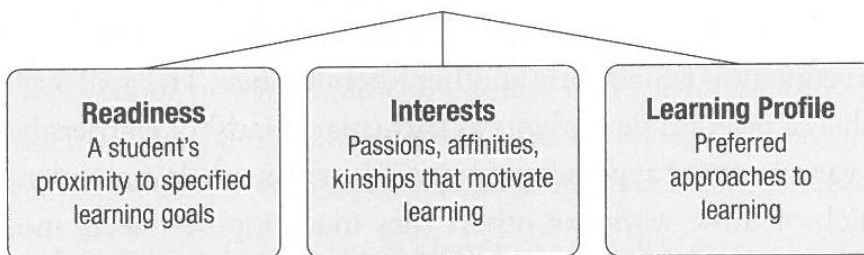
and guided by general principles of differentiation



Teachers can differentiate through



according to the student's



through a variety of instructional strategies, such as

Learning/Interest Centers • RAFTs • Graphic Organizers • Scaffolded Reading/Writing
Intelligence Preferences • Tiered Assignments • Learning Contracts • Menus • Tic-Tac-Toe
Complex Instruction • Independent Projects • Expression Options • Small-Group Instruction

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.

A. Reporting

Students and sending LEAs receive report cards four times a year at nine-week intervals. Sending LEAs receive interims reports at 4.5 weeks. If any non-LEA student is struggling, as indicated by grades lower than C, s/he will receive an interim report after 4.5 weeks as well.

Note: VDOE is the Virginia Department of Education;
LEA is Local Education Agency (or placing school system);
IIP is Individualized Instruction Program (for parentally placed students);
IEP is Individualized Education Program (for publicly placed students);
SOL is Standards of Learning.

1. Advisors, or the staff person who oversees the progress of the “whole child” in terms of interpersonal development, community involvement, and academic progress, will report to the parents two times a year.

2. Course examinations of eighth grade and Upper School students are given twice a year, in December and May. These comprehensive exams cover an entire semester's study.
3. At the end of the academic year the parents/guardians receive a narrative academic summary of their child's overall progress as well as a report of standardized testing.
4. Each parentally placed student at NVS has an Individualized Instruction Program (IIP) in place within 30 days of enrollment, if an Individualized Education Program (IEP) is not currently in place. Parents have the opportunity to review, discuss, and give input prior to signing. These IIPs are similar to, but not limited by, the same federal/state guidelines as an IEP.

The IIPs at NVS will neither replace nor override an IEP or 504 Plan created by the Child Study Team of the zoned public-school district. We advise that families of students currently found eligible for special education services maintain their child's eligibility by attending all annual IEP and/or triennial meetings. An NVS representative is willing to attend these meetings at the invitation of the parent. Parents should be aware that the public schools are not required to transfer services, e.g. speech therapy, occupational therapy, or extended school year services, to students who are parentally placed at New Vistas School.

5. Each publicly placed student at NVS has an IEP from the sending LEA. NVS personnel work with the family and the school system to formulate the IEP, see that it is followed and updated as required, and assist in transition services when appropriate. All reports are sent to the LEA contact on the same schedule as previously noted in this handbook.
6. In conjunction with the sending LEA for publicly-placed students, NVS administrative personnel will administer the required SOL tests after required training and under the strict guidelines provided by the Virginia Department of Education.
7. To support diagnostic/prescriptive teaching, NVS *recommends* an updated psychological report/review every three years. This testing may be done through the IEP process or privately.

B. 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 Middle School and Upper 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 course. The 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. 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. 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.

3. 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 achieve learning goals of the course. A staffing review may be necessary.
4. As a VDOE licensing requirement, all New Vistas School grades comply with state mandates, and as such are accepted in 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.
5. **Promotion** in all grades is predicated on the curriculum requirements described in the NVS Curriculum Guide. Parents may request to review the Curriculum Guide by contacting the Assistant Head of School.
6. **Retention** in Lower School is based on the recommendation of the teacher, the Guidance/Transition Counselor, and the Assistant Head of School (Faculty 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.

C. Grading System

Upper School (9-12)

Upper School students receive numerical grades in all academic courses and in enrichment classes.

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.

D. Learning Plans

Traditional On-Campus Learning

All instruction takes place on campus under all normal circumstances with our usual daily schedule. Refer to **page 4** 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.

E. Graduation

1. In compliance with Virginia mandates, NVS requires a minimum of 22 credits for graduation. At least one course delivered electronically (virtual) by an accredited provider will be a component of the Upper School graduation requirement.
2. 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. Such decisions are included in IEP/IIP conferences prior to or during the ninth-grade year.

F. 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 needed
- 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.

G. Homework

Homework assignments are an important aspect of the instructional program at NVS. Homework 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 could ***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. Teachers may coordinate to schedule these and/or use an interdisciplinary approach, so that homework does not become overwhelming. 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 and agenda as well as reviewed orally***.

H. Field Trips/Beyond the Walls

Experience-based learning is encouraged and fostered at NVS as the height of memorable multisensory involvement. Field trips are encouraged at New Vistas School as one way of providing experience-based and PEAK learning activities.

I. Student Attendance

Student Attendance

The academic program at New Vistas School is based on a thoughtfully structured instructional sequence at each grade, **requiring daily, on-time 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/guardian should immediately notify the school office***. If faculty/staff have not heard from the parent/guardian by **9am**, then NVS personnel will contact the parent/guardian regarding why the student is not at school.
- 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 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***, 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. Grades of "0" will be recorded for missed work.
- 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:

****Please note: Parents/Guardians must come in with their child and sign him/her in if tardy.***

All students are expected to be in attendance, **by 8:10**, every school calendar day.

Tardy for class: A pass is needed if late for homeroom or class; a detention may be given.

- 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 by the Administrative Assistant 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 8:10-1:30).

Dismissal: Requests for early dismissal or late arrival should be made 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 six (6) days during a semester, the parents or guardians will be notified in writing.
- Students who are absent thirteen (13) or more excused or unexcused days in a semester will receive no high school credit toward graduation for that semester *unless* the student or parent contacts the Head to request an individualized make-up plan between school and student.
- Elementary students who are absent thirteen (13) or more excused or unexcused days in a semester jeopardize their ability to progress to the next grade level.
- 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.

J. Guidance 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 Guidance/Transition 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.***

K. Study Hall/After School Opportunities

During the school day: Many students at NVS will not have time in their day for an assigned study hall period. Juniors and Seniors MAY, instead, have a period of Community Service that serves as an Elective credit.

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.

Assignment to After School Study Hall

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

- The student has incomplete homework, demonstrates difficulty maintaining long-term assignments/project, or submits work not up to the particular student's capability and skill
- The student has been absent and needs to make up assignments

- The student and/or teachers and/or parents/guardians request ASSH to assist the student in forming regular, reliable study habits
- The student needs additional instruction from a classroom teacher
- The student needs additional time to complete a test or class assignment/project
- The student needs to make up missed quizzes or tests

Dismissal from After School

Elementary, Middle, and Upper School students are dismissed at 4 pm 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 pm dismissal time. Offenders may be charged a \$10 fee for such service. The staff on duty **MUST** fill out this charge sheet and put it in the Business Manager's mailbox.

L. 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 Saturday School. The Administrative Assistant will notify the parent or guardian.

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

Saturday School will be supervised by one of the two administrators (Head of School and 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 9:00am.

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.

M. Technology

The NVS Technology Usage Policies and Regulations Agreement and the NVS AI Usage Policies and Regulations Agreement must be signed by all Students prior to using any electronic/technology equipment on school property

The NVS Technology Usage Policies and Regulations Agreement and the NVS AI Usage Policies and Regulations Agreement student signature pages are filed in each student's records. US students are provided their email username and password when the Director of Technology "sets up" their laptops the first week of school. MS student email login and password information are provided in their agenda.

Each US Student 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 parent/guardians/s to discuss needed updates and options for making the necessary changes. Needed updates must be made in order for the student 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.

NEW VISTAS SCHOOL Technology Usage Policies and Regulations For Students

Student 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 use it. The creative integration of computers and other electronic devices 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 desktop computers, all laptops, and any other internet accessing/electronic equipment that is property of New Vistas or used on school property.

Student Use of the Personal Laptop Computers on School Property

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 You Tube when instructed by NVS Faculty. Students' personal computers will be randomly collected and files checked by the Director of Technology.

Each US Student 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 parent/guardians/s to discuss needed updates and options for making the necessary changes. Needed updates must be made in order for the student 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.

Use of the Technology Equipment off School Property

In the event a school-owned laptop, computer, or other internet accessing/electronic device is used off school property the following policies will be enforced. An additional permission form is required for this purpose.

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.
4. Setup or viewing of any social networking sites, including but not limited to Facebook, is prohibited.
5. Setup of any music sites including but not limited to iTunes is prohibited.
6. Access or 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. Viewing and/or accessing YouTube is prohibited when laptop is off school property.

Use of the Technology Equipment During Distant Learning

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.

Student Thumb Drive Use

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.

Personal Technology Equipment – Cell phones and other Devices

1. Cell phones and all other electronic communication/entertainment devices are NOT permitted for elementary or middle school students during the school day, except those assigned for the technology usage contract. If a student brings such a device to school, s/he MUST leave it in backpack or locker during the school day and can only be used with permission from administration. It is preferable for students to leave these items at home.
(NOTE: In case of a family emergency, please contact the school office.)
2. Personal radios, CD players, iPods, and other Audio/Video equipment are NOT allowed at school. Should a student bring such a device, it will be confiscated and returned ONLY to a parent/guardian.

For Upper School Students Only.

Students in grades 9-12 will be allowed to keep their cell phones and other approved electronic devices with them during the day under the following conditions:

1. Devices must be **turned off and out of sight** during class, unless otherwise instructed by the teacher in a particular class;
2. Students are not to use their phones or devices EVER on school grounds to send/receive text messages, e-mail messages OR take and/or send pictures of themselves or others while at school;
3. Devices may not be used in such a way that they are a distraction to others *(Teachers and Assistant Head of School will use their discretion and judgment as to what constitutes a distraction);
4. Students may use their devices during break and lunch for games, research, etc. unless otherwise instructed not to do so. However, socializing during these times will be encouraged and is preferred.
5. **Electronic device usage may be modified at any time as required by VDOE, CDC Protocol Guidelines.**

Any abuse in the use of student devices will result in the loss of use privileges. Consistent abuse may result in revision or revocation of this policy.

Student 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 be used 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 needed to post student photographs and/or names.
5. Students 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 provided by teachers.
7. Viewing, or accessing online gaming sites is strictly prohibited.
8. Students may NOT purchase personal items via the school Internet system.
9. Students may NOT check personal e-mail accounts or social networking accounts (including but not limited to AOL, Yahoo, EarthLink, Hotmail, Facebook, Twitter, etc.) during school hours or while on school property.
10. Use of a Gmail account for school purposes is prohibited without prior approval from Director of Technology
11. Viewing and/or accessing YouTube is ONLY allowed when instructed by teacher.
12. Faculty, Staff, & Administrators have the authority to deem any material as inappropriate.
13. 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.
14. 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.
15. 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.
16. 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 copyright materials.

Disciplinary action will be taken by administration for any student found in violation of the above guidelines. This disciplinary action may include student being restricted from using the Internet system, computer network system, NVS technology equipment, and/or personal laptop for a specified time period. Parents/guardians will be notified of any inappropriate use. Any work that students are assigned using the school’s computers or Internet system will not be available to the restricted individual. The student will receive a “zero” for the missed work. A second offense will warrant a student being suspended from use of the school’s Internet system and computer network for a full semester. Violation of the Internet use policy could result in suspension or expulsion.

NEW VISTAS SCHOOL

I have read the Technology Usage Policies and Regulations regarding the use of the school's technology equipment, personal laptops on school property, distant learning policies, and the Internet system. I agree to abide by the schools' policies and regulations stated in the Technology Usage Policies and Regulations.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

NEW VISTAS SCHOOL AI Usage Policies and Regulations For Students

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 tools. 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.

Student 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. In support of the school’s philosophy and objectives, the following guidelines for student 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. 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 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.

2. Students are NOT Permitted to setup or use a ChatGPT account for any purpose.
3. Using AI tools to manipulate media for bullying, harassment, or any form of intimidation as determined by administrative staff is strictly prohibited.
4. Students are NOT Permitted to submit Generated AI work as their original work.

Disciplinary action will be taken by administration for any student found in violation of the above AI usage guidelines. This disciplinary action may include student being restricted from using the Internet system, computer network system, NVS technology equipment, and/or personal laptop for a specified time period. Parents/guardians will be notified of any inappropriate use. Any work that students are assigned using the school's computers or Internet system will not be available to the restricted individual. The student will receive a "zero" for the missed work. A second offense will warrant a student being suspended from use of the school's Internet system and computer network for a full semester. Violation of the AI use policy could result in suspension or expulsion.

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.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

POLICIES and PROCEDURES

A. Admissions

Initial admissions inquiries are handled by the Director of Advancement.

Interested parents/guardians are scheduled for an interview and tour of the school as soon as possible.

Admission consideration is given to any student, grades three through twelve, who applies and provides evidence that s/he is experiencing school difficulties due to an existing learning difficulty. Intake materials include a current psychological evaluation as well as school records.

The Admission Committee consists of the Assistant Head of School, the Head of School, the Director of Advancement, and Director of Educational Services. Acceptance is determined on an appropriate fit based on the mission of the school and the school's license to operate, as well as the current spaces available.

Records are reviewed by committee members after the Director of Educational Services compiles an Admission Consideration form from the materials provided.

Parents/guardians are required to bring the candidate for a visit and interview prior to acceptance.

After acceptance, parents sign a Letter of Intent, and then a binding contract through the Business Office is presented.

NVS will work with families and local LEAs regarding public placement as appropriate.

The parents/guardians receive a decision letter within two weeks of providing the completed application packet.

B. School Supplies

At registration, each student is given a list of required supplies.

1. Parents will be responsible for purchasing required items on the supply list.
2. Parents will be charged a fee for supplies required by NVS for uniformity.
3. Each **Upper School student will be required to bring and use a laptop each day**. The student will be required to access his/her NVS email account, complete assignments consisting of, but not limited to, Word documents and PowerPoint presentations, and perform internet research on these devices daily.

The **minimum** laptop requirements are listed below:

- Windows 11 or OS based operating system
- Virus Protection Program – year subscription minimum
- Connectable to NVS’s Network – have WiFi capability
- Connectable to school HP printer
- Protective sleeve/case for the laptop – to protect the laptop when transporting from class to class and to protect laptop in backpack

Please Note - Our Network Platform cannot support Chromebooks.

C. Cancellations/Delays

1. School closings and delays due to inclement weather will be determined by the Head of School. Every effort will be made to arrive at a decision based on safety by 6:30 a.m.
2. Closings and delays will be announced for New Vistas School by *text messaging via phone (signed OPT IN Form Required to receive text messaging)*, on *WSET TV* and *posted on school website*.

D. Complaint Resolution

Complaints with policies or procedures should be submitted in writing to the Head of School. Such a complaint will lead to a conference between members of the school administration and the complaining party, in an effort to resolve the problem.

In the event that the complainant is not satisfied with the internal resolution or if s/he prefers, s/he may file a complaint with the Office of Private Day Schools for Students with Disabilities, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120.

1. Any employee or student who believes that s/he has been subjected to sexual harassment should file *a written complaint* of the alleged act immediately with the Head of School OR the Board of Directors Chair, 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 Board of Directors Chair, 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 sexual harassment, regardless of the outcome of that investigation. The Head of School and Board of Directors Chair, will keep the report on file.

7. The Head of School and Board of Directors Chair, 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 sexual 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. Legal authorities will be contacted if appropriate. If a child is involved, Child Protective Services will be notified by a member of the Administrative Staff.
9. Any individual filing a sexual 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 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.

E. Contraband Policy

Contraband items

1. The safety of every member of the school community is at the forefront of all policies related to contraband items.
2. 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) are to be on school property or an any school sponsored event.
3. Students are not permitted to have cigarette lighters and/or matches.
4. 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.
5. Student possession or consumption of alcohol, tobacco, e-cigarettes/vapes, 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, then parents/guardians.
6. Cell phones and all other electronic communication/entertainment devices are NOT permitted for elementary or middle school students during the school day, except those assigned for the technology usage contract. If a student brings such a device to school, s/he MUST leave it in backpack or locker during the school day and can only be used with permission from administration. It is preferable for students to leave these items at home. Certain students are permitted to have other electronic devices designated per IEP/IIP.

7. Any contraband item will be confiscated, including any misused, or suspicion of misused, personal electronic device. 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 School's 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 many involve the development of a behavioral contract. Failure to adhere to the terms of the contract may result in an immediate expulsion.

F. Tuition Assistance

Tuition Assistance Policy

1. New Vistas School uses FAST, which provides schools with information and guidelines for making aid awards to their students fairly and equally on the basis of need. New Vistas School also has a tuition assistance application. Interested parents/guardians should contact the Business Manager.
2. The Tuition Assistance/Scholarship Committee, meets annually to award the funds.
3. The Finance Committee advises the administration on tuition assistance awards and sets guidelines for distribution.

Tuition Assistance Procedures

1. Tuition Assistance forms may be obtained from the school's Business Manager once a child has been accepted to the school.

2. Once FAST is completed and the subsequent information arrives from FAST, the Head of School and Business Manager meet with the designated Board representative to make awards.
3. Families will be contacted of awards by the Business Manager in a timely fashion.

Tuition Policy

1. As of July 1, 2025, tuition for the 2025-2026 academic year is \$25,250. (exclusive of fees).
2. The Business Manager will notify parents/guardians of options for payment schedules.
3. Per contract, student reports are released only when tuition accounts are up-to-date.

G. Lost Books/Materials

At New Vistas School, every effort is made to assist students with organization and maintenance of materials. However, sometimes a misplaced item becomes permanently “lost.” In that case, students are responsible for the missing object. Workbooks, library books, class texts, agendas, etc., will be replaced at cost, with the charge added to the parent’s account.

H. Passes

It is the student’s responsibility to get a pass from the Administrative Assistant, a teacher, or an administrator when tardy or late for school.

I. Property Damage

Policy

Damage to school property and/or someone else’s personal property will not be tolerated. Parents or guardians are responsible for payment for damage to school property, whether accidental or intentional.

Procedures

1. Parents or guardians will be notified of the damage with a fair estimate of the cost.
2. Parents/guardians will be billed for the damage the month following the event.
3. Should said property damage be a result of student violence, expulsion may be a consequence.

J. Student Records

Policy

A student's permanent record may be reviewed by any custodial parent or guardian.

Procedures

1. The parent or guardian should make a written request for review of a student's record to the student's Advisor.
2. Within five working days of receipt of the written request, the records will be available for review.

K. Supervision

Policy

General student supervision begins at 7:45 a.m. and concludes 10 minutes after 3:30 p.m. daily dismissal on Monday through Friday unless student is assigned to ASSH until 4:00 p.m. or special arrangements are made.

Procedures

1. If the driver is late, students will report to the Administrative Assistant. If they are not picked up within 10 minutes of student's scheduled dismissal time, a \$20 fee may be charged on the account for late pick-up.
2. Parents/drivers will then need to come into the main entrance to pick up their child, for the sake of safety, as dismissal teachers will no longer be available.
3. Students may not be on the school grounds unsupervised.
4. Written permission must be provided by a parent or guardian for students to ride with someone other than their designated approved drivers.
5. Parents/guardians may call to make changes in transportation arrangements, as staff/faculty will NOT contact parents or guardians if a child comes to the office requesting transportation changes.

L. Telephone Use

Except in cases of emergency, the NVS phone is predominantly for business, not personal, use.

Policy

Students will ONLY be permitted to ask the Administrative Assistant to make calls for them regarding school matters or health issues during break and lunch or before and after school if the request is appropriate, except in cases of emergency

Procedure

Students will need to get a pass from the teacher on duty to ask the Administrative Assistant to make a call to a parent or guardian.

M. Drop-off and Pick-up

Parents/guardians are responsible for timely transportation to/from school on all school days. Drop off and pick up are from the parking lot at the back of the building. Parents/guardians should watch children enter the building at drop off. **Students should remain in their designated vehicle until the school doors are opened at 7:45 am.**

Late arrival: Parents are required to accompany the child into the building.

Faculty/Staff will supervise afternoon pickup.

At pick-up, parents are urged to move pull into the traffic line and wait; each car will move forward until the dismissal teacher is reached. Students may NOT get into the car without the permission of the dismissal teacher. IF it becomes obvious that the child is delayed for some reason, the car should return to the back of the line. This enables dismissal to move more smoothly.

Students will not be released for pick-up on Eldon St. All student MUST be picked up in the pick-up line.

N. Transportation by Staff

Anyone authorized by New Vistas School to drive students must have a documented valid driver's license.

All authorized employees are fully covered by the school insurance policy when driving the school bus. All faculty/staff who drive students in their car have submitted their driver's license and records to the Business Manager for approval.

If parents, guardians, students, or employees use their own personal vehicles on school business, their personal insurance is primary.

O. Violence

1. Any threat of violence or violent action will be taken seriously and may lead to expulsion.
2. No verbal or physical threat or abuse of a staff member or peer is permitted or tolerated.
3. Any infraction of this policy could result in long-term suspension or expulsion.

P. 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."

HEALTH & SAFETY

NOTE: A report of physical examination by a physician and a current record of immunization as outlined by the Virginia Department of Education Guidelines is required for each student's permanent records. This MUST be on record by the first day of school.

A. Contraband Items

Please refer to CONTRABAND Items and POLICY of this handbook, page 43

B. Crisis Management Plan

The full Crisis Management Plan is in the offices of the Administrative Assistant, the Assistant Head of School, the Head of School, and each classroom. Drills are practiced regularly. The safety of each student is the first priority. Parents/guardians will be notified when student safety is secure.

FIRE DRILLS/GET OUT OF THE BUILDING: To avoid accident/injury in case of fire or any other hazardous material/danger located in the building; ALL students and staff follow designated exit instructions in a calm, quiet, orderly manner. They assemble at the designated safety point. Faculty and staff account for those in their charge at that moment, to ensure that all persons on site are present at the safety point. (Includes active shooter)

EACH FIRE DRILL SIGNALS A POTENTIAL DANGER IN THE SCHOOL.

LOCK-DOWN DRILL/SHELTER IN PLACE: In preparation to avoid accident or injury if/when a suspicious unauthorized person or an intruder(s) is spotted in or near the building or a local safety warning has been issued. (Includes active shooter)

TORNADO/STORM DRILL: In preparation to avoid accident or injury if/when a tornado warning has been issued for the immediate vicinity and/or a tornado has been sighted; all staff and students take shelter immediately.

EARTHQUAKE: Should NVS be notified of an earthquake, the administration will follow the procedure advised for that event to EITHER Shelter in Place OR follow Tornado Drill procedure OR evacuate the building.

Any rule infraction by a student during any avoidance drill or safety exercise will be handled immediately by the teacher in charge. Such infraction is considered serious.

C. 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.

D. 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 100.4 or greater 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.

E. Injury/Accidents

The school office keeps signed medical information forms on file for each child in the event of illness, accident, and/or medical emergency.

1. Any accident or injury occurring in school or on official school business is reported to the Assistant Head of School or Head of School immediately. ***In a serious emergency, the student's well-being is the first thing to manage.***
2. Once a situation is stabilized, parents/guardians will be informed.
3. A First Aid Kit and student medical records are in the school vehicle on all school trips.

F. 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.

G. 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.

H. Medication

1. For students who need to take medication (either prescription or non-prescription over the counter) during school hours, a parent or guardian must bring the medication to the school office in the originally labeled container and give it to the Administrative Assistant in person. All VDOE guidelines will be strictly followed, including the count in/signed transfer of meds form.

2. Prescription 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 Assistant Head of School and the Head of School are the backup medication employees. All have been trained and certified per VDOE guidelines. All NVS personnel are certified in first aid/CPR/AED.

Please see **Appendix A-5** Parent Information about Medication Procedures.

I. 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 including freedom from sexual or any form of harassment. Any form of sexual harassment or harassment is prohibited at all times.

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 should file ***a written complaint*** of the alleged act immediately with the Head of School OR the Board of Directors Chair, 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 Board of Directors Chair will assemble a team, including the legal advisor to the school, to investigate.
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 sexual harassment, regardless of the outcome of that investigation. The Head of School and Board of Directors Chair, will keep the report on file.
7. The Head of School and Board of Directors Chair, 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 sexual 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 sexual 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 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.

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.

Appendix A

Contract for Standards of Conduct.....A-2

School & Day Care Minimum Immunization Requirements.....A-3

TDAP Vaccine Memo.....A-4

Parent Information about Medication Procedures.....A-5

School Floorplan.....A-7

Contract for Standards of Conduct

The Student agrees that:

1. Regular daily on-time attendance is required. Students who drive are responsible for getting to school on time.
2. Following the daily schedule is expected.
3. Leaving the grounds of the school is not permitted unless accompanied by staff, parent, or guardian.
4. Physical aggression to self and/or others is not permitted
5. Inappropriate language and/or physical contact is not permitted.
6. Drug and/or alcohol use, carrying of any contraband items, stealing and defacing school property are not permitted.
7. Disruption of classroom instruction is not permitted.
8. All medications, with instructions, are to be given to designated staff upon arrival.

Parents/Guardians agree that:

1. Regular daily attendance, on time, is a parent/guardian responsibility.
2. Transportation to and from school is a parent/guardian responsibility.
3. The provision of a lunch each day is a parent/guardian responsibility.
4. The provision of adequate and seasonally appropriate clothing is a parent/guardian responsibility.
5. Payment of services rendered, as provided in the Financial Agreement, on time, is a parent/guardian responsibility.
6. Notification of absence or lateness of a student is to be reported by the parent/guardian to the school secretary by 9 am, or the Administrative Assistant will call the home.
7. Notification of any change of address or telephone numbers is a parent/guardian responsibility.
8. The school reserves the right of discharge after consultation with the parent/guardian.
9. Replacement of books and materials lost or damaged is a parent/guardian responsibility.

New Vistas School agrees:

1. To provide an appropriate educational program for each student and their family.
2. To provide services with absolute regard to confidentiality.
3. To notify parent/guardian as soon as possible in the event of an emergency.
4. To provide on-going communication with parents and students.

The undersigned have reviewed the above and sign below stipulating mutual agreement and understanding.

Student Signature	Date
Parent/Guardian Signature(s)	Date
New Vistas School	Date



SCHOOL & DAY CARE MINIMUM IMMUNIZATION REQUIREMENTS

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (available at <http://www.vdh.virginia.gov/Epidemiology/Immunization/acip.htm>). **Children vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedules (including meeting all minimum age and interval requirements) are considered to be appropriately immunized for school attendance.** (See “Supplemental Guidance for School-required Vaccines” for additional information.)

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap). A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2019, a **booster dose of Tdap vaccine is required for all children entering the 7th grade.**

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required **ONLY** for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child’s current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age **AND ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Human Papillomavirus Vaccine (HPV). Effective October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent’s or guardian’s sole discretion, may elect for the child not to receive the HPV vaccine.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Pneumococcal (PCV) Vaccine. This vaccine is required **ONLY** for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday. **See supplemental guidance document for additional information.**

Varicella (Chickenpox) Vaccine. All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

For further information, please call the Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.

Rev. 04/19

To: Parents of NVS 7th Graders

From: New Vistas School

RE: TDAP Vaccine

Date: July, 2025

Effective July 1, 2006, Virginia state law requires a booster dose of Tdap vaccine for all children entering the 6th grade, if at least five years have passed since the last dose of tetanus-containing vaccine. Once the vaccine has been received, please provide us proof for your child's individual school record. If you are unable to schedule a time for this vaccine before school starts, please provide us a written plan providing the date that this will be taken care of.

Also, the Virginia General Assembly passed a law that requires the Virginia Department of Health to provide the parents of rising sixth grade girls with information on Human Papillomavirus (HPV) and the Human Papillomavirus Vaccine. Some strains of HPV cause cervical cancer in women. The HPV vaccine is the first vaccine developed to prevent most cervical cancers. The vaccine targets the strains of HPV that most commonly cause cervical cancer and is highly effective in preventing infection with these types of HPV in young women who have not been exposed to them before getting the vaccine.

Please contact your health care provider to determine if your child should receive the vaccine series. Whether or not you decide to have your daughter vaccinated, please provide us documentation for your child's school record.

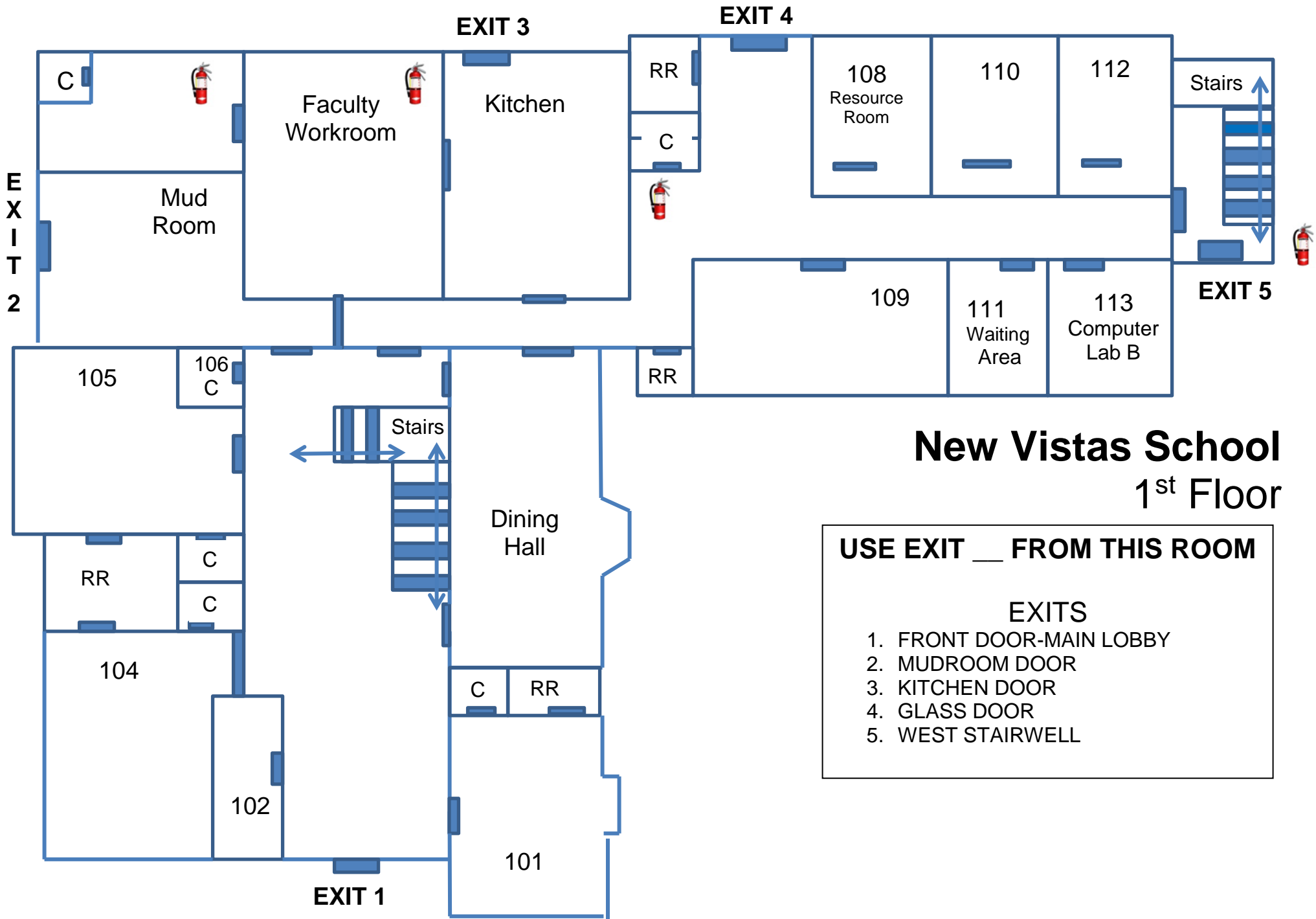
We appreciate your understanding and promptness in taking care of this matter.

If you have any questions, please feel free to call the school office.

PARENT INFORMATION ABOUT MEDICATION PROCEDURES

1. Medications should be taken at home whenever possible so that the student will not lose valuable classroom time or have a shortened lunch period. Any medication taken in school must have a parent or guardian-signed authorization; prescription medications require physician orders. Medication must be kept in the school clinic or other school-approved location during the school day. **The parent or guardian must transport medications to and from school.**
2. No medication will be accepted by school personnel without receipt of completed and appropriate medication forms.
3. A physician may use office stationery or a prescription pad in lieu of completing part II. Include the following information written in lay language with no abbreviations:
 - Name of student
 - Date of birth
 - Reason for medication or diagnosis
 - Name of medication
 - Exact dosage to be taken in school (e.g. milligrams per tablet, milligrams per ml/cc) as applicable
 - Time to take medication and frequency or exact time interval dosage is to be administered
 - Sequence in which the medications should be taken in cases where more than one medication is prescribed
 - If medication is given on as as-needed basis, specify the exact conditions or symptoms when medication is to be taken and the time at which it may be given again. (“Repeat as necessary” is unacceptable.)
 - Duration of medication order or effective dates.
 - Physician’s signature
 - Date
4. All prescription medications, including physician’s prescription drug samples, **must** be in their original containers and labeled by a physician or pharmacist. An over-the-counter medication **must** be in the original container with the name of the medication visible. The parent or guardian must label the original container with the following:
 - Name of student
 - Exact dosage to be taken in school (e.g. milligrams per tablet, milligrams per ml/cc)
 - Frequency or time interval dosage is to be administered
5. **The first dose of any new medication must be given at home.**
6. The parent or guardian is responsible for submitting a new form to the school at the start of the school year and each time there is a change in the dosage or in the time at which medication is to be taken.
7. Medication kept in the school will be stored in a locked area accessible only to authorized personnel.
8. When a parent replenishes medication, medication must be given directly to an authorized personal in a **current prescription bottle** to be verified.

9. Within one week after expiration of the effective date on the physician order, or on the last day of school, the parent of guardian must personally collect any unused portion of the medication. Medications not claimed within that period will be destroyed.
10. The student is to come to the clinic, or to a predetermined location, at the prescribed time to receive medication. Parents should develop a plan with the student to ensure that the student goes to the clinic at the appropriate time. **Medication can be given no more than one half hour before or after the prescribed time.**
11. New Vistas School does not assume responsibility for unauthorized medication taken independently by the student.
12. In no case may any health or school staff member administer any medication outside the framework of the procedures outlined here.



New Vistas School

1st Floor

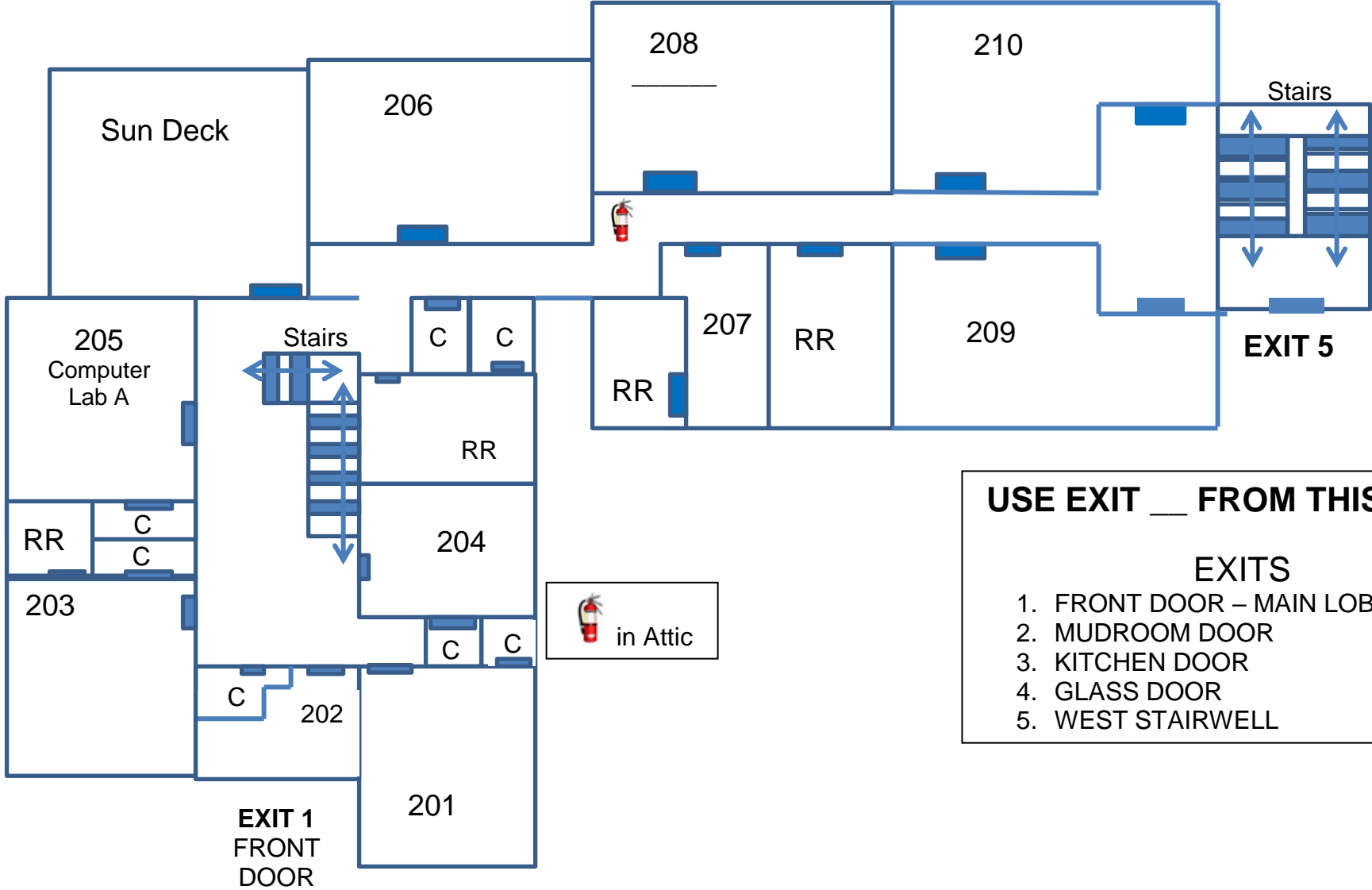
USE EXIT _ FROM THIS ROOM

EXITS

1. FRONT DOOR-MAIN LOBBY
2. MUDROOM DOOR
3. KITCHEN DOOR
4. GLASS DOOR
5. WEST STAIRWELL

New Vistas School

2nd Floor

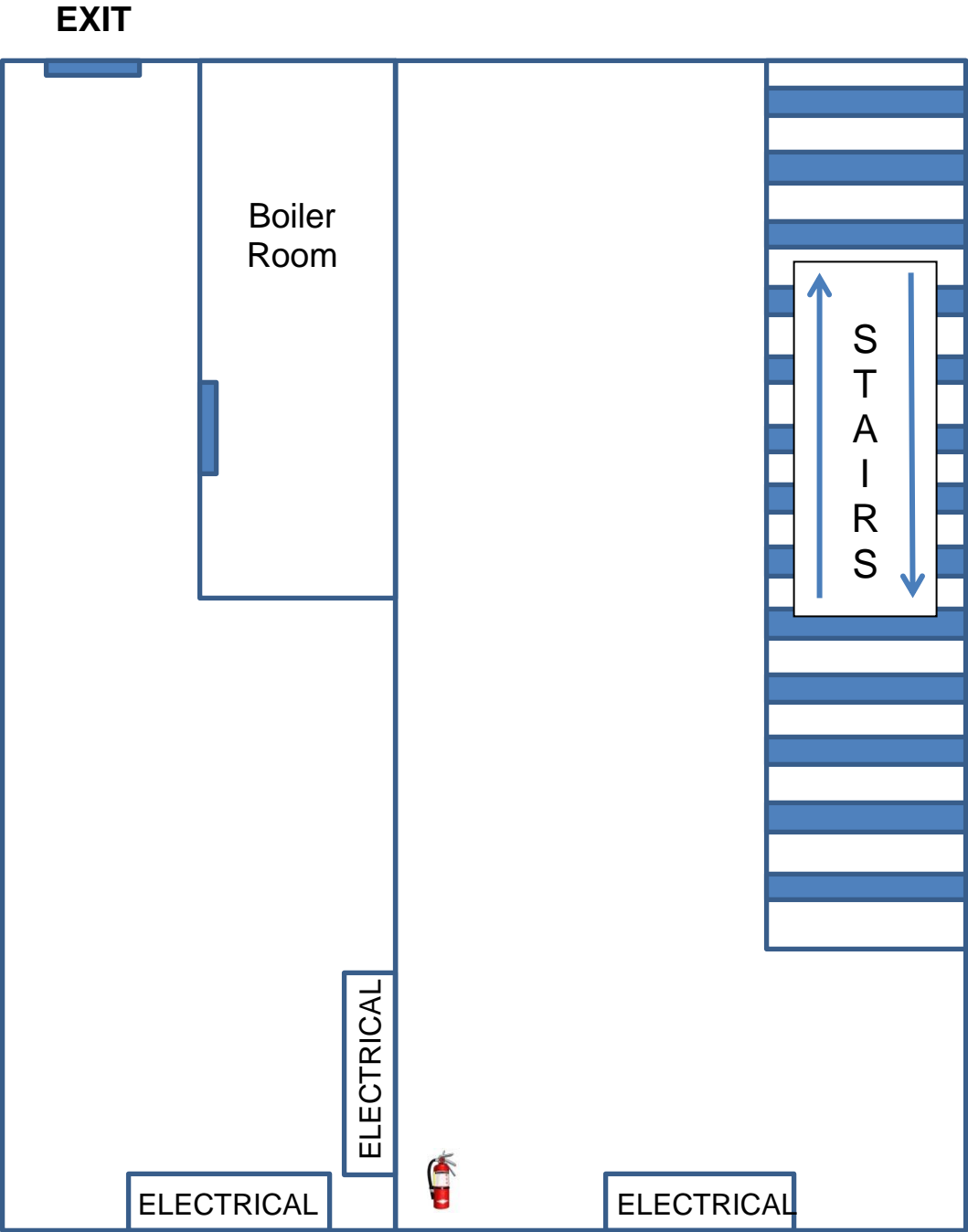


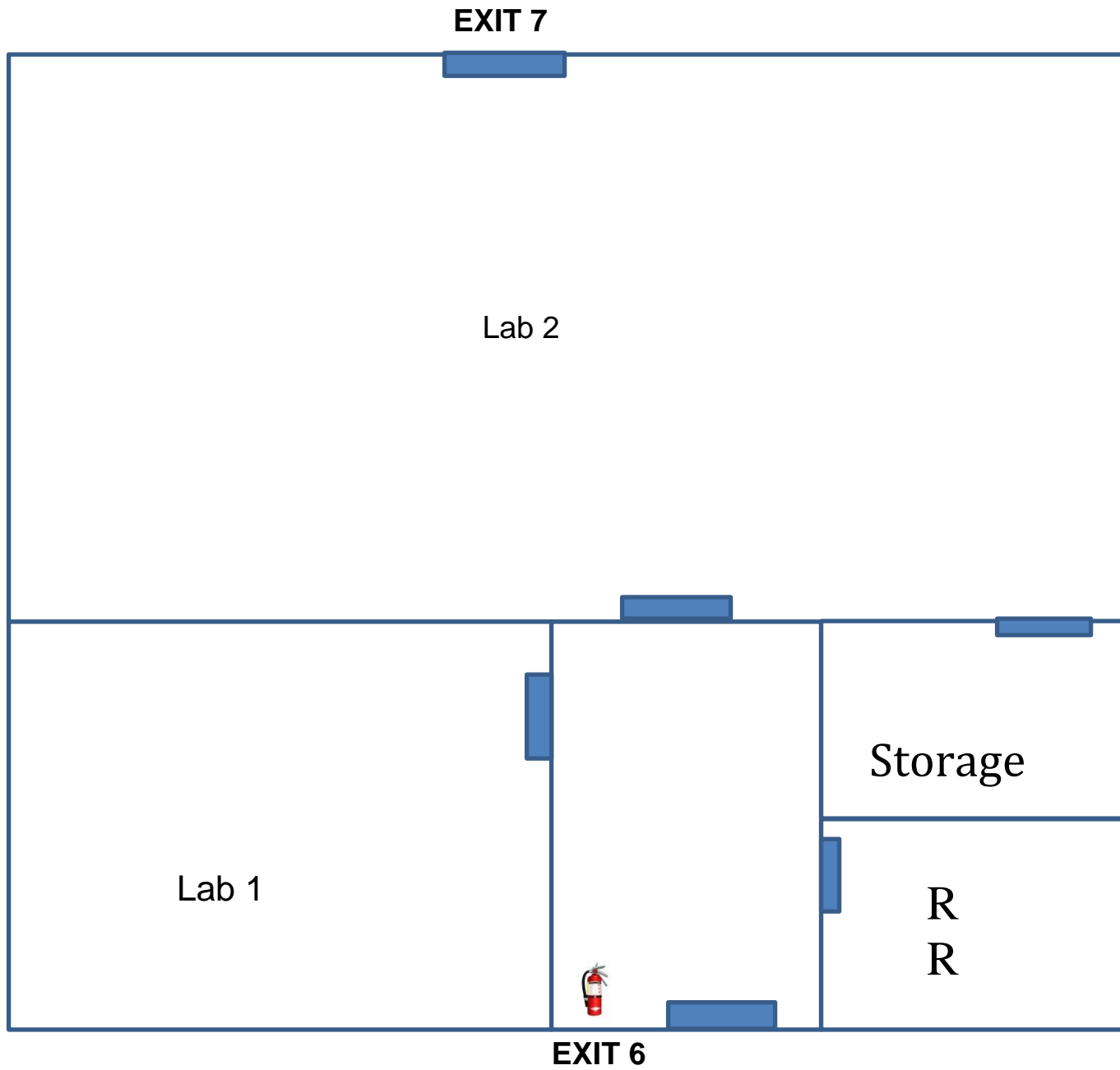
USE EXIT __ FROM THIS ROOM

EXITS

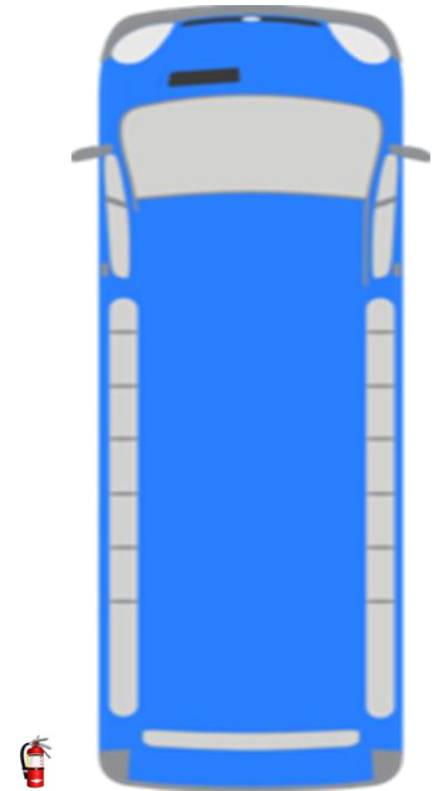
1. FRONT DOOR – MAIN LOBBY
2. MUDROOM DOOR
3. KITCHEN DOOR
4. GLASS DOOR
5. WEST STAIRWELL

New Vistas School Basement





New Vistas School Writing Center

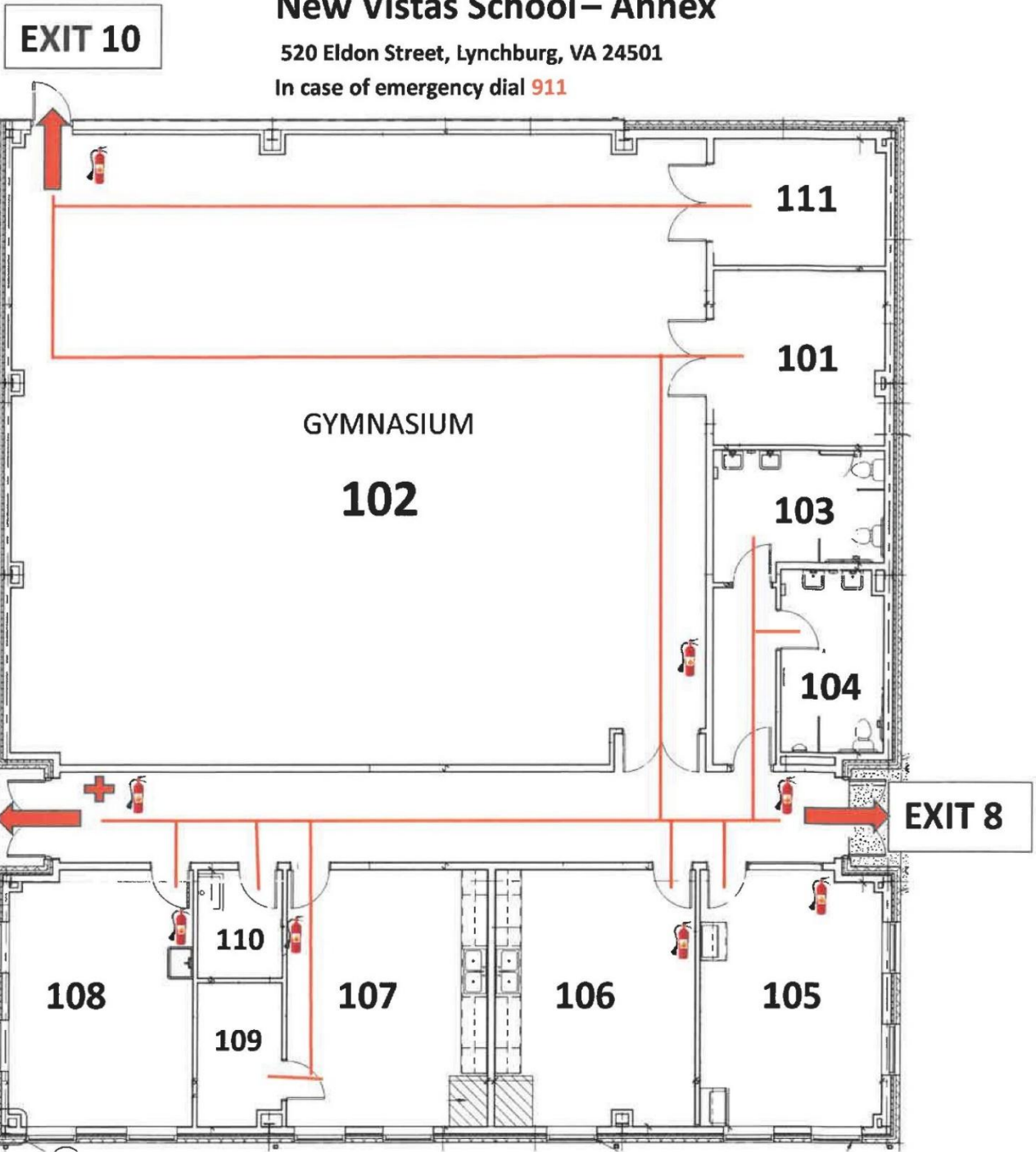






School Bus

New Vistas School – Annex

520 Eldon Street, Lynchburg, VA 24501

In case of emergency dial **911**



	Fire Extinguisher
	AED
	Emergency Exit
	Egress Route