



# **Parent-Student Handbook**

## **2015-2016**

**New Vision Charter School**  
**2366 East 1<sup>st</sup> Street**  
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**[www.newvisioncharterschool.org](http://www.newvisioncharterschool.org)**

### **Mission Statement**

Our Mission is to be a public school of choice that will produce high achieving model citizens through a content rich educational program and a partnership of students, staff and community.

**School Hours:** 7:50 a.m. - First Bell  
8:00 a.m. - Tardy Bell  
3:30 p.m. - Dismissal

**Office Hours:** 7:45 AM – 4:00 PM, Monday - Friday

### **Administration**

Principal – Phillip Borchelt  
Business Manager – Pat Sweat

### **Board of Directors**

President: Richard Daley  
Vice-President: Melissa Doherty  
Secretary: Deborah Callies  
Treasurer: Brian Hamill  
Member-at-large: John Cheever  
Member-at-large: Brenna Strait  
Community Member-at-large: Open Position

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# About New Vision

New Vision Charter School is the first public school of choice in the city of Loveland, Colorado. Founded by a group of parents in 2004, New Vision's charter was approved by the Thompson School District in 2005, with ground being broken for the new building by the end of that year. Our doors opened in August 2006 with 336 students, Kindergarten through 6<sup>th</sup> grade. Seventh grade was added the 2007-2008 school year and eighth grade in the 2008-2009 school year.

The idea for New Vision was inspired and simple. It was, essentially, to create a school that would provide a safe and challenging environment to foster future generations of responsible, knowledgeable, model citizens. This is reflected in our mission statement.

We encourage everyone to visit the "About NVCS" webpage at [www.newvisioncharterschool.org](http://www.newvisioncharterschool.org) where the NVCS charter application can be downloaded.

## OUR MISSION

Our mission is to be a public school of choice that will produce high achieving model citizens through a content-rich educational program and a partnership of parents, staff, and the community.

## NVCS COMMUNITY COMMITMENTS

### Teachers will....

- facilitate a safe, engaging learning environment
- create life-long learners
- hold high expectations for themselves and their students
- value students as individuals
- expand expertise through ongoing professional development and personal learning
- encourage positive behavior traits
- teach to individual student's needs
- communicate respectfully with parents and students

### Students will....

- treat their peers and staff in a respectful and courteous manner at all times
- maximize their potential
- respect diversity
- develop independent critical thinking skills
- accept responsibility for themselves
- respect the world around them
- strive for fluency in a second language
- model exemplary character traits
- appreciate the importance of community and volunteerism
- develop a lifelong love of learning

### Parents will....

- value education and understand the critical role they play in student and school success
- support children in their academic career
- contribute their time and talents to the school
- support the school's mission and vision
- understand they are part of a team committed to the success of all children
- treat all staff in a respectful and courteous manner at all times
- make a concerted effort to volunteer a minimum of five (5) hours per academic year

## OUR GOVERNANCE

New Vision is governed by a Board of Directors, which includes parents of children attending the school, as well as community members. The Board of Directors meets monthly; meeting notices and agendas are posted in the school

lobby and on the website ([www.newvisioncharterschool.org](http://www.newvisioncharterschool.org)). Board of Directors meetings are open to the public. Parents are encouraged to attend and offer input during the public participation time available at all meetings.

## **OUR PHILOSOPHY**

New Vision is committed to the Core Knowledge Sequence curriculum to promote academic achievement of students. In addition, students are taught age-appropriate character education as well as technology, physical education and Spanish language instruction.

## **WHAT IS CORE KNOWLEDGE?**

For years, educators have identified skills that should be taught at each grade level, but content decisions have been left to individual classroom teachers. As a result, a vast disparity of topics is taught depending on the personal interests and expertise of a specific teacher. Curriculum across schools and even within schools at the same grade level has been quite diverse.

Thus, the Core Knowledge Sequence provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year after year. This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.

It has been the experience of those using this approach that students retain information much longer and develop skills more easily when meaningful content is combined with the teaching of skills. The Core Knowledge Sequence is intended to make up only half of the curriculum taught in the elementary school. It leaves ample opportunity to include additional content, as well as skills acquisition.

All Teachers at NVCS are provided with a copy of the Core Knowledge Sequence. To View the Core Knowledge Sequence click [here](#).

## **OUR EDUCATIONAL APPROACH**

In addition to Core Knowledge Sequence, New Vision Charter School emphasizes the teaching of basic skills with a contemporary, creative approach, in a teamed educational environment. Emphasis is placed on the basic foundations necessary for an academically sound education: Reading (with an initial emphasis on phonics but a continual focus on comprehension), mathematics, English, grammar, geography, history, government, spelling, fine arts, physical education and science. Homework will be assigned on a regular basis with the goal of strengthening and/or enriching daily work.

Strict discipline and order is maintained. Students are expected to respect authority, accept responsibility, respect the rights of others, take care of their own property, and be careful with the property of others. Most importantly, no student will be allowed to disrupt the education of other students.

## **OUR GOALS**

### **Academic ..... To help each child:**

- develop communication skills in the areas of listening, speaking, reading and writing.
- develop a core of knowledge in mathematics and the sciences.
- develop an appreciation and knowledge of world and American history and our country's heritage.
- develop an appreciation of their physical environment.
- develop good study habits.
- achieve his/her full learning potential and understand their personal learning style.

### **Physical..... To help each child:**

- develop habits of personal hygiene and healthful nutrition.
- develop coordination skills.
- develop an appreciation of sports through observation and participation.
- develop safety awareness.

### **Artistic..... To help each child:**

- develop an awareness of and appreciation for nature.
- develop an understanding and enjoyment of art and its materials.
- develop a knowledge and enjoyment of a variety of musical expressions.
- enjoy creative expression through drama, musicals and puppetry.
- enjoy and participate in artistic experiences in the community.

## **Emotional/Social..... To help each child:**

- attain a good self-image.
- develop appreciation, compassion and respect for others.
- experience success in group participation as a leader and follower.
- develop self-control and responsibility as a way of life.
- develop the ability to meet change, uncertainty, and complexity with confidence.
- prepare for intelligent, responsible citizenship.

## **Academics/Curriculum**

### **CORE KNOWLEDGE**

New Vision is part of a growing network of schools using the Core Knowledge Sequence® curriculum. These schools are experiencing a great deal of success, as measured by standardized tests and student enjoyment of learning. Core Knowledge is based on ideas presented by E.D Hirsch, Jr., in his books *Cultural Literacy: What Every American Needs to Know* and *The Schools We Need and Why We Don't Have Them*, and further developed by the foundation established in 1986. The curriculum covers language arts, history and geography, mathematics, science, visual arts, and music. The Core Knowledge Sequence embraces the logical concept of Core Knowledge by association with the four S's:

**Sequenced:** Core Knowledge instruction is sequenced because children, as well as adults, learn by building on what they already know.

**Specific:** Core Knowledge is specific. By clearly specifying important knowledge, the Core Knowledge Sequence presents a practical answer to, "What do our children know?"

**Solid:** The content found in the Core Knowledge Sequence is part of a lasting body of knowledge.

**Shared:** At New Vision, it is our goal to provide all children, regardless of background, with the shared knowledge they need to be included in the national conversation of ideas.

In addition to the Hirsch books mentioned above, listed below are some resources for understanding and accessing the Core Knowledge curriculum. (Books can be found on Amazon.com, as well as at major bookstores).

- [www.coreknowledge.org](http://www.coreknowledge.org)
- <http://www.ckcolorado.org>
- *The Core Knowledge Sequence: Content Guidelines for Grades K-8*
- *What Your Kindergartener Needs to Know* (series continues for each grade)

### **COLORADO STATE STANDARDS**

In addition to the Core Knowledge curriculum, New Vision also aligns the curriculum to the Colorado State Standards. We strive to meet state expectations for instructional content at each grade level in Reading, Writing and Math and Science. The Colorado State Standards may be referenced at [Colorado State Standards](#).

### **SINGAPORE MATH (Grades K-6)**

In 1995 and again in 1999, the International Association for Evaluation of Educational Achievement (IEA) conducted the TIMSS tests also known as the Trends in Mathematics and Science Study or Third International Mathematics and Science Study tests- to assess the relative strengths and weaknesses of various countries' educational systems. In both cases, Singapore students came out number one in math. This sparked a curiosity about Singapore Math in the United States that has resulted in many schools now implementing Singapore Math into their school curriculums.

Through engaging and participating in the Singapore Math Program, the students are provided with the necessary learning experiences beginning at the concrete, pictorial stage and progressing through the abstract stage. This allows the students to learn and apply mathematics in meaningful ways.

Singapore Math is combined with a proper emphasis on automation of skills. Automaticity is the ability for students to immediately recognize their math facts. While this takes practice, it is essential as they progress to the next level of mathematics, which will require that they focus their mental energies on the demands of more difficult math concepts.

All students must meet grade level expectation for automaticity of grade level math facts. Math facts are assessed on a regular basis at each grade level and parents are notified if their child is not meeting grade level expectations for the mastery of basic math facts. Parents are encouraged to seek support of the classroom teacher if they need ideas on how to help their child master their basic facts. Much of this expectation has to be met through repeated exposure to basic math facts with significant support of the parents at home.

To learn more about Singapore Math, visit [www.singaporemath.com](http://www.singaporemath.com).

## **MIDDLE SCHOOL MATH (Grades 7-8)**

Singapore Mathematics is the curriculum that is implemented in grades K-6, with an opportunity to transition into pre-Algebra for high performing sixth grade students. Grades 7-8 use pre-Algebra, Algebra and Geometry texts that are aligned to the Colorado State Standards to meet student needs in Math. Refer to **Appendix B** for the Middle School Math Tracks document at end of this handbook.

In math, a student must identify their confusion on a math problem in order for it to count as an attempt to solve the problem. They may not simply state, "I don't know." They must state what is not making sense or what help they might need to better understand the concept. For example: "I don't know how to figure out what  $8 \times 9$  is." Or, "I don't understand the word, perimeter."

## **MATH ASSESSMENT AND PLACEMENT**

**Ability Grouping:** Students are expected to master the grade level materials for Singapore Math before being promoted to the next grade level in Math. Teachers administer the Singapore Math assessment that correlates to the materials covered throughout the year. For example: the grade level "A" assessment is given after completing the grade level "A" materials and the grade level "B" assessment is given after completing the grade level "B" materials. Each grade level teacher team may differentiate within their grade level as they deem effective for meeting the needs of their students.

**Placement into Ability Groups:** After an initial review of the basic math skills at the beginning of each school year, all students, with the exception of kindergarten and first grade, take the Singapore Math placement test for the previous year's materials to determine Math placement for the ensuing academic year. For example: All third grade students take the 2A and 2B placement test to determine mastery of the previous grade's math concepts and are placed accordingly. It is up to the grade level teachers, with input from the previous year's teachers as a team, to determine final placement of students for the ensuing school year. For 4-8<sup>th</sup> grades, all standardized assessments available to the teacher are reviewed to provide three test indicators (i.e., Singapore Placement, i-Ready and PARCC) that support placement decisions.

If a student is new to New Vision, the parents must provide appropriate standardized assessment information to the school. Standardized assessment information that is acceptable for this purpose include: ITBS, NWEA-MAPS and/or PARCC data and cannot be more than six months old. This information is reviewed by the Administration and the Assessment Coordinator to determine the best placement for the child. If the student does not have the accepted standardized assessment data, the Assessment Coordinator may use transcripts to make an initial placement decision until the student can be further assessed and placed according to teacher recommendation the first ten instructional days of school.

### **Calculators:**

- Calculators prevent automaticity and are not to be used for math in grades K-5 unless necessary for a student with a specific learning disability.
- Teachers in grades 6-8 may develop guidelines for the use of calculators, as appropriate.

## **RIGGS PHONICS AND LETTER FORMATION**

Riggs is our foundation for phonics, spelling, and handwriting in grades K-2. The Riggs program is taught using the 71 "Orton" Phonograms for correct English Spelling. Fifty-five of the phonograms are taught, simultaneously with letter formation in kindergarten and all 71 are taught in first grade.

The process of learning and writing the phonograms is rapid because the information is learned through four sensory avenues to the mind: sight, sound, (& kinesthetically) through voicing and writing. This is a teacher directed approach to learning phonics and spelling. The skills learned through phonics and spelling are then built on in order to construct sentences and other written work.

Students in grade 2 are introduced to cursive handwriting. In grade 3, students are given additional instruction and practice with cursive handwriting with the expectation that students will practice cursive writing at home if parents wish for their student to master this skill. Significant time will not be given to instruction in cursive handwriting in the school setting; however, students will be required to write legibly. The Zaner Bloser form of cursive writing is the school's preferred cursive font.

An iTunes App for [Zaner Bloser practice](#) is available as well as for [Riggs Phonics](#) and [phonograms](#).

## **WORD WORK/SPELLING/LANGUAGE ARTS**

NVCS recognizes that individual students have a wide range of needs when it comes to Spelling and Vocabulary. In order to best meet the needs of students across many grade levels, Spelling and Word Work instruction changes as students move through our curriculum.

Students in grades K-4 use Month-by-Month Reading, Writing, and Phonics for Kindergarten: Second Edition by Patricia M. Cunningham and Dorothy P. Hall for spelling. This emphasizes the mastery of the grade level sight word list, as well as word pattern work. In grades K-1, teachers are expected to assess students regularly for the mastery of the specific sight words and pattern words, but may not require weekly spelling tests.

Students in grades 4-5 work with the *Nifty-Thrifty Fifty Words*, focusing on word parts such as prefixes, root words and suffixes that make up the most common word parts and combinations found in the English language. This word work prepares students for studying the Greek and Latin roots in grades 6-8<sup>th</sup>.

Students in Grades 6-8<sup>th</sup> focus on vocabulary specifically structured around Greek and Latin roots according to the Core Knowledge Sequence expectations. Additional information is available [on the Core Knowledge website](#).

## **READING**

NVCS uses a balanced literacy approach to teaching Reading. Reading Comprehension, Writing, Word Work and Self-Selected Reading are taught every day in grades K-4 and for a specified number of minutes each week in grades 5-8. Teachers use a variety of books and teaching techniques to tie Reading to Writing and also to integrate Reading instruction into content area reading.

Our K-8 classrooms teach Core Knowledge literature and poetry as defined in the Core Knowledge Sequence. Teachers also use leveled readers from a variety of vendors suited for Guided Reading Instruction to tie into the Core Knowledge curriculum. To learn more about the literature taught at each grade level, please review the curriculum maps on the school's website under the "about" curriculum tab. A comprehensive list is also available in the Core Knowledge Sequence.

## **WRITING**

NVCS teachers teach writing in a Writer's Workshop format. In the Writer's Workshop, mini-lessons are taught on a variety of skills and topics at a variety of levels. The mini-lessons allow teachers to provide support to many different writers. In addition, teachers conduct individual conferences with students on a regular basis. The one-on-one conferencing between the teacher and student is geared toward the concepts that the student needs. The curriculums of "Step Up to Writing" and "Six Traits" are utilized during the Writer's Workshop.

Students will spend the majority of their time writing on topics of their choice. Students typically become better writers when they write about topics they are interested in, write about topics they know a lot about, and have opportunities to write on topics for multiple sessions. Also, in accordance with the Core Knowledge Sequence and the Colorado State Standards, each grade level of students is required to write specific focused pieces and complete them through publication.

To learn more about the focused writing pieces for each grade level, please review the teacher's curriculum map on the school's website.

## **SPANISH**

TPRS (Teaching Proficiency through Reading and Storytelling) is a method for teaching foreign language that was created by Blaine Ray, a Spanish teacher in Bakersfield, California in 1990. Concerned that his students were disinterested in the unexciting process of learning a language from a textbook, he began to use James Asher's Total Physical Response to teach Spanish. By incorporating Dr. Stephen Krashen's language acquisition strategies of storytelling, dramatic role playing, reading in the target language and being read to, with James Asher's TPR, Ray developed an all-encompassing methodology. This method allows ample time for students to hear and internalize language structures before being made to produce the language.

All students are required to take Spanish other than the half-day Kindergarten students. Students in grades 7-8 may elect to take advanced courses in Spanish.

For more information, please visit [www.tprsstorytelling.com](http://www.tprsstorytelling.com). Additional resources include:

- *Fluency Through TPR Storytelling*, by Blaine Ray and Contee Seely
- [www.susangrosstprs.com](http://www.susangrosstprs.com)
- [www.blainerayTPRS.com](http://www.blainerayTPRS.com)
- [www.fluencyfast.com](http://www.fluencyfast.com)
- *Learning Another Language Through Actions*, by James Asher
- *Foreign Language Education The Easy Way*, by Steven Krashen

## **MUSIC**

Music experiences and the study of music are an important component of our curriculum sequence and daily schedule. Our music program consists of music history, theory, and music performance. Our music curriculum is sequenced and aligned according to grade level progression with an emphasis on band and choir performance in grades 7 and 8.



## **PHYSICAL EDUCATION**

Opportunities and experiences in the area of physical education are an important element in physical well-being of our students. Awareness of physical health, as well as exposure to activities related to physical development and skills are key priorities for our PE program.

## **ART**

Our art program is an essential component of our core curriculum and sequence. Through our art classes, students develop an appreciation of the visual arts, and knowledge of art history and artists. Our curriculum is designed to provide students a rich knowledge of art, as well as practical skills and development of talents in the area of visual arts. Students are also given opportunities to demonstrate their skills at "art shows" and exhibits for our school community.

## **MIDDLE SCHOOL ELECTIVES/SPECIALS**

New Vision Charter School believes that students should be provided with a comprehensive educational experience that includes the Arts as well as opportunities to explore individual talents as they become young adults.

In 6<sup>th</sup> grade, students participate in a teacher designated "mini" elective once a week. A list of elective choices is provided to students and parents. The 6<sup>th</sup> grade electives are non-credit classes and do not appear on transcript or report card.

In Grades 7-8, students have the opportunity to select from a menu of electives and specials each trimester. Elective opportunities are subject to change from year to year based on Administrative and BOD recommendations.

The electives and requirements are distributed to families at the end of the school year prior for the upcoming academic year. Questions regarding the electives or specials being offered at each trimester should be directed to the school counselor. Electives are subject to change at any given time.

## **HOMEWORK**

The purpose of homework is to allow students extra practice and/or to finish class assignments. It is expected that classroom teachers will assign homework that allows students these opportunities. We expect that homework should be about ten minutes per grade level per evening. The suggested amount of time is provided as a guideline and is not intended to be an absolute. For example, major projects may require more time than the maximum amount. Students work at different paces and the time spent toward completion of a task varies. If a child is taking much more time than seems reasonable on a consistent basis, the teacher should be contacted to discuss the problem. Parents should not feel compelled to do their child's homework.

We encourage parents to:

- provide a time and place free from distraction for the student to work.
- monitor student work and provide additional support as needed.
- communicate concerns and work closely with the teachers.

## **ACADEMIC DISHONESTY**

Academic dishonesty is against New Vision Charter School's as well as the school community standards and will not be tolerated. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text, electronic devices and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after test is submitted for grading, changing grades after grades have been awarded, or altering an academic record once these are official.

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the school regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Action may include: (1) filing a final grade of "F" or "Zero"; (2) a conference with the student and parents; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Cases of academic dishonesty are viewed as a serious violation of the student code of conduct. Examples of academic dishonesty include, but are not limited to:

- Copying homework assignments.
- Cheating on quizzes or exams including sharing answers with students in other sections of the course, including information in written assignments without proper citations.

Any incidents of any type of academic dishonesty will result in a student receiving an F or zero for the assignment and/or course. Disciplinary Action may include suspension.

### **TESTING – Policy ILBA/ILBB**

New Vision Charter School shall participate fully in State of Colorado mandated testing programs. Every student enrolled at NVCS shall be required to take assessments in accordance to state law.

The NVCS Administration shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Per the recommendation of the NVCS Principal, students shall be required to participate in school-initiated assessments. Assessment testing shall be initiated to:

1. Give students the opportunity to demonstrate their skill and knowledge.
2. Provide reliable information on student and school performance.
3. Allow achievement concerns to be addressed promptly so that instructional modifications can be initiated accordingly.

If a student misses a test due to being absent on the test day, he/she shall be rescheduled for testing upon returning to school from the absence.

### **GRADING, TEACHER CONFERENCES AND REPORT CARDS**

It is essential to monitor the progress of students throughout the school year, specifically within each trimester. Students' grades and reports of progress reflect individual achievement and performance as compared to grade level standards and expectations. Grade level expectations are prescribed through our core curriculum, as well as aligning with state standards for Colorado.

Essential to progress reports are parent conferences in which each student's performance is shared and discussed with the parents at key benchmarks throughout the school year. Parent conferences are conducted during established schedules within our academic calendar, or may be scheduled at any time throughout the school year as needed, either at the teacher's discretion or by parent request.

### **PARENT PORTAL**

Infinite Campus Parent Portal is a tool that provides real-time, secure online access to a student's pertinent school information such as grades, assignments, and attendance. The district and individual schools determine what information is available on the Portal, and reserve the right to change availability of information with notice. Portal also allows parents/guardians to select options for receiving communication from the school.

Parents are encouraged to sign up for Infinite Campus – Parent Portal. For additional information, please contact the school office.

## **CHARACTER EDUCATION**

New Vision places a high value on Character Education. It teaches children the habits of thought and deed that help people live and work together as families, neighbors, communities and as a nation. Throughout history, character education has been the shared responsibility of parents, teachers and members of the community who come together to support positive character development. By modeling exemplary character traits and reinforcing positive citizen attributes, attitudes and actions are developed that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society.

New Vision participates in the nationally recognized Character Counts program which promotes the development of six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. The Positive Behavior Intervention and Support program (PBIS) and Second Step (both listed below) are additional programs that support the Character Counts program.

### **How are PBIS, Second Step, and Character Counts aligned?**

All three programs help students develop skills, understand, value, and act on core ethical values.

### **CHARACTER COUNTS**

This program helps students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools, they learn to treat each other with kindness and respect. The Character Counts program is an integral part of New Vision's mission. It also promotes the development of exemplary citizens and a school that is safe, collaborative, positive and inclusive.

Every day, New Vision students and staff recite the following Nighthawk pledge:

**As a member of the Nighthawk family I will be:**

Trustworthy  
Respectful  
Responsible  
Fair  
Caring and an outstanding  
Citizen  
We are **TeRRiFiC!!**

More information about the Character Counts program is available at [www.charactercounts.org](http://www.charactercounts.org)

**POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)**

**What is PBIS?**

Positive Behavior Intervention Support (PBIS) is a school wide approach to preventing and responding to school and classroom behavior. PBIS is used at New Vision in the elementary and the middle school, as well as at more than 13,000 schools across the country.

**How does it work?**

In the program, positive behaviors are frequently rewarded preferably with non-food items by school staff, while negative behaviors are consistently addressed with logical consequences. PBIS aims to reduce the number of referrals or suspensions and enables educators to be more active and consistent in addressing behavior problems that do arise. Students are taught expectations of how to act responsibly and appropriately in places such as the hallways, restrooms, lunchroom, playground, and during assemblies.

**What are the outcomes?**

The outcome is positive behavior and a school environment that is conducive to learning.

**SECOND STEP**

The Second Step program is grounded in the integration of social learning, social information processing, and cognitive-behavior theory. Concepts and strategies from these frameworks constitute aggressive behavior and promote positive social behaviors: empathy, problem-solving skills, and anger management. Research on the Second Step program indicates that teaching these core competencies, combined with practicing specific skills, can prevent problematic behavior patterns.

Key areas which are emphasized in the K-8 program:

- Bullying prevention
- Empathy and communication
- Emotion management
- Problem-solving and decision-making
- Impulse control
- Goal setting
- Violence prevention
- Substance abuse prevention

**How is *Second Step* implemented?**

In *Second Step* lessons, students study and discuss core ethical values such as fairness, honesty, compassion, responsibility, respect, and self-discipline. The curriculum's foundation rests on three essential social competencies: empathy, impulse control and problem solving, and anger management. The lessons provide opportunities for students to develop core values through developmentally appropriate modeling, reinforcement, and practice.

The *Second Step* curriculum helps develop students' critical thinking, emotional intelligence, and corresponding social skills, thus addressing the "head, heart, and hand" of character development. Every *Second Step* lesson is built around a story depicting an everyday situation that students might encounter in their lives. Class discussion of stories is followed by teacher modeling of pro-social behavior and student skill practice. Students learn empathy skills, such as caring and helping behaviors; communication skills, such as active listening; social problem-solving skills; and skills for managing and communicating emotions.

The problem-solving model teaches students to evaluate solutions based on safety, fairness, others' feelings, and workability. All of these skills combined help students understand, value, and act on core ethical values.

# SUPPORT SERVICES

## INDIVIDUAL EDUCATION AND 504 PLANS

NVCS complies with all Federal, State, and District requirements regarding at-risk students. NVCS also complies with the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act. Students with disabilities will be provided with the necessary materials, equipment, and mandated services necessary to ensure that their learning is maximized. Wherever possible, they will be fully integrated into the school's programs.

All students with disabilities attending NVCS will be identified and serviced within the limits of the NVCS charter with the Thompson School District. NVCS will endeavor to offer an inclusion program for all students with disabilities. NVCS will comply with all mandated requirements as dictated in a student's Individualized Education Plan (IEP) for any student who enrolls in NVCS with preexisting disability requirements. NVCS reserves the right to purchase certain special education services from the District. If this happens, the District will be responsible for ensuring the provision of the required special education programs and services, including the development of IEPs and the handling of administrative proceedings, as well as providing transportation and specialized services. NVCS staff will assist in identifying and referring students for assessment of special education needs, developing IEPs, maintaining records, and assisting in the delivery of special education instruction and services as appropriate.

## READ PLANS

Through the use of PARCC tests and other measurements of progress, NVCS adheres to the Colorado READ Act requirements. NVCS develops Individual Literacy Plans based on statistically-significant gaps that are determined through the use of this data for remediation planning. Any student who is performing one grade level below their current grade in reading is placed on a READ plan in accordance with the Colorado READ Act. For more information on the READ act, please click on the following link: [READ Act Fact Sheet](#):

## GIFTED AND TALENTED – ADVANCED LEARNING PLANS

The content-rich Core Knowledge Sequence® has the framework built into the curriculum to challenge most gifted students. In addition, to ensure that academically gifted and talented students are able to achieve their highest potential, NVCS cluster groups all identified gifted students and assigns all students to ability groups in math and reading.

The Colorado Department of Education's definition of Gifted and Talented children is:

"Gifted and talented children" refers to those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership abilities.
- Visual arts, performing arts, musical or psychomotor abilities.

More information is available at: <http://www.cde.state.co.us/gt#sthash.G4vsHwCQ.dpuf>

New Vision Charter School assesses all students in Grades 2-7 using the CogAT assessment as a screen for identifying students with exceptional abilities. GT staff also uses other testing data to identify students who need further testing for identification in grades K-8<sup>th</sup>.

Students who are identified as Academically Gifted (per state and district guidelines) may receive additional support services through various means including, but not limited to: the push-in model, teacher support and mentoring, differentiation and a pull out model. Identified gifted students will be pretested per unit to determine their current knowledge and may be offered alternate work if they show mastery. The GT teacher will work closely with the classroom teacher in consultation regarding specialized learning projects tied to the current curriculum, and for the adaptation of instruction to meet the specific needs of the GT students within the regular classroom environment. Acceleration, (including subject and/or grade acceleration) of curriculum balanced with depth of knowledge in the content areas is the main priority for GT students at New Vision Charter School. All students who are formally identified as Gifted and Talented are required by state law to have an Advanced Learning Plan that is created by the GT Teacher, classroom teacher/s, student (if appropriate) and his/her parents. Advanced Learning Plans detail the type of challenges that will be required for each individual gifted student in order to reach his/her full potential for that school year. The Advance Learning Plan is updated yearly in the fall.

## **RESPONSE TO INTERVENTION PLANS (RtI)**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

For more information, please visit: [RtI Network](#)

At New Vision Charter School, we create Response to Intervention Plans for any student who requires additional or specified academic or behavioral interventions in order to be a successful student at NVCS. Parents are expected to attend all Students Success Team (SST) meetings in regards to Response to Intervention Plans that are put into place for their child. We believe that parental input and feedback is critical to the overall success of all students and especially for students who might be struggling either behaviorally or academically. Parent meetings and signatures are required on all RtI and SST plans.

# **General School Policies and Procedures**

## **ATTENDANCE/TARDINESS**

Regular attendance is essential to a student's success in school. Most subjects are taught in sequence and require the understanding of each concept in order of presentation. Absences and tardiness create a genuine hardship to a student's learning.

**Pre-arranged absences** should be facilitated through the school office with a note or phone call (593-NVCS). For extended pre-arranged absences, prior arrangements must be made with and approved by the Principal. If approved, arrangements for completion of missed work must be made. Please be mindful of school hours and the school calendar when planning appointments, family events, and vacations.

**Excused absences** are for illness, injury, and emergency/special circumstances. Whenever a student is absent from school, please call and inform the school before 8:10AM of the day of the absence. If a parent is reporting an absence outside the office hours of 7:45AM – 4PM, they may dial #4, which is the attendance line, and leave a message. The information needed is parent name, student name, grade, and the reason for absence. A phone call from the parent ensures that a student is safe at home and not lost or missing. State compulsory attendance law requires a close monitoring and reporting of excessive absences of a student.

**Unexcused absences** are absences that do not meet the above criteria. Unexcused absences are in direct conflict with attendance requirements and will be processed as such. Research data indicates a direct correlation between continuous attendance and student learning and achievement. Continuous attendance is an important factor in supporting a child's educational opportunity. If a student is frequently absent, school administrators will contact parents by letter. If absences persist, a solution-focused conference will be held with the parent/guardian. If the student's attendance does not show dramatic improvement

## **Tardiness**

The first bell rings at 7:50 a.m. Students may enter the building at this time and organize their belongings and prepare for the day. The second bell rings at 8:00 a.m. Instruction begins promptly at this time. Students are considered tardy if they are not in their assigned seat and prepared for the day when the second bell rings. Students arriving after the second bell, must check-in at the front office and receive a tardy slip to present to their teacher. Students who are tardy may be assigned lunch detention. If a student is frequently tardy, school administration will contact parents by letter. If tardiness persists, a solution-based conference will be held with the administration and parent/guardian. Middle School students who are tardy to class during the school day may be assigned lunch detention.

## **Check in-Check out**

It is our goal to maintain a safe environment for our students, including checking in and checking out students. A student may check into New Vision without the presence of his or her parent/guardian. However, if a student is checking out, a parent/guardian must be present to sign the student out at the school office before the student will be released. A student will not be released from school to anyone other than the legal guardian or designated adult by the parent/guardian on the emergency form. Students will be checked-out of class when the parent/guardian arrives. Check-in and check-out must be handled at the front office only.

### **Make-up work**

Make-up work is only allowed for students who have "excused" absences. The classroom teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within the number of days missed. For example, if a student misses two (2) days, they will have two (2) days to complete the assignment. The request for make-up work is the responsibility of the student.

### **Communication**

The New Vision family can expect communications from the front office and administration through email, the website (which is updated regularly), and through materials sent home with students every Thursday. Special communications may also be sent home with the student other than on Thursday's.

Our goal is to provide timely information to our students and families. We strive to maintain effective communications with our parent community on a weekly basis, or daily when necessary. Parents are encouraged to contact the school office with questions or concerns (970-593-6827). Parents may sign up for Infinite Campus – Parent Portal to check their child's attendance, grades, and assignments. Sign up information is available through the school office. When signing up, parents/guardians may choose how they prefer to be informed.

### **Discipline**

NVCS adheres to Thompson School District approved discipline policies. Parents/guardians have access to the Discipline Code Book through the Thompson School District website at [www.thompsonschoools.org](http://www.thompsonschoools.org). Select Resources>Parents>Discipline Code. It is the parents/guardians responsibility to review this document with their child.

### **Dress Code – Policy JICA**

Please refer to Policy JICA on the New Vision Charter School website

### **Drop off and Pick up procedures**

The safety of our children is of the utmost importance. New Vision strives to always make the school environment safe and efficient. As a result, New Vision utilizes a pick up program called Driveline. This program coordinates a rapid student release process while maintaining safety and order. Students are released in a safe, quick and orderly fashion. If a student is not picked up by 4 p.m., the office will attempt to reach the parents and/or the student's emergency contacts. If the office does not have success in reaching anyone, the student will be checked into the Boy's and Girl's Club.

### **Morning Drop-Off**

- 1) All traffic enters the one-way drive east of the Boys and Girls Club building, utilizing the right turn lane. Vehicles should NOT enter the parking lot on the west side of the school building during morning drop off.
- 2) The traffic proceeds around the facility to the unloading area along the curb of the main NVCS building.
- 3) All vehicles must drive as far forward along the curb in front of the school as possible before they drop off their child(ren).

### **After School Pick-up (by vehicle)**

- 1) Every vehicle must have a vehicle number placard which is available through the school office. This number is placed on the rear view mirror of the pick-up vehicle. If more than one vehicle is used for pickup, additional copies of the number may be requested.
- 2) All traffic enters the one-way drive east of the Boys and Girls Club building, utilizing the right turn lane. Vehicles should not enter the parking lot through the west side of the school.
- 3) Vehicle numbers are entered into our drive-line system as vehicles proceed through the east entrance.
- 4) The teacher and students receive the message on the electronic whiteboard in the student's classroom and the student is released to a holding area when called by the office.
- 5) All cars are funneled into two lines and are grouped in the order they arrive.
- 6) Parents are asked to please remove their vehicle ID once all their child(ren) are loaded in their vehicle. Removal of the placard signals to the school personnel in the loading zone that everyone is loaded in the vehicle.
- 7) The cars are released and must exit out of the parking lot onto First Street making a right (east) turn. The next group moves forward to the loading zone.
- 8) For communication purposes and safety, parents MUST refrain from using their cell phone in the loading zone.

### **After School Pick-up (Walkers/Bikers/Scooters, Skateboards)**

- 1) Students who walk or ride their bicycle, scooter, or skateboard are released at the west door near the basketball courts. If a parent is walking home with their child, they must present their number ID placard.
- 2) Bikes, scooters, skateboards are not to be ridden on school property during school hours from 7:30-4:00 pm. They should be dismounted and walked or carried while on school property.

## **In order for this process to run smoothly...**

- 1) Parents should not drop their children off or pick up their children on 1<sup>st</sup> Street. Vehicles should slow down and yield at the cross walk for pedestrians.
- 2) Please do not make a U-turn on 1st. We kindly ask parents/guardians to take the extra 2 minutes and use the round-about which is located one mile east of the school.
- 3) If a student needs to be picked up early, they should be picked up before 3:00 p.m.
- 4) Please avoid using the private property of Brookstone Apartments parking lot across the street from New Vision. Help us to be good neighbors!
- 5) For pick up, parents should always use the pick-up line and not park in the parking lot and come into the school to pick up their child.
- 6) Vehicles should not park in the parking spots by the basketball courts during drop off and pick up times unless approved by the school administration to do so
- 7) Parents should avoid using their cell phone or reading during drive.

### **Additional Guidelines/Recommendations**

- Due to the fact that we provide supervision at 7:30AM each morning, parents are encouraged to consider drop-off times between 7:30-7:45AM to stagger traffic volume. Likewise, parents are encouraged to stagger pick-up times from 3:30-3:45PM. This will assist with reducing high volume during the dismissal time.
- Parents are encouraged to establish carpool arrangements.
- Late arriving students must check in at the office and receive a tardy slip before proceeding to the classroom.

### **Drugs, Alcohol, Weapons, and Tobacco**

New Vision adheres to all TSD-approved policies. There are no drugs, alcohol, weapons or tobacco allowed on NVCS property or in student vehicles at any time. Please see policies GBED, JICH-R, JICDA and JICH for further information. All policies are available on New Vision's website.

### **Annual and traditional field trips**

New Vision recognizes that learning experiences extend beyond the classroom setting. As a result, school sponsored off-campus and overnight field trips are organized by teachers to enrich the students' educational experience.

Many of our field trips require transportation on a Thompson School District bus. Most field trips also require a small fee to cover transportation and admission expenses. In addition, all field trips require a permission form signed by a parent or legal guardian to allow a student to participate.

It has been a tradition at New Vision for our sixth graders to participate in an overnight Outdoor Education program. The purpose of this type of trip is to create a strong class community through team-building and confidence boosting activities.

Parent chaperones are usually needed on Field Trips and are encouraged to participate. Parents should contact their child's teacher if they are interested. Parents must register in VITAL (the volunteer management system) prior to volunteering.

### **Emergency Procedures**

Our NVCS Safety Committee has adopted a prescribed set of emergency procedures in the event that measures are required to ensure the safety of our students. Our Safety Committee has worked in partnership with local fire and police departments to develop the most effective and desirable procedures for our school. These procedures have been adopted for incidents, such as fire drills and evacuation, "lockdowns" for the entire building for exterior and interior threats, and relocation of our students in case of evacuation requirements and demands. Our relocation procedures include a partnership with the church to the east of New Vision when an immediate temporary location is needed. Regularly scheduled drills are conducted on school grounds to ensure adequate preparation of our procedures. In addition to our emergency procedures, we regularly monitor our overall procedures to ensure safety for our students during before and after school procedures, including street signs, crosswalks, and the provision of a crossing guard and traffic patterns during dismissal times.

### **Fees**

Instructional Materials Fees for the 2015—16 academic year are \$50 for the first student and a maximum of \$100 for families who have two or more children attending New Vision Charter School. The fees are collected to offset the expenses for grade level classroom materials and for the curriculum areas of Art, Music, Spanish, and Physical Education. The funds help support the schools commitment to the Core Knowledge curriculum by providing essential classroom materials.

## **Student acceptable internet, network and email use agreement**

Students and parents are required to read and sign the Internet, Network and Email Use Agreement. Please refer to *Appendix A* located in the back of this handbook.

## **Cell phone and electronic devices**

Cell phones and electronic devices (with the exception of e-readers as defined below) are prohibited in academic settings (classrooms, library, labs, gym, etc.) during the instruction day. The devices may not be used in a manner which is potentially unsafe or illegal or otherwise might violate the guidelines for students. Cell phones in use during instruction will result in confiscation of the device by the classroom teacher. The classroom teacher will turn the cell phone into the front office and administration will address the issue with the student and the parent, as needed.

Prohibited uses include but are not limited to:

1. Using the device to create video or audio recordings of students and/or staff, without permission of the student and/or staff member;
2. Using the device to take photographs of students and/or staff, without permission of the student and/or staff member;
3. Using the device for academic dishonesty or cheating;
4. Using the device in any manner that disrupts the academic environment, or otherwise disrupts school activities or functions;
5. Using the device to send, receive or possess text or e-mail messages reasonably interpreted as indecent, inappropriate or sexually suggestive while at school, on school transportation, or at a school-related function;
6. Using the device to threaten, harass, intimidate, or bully;
7. Departing a class to activate or operate such devices.

Depending upon the nature and the severity of the violation, as determined by school administration, any violation of the "Student Use of Cell Phones and Other Personal Electronic Devices" code of conduct may result in disciplinary sanctions up to and including expulsion from school.

## **E-Readers**

E-Readers may be used during teacher directed reading times only. Before a device will be allowed for use in the classroom, students must have an e-reader agreement signed by their parents and presented to the classroom teacher. Agreements are available through the classroom teacher upon parent and student request.

iPods and iPhones and similar devices that are used as multiuse tools are not appropriate reading devices and therefore are not allowed as e-readers.

ANY device found to be used for gaming, surfing, or is found in violation of the above cell phone and electronic device guidelines, will result in confiscation of the device by the classroom teacher. The classroom teacher will turn the device into the front office and Administration will address the issue with the child and parents as needed.

## **Cafeteria Meals**

NVCS uses Thompson School District's Nutrition Services to provide breakfast and lunch meals in conjunction with our Healthy School Initiative. NVCS and TSD believe "healthy food choices provide our children with a foundation for wellness, education, and future success."

## **Thompson School District's Nutrition Service**

- Two Registered Dietitians create the breakfast & lunch menus
- Every meal is served with fresh fruit & vegetables
- Colorado grown skim and 1% milk is provided at every meal which is rbST- and hormone-free.
- Whole grains are used for meals including bread, rice or pasta
- Fried foods or foods containing transfat are not served

Visit the Cafeteria tab on the NVCS website for links to monthly menus, Online Payment Instructions, and the Free and Reduced Meal Application.



As part of the National School Lunch and Breakfast programs, NVCS offers meals free or at reduced price for those families who qualify. Only one application is required per family, every year. Every family is encouraged to complete and return an application, which is usually available in early August.

### **Classroom parties**

Scheduled parties will begin the last 45 minutes of the day. Birthday parties are considered short snack times and do not fall into the classroom party category. Those parents who do not wish their students to participate in classroom parties should make arrangements for their child to be picked up prior to the party.

### **Snack Food and Food for Celebrations**

NVCS promotes a healthy lifestyle by encouraging healthy eating and activity. This is encouraged by providing opportunities to be active and eat healthy. With this in mind, NVCS will no longer allow sweet treats at school parties or for birthday treats.

Parents must have approval of treats by the classroom teacher before bringing or sending treats to school. Teachers will present the expectations for acceptable food items at the Check In/Back-to-School day in August or on their classroom webpage.

There are many healthy alternatives to sweets for school parties. Examples include fruit with yogurt dip, vegetables with dip, popcorn, cheese and whole grain crackers. There are more suggestions on the NVCS school website under the Wellness tab. Examples of alternatives to food treats are: extra recess, donating a book to the class, or pencils for classmates.

### **Food guidelines**

New Vision Charter School values the health and safety of the entire student body. Due to the prevalence of peanut/tree nut or other allergens at New Vision Charter School, the following guidelines for consumption of these products have been created.

- For specific allergies, classrooms will have a designated area for the consumption such as peanut/tree nut products.
- After food consumption, desktops and tabletops will be cleaned thoroughly with soapy water.
- During lunch periods, an allergy safe table will be provided in the cafeteria.
- All students will wash their hands before recess and/or returning to the general classroom area.
- During nutrition breaks (snacks), all foods will be screened for peanut/tree nuts and/or other allergens if needed.
- If food is brought for a classroom celebration, it must be in a prepackaged container with the ingredients listed. The list will be screened for peanut/tree nut products or allergens, as necessary. No homemade foods will be allowed.

Please note: Foods that contain peanut/tree nuts will not be allowed for classroom celebrations (general consumption). Foods that are processed in an environment where there may be potential contact with peanut/tree nut products will not be allowed.

If a parent has a student that has a severe allergy which requires an accommodation at school, the parent should immediately notify the school administration.

### **Health Policies**

Thompson R2-J, in accordance with Colorado State Law, has enacted the following Medication Policy:

All prescription medication must be dispensed from the health office by a person who has been delegated by the school nurse to do so. Medication must be in an appropriate pharmacy labeled container.

Permission for Medication Form must be completed and include:

- Health care provider signature, including dispensing information.
- Parent signature. (Completed Permission for Medication Forms faxed from the health care provider care provider will be accepted). Over-the-counter medication given in the health office must be treated like a prescription medication.

Students in middle and high school may carry prescription inhalers on their person and administer as needed; however, they must have a completed Permission for Medication Form on file in the health office. Students in elementary school must have written permission from a health care provider to carry prescription inhalers on their person.

Students are allowed to carry over-the-counter medication (Tylenol, Advil, Tums, etc.) if they have it in the original container, carry only one days' worth, and have a signed and dated note from the parent on their person. The student must self-administer this medication.

We encourage parents to bring medication into the health office. No medication will be sent home with a student. Once a medication has been discontinued or at the end of the school year, the parent must come to the Health Office to pick up the unused portion of medication. All medication that remains in the Health Office after school is out will be destroyed. Students with individualized health care needs will be referred to the District R.N. in order to set up an individualized health care plan. Please call the NVCS Health Office for further details.

### **Conditions of Short Term Exclusions and Absences (Colorado Department of Health and Environment)**

The following are some common health conditions in which a student will not be allowed to attend school (less common conditions are not listed.)

Fever: Temperature greater than 100 F. Temperature must be back to normal for 24 hours prior to return to school

General Illness: with or without fever, along with changes in behavior and/or the student looks and acts sick. The Health department defines general illness as a student who is not able to participate comfortably in his/her usual activities or if the student has persistent crying or requires more care than school personnel are able to provide.

Diarrhea: Until resolved and includes times when stools are so loose they can't be contained in a diaper or controlled by the child.

Signs of possible severe illness (for example persistent crying, extreme irritability, uncontrolled coughing, difficulty breathing, wheezing, lethargy)

Vomiting: when this occurs and is accompanied by symptoms of illness, is the result of a health injury, or if the vomit appears green or bloody.

Rash: When there is rash with a fever or behavior change or until the origin of the rash has been deemed by the physician to be non-contagious in nature.

Infectious conjunctivitis: (pink-eye) with discharge, until 24 hours after treatment is started.

Impetigo: until 24 hours after treatment is started.

Strep throat, scarlet fever, or other strep infection-until 24 hours after treatment started and the child no longer has a fever.

Chicken Pox: Until all sores have crusted over.

Oral herpes: (if the child is drooling or the lesions cannot be covered) until lesions heal.

Flu symptoms: fever (100°), sore throat, cough, runny nose, body aches, vomiting or diarrhea. Stay home from school for at least days or until symptoms are gone for 24 hours, whichever is longer.

### **Public concerns and complaints – Policy KE/KE-R**

The Board of Directors welcomes constructive criticism whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the school to do its task more effectively. Please refer to Policy KE and Procedure KE-R on the New Vision Charter School website for more information.

### **Pets at school**

Because of allergies, hygiene and safety, animals are not allowed on school grounds (with the exception of therapy dogs).

### **PTO**

The purpose of New Vision PTO is to support and enhance the education of the children at NVCS by fostering a spirit of cooperation and promoting open communication between families, staff, and the Board of Directors of the school. To this end, the PTO promotes projects, events, programs, and fundraisers throughout the school year. Please visit the PTO section of [www.newvisioncharterschool.org](http://www.newvisioncharterschool.org) for meeting dates and times and more information

### **SCHOOL CLOSURE**

Whenever in the judgment of the NVCS Principal, even if TSD schools are still open, it would be contrary to the safety and welfare of students to keep school open, the school shall be closed. The Principal shall institute procedures to return students to their homes safely and to notify parents/guardians about the emergency closing. Parents will be notified by email and can tune to AM radio 850 KOA and Channel 9 KUSA for closings.

When the TSD Superintendent announces that schools will be closed, New Vision will also be closed.

Parents/guardians, students, and staff members shall be informed early in each school year how they shall be notified in the event of emergency closing or dismissals.

### **SCHOOL SUPPLIES**

A list of recommended school supplies students will need for the school year is posted on the website ([www.newvisioncharterschool.org](http://www.newvisioncharterschool.org)).

## **SCHOOL VISITS**

New Vision parents and legal guardians are welcome to visit the school and take an active role in the education of their children. Parents are always welcome visitors at the school. Such visits help give the children a feeling of security through knowing that there is cooperation between parents and teachers. Younger siblings are not permitted to visit the classroom. Arrangements to visit a classroom may be made by contacting the teacher to set up a convenient time.

All visitors/volunteers must check in at the school office (identification may be required) and pick up a visitor or volunteer badge upon entering the building and check out again at the school office when leaving. This procedure supports a safe environment for our staff and students and gives visiting parents instant recognition in the building.

Teachers may not conduct private conferences with parents during instructional time unless a prior arrangement with the teacher has been made. Due to liability, students are not allowed to bring visiting children, friends, or relatives to school with them without prior approval by the Principal.

## **STUDENT VALUABLES**

Textbooks and other print resources are the property of NVCS and students are responsible for the care of their books. All books checked out to students are to be covered with an appropriate book cover. Damaged or lost books are the responsibility of the student to whom they were issued. Any book that is damaged or lost will be paid for by the student at full replacement cost. Under no circumstance should a student mark in a book belonging to the School.

New Vision Charter School is not responsible for ANY personal possessions that are brought on to campus. This includes, but is not limited to cell phones, bicycles, other personal electronic devices, purses, and clothing.

## **VOLUNTEERING**

Volunteers strengthen the quality of education at New Vision by sharing valuable time and knowledge. NVCS encourages and supports our partnership with parents and community members through volunteerism. All active volunteers in Thompson School District are required to register online and pass a criminal background check before volunteering at school or for a school activity, including field trips. Volunteers may register through the online VITAL link at <http://thompson.k12.co.us/>. If an individual is already registered with the District, they are not required to register again. Parents simply log in and add New Vision Charter School to the list of school they volunteer for.

Volunteers must wear a volunteer identification badge while volunteering.

There are numerous volunteer opportunities at New Vision such as completing tasks for the teachers from home, helping teachers in the classroom, assisting in fundraisers, participating in a committee, joining or attending board meeting, assisting with classroom parties, chaperoning a field trip, assisting in the lunchroom, etc.

There are also a variety of committees in which parents are encouraged to be involved. Some committees are short term and are formed for a specific task and once the task is accomplished, the committee is dissolved. Other committees are ongoing. Some of the ongoing committees are Curriculum, Finance, Safety, and the School Accountability. To receive more information, please contact the school at 593-NVCS.

**STUDENT USE OF THE INTERNET  
AND ELECTRONIC COMMUNICATIONS**

The Board of Education believes that the Internet and electronic communications (e-mail, interactive electronic environments, and other forms of electronic communication) have vast potent to support and enhance the district curriculum and to provide students with opportunities to learn and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors.

**Blocking or Filtering Obscene, Pornographic and Harmful Information**

Firewall systems provided by the district are in use that meet CIPA (Children's Internet Protection Act) mandates that block or filter material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, that allow for access to the Internet by a minor, from any location. Students shall report access to material and information that is obscene, child pornography, harmful to minors or otherwise in violation of this policy to authorized personnel or district employees. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising employee.

**No Expectation of Privacy**

District technology devices are owned by the district and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district technology devices shall remain the property of the district.

**Unauthorized and Unacceptable Uses**

Students shall use district technology devices in a responsible, efficient, ethical and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of district technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following:

No student shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district nondiscrimination policies
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another with express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law or district policy, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits anything anonymously mailed
- that accesses fee services without specific permission from the system administrator

## **Security**

Security on district technology devices is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a district employee. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to district technology devices
- read, alter, delete or copy, or attempt to do so, electronic communication of other system users

Any user identified as a security risk, or as having a history of problems with technology, may be denied access to the Internet and electronic communications.

## **Safety**

In the interest of student safety, the district shall educate students and parents about appropriate online behavior, including cyberbullying awareness and response, interacting on social networking sites and in interactive electronic environments, and other forms of direct electronic communications.

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the district employee, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

## **Vandalism**

Vandalism will result in cancellation of privileges and may result in school disciplinary action, including suspension or expulsion, and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned technology devices. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

## **Unauthorized Software**

Students are prohibited from using or possessing any software, application, mobile application, or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

## **Assigning Student Projects and Monitoring Student Use**

The district will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and employees have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications. Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools.

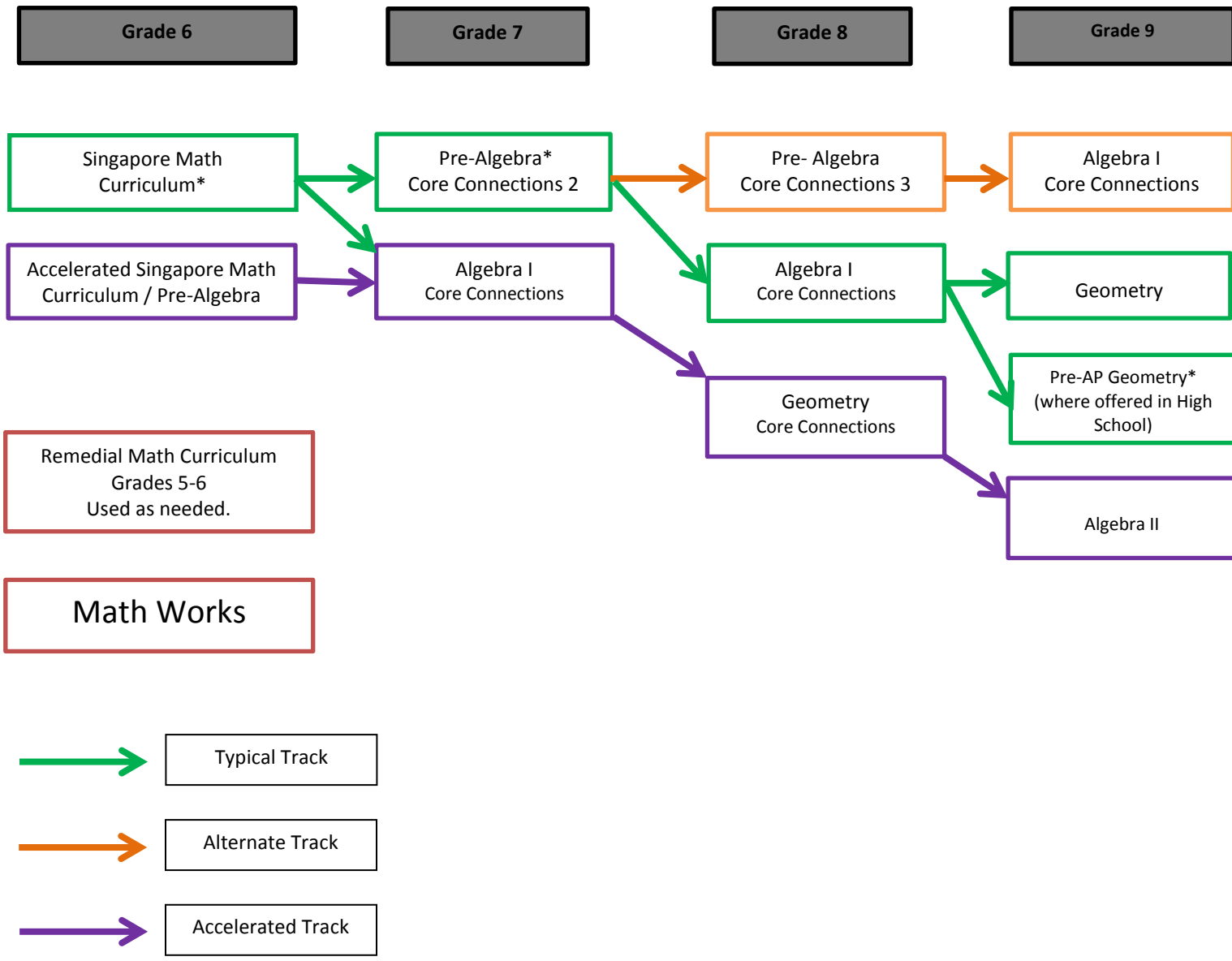
## **Student Use Is a Privilege**

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in school disciplinary action, including suspension or expulsion, and/or legal action. The district may deny, revoke or suspend access to district technology devices or close accounts at any time. Students and parents/guardians shall be required to sign the district's acceptable use agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

## **School District Makes No Warranties**

The district makes no warranties of any kind, whether expressed or implied, related to the use of district technology devices including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The district shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

**Math Tracks**  
**New Vision Charter School**



If it is determined that a student is ready to move into another track, they may be assessed by the classroom teacher and placed accordingly in the fall. All placements will be final after 10 instructional days. \*Represents the typical track for a NVCS student.