

New Vista High School

Student Handbook

Revised Summer, 2010

New Vista Student Handbook

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Welcome to New Vista High School! New Vista is a diverse, supportive and respectful community of learners. The school combines the creativity and commitment of teachers, parents and students with the resources of the broader community. New Vista creates an environment in which excitement about learning enables students to achieve high levels of skill and knowledge. We encourage and support student self-determination and achievement with the school and beyond.

New Vista has three goals:

1. To educate students in the conventional academic subjects and prepare them for a variety of post-secondary programs, including competitive colleges. To do so, we offer engaging courses taught by talented teachers. In turn, we expect that all students will earn A's and B's across the curriculum.
2. To help each and every student identify and pursue interests or talents at which he or she is genuinely motivated to excel. To accomplish this, we offer students a wide variety of educational experiences within the school as well as extensive opportunities to pursue their interests in the community.
3. To prepare students for the demands of citizenship in a democracy. To achieve this, we encourage students to actively participate in shaping the school's program and climate. In addition, we promote student engagement in social and political action within the community. We place particular emphasis on developing the capacity to be proficient in multicultural settings. Finally, we expect students to develop the leadership, collaboration, and communication skills that make working with others both rewarding and effective.

New Vista is a unique school. In order for our school to function and our community to exist, all student, faculty and staff chose to abide by New Vista's 7 core values. Please familiarize yourself with our policies which are in place to support our community and our values.

Community at New Vista:

Is built around being a non-traditional school;

Includes everyone, not just our friends;

Is always being built and rebuilt as people come and go;

Takes time, effort and attention.

Core Values

Practice Respect

Listen, speak and interact in helpful, kind ways

Value individual differences and mix with people who are not like you

It's about Teaching and Learning

Students: attend, engage, pass classes with B's or better

Teachers: make it interesting and interactive

Support Each Other

Teachers and students provide positive encouragement to teachers and students

Use opportunities for confidentiality and emotional support

Do School and School Activities Substance Free

Keep NVHS non-traditional by keeping it substance free

Keep it Clean

Support the work done by Joe, Bertha and Rick

Be kind to the building and grounds

Clean up your own mess

Have Fun Together

Take time out of the school day and year to do fun stuff together as a school, in advisory and across advisories

Participate

Make these values real every day

Help each other become better members of the community

Take the time to plan, organize, be on committees and make things better

I. Practice Respect

Listen, speak and interact in helpful, kind ways

Value individual differences and mix with people who are not like you

A. District Policies:

Students at New Vista High School will be held to the highest standards of conduct in order to maintain a safe and orderly learning environment for everyone. This follows the philosophy that the Boulder Valley School District is committed to fostering a community of learners, which gives students the tools and confidence to construct their own successes. Students will take responsibility for their actions, and anyone who chooses to interfere with the learning of others will be held accountable. The support and involvement of parents is essential for the success of this program

The rules of the School are founded upon the belief that all students have the right to a safe learning environment. In keeping with this philosophy, BVSD has provided a concrete listing of expected behaviors and consequences. In fairness to all students, these consequences will be applied consistently. This program encourages students to take responsibility for their own actions, including attendance and academic performance. Emphasis is placed on the importance of each student working to his/her own ability level. The student conduct code allows all students to make mistakes, within defined limits, without cumulative, punitive action. Effort is expected, rewarded, and there is frequent positive feedback

1. Non-Discrimination Policy

The Boulder Valley School District will not tolerate discrimination, harassment or violence against anyone, including students and staff members, based on race, ethnicity, gender, sexual orientation, age, disability or religion.

2. School-Wide Rules

Students may not:

- substantially threaten or undermine the safety, health or welfare of themselves or other people;
- be willfully disobedient; defy proper authority
- bring guns, knives (this includes pocket knives with blades under 3.5 inches), slingshots or other weapons or objects used as weapons to school;
- bring gun facsimiles (water guns, toy pistols, any projectile launchers etc.) to school ;
- bring laser pointers to school;
- initiate or participate in bomb scares or false alarms;
- use physical force against another person;
- use, possess or exchange drugs or alcohol or be under the influence of drugs or alcohol while at school or while involved in school activities;
- possess drug paraphernalia;

- repeatedly disrupt the school learning environment;
- verbally or physically intimidate, harass, or abuse another person;
- sexually harass another person through words, physical contact or other overt actions;
- steal, damage or destroy school, staff or student property;
- repeatedly misbehave at school or during school activities.

3. Reasons for Expulsion

Suspension followed by expulsion shall be mandatory for the following serious violations in the school or on school property:

- Carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or the District. A "dangerous weapon" includes, but is not limited to: a firearm, loaded or unloaded, or a firearm facsimile (look alike); a pellet or BB gun or other air-gun; a knife (fixed blade of three inches or longer, a folding knife of three and a half inches or longer); or any other weapon or instrument which, in the manner in which it is intended to be used, is capable of producing death or serious bodily injury.
- Selling a drug or other controlled substance.
- The commission of an act which, if committed by an adult, would be robbery or assault, as defined by applicable State law.
- First or second degree assault, which is defined as acts which involve the intent to cause and actually causing serious bodily harm.
- Being habitually disruptive, defined as being suspended three times in a school year for behaviors which caused a material and substantial disruption in the classroom, on school grounds, in a school vehicle or at a school-sponsored activity.

When any of these expellable offenses is committed, the Principal has ***no choice*** but to suspend the student immediately and recommend expulsion to the Superintendent.

A student may also be expelled for continued repetition of the behaviors described above under Reasons for Suspension as detrimental to the safety and welfare of the student, other pupils, or of school personnel on or off school property, at any school activities or when being transported in vehicles approved by the District.

4. The BVSD Substance Policy For Students Involved in Activities at Other Schools

Your student is not allowed to have or use alcohol, illegal substances, or paraphernalia on school grounds or at any school event or activity.

Violations will result in several consequences including:

- removal from activities/leadership roles
- loss of the privilege of participating in athletics (see posted athletic policy on BVSD website: bvsd.k12.co.us)
- possible reporting of violation on college applications (specifically to service academies)

5. Off-Campus Behavior

New Vista High School will be involved in student problems (even if they don't happen at school) when:

The problem started at school (i.e., talking about a fight after school, planning a party involving alcohol on the weekend when parents are not at home, planning to purchase drugs during lunch, planning to shoot a paint gun during lunch).

- the problem is brought back to school after the problem (i.e., talking about the fight that happened at the mall over the weekend and what might happen next, taking sides and calling names related to a disagreement at a student's house over the weekend).
- the problem is between two students at the same school and there is a safety issue (i.e., a student is charged with harassing another student at the same school, sexual harassment of another student at the same school occurs at a party).
- the problem is related to staff (i.e., graffiti on a staff member's house).
- the student is charged with a felony.
- The problem happens when a student is traveling to and from school or after a school activity.

B. **New Vista High School Rules**

The rules for New Vista come from two important ideas: respect and fairness. Respect and fairness are important between students, between students and staff, and between New Vista and members of the broader community. This includes respecting the physical property and grounds of the school and the surrounding community.

Relationships at New Vista are built on trust. Adults in the building make every effort to be partners with students. Lying to teachers or other staff members will break that trust. When staff cannot trust students, it is students who suffer the most.

1. Attendance

- Only parents or guardians may excuse a student's absence.
- If a student, or a friend, pretends to be a parent and tries to excuse an absence, two things will happen. First, the student's parents will be called. Second, the student will have to help the office staff with their work for at least 2 hours. This will help make up for the extra work the staff had to do because of the false call.
- If students are too sick to be in class, they need to report to the health room.

2. **Expected Behavior**

Students will exhibit positive behaviors at all times, demonstrating respect for themselves, their classmates, school staff, and school and neighborhood property. All New Vista students are expected to:

- Behave as role models at all times, through demonstration of respect for the creativity and ideology of others.
- Be in class on time, and to make proper use of the instructional setting by assuming the responsibility of being on task and successfully completing all assignments.
- Achieve to the best of their potential at all times.
- Follow classroom rules as established by school policy and staff.
- Follow the school discipline code during the school day and at school functions.
- Choose positive alternatives, such as teacher assistance and/or avoidance of confrontations.
- Staff may ask that **language that offends anyone** (in music or speech) be stopped. Staff will respond to racist, sexist, homophobic or other offensive remarks.
- Students are expected to wear **clothing** that does not offend or that is provocative. An administrator may ask students to cover or change offensive or provocative clothing. Clothing that in any way signifies gang relationships, clothing that is distracting to our learning such as but not limited to, tank tops, short shorts, short skirts, midriffs and halter tops, low riders, underwear, and any clothing that emphasizes drugs, alcohol, tobacco, sex, nudity, foul language/symbols is inappropriate for our community.
- Students will be quiet during **breaks** and not bother other classrooms or learning activities.

3. **Computers and telephones:**

Computers and telephones in the staff and conference rooms may be used by students **for school business** - for Community Experience or doing something for a class. Health emergency phone calls should be made from the office. We do not have a pay phone, so **all other calls** (even to the student's home) must be made on cell phones.

4. **Cell Phones**

Cell phones must be turned off during class. Please make all cell phone calls outside the building. Texting and talking will result in detention. Teachers or staff will take the cell phone or device away if the student uses them without permission. Cell phones may be held by the instructor, or placed in the Main Office in a secure place. Students may pick them up after 3:05 pm regardless of when their school day is over. The second time a cell phone or other device is removed from the student, a parent or guardian must pick it up. The third time this happens, it will be considered an act of defiance and treated as such. Consequences could include restorative justice, behavior contracts, detention or suspension.

5. **Study Center**

The study center is for working. There will be **no food or drinks**, and it must stay **quiet**. You may not eat lunch at the computers.

6. Lunch

Lunch is from 12:05-1:05. Students may eat their lunches in the community room. New Vista currently provides microwaves, tables and chairs. Food and/or beverages are not allowed in the auditorium or the gyms.

7. Snowballs

Students may throw snowballs with other students who want to play in the lower fields east of the school. Do not throw snowballs at anyone who does not want to play. Do not throw snowballs in the parking lots, on the sidewalks, or into the streets. If you break the rules, you will be given detention. ***This is the warning.***

8. Visitors

Students who do not attend New Vista may not be on school grounds or in the school building without checking with the office. An administrator has to say it is O.K. If you want to have someone shadow you, you must ask an administrator at least two school days ahead. You must also ask all your teachers. Shadowing students must bring a note from a parent with a phone number so we can ask the parent if it is OK. If you do not follow these steps, your guest will be sent home.

9. Visiting other Schools

A New Vista student may not go to Fairview or Boulder High School, or any other Boulder Valley school unless he or she has permission. If a student has a good reason to visit, the schools' office must say it is O.K. **DO NOT** visit other schools during lunch or Wednesday Community Experience. If we find out that a student has gone to another school without permission, the student will lose the right to leave school for lunch or Community Experience.

10. Students Driving

Parking is very limited. Please try to ride your bike or take the bus. Parking permits are required in the school parking lots. Violators will be towed at the owner's expense.

- **Under 18** - Students may not drive during school activities.
 - Students who are under 18 may drive from home to an off-campus location for a class and then from that location back home or to another personal destination.
 - Once a student has come to school, he/she may not drive to an off-campus learning experience

- May not drive from an off-campus learning location back to school for school business.
- May drive to and from school and during lunch
- **Over 18** - May only drive themselves during school activities. They may not provide rides for other students.
 - May drive to and from school and during lunch

II. It's about Teaching and Learning

Students: attend, engage, pass classes with B's or better

Teachers: make it interesting and interactive

Registration Tips

Dropping Classes (and not adding new ones)

You may drop a class in the first 7 days. The class will not be on your transcript.

If a class is dropped between the 8th and 15th day, you will get a grade of "WF" (withdraw failing). This will not count in a student's Grade Point Average (GPA).

If you drop a class after the 15th day you will get a grade of "IP." This will count as a failing grade in the GPA.

Grades at New Vista

For Morning and Afternoon Blocks, Seminar/Intensive, Advisory, and Learning Unit Contracts we use the grades: A, B, C, and IP. Teachers may add a (+) or (-) to the grades, but this will not affect the student's grade point average.

Incomplete (I) is only given for emergencies, and the grade must be made up by the due date.

Workshops and Community Experiences are graded on a Satisfactory/Unsatisfactory basis.

The letter grades mean:

- A Student went above the high expectations of the class (Excellent performance);
- B Student met the high expectations of the class (Good, completely satisfactory performance);
- C Student made some effort, showing growth, but did not meet the high expectations of the course;
- IP Student did not make enough progress. Counts as an F in the student's GPA.

Students must get an A or B in a class to get a Common Learning Unit.

Students who get a C in a class count the credit in Path during Stage I of the graduation process.

In Stage II, students must earn a grade of B- or better in order for the course work to count. In Stage II grades of C go on the transcript, but the credit is not counted toward graduation.

Teachers decide if a grade of C or B can be improved. An IP cannot be changed.

Progress Reports

At the end of the fifth week of a class, progress reports are mailed home and posted on Infinite Campus. We tell parents if the student's grade falls below a B- after the fifth week with a phone call or note. Teachers will also tell advisors. We cannot tell parents about final project grades until final grade reports.

What Happens When Students Don't Succeed At New Vista?

Every student who chooses to come to New Vista has an interview with a member of the staff and a member of the student's family. At that interview we tell students they must earn As and Bs in most of their classes. Students agree to meet these expectations. The principal checks on this by looking at every student's midterm reports and class grades.

When students have problems, we try everything we can think of to help them. If a student still gets low grades after we have tried to help, it is important that something be done to change the situation.

Why does something have to be done? First, students who earn low grades at New Vista will not graduate from this school. The longer they stay, the less likely it is that they will graduate from any school. If students keep earning low grades, they won't get the education they need for their futures. Second, earning low grades is not part of the agreement that was made when the student came to New Vista. That agreement states that New Vista would offer more freedom if students take more responsibility. When students do not take the responsibility to get good grades, we have to take back the freedom that was agreed upon.

What happens next? We talk to the students. The teachers, the advisor, the counselor, or an administrator meets with the student to discuss the problem. Does the student need help from a teacher? Should he or she take "Making It at New Vista?" Does the student have special education needs? Does the student need outside support? The following is a typical timeline we use to provide students with the academic interventions they need to be successful:

Academic Interventions Timeline

<i>1st Quarter</i>	Classroom support/Referral Team/Support Team/Care and Concern
<i>2nd Quarter</i>	Advisors alter schedule: can include lighter course load and Making It
<i>2nd Quarter Progress Grades</i>	Students and parents are notified that if grades don't improve the student will be scheduled in a mandatory Making It workshop.
<i>2 weeks before 3^d Quarter</i>	Other students whose grades have slipped can be recommended for the Making It workshop
<i>3^d Quarter</i>	Students are enrolled in Making It workshop. See proposal. A meeting with parents and student to discuss fit at New Vista. Possible academic contract.
<i>4th Quarter</i>	Continued enrollment in Making It workshop. Students who still struggle will be allowed to return only on an altered schedule, i.e. students can sign up for the number of classes they are able to pass. Additionally, a parent conference will be scheduled to discuss student fit at New Vista and enrollment options.

If the student is still getting low grades, then an administrator meets with the student and his or her parents. They talk about different schools or programs that could be a better place for the student to learn. A major change might help a student to get better grades or be more successful.

Other Learning Opportunities

a. Community Experiences/ Workshops

Wednesday afternoon is our school-wide community day. Students learn in the community through the Community Experience (CE) Program and community members share their expertise at New Vista through our Workshop Program.

Community Experience is a chance for all students to learn from and contribute to their community by volunteering. We provide four hours on Wednesday afternoons (generally between 12:30 p.m. and 4:30 p.m.) for students to do this.

New Vista Workshops are taught by community members. Workshops are one quarter long and take place on Wednesdays from 12:30 p.m. to 2:30 p.m. at New Vista.

All ninth graders, tenth graders and new students are expected to participate in a Wednesday program.

Stage II students are encouraged to use time on Wednesdays to fulfill their credit needs and meet their learning goals. All ninth graders, tenth graders and new students not registered for a Workshop or a CE will be their parents' responsibility after 11:30 a.m. on Wednesdays.

Community Experience Mentors

- CE Mentors must be at least 21 years old and must be experts or very knowledgeable in their area. Parents or close relatives may not be mentors.

Types of CE Sites

- CE is meant to help students explore their interests. CE may not be for pay. It may be at a business, non-profit organization, educational institution, governmental institution, or scientific institution.
- CE credit may be earned at a job site if the student is not being paid for those hours. The Community Experience duties must be different from the paid job.

Risk Management Issues and Appropriate Community Experience Activities

- Driving a car/truck or operating heavy equipment may not be part of a CE activity.
- Students should not be in someone's private home or in some out-of-the-way office.
- Students cannot volunteer in a "head shop" or other drug-related cultural environment or in any illegal activity.
- NVHS does not allow students to volunteer in any of the 17 hazardous occupations identified in "Federal Labor Laws for Young Workers."
- Sites involving horses must be pre-approved by the school. The site must send the school a letter providing its insurance coverage information, and outline its safety practices. Students must wear helmets at such sites.
- An on-the-job injury occurring during Community Experience may be covered by BVSDs Worker's Compensation Insurance if the student was properly enrolled in the school - approved volunteer activity and followed the Boulder Valley School District's guidelines.

b. Learning Unit Contracts (LUCs)

The purpose of the LUC program is to provide students with the opportunity to earn New Vista credit through structured learning experiences outside of the regular classroom. These contracts are rigorous, in-depth learning experiences that are considered equivalent to classes. All contracts require demonstration of learning, reflection and evaluation.

There are many opportunities available through this program. Examples of past LUCs include:

*classes in the community
world languages
community theater
projects*

*physical fitness training
camps
peer education
sports*

*independent living
wilderness training
volunteer work
lessons*

Mentors and Sponsors

A mentor for an LUC is:

- skilled and well-established in the field of study
- over 21 years of age
- not a New Vista staff member
- not a relative
- an experienced teacher (if the student wishes to get credit in a Common Learning area)
- willing to support and supervise the student closely
- willing to communicate with the New Vista sponsor
- willing to evaluate the student in a timely manner

Missed deadlines or appointments may result in losing or failing the LUC.

All deadlines and necessary information is posted on the LUC bulletin board and announced in "What's Happening."

Classroom Rules

1. Classroom Rules

Students may not disrupt what goes on in a classroom or during community events. If they do, they will spend the rest of the class in the office. Given this basic rule, each teacher and class will have norms about:

- food in the classroom;
- classroom behavior;
- offensive language;
- appropriate dress;
- clean up;
- timing of breaks and what happens if you do not come back on time;
- use of personal sound systems, e.g. an mp3 player or an iPod;
- how attendance counts in your grade;

- use of computers;
- when the room will be locked
- previously, we state that "Cell phones must be turned off in class"

Teachers will decide what will happen if you break classroom rules.

2. Academic Honesty:

- You must always write down a source any time you take information from it. Teachers will show you how to do this. If you do not know proper citation, try to write down as much as you can about where the material was from. You can learn proper citation for the revision.
- You must put any direct quotation in quotation marks (" ").
- You must write down any information from sources other than your own experience.
- You may not hand in a paper/website/poster board, etc. which puts together pieces of material from a lot of sources and is not in your own words.
- You must write down where you got pictures, charts or graphs.
- In order to earn credit for an assignment using research, students must be able to reorganize, restate, or synthesize information and put it into their own words. If the teacher does not see students making meaning for themselves, the assignment will be given a failing grade. Revisions are possible if plagiarism was not involved.
- Students cannot turn in the same work for two (or more) classes unless the teachers say it is O.K.
- Cheating on tests will result in **both** of the students getting zero points on their tests.

Consequences for breaking these rules or for other inappropriate behavior will vary according to the judgment of the teacher or other adult dealing with the situation, as well as with the specifics of the situation. Consequences can include:

**having to talk about it/warning
being removed from the classroom immediately
enrollment/attendance contract
serving detention
community service
being suspended
expulsion**

III. Support Each Other

Teachers and students provide positive encouragement to teachers and students
Use opportunities for confidentiality and emotional support

Your advisor, administrators, teachers and counselors are here to support your education. They will help you get the most out of your time at New Vista and graduate successfully.

1. Credits

	<i>Per Quarter</i>	<i>Per Year</i>	<i>Four Years</i>
AM Block	1 Learning Unit	4	16
PM Block	1 Learning Unit	4	16
Seminar/Int.	.5 Learning Unit	2	8
Advisory	.3 Learning Unit	1.2	4.8
Comm. Exp.	.5 Learning Unit	2	8
(or Workshop)	(.25 Learning Unit)	(1)	(4)
Service in September		.3	1.2
Total	3.3 Learning Units	13.5	54
Path Planning	2 Units		
Cul. Project	2 Units		
Total	58.4	(56 are required for graduation)	

First Period credit can be from .5 Learning Unit to 1.0 Learning Unit per class.

Physical Education - if you play sports at another school, you may be able to get a credit waiver.

See your advisor.

1 Learning Unit = 60 hours

Conventional High Schools

5 credits = 1.0 Learning Units

Vo -Tech

1 credit hour = .2 Learning Unit

A half-day class for one quarter earns 1.5 Learning Units

Carnegie Units

.5 Carnegie Units = 1.0 Learning Unit

2. Transferring Credit From Other Institutions

Transfer Students from Other High Schools

- Public school students and those at accredited high schools: We will give Common Learning area credit for all classes in which a student earned a C or above. Courses with a grade of D will only count toward path.
- Unaccredited Private Schools or Home Schooling through a credit-granting organization: We will only award credit on a Pass/Fail basis with a maximum of 6 Learning Units per semester, subject to the discretion of the principal. This is in accordance with the policies followed at all BVSD high schools.

Credit from Summer School

Summer school classes taken while a student is at New Vista are treated the same way all New Vista courses are treated in terms of how grades count toward graduation. As and Bs are needed for Common Learning Areas; Cs go to path; Ds do not count - it's as if the grade were F.

Classes taken at TEC or other high schools

Students taking a half-day course at the Technical Education Center earn 1.5 Learning Units each quarter, 3 Learning Unit for each semester, and 6 Learning Units for a whole year. Once a student has enrolled at New Vista, he/she must carry an A or B in any course taken at another BVSD institution in order for the credit to be counted for Common Learning or Stage II. (See above - Credit from Summer School.)

Cs from college courses

C's from college courses can count toward Common Learnings although for less credit than As or Bs. Ds do not count. This applies to both Stage I and Stage II.

3. Grading and Credit for CE and Workshops

- CE grading requires both a completed CE evaluation form and a time sheet of hours logged by the student. The site mentor and the New Vista advisor evaluate students on their performance. CE is graded "satisfactory" or "unsatisfactory" and generally valued at .5 Learning Units (LUs) based on a minimum of 30 hours at a site. NVHS wants students to log four hours of CE a week, but site needs may require a little less or a little more. Credit will vary depending upon hours logged at a site. Credit for significantly more than 30 hours must be prearranged with the student's advisor and the LRC. There is a one (1) LU credit cap per CE, per quarter. Students receive "Path" credit for CE.
- Workshops are graded "satisfactory" or "unsatisfactory" and earn .25 Learning Units of "Path" credit.

4. Graduation: Summary of Stage II Requirements needed for graduation

- Successfully meet all graduation related deadlines.
- Organize at least three Graduation Committee meetings.
- Successfully complete (or have plans to complete) credit requirements for Common Learnings and Path work verified in a credit count with the principal.
- Earn grades of A or B in all coursework or Learning Unit Contracts following the Graduation Committee's acceptance of the Graduation Proposal. This requirement must include the four quarters prior to graduation.
- Complete the Culminating Project with the approval of *all* members of the Graduation Committee and earn at least a grade of B.
- Complete any additional tasks, activities, or projects required by the Graduation Committee.
- Present the Culminating Project to members of the school community at an Exhibition Day or Community Gathering.

Students must meet all the deadlines associated with the Graduation Proposal and Culminating Project in order to participate in the school's graduation ceremony.

Graduating seniors must satisfy the steps and deadlines of the Stage II process. The consequence for not meeting these deadlines is loss of the opportunity to walk across the stage at Graduation to receive a diploma.

More Details on Culminating Projects

Getting Culminating Project Credit for Paid Work

This can happen in only two cases:

- 1) The student's path is such that holding a job, meeting expectations about that job, and reflecting on the work experience is the proper culminating project.
- 2) If a student needs to earn money for either a post-graduate experience or the actual Culminating Project, they may earn a maximum of .5 Learning Units out of the 2 awarded for the Culminating Project. In keeping with District policies, work time credit is counted at the ratio of 120 hours of work time = 1 Learning Unit. That means that in order to earn .5 learning units from work, a student must accrue 60 hours of work time.

How early can you "do" your culminating project?

A Culminating Project has to be approved by a Graduation Committee that includes the student, the advisor, other students, the significant adult and a community expert. First, the committee must accept the Graduation Proposal and then discuss the Culminating Project. There are no specific time requirements except that we want students to be at New Vista for at least one year before this process begins.

Can you earn more than two Learning Units for a culminating project?

Culminating Projects are designed to have integrity and coherence. They should have clearly defined beginnings, middles and ends. It is not uncommon for Culminating Projects to take up far more than the 120 hours specified for them. Some students, once they realize that this is happening, want to take out Learning Unit Contracts to earn additional credit. Nevertheless, once the project has been conceived, refined and approved by the committee, no parts of it should be severed off and turned into a Learning Unit Contract. LUCs related to the Culminating Project may be identified at the time of project approval or as the project develops and new opportunities unfold. Under no circumstances should an LUC "take over" pieces of the approved Culminating Project.

For specific details about graduating successfully, pick up a copy of the Graduation Handbook from the front office.

5. The “College Path” at New Vista

Students will not automatically fulfill 4 year college entrance requirements by fulfilling New Vista Common Learning requirements. Below is a comparison between what a student needs to graduate from New Vista and the new entrance requirements for any public, four year college in Colorado. These requirements apply to students graduating from high school in 2010 and beyond. Students must research the specific entrance requirements for any other school. It is your responsibility to communicate with your advisor if you are planning on the College Path. Your advisor will help you plan your schedule in order to meet all college requirements.

Subject Area in	New Vista	All Public 4-Year Colleges Colorado after 2010
Language Arts	4 Learning Units	8 Learning Units Not acceptable: Business English, ESL, Yearbook, Drama and Journalism
Math	4 Learning Units	8 Learning Units at Algebra 1 or or above
Science	4 Learning Units	6 Learning Units (4 in lab sciences) Not acceptable: General Science, Outdoor Education, Environmental Sci.
Social Studies	4 Learning Units	6 Learning Units (World Geography and World History, US History, and Civics)
World Language	2 Learning Units	4 Learning Units (Through Level II of same language)

6. Boundaries for Writing and Other Forms of Expression at New Vista

There are many opportunities for students at New Vista to write and express themselves and many formats in which to do it - journals, homework, assigned papers, writing tasks, poetry, visual arts, dancing, photography, etc.

It is important, therefore, to set some broad guidelines to define the boundaries of acceptable school expression. Because of our informal environment and the strong relationships between students and teachers, students sometimes choose to express themselves in ways that reveal information that raises concerns for teachers and the school.

It should be noted that everything written here applies to other forms of self-expression, including art and performance

To begin, certain topics need to be handled with special care. This list includes:

- sex/pregnancy

- personal safety (self-harm/harm to others)
- drug use
- abuse
- violence

These are not censored topics. For each of them, there are acceptable and appropriate ways to express yourself in a school environment. Your teachers will help you find them, if that is your choice. The general idea is to present these topics in balanced ways, dealing with both costs and benefits to individuals and to society.

There are four points:

- 1) It is never appropriate to write about any of these topics in a way that glorifies illegal, unsafe, or inappropriate behavior.

- 2) Any writing which suggests that the writer has had personal experience with these topics or is thinking about them in potentially harmful ways will not be kept confidential between the student and the teacher. Teachers will show such writing to a member of the counseling staff who, with the teacher's input, will decide a) whether parents need to be notified, b) whether the administration needs to be notified, and c) whether public welfare agencies need to be notified.

The basic rule of thumb is: If you write about certain things, in certain ways, your parents will be called. Legally, we cannot withhold from your parents or appropriate agencies personal information that indicates your well-being may be at risk.

Deciding when a piece of writing is self-revealing is always a judgment call. As a public institution, we must make such judgment calls conservatively, i.e. we must err on the side of disclosure. When a student turns in any writing that is in the first person and covers any of the topics listed above, know that parents will be called. When the writing is in the third person, several readers will be shown the work and asked to decide if the third-person format may be a mask for personal experience. If readers think that is a possibility, parents will be called.

- 3) Any piece of writing that raises concerns about students' physical or emotional well-being, regardless of whether it falls neatly into one of these categories or not, will be shown to the counseling staff and may be shared with parents.

- 4) Teachers always have the right to refuse to accept a piece of writing that they feel is inappropriate and to insist that something else be turned in.

If you do have concerns about any of the issues listed above, either from your personal experience or that of your friends, you can discuss these with far greater confidentiality with either the Counselor or Intervention Specialist. As you bring these topics up, the counselors will make sure you understand the limits of their confidentiality.

IV. Do School and School Activities Substance Free

Keep NVHS non-traditional by keeping it substance free

The Paradigm for Dealing with Substance Use at New Vista

We want to promote a culture of honesty around use and provide students with help. Punishment is the last resort. It is each staff and faculty member's responsibility to promote a safe and drug free school. If an adult believes that a student's behavior is notably different from their baseline behavior, and is concerned that substance use may be the reason, the student will be referred to the administration.

If referred to administration, administrators will:

- Speak with the student regarding changes in behavior that led to referral
- Search his/her clothing and backpack (at a minimum), question witnesses, and evaluate the student's sobriety
- Hold the student for the remainder of the period
- Call parent/guardian to discuss referral and changes in behavior.
- Follow up with referring teacher and student's advisor to communicate outcome of referral.

Substance abuse issues typically fall within one of the three levels outlined below.

<i>Level One Issue</i>	
	<ul style="list-style-type: none"> • A student self-reports use, or student is in possession of paraphernalia • A staff member reports student and student admits to use
Actions	
	<ul style="list-style-type: none"> • <i>No suspension: honesty is the best policy</i> • Phone call home • Student is sent safely home • Referral to restorative justice if appropriate • Conference with parents, student, advisor, administration and counseling staff to discuss underlying issues of use and identify community resources available to help. • Two week mandatory on-campus lunch detention • Possible habitually disruptive contract
<i>Level Two Issue</i>	
	<ul style="list-style-type: none"> • Student denies use, but evidence strongly indicates use • Law enforcement/community referral to administration • Multiple self reporting/use during school and school activities
Actions	
	<ul style="list-style-type: none"> • The student is encouraged to take an immediate urine analysis test (U.A.) to offer proof of sobriety. • 5 day suspension: 3 days of suspension will be deferred if student agrees to restorative justice/behavior plan • Loss of: Community Experience, Learning Unit Contracts, Long Advisory, Field Trips, Off-campus lunch (detention), Service in September, walking across stage at graduation (if a senior) • These restrictions will be in place until the student demonstrates (through

<ul style="list-style-type: none"> periodic U.A's) a consistent pattern of non-use • Conference with parents, student, advisor, administration and counseling staff to discuss underlying issues of use and identify community resources available to help. • Possible habitually disruptive contract
Level Three Issue
<ul style="list-style-type: none"> • Possession for distribution • Distribution during school/school related activities • Multiple Stage Two Issues
Actions
<ul style="list-style-type: none"> • Suspension for 5 days, request to district for an additional 5 days • Level Two Consequences • Student is placed on habitually disruptive contract • Police referral • District review of case for consideration of expulsion

If It's So Private and Personal, Why Do We Know About It?

We have implemented a school-wide policy regarding "student talk about substances." While the new policy has lots of details, its essence is as follows: if you tell us or allow us to overhear talk about substance use or related activities, you can expect us to share that information with others, including parents and school administrators.

We will be operating on the assumption that if you bring this information to school, it becomes our business. If you don't want it to be our business, keep it to yourselves or share it with the Intervention Specialist.

Why are we doing this? There are three reasons: first, is student safety, second, is being clear about appropriate staff/student relationships, and third, is a belief that the school is negatively affected by students chatting or even bragging about illegal out-of-school substance use.

#1 - Safety

Substance use has been connected with violent crimes, sexual assault, and fatal accidents. Sometimes the dangers arise from substances themselves, and sometimes from the fact that the substances are illegal. It is our duty to keep students safe.

#2 - Relationships

We want to have clear and consistent relationships with students. We care about students and want to be their partners in their education. We are friendly, but not friends. We have a professional role to play, which at New Vista involves close personal relationships, but it is always a professional role.

#3 - School Climate

We have made it as clear as we can that substance use at school activities is a violation of this community's norms. Safety is a primary concern behind these policies, but we also have

a commitment to getting students engaged in learning and life. Student talk about substance use pollutes the learning climate we work so hard to create.

Conclusion

If we have information that students are involved with substances we will tell parents and we will tell school administrators. This does not mean that disciplinary consequences will always follow. It does mean that there will be lots of conversations about the issues and discipline imposed only when existing school rules are violated.

These are the things that will happen:

- All direct or overheard conversations will be reported to the office. The administrators will follow up by talking to kids, making contact with parents, referring families to support systems and applying school rules, if necessary.
- We will try to identify people who are just spreading rumors and deal with that as a rumor-spreading rather than a substance-using issue.
- We will get in contact with parents whose homes are used for parties that we hear about.
- If parents call us with information about students, we will talk to those students and their parents; if parents don't want students or other parents to know about those calls, they should make confidential contact with our Intervention Specialist.

Smoking Policy

In accordance with District policy, there is no smoking, or use of tobacco products, on campus. "Campus" is defined as the school building, the parking lots, the surrounding fields and any walkways that connect these areas. School property ends at the sidewalks that surround the parking lots and fields. In addition, the staff of New Vista does not believe that students should smoke. We do not approve of this habit and we offer help to people who want to quit. Students may not smoke during breaks.

Sadly, students at New Vista do smoke and students who are 18 years old have a legal right to smoke when not on school property. *Therefore, all smoking must occur beyond the curbs of the parking lots or on sidewalks adjacent to school property. This may only happen on "non-school" time: before school, lunch, and after school. Please do not smoke in places that will disturb our neighbors and please clean up after yourselves*

There is no smoking during breaks.

Students can expect to see adults in and near the smoking areas during breaks and at lunch time. We have a responsibility to support appropriate behavior when they are on or near school property.

Because the smoking area is adjacent to school property, it is not open to anyone who is not a student or staff member at New Vista. Behavior in these areas is expected to conform to all school values and norms.

V. Keep it Clean

Support the work done by Joe, Bertha and Rick
Be kind to the building and grounds
Clean up your own mess

New Vista has a "Butt Duty" All students who smoke will take turns, weekly, to clean up cigarette butts around the smoking area and campus. If you are a smoker, please speak with the Assistant Principal about signing up for Butt Duty, and then report to our custodian.

Share the neighborhood- New Vista's community includes local business owners and our neighbor's private residences as well.

- Please do not drop trash on the streets or in yards.
- Please do not play your car stereos at levels that can be heard outside the car.
- Please be paying customers of any business whose outside chairs, tables or sidewalk you use.
- Please respect parked cars on the street
- Please do not trespass onto private property

VI. Have Fun Together

Take time out of the school day and year to do fun stuff together as a school, in advisory and across advisories

New Vista students' lives are busy, complicated with homework, short- and long-term projects, work, community obligations, and family activities. Over its history, New Vista has used a variety of forms of leadership, including student council, prom and other fun committees. It is clear that students can gather around a task and make things happen. Clubs and committees are most effective when organizing around a particular event or issue. With enough interest to form a group, students are welcome to create these clubs. Please, see the Principal and/or the Assistant Principal to propose your ideas. Currently, we have Ultimate Frisbee, Volleyball, Graduation Committee, Prom Committee, Haunted House, Writers' Critique Club, Chess, and Dance.

Additionally, New Vista has multiple opportunities built into the curriculum and calendar for students to have fun together while participating in the schools supportive learning community.

In addition to starting clubs, students can take a class entitled, "How to Teach a Class at New Vista" and then teach a workshop to their peers. This is another great way for

students to bring their energy and passions into the school and get credit for it! Students should see their advisor for more information.

Four times a year, at the end of each quarter New Vista has Exhibition Day. Exhibition Days are a fun way to celebrate all that students have learned over the quarter and for students to support one another. We do ask for full participation from each student.

Attendance at Exhibition Day is expected in order to pass advisory.

Community and service are integral parts of New Vista's foundation. The school connects the two through Service in September, each fall. Service in September is another great opportunity to have fun together. Students have a variety of choices for service work with their friends and teachers. See an advisor for more information. During Service in September, all of our daily expectations and policies are maintained, in addition to the expectation that students will be community partners and reflect positively on themselves and their school.

Throughout the school year Advisories may take Long Advisory. Long Advisory is a chance for advisories to spend time together having fun and getting to know each other. These times are some of the most memorable advisory experiences students may have. Please remember that Long Advisory is school time and that all norms and policies governing student behavior at New Vista are in effect.

VII. Participate

Make these values real every day

Help each other become better members of the community

Take the time to plan, organize, be on committees and make things better

Participation: one of our most important core values. New Vista cannot function when our community members do not participate in school. Our core values support our belief that education is important for all students and that all students can be success at New Vista *if they are here and participating*. Classrooms are learning communities in which students interact, work, and communicate with one another and with the teacher(s) to acquire, promote, and advance learning. When students are not in class, community learning does not take place. We highly believe that participation in school experiences is significant to a student's development.

Lateness and Absence at NVHS

Absences:

- Being late or absent will **always** naturally hurt your grade (participation, etc.), and you will have to make up time.
- Students whose lateness or absence is excused can make up the work. Teachers will help these students make up the work.

- Long (over a week) excused absences will lower credit for the class, unless make-up work is pre-arranged with the teacher and administration.
- Administrators, advisors, and counselors will work with students and parents to stop lateness and unexcused absences.
- If students have a pass from a counselor, administrator, or special education teacher they will be excused.
- Students who miss class because of a school or district event will be excused.
- Whatever the reason for the absence is, it is the responsibility of the student to talk to the teacher, upon return to get the announcements missed and/or make-up work.
- If students miss half a class, it will be counted as an absence.

Notifications

- Parents of students with unexcused absences will get automatic calls and/or emails from the attendance secretary. Parental response will be expected within 24 hours.
- Advisors will receive weekly reports with unexcused absences from the attendance secretary.
- Students with four or more unexcused absences will get a yellow invitation to talk with the Assistant Principal. Advisors are welcome to join.
- Parents of students with four or more unexcused absences will get notification to set up an appointment to discuss concerns with the Assistant Principal. Advisors will be invited to join.
- Teachers will contact parents when there are concerns about absences of any kind. While automated calls go home, teacher initiated contact proves to be crucial.
- At mid-term or at the end of the quarter, parents of students with four or more unexcused absences will receive a letter which reports the number of hours of detention and consequences for not serving.

Detention

- Unexcused absences lead to detention, and detention must be served by the given deadline.
- Advisors will be notified when advisees have detention.
- Detention is in classroom 316, during lunch.
- In detention, students will be working on class assignments, reading, or sitting quietly. No electronics will be allowed.
- Unserved detention leads to reduced credit in students have more than four unexcused absences in same class, or to in-school suspension if the student's unexcused absences are spread out throughout different classes.

Lateness

- Students who believe their lateness is, or will be, excused should report to the office for a late pass. Missed bus, oversleeping, and discretionary appointments are no reasons for excusing lateness.

- Lateness policies are outlined in each teacher's syllabus and/or rubrics.
- Teachers will create a system to keep track of tardies and will impose immediate consequences, typically in the form of make-up time.
- When assigning detention, teachers will enter the deadline by which to serve and the consequence for not serving.
- When entering lateness into Infinite Campus, teachers will include the number of minutes in the comments section.
- As with absences, whatever the reason for the lateness, it is the responsibility of the student to talk to the teacher, to get the announcements missed and/or make-up work.

ABSENCE & TARDY RUBRIC (Revised 5/10)

ABSENCES	IMPACT ON GRADES	IMPACT ON STUDENTS
Unexcused (UNX)	No impact on grades. Students should not expect much support in extensions, making up assignments, etc. Reduced credit likely.	Seek support and if possible, make up work Check weekly unexcused absence list in advisory & keep track of all UNX After 4 UNX hours (2 UNX per block): <ul style="list-style-type: none"> ▪ Student & parents meet with AP during school hours ▪ Serve as many hours of detention* as unexcused hours within one week. Detention takes place during lunch with Matt (Room 316) ▪ Consequence for not serving detention is reduced credit or in-school suspension. ▪ Unexcused absences notice goes to parents at mid-term and end of the quarter ▪ Potentially write an attendance contract After pattern of 6 UNX in the same AM Block/PM Block or 3 UNX in the same Seminar/ PM1/PM2: <ul style="list-style-type: none"> ▪ Truancy process begins, which may result in truancy court
Unaccepted excuse: e.g. family vacation	Loses “points.” Reduced credit likely. Don’t expect much support in making up points.	Seek support and make up work
Accepted excuse: Illness, personal or family emergency.	Loses “points.” Reduced credit for long term absence. Teacher support in making up work or doing alternative assignments.	Seek support and make up work. Pattern of excessive absences of any kind (including “excused”) may initiate a referral for “Referral Team” meetings.
School or district activities	None	Notify teachers when they will be absent and ask for work they will miss

TARDIES	Impact on Grades	IMPACT ON STUDENTS
Unexcused	Consequence according to the class syllabus or rubric. Don’t expect much support in making up “points.”	Teacher determined time and place to make up time (possibly teacher generated detention slip) Seek support and if possible, make up work A pattern of unexcused tardies requires a meeting with the AP, teacher, advisor, student, and parents to determine an intervention
Unaccepted Excuse: Slept in, missed bus.	Consequence according to the class syllabus or rubric. Don’t expect much support in making up “points.”	Seek support and if possible, make up work.
Accepted excuse: Sick, doctor’s appointment, family emergency	Consequence according to the class syllabus or rubric. Teacher support in making up work or doing alternative assignment	Student brings late yellow slip from office. Seek support and make up work.
Administrative, Special Education, Counseling appointment/meeting	None	Seek support and make up work Salmon colored slip brought by student or placed in teacher’s box

Specifics on Tardies:

- Students who have an excused tardy should come to the office and get a yellow late slip. Students with yellow slips will not have consequences or only those outlined in their class syllabus. If the lateness is not excused or excusable, it will be marked by the office as an unexcused tardy in Infinite Campus (IC).
- Students who are just late will go directly to class. Teachers are responsible for keeping track of lateness, and entering in IC the amount of time the student is late.

The Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:35	FIRST PERIOD (Period 1 - Optional)				
8:35	Break				
8:45	AM Block 8:45-10:45 <i>(Period 2)</i>	AM Block 8:45-10:45 <i>(Period 2)</i>	Seminar/Intensive 8:45-10:45 <i>(Period 2)</i>	AM Block 8:45-10:45 <i>(Period 2)</i>	AM Block 8:45-10:45 <i>(Period 2)</i>
9:50	Break				
10:00	<i>(Period 3)</i>				
10:45	Break				
10:55	Break				
11:05	Advisory <i>(Periods 4, 5, 6)</i>	Advisory Check-In Seminar/Intensive <i>(Periods 5 & 6)</i>	Advisory Check-In Community Gathering 11:05-11:30 (pd 5)	Advisory <i>(Periods 4, 5, 6)</i>	Advisory Check-In Seminar/Intensive <i>(Periods 5 & 6)</i>
12:05	Lunch 11:30-12:30				
1:05	Lunch	Lunch	Workshop (2 hours) 12:30-2:30 <i>(Periods 8, 9, 10)</i> OR Community Experience (4 hours) 12:30-4:30 <i>(Period 12)</i>	Lunch	Lunch
2:00	PM Block 1:05-3:05 <i>(Periods 9, 10, 11)</i> or 1 st Hour PM <i>(Period 9)</i> 1:05-2:00	PM Block 1:05-3:05 <i>(Periods 9, 10, 11)</i> or 1 st Hour PM <i>(Period 9)</i> 1:05-2:00	OR Community Experience (4 hours) 12:30-4:30 <i>(Period 12)</i>	PM Block 1:05-3:05 <i>(Periods 9, 10, 11)</i> or 1 st Hour PM <i>(Period 9)</i> 1:05-2:00	PM Block 1:05-3:05 <i>(Periods 9, 10, 11)</i> or 1 st Hour PM <i>(Period 9)</i> 1:05-2:00
2:10	Break				
3:05	PM BLOCK (continued) or 2 nd Hour PM <i>(Periods 10, 11)</i> 2:10-3:05	PM BLOCK (continued) or 2 nd Hour PM <i>(Periods 10, 11)</i> 2:10-3:05	OR Community Experience (4 hours) 12:30-4:30 <i>(Period 12)</i>	PM BLOCK (continued) or 2 nd Hour PM <i>(Periods 10, 11)</i> 2:10-3:05	PM BLOCK (continued) or 2 nd Hour PM <i>(Periods 10, 11)</i> 2:10-3:05
5:00	Community Experiences or other Learning Unit Contracts				

Teachers may set up conference times with students before or after school.