

NEW HORIZON SCHOOL'S WAY OF LIFE

1. Treat everyone with RESPECT, COMPASSION and KINDNESS.
Physical, emotional or verbal harm, including profanity or harassment to another person is not tolerated. This includes spreading rumors, bullying and/or denying equal rights.

We are striving for a safe environment for every student, parent, teacher, staff member, volunteer and guest. Demonstrating disrespect to anyone in our school community is not acceptable.

2. **DO YOUR BEST WORK.** Each of us is unique and learns differently than others. Being aware and respectful of our differences and the needs of others is important. Some of us need quiet, others need to listen to music while doing math problems, others may need to take breaks or use technology. We may not understand why one person needs one thing and another needs something else. New Horizon School encourages universal design to support everyone's needs and to help level the playing field.
3. Class rules are important. Disturbing others in class or other classes is done only if necessary.
4. Being at school and in class on time (prepared with pencil, pens, papers, binders, books, folders, homework and assignment books) is expected. We will help support those who are learning to be organized but over time we all have to learn techniques to be organized for ourselves.
5. Students (and staff) will participate in daily chores. Cleaning up after oneself is to be considered a way of life at school, at home and on the job.
6. When leaving campus, students and staff will use side walks, crosswalks and not cut through neighbor's property. There is a lot of traffic out there!
7. Noise is a problem. If outside, please take breaks under the bay tree on the East side of the school, rather than on the porch. If on the porch, please be on the side near the front door not on the side by the lockers.
8. Our house is old and needs respect.
9. Students should lock the bathroom doors when in use. No other doors are to be locked by students unless there is an emergency.
10. The dating of other New Horizon School students is strongly discouraged.
11. If you are having an issue with someone at school, talk to that person about it. If you can't do that, find a safe person to help you. We want to work out our differences and our frustrations in a positive way.
12. Get involved. Help each other, help the school and help the community. Students are asked to complete 10 hours of community service at school and 10 hours in the community each year.

GENERAL INFORMATION

Attendance

Students are expected to attend classes regularly. State law requires that the school keep an accurate record of each student's attendance. **The single greatest cause for failing classes is poor attendance. If a student is to receive maximum value from his/her education, good attendance is a necessity.**

When a student is absent:

1. The parent/guardian/adult student is asked to call 707-579-3723 and /or go onto the parent page of the New Horizon School website to leave a message for the school **each morning of absence** unless the exact number of days of absence is known ahead of time. This notification serves as a note of absence if the reason for absence is given. It's necessary to track absences for districts, so we require notification.

****We request notification so we don't worry about the whereabouts of any students.**

2. Tardies and early releases are discouraged unless necessary for medical reasons, family emergencies or religious reasons. Students who leave campus during the school day are required to check out as well as sign the check-in/out book.

Grading and credits

Grades are based on the student's attendance, participation, and effort in relationship to ability, IEP goals, test scores, daily work, and completion of other course requirements. Grades are sent out quarterly and listed each semester on transcripts. GPA is listed on transcripts by semester for high school students. Please see Appendix G for graduation requirements.

Earning partial credits

If a student misses 10 classes in any course per quarter, he/she will lose 1.0 credit.

Three tardies = one class absence. Credits are not lost for absences that occur for the following reasons: verified medical absences, religious observances not included in school calendar, required court appearances, or school activities such as field trips as long as work is made up within an agreed upon time.

Grade of "incomplete"

Students receiving an incomplete for any course will have one week to make up and turn in to teacher any outstanding work. If the coursework is not complete by that time, the grade automatically becomes an "F" and no credits are given for the course in that quarter. Medically based incompletes may be granted a longer period for coursework completion. This is determined on an individual basis.

Grades are based on the student's attendance, participation, and effort in relationship to ability, IEP goals, test scores, daily work, and completion of other course requirements. Grades are sent out quarterly and listed quarterly on transcripts.

Cheating & Plagiarism

Cheating & Plagiarism are unethical and unacceptable. Students will receive a zero on tests and/or assignments for having knowingly cheated or plagiarized and they may fail the course.

All of the following are considered plagiarism:

- 1) Turning in someone else's work as your own
- 2) Copying words or ideas from someone else without giving credit
- 3) Failing to put a quotation in quotation marks
- 4) Giving incorrect information about the source of a quotation
- 5) Changing words but copying the sentence structure of a source without giving credit
- 6) Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see 'fair use' rules).

Class Schedules

Student's class schedules are updated and revised quarterly and are based on grade level, state requirements, IEP goals, time of attendance, class size and other considerations. Schedules may sometimes contain errors, and students are encouraged to write M a memo and meet with her to change classes when appropriate.

School Meetings

When school meetings are held, all students are required to attend. Appropriate behavior is expected.

Independent Study

Student may earn credit for independent study work if agreed upon and developed by teacher and approved by Director. (If funded by Districts, students also need permission from the District and IEP team and the agreement must be included in the IEP/Amendment.). Proof of completion of work, on time, is needed to earn credits.

Field Trips/ Notices

Field trip notices are sent if the field trip is outside the Santa Rosa area (50-mile radius). Parents/guardians must sign these (in advance). Students need to return them to school by the date noted; otherwise, the student will attend regular classes at New Horizon that day. This includes students over 18 years of age! Students may not drive their own cars on field trips.

Students are expected to prepare for field trips the day prior, bringing required items the day of field trip. Students are expected to arrive on time or early for planned departures. If students arrive late they will be left behind and expected to participate in classes.

Appropriate Attire

Students are required to wear shoes and reasonable attire to school. Clothing that may be perceived as offensive, provocative, or unsanitary is not school appropriate. Students will be asked to change or call home for other clothing.

Lost and Found

Please label your stuff (clothes, electronics, backpack, lunches). All lost & found items should be turned in to a teacher or to the front desk. NHS is *not* responsible for lost/stolen articles. **Use your lockers! Lock your lockers! Do not share the combination!**

Community Involvement / Community Service Hours

New Horizon students are required to participate in a community service program. **Students are required to do 10 hours of community service at school and 10 hours in the community each year.** Community service hours completed in the community may involve work for non-profit groups, environmental causes/cleanups, work at shelters, hospitals, food banks etc. High school credit cannot be earned for hours served, nor are they paid for through the WorkAbility program or any other type of funding. Ask M for details. If you are unsure whether the work you want to do would be considered community service, please ask M.

Fundraising

Students and parents are required to be involved in organizing and participating in at least one fundraiser each school year.

EMERGENCY INFORMATION

Notification / Emergency Cards

If a parent is denied the right to be in contact with his/her child due to court order, New Horizon School must have legal notice of the order.

Emergency cards for all students must be on record from the time of enrollment. The information on this card must be kept current, as a student cannot be dismissed from school due to illness unless a parent/guardian or designated person is notified.

Change of Address or Phone Number

Changes of address, home phone, cell phone, email, etc., must be reported to. **If you're funded by a school district, they require notification within 5 days (from the parent). We also need this notification.**

Emergency Preparedness

Information is updated annually and is available on the school website. Please be prepared by reading it. Families are encouraged to develop their own plans as well. Phone trees are updated on a regular basis.

We ask that all parents participate in donating food yearly for emergency supplies /food at school and send a ziplock bag of stuff to school for the kids to have in case of emergency. See Emergency Handbook for that list.

Earthquake, fire and unwanted intruder drills are held monthly at school on a rotating/random basis.

LOCKERS

Each student will be issued a locker in which school books, backpacks and other school items may be kept. Cost for replacement of locks is \$15. Please use your lockers and clear them out at least weekly. NHS reserves the right to inspect lockers. Lockers belong to the school and may be opened for valid cause at any time by the administration.

The person to whom the locker is assigned will be held responsible if any contraband items are found in the locker. Lockers should always be locked. **Students should bring valuables home daily.** New Horizon School is not responsible for the loss of items left in any lockers. See Appendix B for Locker Use Rules.

BACKPACKS

Backpacks must be kept in student lockers. The reasons for this rule include safety from tripping and loss of expensive personal items. New Horizon issues small packs that can be brought to class and hung on the back of chairs. Students may also bring their own.

LUNCH

Students are asked to bring healthy lunches and snacks to school daily. A microwave, toaster and small fridge are available for use. **Please eat on the first floor or outside on the picnic tables.**

Off-Campus Lunch Privileges--This is a privilege, not a right!

To be eligible for off campus lunch privileges:

1. A student must be in 9th–12th grade & 14 years or older with written permission from both parents & staff.
2. Students must be in good standing academically and behaviorally and follow school of campus rules to maintain off-campus privileges.
3. Students are not allowed to bring sodas or energy drinks onto the campus.

If students lose their privilege for off campus lunch, other students, parents/guardians or staff cannot purchase a lunch for them and deliver it to the student. The student has to brown bag until the privilege is returned.

We require that students go off in pairs or groups for safety reasons. ***The mall is off limits—per Santa Rosa Police!***

Students will sign in and out for lunch. Students may use their vehicle with parent permission only. They cannot transport other students in their vehicles during school/lunch time. **Students need to eat, pick up after themselves and be ready for class on time.**

LOST BOOKS / MATERIALS AND UNPAID FEES

Students, not their teachers, are responsible for keeping and later returning textbooks to the school. Books should be turned in to the teacher or office. Student records cannot be processed; transcripts, diplomas and some school privileges will be withheld for those with outstanding books and fees. Students must pay for lost or destroyed books and materials.

ALL THINGS MEDICAL

Medications

Students taking prescriptions at school must have a note written by the doctor (not a copy) on file at school from the doctor prescribing the meds. Prescriptions must be turned in to the office unless other arrangements are made. Nonprescription meds (aspirin, etc) may be brought to school by a student with written permission of parent/guardian and school. No meds are to be shared with other students.

Medical, Eye and Hearing Exams

Please have annual exams or screenings by your family providers. This is so important!

Immunization

Immunizations, by state law, must be up to date. Hepatitis vaccines are required when entering grade 7. New Horizon must have a copy of immunization records or form declining immunization signed by parents on file in order for students to attend school.

Students entering 7th grade are required by law to be immunized for Hepatitis B and to receive a second dose of measles vaccine. It is also advised that students have a Tetanus-Diphtheria (TD) booster. **Whooping cough vaccine (TDAP) is required before school starts in the fall. You'll need to send copies of vaccination verification to school before school begins.**

Under a new law enacted by SB 277, beginning January 1, 2016 personal beliefs exemptions will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Personal beliefs exemptions already on file will remain valid until the child reaches the next immunization checkpoint at transitional kindergarten/kindergarten or 7th grade. For more information regarding SB277 visit: <http://www.shotsforschool.org/>

INFORMATION REGARDING STUDENT/PARENT RIGHTS

See Appendix E for Parent/Student Rights and Procedural Safeguards for Special Education Rights.

Access To Student Records

Parents have a right to inspect and review all of their child's educational records, including transcripts, without unnecessary delay before any meeting about the student's IEP or before any due process hearing. The school must provide parent access to records/transcripts and

copies if requested within five days after the request has been made orally or in writing. (Transcripts are updated twice a year at the semester.)

**Student rights regarding IEP's privacy and confidentiality, special education law and transition are provided in group meetings annually and reviewed individually. This information includes, but is not limited to, the following:

- 1) The right to educational self-determination at 18 year of age
- 2) The right to confidentiality and accessibility of information regarding the student, his/her records, access to IEP team members, input in/for IEP and ITP's
- 3) The right to request and participate in IEP/ITP meetings and inviting pertinent support persons to those meetings.

**Student's Rights General/State and Federal

Distribution of Printed Material

The director reserves the right to refuse to post any article, poster or notice within the school environment. SEE APPENDIX D for additional information on Students Rights. While New Horizon School supports students' rights and encourages self-advocacy, it is the responsibility of the school to maintain a safe environment for all.

SEE APPENDIX D for additional information on Students Rights

STUDENT DISCIPLINE / SUSPENSION / EXPULSION

New Horizon School follows state laws in regard to infractions regarding suspensions and expulsions. See Appendix F

Acts of ***racial prejudice, sexual harassment or bullying*** are not permitted and will not be tolerated.

New Horizon School reserves the right to discontinue enrollment of any student who may jeopardize the learning or safety of himself/herself or others attending or working at New Horizon School.

TECHNOLOGY

Cell phones / Communications Devices / School Phones

Cell phones, including texting, may be used at lunch and before & after school. All calls are to be received and sent outside the building. Smart phones may be used with teacher permission for classroom educational purposes. Students may use the telephones provided in the foyer after asking permission from a teacher or staff. Such calls should take place before school, during break, during lunch, and after school—not during class time.

Personal or School Computer Use

Personal computers will be used only in classes with teacher permission. Students are asked to keep them in their lockers during the rest of the school day. School owned computers /tablets (and chargers, headphones etc) need to be checked out and back in after each class.

Students will lose use privileges if computers (personal or school owned) are used inappropriately.

Note: It is not legal to take pictures of others without their permission using cell phones, all communications devices or cameras.

Electronics / Games

Playing games or using personal computers/tablets/smart phones during break and before or after school is generally not allowed except on Fridays. Some exceptions may apply with special permission by staff. Other electronic games/equipment are not to be used during the school day unless they are part of a lesson provided by a teacher. They must be kept in lockers or backpacks upon arrival at school and not removed until leaving at the end of the day.

Ipods & Other Stuff Musical

Use is allowed in class with teacher permission but never while a lesson is being taught. They may also be used during lunch. Volume needs to be controlled and not be heard through your headphones by others. Safety is an issue as high volume may cause permanent hearing loss.

Guitars, other musical instruments/equipment should be kept in the closet in Room 10 when not in use. They are delicate and need to be treated gently.

TRANSPORTATION

1. If driving to school, students may want to buy monthly parking passes from the city or from neighboring lots.
2. Students may travel in another student's car when both students are leaving school for the day or are commuting to school in the morning together. Both students (driver and passenger) must turn in written permission slips from parents/guardians in order to have this privilege. Parents are responsible to check with the driver to assure they have auto insurance, driving competence and legality.
3. In order to assure safety of our students, parents must notify the school about those individuals who may or may not pick up their student from school. If a parent is denied the right to be in contact with their child due to court order, New Horizon School must have legal notice of the order.

District Funded Transportation

School bus service is provided to funded students as written in individual IEP's. School bus information may be obtained by calling the special education department of your school district office. For State Rules of behavior see Appendix C.

Parents/students are expected to call their district transportation service to cancel the bus on days of absence or if not using the bus for transport on certain day(s).

School Vans, Rented Vans, Parent or Teacher's Cars

The School van and rented vans may be used for field trip transportation. We follow the rules in Appendix C for these vehicles and public school busses. Owners of private vehicles make their own rules about eating and drinking, appropriate music, etc. but basic courtesy is the main expectation.

Bikes, Skateboards, Scooters, Etc

Although bicycles, skateboards and scooters are an environmentally responsible measure for transportation, they must be locked up in parking area or, if small enough, in lockers or shed. See Appendix C for Van/Car/Bus Rules for students.

VISITORS

We may have scheduled visitors observe classes. These visitors may include prospective students, parents, school officials or specialists asked to observe. Friends of students are asked to refrain from visiting or being on campus.

WORK / WORKABILITY 1 PROGRAM

New Horizon School currently has a grant to provide prevocational training, work experiences and supportive transition services for high school students with IEP's.

Work Permits

Work permits are available from M or from school district offices. Students are encouraged to seek part-time employment. Generally, students are asked to work no more than 10-15 hours per week.

To be eligible for a work permit, the student must be in good standing academically and behaviorally. Work permits expire every August 31.

Appendix A

NEW HORIZON SCHOOL

Sexual Harassment and Harassment Policy (Student)

Sexual harassment is unwanted sexual attention, teasing or touching. New Horizon School does not tolerate sexual harassment whether it is expressed or implied.

There are two types of Sexual Harassment:

- Hostile environment harassment means your right to an education has been taken from you because you are afraid to go to school, afraid or feel uncomfortable participating in any school activity because of the behavior of another student, group of students, a teacher or another adult who works or volunteers at the school.
- Quid pro quo harassment is when a teacher, coach or another person in authority at the school blackmails you or threatens to reveal something you do not want shared. This person may demand that you do something sexual or perform a sexual act in exchange for a better grade, keeping quiet about something you do not want shared or allowing you to participate in a school activity or on a sports team.

In either case, taunts (sexual comments, name calling, jokes, insults), gestures (looks, simulations, flashing, mooning, voyeurism), rumors by any means, exposure to explicit images, sexting, unwanted touching or physical contact (including fondling, pinching, grabbing, rubbing, having clothes tugged, being forced to touch, hug, kiss, being cornered or restrained in a sexual way are all forms of sexual harassment and are not permitted and will not be tolerated. It must be understood that it is the perception of the victim and observers that dictate sexual harassment and not of the perceived harasser.

If you feel you are being sexually harassed, you can:

- Notify a teacher, staff person or parent
- If appropriate, fill out the complaint form found in your student/parent handbook, also available on the school website. Please submit to Karen.
- Each complaint will be promptly investigated with all effort to ensure policy is enforced.

Sexual harassment will lead to immediate suspension and possible referral for expulsion of students and suspension and removal of staff.

Sexual harassment may involve:

1. Unwelcome sexual flirtations or propositions, requests, or coaxing.
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual's body.
4. Sexually degrading words used to describe an individual.
5. Display of sexually suggestive objects or pictures in the educational environment.
6. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint. See back section of handbook for complaint form and Ed. Code.

New Horizon encourages students to report any incidence of harassment to a safe person, teacher, staff member or peer. They are encouraged to fill out the harassment complaint form when appropriate. Form can be turned in to Karen Schoeman, the administrative secretary. Complaints will be investigated.

CALIFORNIA EDUCATION CODE 48900.2 – SEXUAL HARASSMENT

A pupil may be suspended from school or recommended for expulsion if the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

The school recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness. The school shall not tolerate the sexual harassment of any student by any other student or any school employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action. The school encourages students or staff to immediately report incidences of sexual harassment to the principal or designee. The principal or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

NEW HORIZON SCHOOL

Harassment Complaint Form

Complaints shall be filed with:

Karen Schoeman, New Horizon School
827 Third Street
Santa Rosa, CA 95404
(707) 579-3723

From: _____

1. Identify the offending person or persons.

2. Give specific examples of offensive conduct including time(s), date(s), location(s), witness(es), what happened. (Please attach additional pages if needed.)

3. Describe the informal efforts you made to correct the situation and the results of those efforts.

Your Signature _____

Date _____

Date Received _____

Received By _____

rev: 6-10 ks
#8 Onsite

Rev: 7-27-16

Appendix B

NEW HORIZON SCHOOL

LOCKER USE RULES

1. The lockers and locks are the property of New Horizon School. Please remember to treat them with care.
2. A locker and lock will be assigned for use during a school year or whatever part of a year you attend. Lock your lockers.
3. Lockers will be assigned annually by height. Full time students will be given priority. Students may be required to share lockers.
4. Permanent markers, paint, graffiti, stickers and other adhesives are not allowed. If you want to hang pictures/art/stickers inside your locker, they must be attached with removable sticky putty or magnets. The sticky putty is available from the secretary. Supply your own magnets.
5. The outside of lockers is not to be marked. The idea is to have them blend with the house so walkers-by won't try to steal from them.
6. Anything hung on the inside must be tasteful and appropriate. Materials concerning sex, drugs, alcohol or discriminatory in any way will be removed.
7. Leave technology, backpacks and other valuables in the locker during the school day only. Bring home valuables daily. New Horizon School is **not** responsible for lost or stolen items.
8. Clean out the locker of any food, smelly stuff on a daily, weekly & quarterly basis. Make sure lockers are clean and empty prior to vacations.
9. Student's backpacks are no longer allowed in school buildings. Carry all needed materials to classes without your backpacks. That's the point of having lockers.
10. Don't use the lockers to store illegal substances—yours or any one else's. It is legal for staff to check contents of lockers at any time.
11. Any payment for damage to lockers will be the responsibility of the person causing damage. Lockers must be left in good condition, ready for its next occupant.
12. Students will be responsible to pay for lost locks; the price includes shipping/handling.
13. Students may lose their privilege to use a locker.

Appendix C

NEW HORIZON SCHOOL

Van / Car / Bus Rules For Students

1. Students may be assigned to a particular seat.
2. Students must remain seated at all times when the van/ car is in motion.
3. Seat belts are to be worn at all times.
4. For safety purposes, conversations and singing need to be kept within reasonable limits.
5. Hands, arms, legs and feet must be inside the van/ car at all times.
6. No foul or abusive language is to be used.
7. Eating or drinking is not permitted in the van/ car/ bus.
8. No items may be brought aboard the van/ car that could be hazardous to other passengers. Example—large toys, glass, straight or safety pins insects, animals (with the exception of seeing eye dogs and canine companions), plastic bags, knives, skateboards, bowling balls, weapons of any kind, irritants and objects too large to hold safely on the lap.
9. Smoking is not permitted in van/ cars/ buses.
10. Fighting, pinching, hitting, biting, spitting, etc. will not be permitted.
11. Vandalism to the interior or exterior of the van/ car is prohibited.
12. Be courteous, respectful and obedient to the driver at all times.

High School Students' Rights

What Every Student Should Know

Students today are aware of many social issues that affect them, their schools and society in general—issues like school budgets, discrimination, pollution and war. They can speak out about these subjects because, as the U.S. Supreme Court has said, students do not “shed their Constitutional rights to freedom of speech or expression at the schoolhouse gate” (**TINKER V. DES MOINES INDEPENDENT SCHOOL DISTRICT**).

Presented here is basic information about those rights and how they can or cannot be limited by school officials. The information is based on both federal and California state law. Federal law sets the minimum standard for student free speech rights, but some states, like California, grant greater rights to students than the federal law. Because of these differences among states, you should contact your local American Civil Liberties Union office or state department of education and ask what your state education code says about students' rights.

✓ **YOUR RIGHT TO FREEDOM OF EXPRESSION**

In California, there are special laws protecting the free speech rights of students in public and private high schools (**CALIFORNIA EDUCATION CODE**, Sections 48907 and 48950). These laws safeguard your right to:

- hand out leaflets
- express yourself in official school newspapers and yearbooks*, and “underground” or unofficial newspapers
- circulate petitions
- conduct polls
- set up information tables
- organize clubs and sponsor speakers and activities
- post notices and posters on school bulletin boards
- organize a peaceful rally or demonstration at your school
- wear buttons, badges, insignias, patches or armbands

* In states that don't forbid it, administrators are allowed by federal law to censor student speech in official school publications under certain circumstances (**HAZELWOOD SCHOOL DISTRICT V. KUHLEMEIR**).

✓ **POSSIBLE RESTRICTIONS**

When you use your free speech rights on school property, school officials can legally set some limits.

Speech Content Guidelines

School officials can legally require you to comply with the following content guidelines:

Appendix E

Special Education Rights of Parents and Children

Under the Individuals with Disabilities Education Act, Part B,
and the California Education Code

• Notice of Procedural Safeguards •

Revised January 2009

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- ❖ When you ask for a copy
- ❖ The first time your child is referred for a special education assessment
- ❖ Each time you are given an assessment plan to evaluate your child
- ❖ Upon receipt of the first state or due process complaint in a school year, and
- ❖ When the decision is made to make a removal that constitutes a change of placement

(20 *USC* 1415[d]; 34 *CFR* 300.504; *EC* 56301[d] [2], *EC* 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 *USC* 1414[d] [1]B–[d][1][D]; 34 *CFR* 300.321; *EC* 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 *USC* 1401[3], 1412[a][3]; 34 *CFR* 300.111; *EC* 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication. Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 *USC* 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 *CFR* 300.503; *EC* 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other

mode of communication, unless it is clearly not feasible to do so. (34 *CFR* 300.304; *EC* 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 *USC* 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 *CFR* 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 *USC* 1414[a][1][D] and 1414[c]; 34 *CFR* 300.300; *EC* 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 *USC* 1415[b][2] ; 34 *CFR* 300.519; *EC* 56050; *GC* 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]–[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) **business** days after the request has been made orally or in writing. (*EC* 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 *USC* 1415[b][6]; 34 *CFR* 300.507; *EC* 56501 and 56505[1])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505 [e][1])
3. Present evidence, written arguments, and oral arguments (EC 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4])
6. Have your child present at the hearing (EC 56501[c][1])
7. Have the hearing be open or closed to the public (EC 56501[c][2])
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v])
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6])
10. Have an interpreter provided (CCR 3082[d])
11. Request an extension of the hearing timeline (EC 56505[f][3])
12. Have a mediation conference at any point during the due process hearing (EC 56501[b][2]), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 *USC* 1415[b][7], 1415[c][2]; 34 *CFR* 300.508; *EC* 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 *USC* 1415[f][1][B]; 34 *CFR* 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 *USC* 1415[f][1][B]; 34 *CFR* 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 *USC* 1415[j]; 34 *CFR* 300.518; *EC* 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 *USC* 1415[i][2] and [3][A], 1415[l]; 34 *CFR* 300.516; *EC* 56505[h] and [k], *EC* 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517; *EC* 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- ❖ An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- ❖ Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- ❖ At the most recent IEP team meeting you attended before removing your child from the public school, or
- ❖ In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- ❖ The school prevented you from providing notice
- ❖ You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district

- ❖ Providing notice would likely have resulted in physical harm to your child
- ❖ Illiteracy and inability to write in English prevented you from providing notice, or
- ❖ Providing notice would likely have resulted in serious emotional harm to your child
(20 *USC* 1412[a] [10] [C]; 34 *CFR* 300.148; *EC* 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 *CFR* 300.151–153; 5 *CCR* 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

For complaints involving issues **not** covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

Glossary of Abbreviations Used in This Notification

ADR	Alternative Dispute Resolution
CFR:	<i>Code of Federal Regulations</i>
EC	<i>California Education Code</i>
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
OAH:	Office of Administrative Hearings
SELPA:	Special Education Local Plan Area
USC:	<i>United States Code</i>

Appendix F

NEW HORIZON SCHOOL

Suspension and Expulsion Policy and Procedures

- New Horizon School is not an appropriate placement for students with behavioral or emotional disturbances/disorders that would require a behaviorally based or more restrictive environment to control or mitigate such issues. That being said, there are circumstances in which students may be suspended or expelled from New Horizon School.
- New Horizon School will suspend students from school when other means of affecting behavior change has been ineffective or if the offense requires suspension as provided for in *California Ed Code Section 48900*. When a student's presence on campus causes a danger to others, a danger to property of those on campus or threatens to disrupt the instructional process, a student may be suspended. Suspensions shall not exceed 5 consecutive days.
- For funded students an IEP meeting may be called to determine if the student requires a Behavioral Plan or a different placement. If the student is unable to return to school after the suspension because of continued inappropriate behaviors, a temporary placement outside of the school environment may be deemed more appropriate while a more restrictive or behaviorally based placement is found. *All Sonoma County SELPA Master Contract and Hughes Bill requirements will be followed*. Funded students may not be expelled by New Horizon but may go through the expulsion process through the funding LEA.
- Students who are not funded by LEA's who engage in these behaviors may be suspended or expelled at the discretion of the Director.

Suspension from Class or Activity by Teacher:

- A teacher may suspend a student from class for any of the offenses listed in *Ed Code Section 48900* for a period of the day of the suspension and the following school day.

Procedure for School Suspension by Teachers:

- The teacher will immediately report the suspension to the Director of New Horizon School or Designee and send the student to the Director for appropriate action. If the action requires the student to remain onsite, the student will be appropriately supervised by staff. Parents will be notified and documentation of the incident will be made. The student will have an opportunity to respond and/explain what occurred.
- The teacher will request a parent-teacher meeting to be held as soon as possible to discuss the suspension. The student and/or the Director may be invited to attend. The student will not return to class before the suspension is served unless the class teacher and Director agree. The student will be responsible to make up any missed assignments.

Procedure for School Suspensions by Director or Designee:

- An informal conference of the director, student and if possible, the teacher and/or staff involved will be held unless the situation is deemed an 'emergency situation' (clear and present danger to life, safety, or health of students or school personnel*).
- The student will be told the reason for the suspension or disciplinary action. Any evidence will be shared with the student.
- The student will be given an opportunity to present his/her version of the incident with any evidence in his/her defense.

*In the event of an emergency situation the parent and the student will be given the right to a conference within 2 school days unless the student waives his rights or is unable to do so. Local law enforcement or medical support may be requested as needed.

- At the time of suspension the parent /guardian will be informed. If the parent is not reached immediately or if unavailable to pick up the student, the student will remain on campus, under supervised in- house suspension until he/she can be picked up by parent or designee.

- Notification will also be sent in writing (may be email or fax) to the parent/guardian within 2 days. If the student is funded, the LEA and SELPA will be sent appropriate documentation within 5 days.
- Documentation will also be kept in confidential student file.
- An IEP meeting may be called.
- Students are required to keep up with school assignments and given the opportunity to take class tests if missed during the suspension.
- If appropriate, local police agencies will be notified.

The Director's Designee will be a fully certified, credentialed teacher designated annually by the Director to serve as the Designee (or 2nd Designee if both Director and Designee are off campus). Written notice regarding the Designees is kept in the Director's office and a copy is kept by the Administrative Secretary.

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NEW HORIZON SCHOOL & LEARNING CENTER

Graduation Requirements

Subject Area	Course Titles	Credits Required to Graduate
English/ Language Arts	English, Speech & Language, English Technology, English 1-1 Educational Therapy	40
Mathematics	Pre-Algebra, Consumer Math, Practical Math, Geometry	10
Algebra	Algebra 1A Algebra 1B Algebra 1C Algebra 1D Algebra 2	2.5 2.5 2.5 2.5 Total 10
Science	Life Science Physical Science	10 10
Social Studies/ Social Sciences	World History, Geography U. S. History U. S. Government Economics Humanities	10 10 5 5
Fine Arts/ Language	Art, Crafts, Music, Drama, Dance, Foreign Language, Sign Language, Humanities, Creative Writing, Journaling, Journalism, Computer Design, Cooking, Stage Craft/Building, Visual Arts	20
Vocational Education	Work Experience, Career Exploration, Transition, Community Service, Computers	20
Physical Education	Outdoor Education, Martial Arts, Golf, Bowling, Ice Skating, Independent	20
Electives	Senior Seminar Psychology / Counseling, Health, Cooking, Study Skills, Work Experience	5 45
		220 Total Credits Required

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Rev: 7-27-16