

Henderson Collegiate 2017-2018 Student and Parent Handbook



HENDERSON
COLLEGIATE
ELEMENTARY SCHOOL



HENDERSON
COLLEGIATE
MIDDLE SCHOOL



HENDERSON
COLLEGIATE
HIGH SCHOOL



Dear Henderson Collegiate Students and Families,

On behalf of our entire Henderson Collegiate Staff, we welcome you to the 2016-2017 school year. All of us belong to one Pride and we are all working relentlessly in order to make sure college is a reality for our children. At all three Henderson Collegiate schools, we strive to provide a safe learning environment for all children. We have high expectations for our staff, families, and students. In order to effectively meet our high expectations, we expect you to take an active role in your child's education by reading and following the requirements of the Student and Parent Handbook.

This Handbook is designed to adhere to state and federal law as well as our board's policies. Please be aware that Handbook and policy adoption or amendment/revision may occur throughout the year. Changes in policy and procedure or this Handbook's provisions will be made available to parents and students online, through newsletters and through other communications.

This is a big year for our organization as we grow to three schools. We are all part of something that is bigger than ourselves. In order to reach our potential, it is important that we communicate and work with each other in order to hold ourselves to the highest of expectations. Remember that if you want more, do more, and that there are no shortcuts and no excuses to being your best self.

Let's make it happen!

Sincerely,

Eric Sanchez
Co-Founder and Executive Director

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MISSION & PRINCIPLES

Mission:

The mission of Henderson Collegiate is to empower students with the character traits, academic skills, social experiences, and love of learning necessary for them to shape their own destinies, attend and graduate from the college of their choice, and become world-changing problem solvers.

In other words, our mission is to help our students:

1. Become better people,
2. Attend and graduate from the college of their choice, and
3. Change the world.

Driven by a shared focus on positively impacting the educational experience, academic outcomes, and lives of our students, Henderson Collegiate will engage, empower, and expand a community of students, families, teachers, and all others seeking to build a healthy, peaceful, and prosperous future for Vance County. Five core values shape our approach in all that we do:

Core Values:

- 1) **Pride:** Acknowledging that we are all responsible for the success of our students, Henderson Collegiate builds partnerships with the local community to create an inviting and accessible environment, to foster parental involvement, and to inspire service beyond the boundaries of the school. The school builds a sense of family and of teamwork among students, encouraging everyone to both get and give help.
- 2) **Responsibility:** Appreciating that “we are what we repeatedly do,” Henderson Collegiate assists students in cultivating meticulous work habits and guides them in enhancing their self-responsibility and owning their learning. Henderson Collegiate scaffolds to make students more independent as they prepare for college and life beyond.
- 3) **Integrity:** Knowing that character is more important than any test score, Henderson Collegiate explicitly teaches and develops social and decision-making skills through diverse, interactive experiences.
- 4) **Determination:** Understanding that our students are able to achieve and compete with their peers from top-performing schools, Henderson Collegiate staff members collaborate with families to go above and beyond in building students’ knowledge and grit. The school empowers its students so they are all able to climb the mountain to college.
- 5) **Enthusiasm:** By choosing to be part of Henderson Collegiate, students, parents, and staff willfully and joyfully choose to commit to the time, teamwork, and relentless effort necessary to fulfill our mission. The school instills students with a passion for learning, believing that they learn not for school, but for life.

ORGANIZATION PROFILE

Henderson Collegiate is one of the best public charter schools in NC. We are open to all students; race, income, and prior academic success are not considered or asked about when enrolling at Henderson Collegiate. Our school opened in the Summer of 2010 with just a 4th grade and is adding a new grade level with each new academic year. Today, the school comprises grades K and 4th – 10th across three distinct schools. Transportation is available to all students who live further than 1 ½ miles from the school and within Henderson’s city limits. A school nutrition program is provided and eligible students receive free or reduced-price meals.

Beginning with the belief that all students can learn and the explicit expectation of college success, the model is rooted in an ethic of hard work and extensive time on task. The school day runs an hour longer, on average, and the year includes a mandatory summer school program. Every year, our students benefit from 26 extra school days, or about 182 hours. Over the course of grades four through eight alone, that translates to 728 hours, or an extra 104 school days overall!

More time only matters if used meaningfully and purposefully towards the goal of college success. Rather than tracking students and keeping with a false choice between standards-based instruction and intervention, Henderson Collegiate fully utilizes its extended time through a dual curriculum. The model provides rigorous, college-prep core courses and support for students needing remediation. For English Language Learners, the English Language Proficiency SCOS is integrated into the curriculum for each course, with a professional development focus on second language acquisition.

At Henderson Collegiate, the academic expectations are exceeded only by our expectations for student behavior and decision making. Instruction matters greatly, but it is only truly maximized when students feel an empowered sense of purpose and desire to learn. This kind of value of, and curiosity for, knowledge must be developed within an atmosphere of safety, order, and respect. We foster an environment focused on learning by explicitly teaching and constantly reinforcing listening skills. Students wear uniforms to eliminate distractions and clearly emphasize our educational purpose. Most importantly, we build a collective identity amongst each class and between all students to build positive peer pressure and individual leadership. The value of such a safe and supportive environment cannot be overstated.

Henderson Collegiate also embraces the reality that student success relies on strong relationships with parents and community members. Schools are often roped off from the resources that reside in the community and in the home, creating miscommunication and counterproductive conflicts. The Henderson Collegiate experience begins with an enrollment meeting, which establishes honest dialogue about the school’s expectations for students, parents, and teachers. The Commitment to Excellence (see below) provides a clear set of responsibilities for each party, improving future communication and enabling greater cooperation. This home-school contact is maintained as the school sends home regular communications to families to inform them about their children’s education. Henderson Collegiate also seeks to bring families and communities into the school through structured social gatherings, learning opportunities, and resources that directly benefit them.

GENERAL INFORMATION

School Schedule:

Monday – Thursday

7:50 am Classes Begin (*Classes begin at 7:40 am for the High School*)

3:55 pm – 4:20 pm Student Dismissal (*see each school's appendix for specific dismissal times*)

Friday and Saturday School

7:50 am Classes Begin (*Classes begin at 7:40 am for the High School*)

1:00 pm – 1:50 pm Student Dismissal (*see each school's appendix for specific dismissal times*)

**School will be closed at 2:00 pm for staff development*

Summer Session:

Henderson Collegiate runs a two-week (two-and-a-half weeks for new students) intensive, Academic Summer Session in August. The goal of the Summer Session is to give students a “jump start” for the upcoming academic year, and to acclimate students with the Henderson Collegiate culture. All students are expected to attend the entire summer session.

In the elementary school, Kindergarten will use a staggered start with half of its students starting one week and the rest starting in a separate week for summer session. The entire group will come together to school for the start of regular session. The goal for using the staggered start for Kindergarten is to help make the transition to school easier for students as they start with the program.

Summer Session Schedule:

Monday – Friday

7:50 am Classes Begin

1:50 pm – 2:40 pm Student Dismissal (*see each school's appendix for specific dismissal times*)

Supplies:

For school supplies, each family is asked to reimburse \$25 to Henderson Collegiate at the Back to School Nights. The teachers will then be responsible for providing school supplies that your child will need throughout the entire school year with the exception of paper and pencils. Students will be charged if they choose to damage, destroy, or misplace supplies provided to them.

School Nutrition Program:

Great food fuels great thinkers. Henderson Collegiate serves all students breakfast, lunch and snacks free of charge (we participate in the USDA Community Eligibility Program). Adults and visitors may purchase a meal (\$2.50 for breakfast, \$3.50 for lunch).

All food is prepared using fresh, local ingredients whenever possible. We use no artificial dyes, preservatives, sweeteners, flavors, or trans fats.

Students may select from a variety of main dishes and sides each day. Water and milk are available with every meal. Students pre-order each meal one week in advance to allow our kitchen to better estimate quantities and needs. Breakfast and lunch are served in the cafeteria; snack is served in a variety of locations around the school. All meals are prepared on-site at the middle school; high school meals are prepared and delivered to the high school campus.

Students may opt to eat breakfast at home and/or bring their own lunch. Please note that fast food and sugar-sweetened beverages (including soda, diet soda, fruit drinks, coffee-based drinks, sweet tea, etc.) are not permitted in student lunches.

At this time, Henderson Collegiate does not offer a la carte sales or snacks during the school day.

Students with food allergies should complete the necessary paperwork and return it to the School Nutrition Manager. Allergies can only be accommodated if families complete a form with their doctor. The School Nutrition Manager will then meet with the family to discuss a menu plan.

Buses:

Our buses operate on a community stop basis. Students must live at least 1.5 miles away from the school and live in Vance County to be eligible to ride the bus to and from school. Warren County students also have access to the Vance County bus stops. Bus schedules are given out during Back to School Nights.

Inclement Weather / School Closings:

If Vance County Schools close due to inclement weather, Henderson Collegiate may or may not close. You can check our Facebook page, Twitter, or Instagram accounts, or you can check WRAL or ABC 11 by watching them on television or checking their websites for the announcement of the closing or delay of Henderson Collegiate, or for early release announcements.

Health information:

Illness During School Hours:

If a child is sick in the morning, the school expects him/her to stay home for the day.

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. We do not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

Please be sure that the school has up-to-date contact and health information. Please notify the front office if your child is in need of any medication or special care during the time they are at the school.

Medical Care:

The school will contact parents or a designated relative or family friend if a student becomes ill or suffers an injury. Parents should ensure that all emergency telephone numbers on the child's enrollment information is accurate.

Please be advised: school staff members are not allowed to give out any medication (prescription or over-the-counter) without a doctor's written consent and pharmacy label. In addition, students are not permitted to carry or self-administer over-the-counter or prescription medication without parent or guardian permission and a doctor's written order.

Required Immunizations:

Parents must provide updated records of their child's immunizations prior to the student beginning instruction. Any student without the required immunizations, according to North Carolina state law, will not be permitted to begin school until records are provided. All students entering Kindergarten and 7th grade are required by law to have certain immunizations. The immunization requirements for children entering Kindergarten and 7th grade can be found on the NC Immunization Branch website: <http://immunize.nc.gov/schools/k-12.htm>.

Family Involvement:

In addition to the duties listed in the signed contract, parents are expected to participate in their children's learning in the following ways:

Parent / Teacher Conferences:

Both parent/guardian and child must attend conferences to meet with teachers to go over a student's report card. Additionally, there will be conferences and parent meetings that parents will be requested to attend in order to discuss upcoming events, changes, updates, or concerns.

Parent Nights:

At Henderson Collegiate, we have mandatory parent events that vary by school. These are events that all parents/guardians are required to attend. If you cannot attend, a representative must attend in your place. Please see the handbook appendix for each school for a list of the specific parent nights required.

Procedure for Parent / Guardian Concerns:

If a parent has a concern or disagreement, they should:

- 1) Discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion, by calling the cell phone of the teacher or submitting a letter or email.
- 2) If there is no resolution to the problem after speaking with the teacher, the parent/guardian should then set up a meeting with the Grade Level leader by cell phone, in person, or by writing a letter or email.
- 3) If the issue has not been resolved, the parent/guardian will contact the Principal and he/she will attempt to mediate the problem with all parties involved.

If further attention is needed, the parent/guardian should submit a letter to the Principal within five (5) business days of their meeting. The letter should identify the problem, steps taken to resolve the problem and proposed solution. The Principal will provide a copy of the letter to the Executive Director, who will work with the chairperson of the complaint committee to schedule a hearing within ten (10) business days of the day the letter was submitted. The committee is comprised of one teacher, a board member, the Executive Director, and a parent. An alternate will be used if any member of the complaint committee is directly involved in the complaint. The complaint committee will hear the issue and make their recommendation to the Henderson Collegiate board of directors. The board of directors will then make a final decision about how to respond to the complaint.

ACADEMIC POLICIES

Curriculum Overview:

The curriculum is driven by clear performance standards for what students should know and be able to do. For each grade level, standards are based on national and state curriculum frameworks known as Common Core. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers do not simply work to get through a textbook; rather, they assess student skills and needs in order to target instruction appropriately.

Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will get informal feedback about student performance throughout the year.

Attendance and Tardiness:

In order to complete a rigorous college preparatory curriculum, it is imperative that students are in school. Students with excessive absences run the risk of not passing classes and being considered truant.

Henderson Collegiate runs from August through June. Attendance during this time is a required part of the instructional program. It is mandatory for all students. Parents should be fully aware when they enroll their child that they are committing to the entire program for all the years that their child is a student at Henderson Collegiate. Parents should not plan family vacations during mid-June or mid-August. Any absences for vacation purposes will not be considered excused. They will be considered part of the child's attendance record and, if excessive, may place a child in danger of retention.

- Students with more than ten (10) total unexcused absences will be considered truant. At this point, the student is at risk of not being promoted to the next grade. The Principal reserves the right to retain any student who misses more than ten (10) total days of school, or to require that the student attend summer remediation in order to be promoted. In addition, a report may be filed with the Department of Social Services.

Upon the student's return to school, whether it is the next day or on some day after, the student is expected to bring a signed note from his or her parent or guardian or the doctor's office. The administration will then evaluate the reason and decide whether or not the absence is excusable. Student attendance will be tracked in each school's specific behavior report. Students will not be penalized if a member of the family notified the school about the absence, and if it is considered an excused absence.

Tardies:

Tardies play a critical role in determining student success. A student is tardy if he or she is late to school or late to class. In order to account for parking lot traffic and transitions, if a student has not walked through the front doors by 7:50 a.m., they will be considered tardy. All tardy students need to be signed in by an adult at the front office.

Students who exceed five (5) tardies will be subject to further consequences as determined by the Principal. Every five (5) tardies will be recorded as an absence. Every ten (10) tardies will necessitate a meeting with the Director of Operations.

Absence Policy:

Absences that are accompanied by a note from a representative of the court system or a doctor will be considered “excused.”

If an absence is not related to a medical or legal issue, families may still submit a note to have the absence excused. On receiving the note, the Principal or Director of Operations have the right to temporarily “excuse” the absence at their discretion.

Examples of absences that may be “excused” when accompanied by a parent’s note include, but are not limited to, the following:

- When a student is practicing a religious observance;
- When a student is attending a graduation ceremony for a family member; or
- When a student has experienced a death in the family.

Early Pick-ups:

It is crucial for students to be in class for the entire school day. Parents will not be allowed to pull students out of school early unless they have first provided a written note either the day before, or that morning by 8:00 a.m. If a note is not sent in to notify staff of the early pick-up by 8:00 a.m., it may take significantly longer for that student to be brought up from class to the front office for release.

In the event that a parent must pick up a student early from school, the student must be picked up at least 30 minutes prior to the start of dismissal for that school. Students will no longer be released within 30 minutes of dismissal, as this interferes with the dismissal process and student safety.

All notes should be placed, by the student, in the arrival bins for the student’s grade level, for all middle and high school students. For students in the elementary school, notes should be placed in the student’s homework folder.

Late Pick-ups

Once the school day has ended, it is important that all Henderson Collegiate students who are not otherwise participating in sports or other after-school activities be picked up during the allotted dismissal times for their school. Henderson Collegiate does not have the capacity to watch students beyond the scheduled dismissal times, as staff need to jump directly into meetings and preparation for the following school day.

In the event that a student is picked up 30 or more minutes after the end of the school’s scheduled dismissal time without proactive notification from the family of the need to pick the student up late, the school will track the late pick-up and the family will receive a notice of the number of the occurrence of the late pick-up. The school will additionally adhere to the following escalation sequence:

Occurrence	Escalation Sequence
1 st occurrence	-Warning letter given to parent/guardian
2 nd occurrence	-Warning letter given to parent/guardian
3 rd occurrence	-Warning letter given to parent/guardian -Required meeting with the Director of Operations
4 th occurrence	-Warning letter given to parent/guardian -Required meeting with the Director of Operations

It should be noted that at any time in the above sequence, the school reserves the right to notify the appropriate local agencies, should the school have any cause for concern regarding a child's well-being.

Visitor Policy:

In the interest of maintaining student and staff safety, visitors must sign in at the front office and receive a visitor's pass. Henderson Collegiate reserves the right to deny entry to any visitor at the Executive Director's, Principal's or Director of Operation's discretion. The school is able to accommodate visitors given prior approval from the Principal. Any individual, including parents and guardians, wishing to see the Principal, should schedule an appointment through the front office at least 24 hours in advance.

Academic Excellence: Special Education:

Every child has the right to an education, regardless of age, culture, disabilities, gender, or race. It is the goal of the school to provide educational opportunities for all students.

It is the school's policy to provide special education services. All students with special needs have the right to a quality education appropriate to their needs, abilities, and interests. The special education staff acts as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies.

Implementation of these strategies occurs within the general education setting and through one-on-one and small group remediation.

The Individualized Education Program:

The school will comply with all federal and state legal requirements, so that every student identified as having a disability will be provided with an Individualized Education Program (IEP) specifying goals, levels of services and ancillary services provided, and the least restrictive placement. Prior to the opening of school, registration forms are reviewed to identify current IEPs from previous schools attended.

Evaluations and Program Planning:

The program and services for students receiving special education support are reviewed on an annual basis and the IEP team is required to formally review and discuss each special education student's eligibility. At their annual review, parents/guardians, general and special education providers, and building administration will review current progress in general, and special education programs and services, and consider parental input that impacts the student's academic growth and proficiency. Based on the discussion of these factors, the IEP team may develop or modify the goals and objectives for the continuing programs and services of the students, seek further evaluations to address deficits, or determine that a child may be exited from one of more special education program(s) or service(s).

Special Education Students:

The decision to retain a special education student is determined by the Individualized Education Program (IEP) team. Special education students may not be retained based solely on their disability, but may be retained, as determined by the IEP team, with consideration given to factors such as their ability, or lack thereof, to fit in socially and emotionally with their present grade level. If the IEP team cannot come to an agreement on retention, the Principal will make the decision. The parent of the special education student(s) may choose to have the student(s) leave the school or request mediation/due process. If a parent either appeals the IEP team decision or requests mediation/due process, the school's Special Education Director must be contacted for consultation.

Homework Policy:

Henderson Collegiate students have homework every night. Practice is an important part of the curriculum and no student is excused from any assignment without the permission of his or her teacher prior to the due date. If a student discovers that he/she will be unable to complete an assignment, he/she must contact the teacher by phone no later than the night before it is due.

When a student is absent from school, the parent or guardian must call the Front Office by 11am to request homework for that student.

Homework will be available for pick-up Mon. – Thurs., from 2:00pm to 3:00pm, and on Fridays from 1:30pm to 2:00pm.

Make-Up Work:

All missed work must be completed. It is the student's responsibility to consult with each of his or her teachers to make sure he/she is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. Students are permitted to call or email their teachers in order to receive extra support.

Cheating/Plagiarism:

At Henderson Collegiate, students are instilled with the values of responsibility and integrity, because these values will shape the mindsets that all students need to be successful in college and in life beyond. Students should show responsibility by owning their own actions and being accountable for their choices, knowing that if they do the right thing, good things will happen. Students demonstrate integrity when they make the right choices in any and all situations, no matter who is aware of their choices, because they know it is important to be a good person.

Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating.

Plagiarism involves the stealing of someone else's ideas or words as one's own, or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's own, original work.

The first time cheating or plagiarism occurs, the teacher will notify parents/guardians and the Principal, and the student will earn bench and a grade of zero on the assignment. If a student cheats or plagiarizes a second time, the teacher will additionally require a conference with the student, parent/guardian, and a GLC and/or Principal. Cheating and plagiarism are grounds for expulsion at the discretion of the Principal.

Student Technology Policy:

The Henderson Collegiate computer network is provided for students to conduct research, complete assignments, and to communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right, and comes with an elevated level of responsibility.

Students are responsible for good behavior using any and all technology. The following misuses of the computer system are not permitted:

1. Sending and/or displaying hateful or pornographic messages, pictures, or content;
2. Accessing social networks;
3. Using abusive, threatening or inappropriate language/
4. Harassing, insulting or attacking others;

5. Engaging in or promoting violence;
6. Accessing inappropriate websites of any kind;
7. Receiving or transmitting information pertaining to weapons of any kind;
8. Damaging technology equipment;
9. Violating copyright laws (copying Internet or other materials without permission);
10. Using others' passwords;
11. Trespassing in other students and/or teachers' folders, work, or files;
12. Employing the computer network for commercial purposes;
13. Transmitting personal information without written parental consent;
14. Downloading from the Internet without approval from the supervising teacher; and
15. Hacking (attempting to gain unauthorized access to files, folders, and/or other systems).

A student will not be allowed to access the Internet or email until the student and a parent/guardian has signed an Internet Use agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

A separate letter regarding social media and computer use outside the school premises will be sent home at the start of every school year.

Computer/Internet Use

Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, all of these computer privileges depend on the student using the technology in a responsible, efficient, ethical, and legal manner. A student may not:

- Use the Internet for any illegal purpose;
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Use the computer to communicate threats or purposely be mean;
- Share his/her password with anyone.

A student will not be allowed to access the Internet or email until the student and a parent/guardian has signed an Internet Use agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

A separate letter regarding social media and computer use outside the school premises will be sent home at the start of every school year.

Athletics & Extracurricular Activities:

The focus of Henderson Collegiate is to prepare students to succeed in college and in life. Students wishing to participate in athletics must know that being a "student-athlete" means prioritizing grades and academic performance over all other interests, including sports.

In order to be eligible for Henderson Collegiate Athletics, a student must be in good behavioral and academic standing. See *each school's appendix for specific requirements for eligibility in athletics and extracurricular activities.*

Furthermore, since it is a privilege to represent Henderson Collegiate in any performance or competition, student-athletes/performers will be held to a high standard for their conduct. This includes all activities sponsored by the school. Students participating in such activities are expected to:

- Display dedication to hard work in practice.

- Display good sportsmanship in defeat, as well as in victory.
- Display respect for officials, judges, and other competitors/participants.
- Display a high level of discipline and self-control at all times, even when frustrated, disappointed, or injured.

If a student-athlete or performer does not attend school on the day of a game or competition, that individual will not be allowed to participate. If they do not attend school on a day with no game or competition, they will not be allowed to practice.

CODE OF CONDUCT

Non-Negotiable Expectations for Henderson Collegiate Students:

1. Adherence to the Henderson Collegiate Commitment to Excellence
2. Adherence to the Henderson Collegiate Credo:
 - *If there is a problem, we look for a solution.*
 - *If there is a better way, we try to find it.*
 - *If a teammate needs help, we give it.*
 - *If we need help, we ask.*
3. The following expectations are implied by lines 5, 6, 7, 8 and 9 of the student section in the Henderson Collegiate Commitment to Excellence.
 - WORK HARD. BE GOOD. THINK.
 - Be on-task at **all** times during class. While **anyone** is speaking, this means that students will always have their eyes, ears, and minds focused on that person.
 - Be organized and prepared for **all** classes. Every member of the Pride should have, every day, at least two sharpened pencils with erasers, a pen, and paper in their binders. Work should always be completed and presented neatly. The heading should be used on all papers. Finally, all papers should be kept neatly in binders and folders.
 - Respond appropriately to all questions. Non-verbal actions matter.
 - Conduct oneself in a orderly manner, demonstrating respect to our educational mission, while at Henderson Collegiate and at Henderson Collegiate functions.
 - Do the right thing without being told and when no one is watching. *Have integrity.*
 - Henderson Collegiate buses are not an entitlement; they are a privilege that can be earned and taken away.
4. Parents and Guardians will be prompt when bringing their children to Henderson Collegiate functions, and when picking up their children from Henderson Collegiate or Henderson Collegiate functions.

Dress Code

All Henderson Collegiate students are required to wear a school uniform each day. Students are required to wear professional khaki pants, a belt, all-black shoes, and a school shirt.

Please see each school's appendix for full details and school-specific policies.

Special Events:

Special events may call for a change to the uniform. Events may include, but are not limited to, field trips, picture day, fundraisers, etc.

Please see each school's appendix for school-specific events.

When students are permitted to dress down for certain events, they are still expected to carry themselves in a respectful, professional manner. Therefore, they are not permitted to wear tank tops, shorts, excessively tight or revealing clothing, clothing with offensive or inappropriate prints, hats, bandanas, or gang-related apparel. Any student that is dressed inappropriately will be required to change and may lose the privilege to participate in future activities.

The Principal reserves the right to make adjustments to the Uniform and Dress Code policy as needed throughout the year.

Personal Belongings:

Students are expected to bring materials to school that are either academic or health related. Below is a list of items that should not be brought to school. The Principal reserves the right to add to this list as he sees fit. All items on this list will be confiscated.

- Gum
- Soda
- Any device with an “on or “off” button
- Cellular Phones (*please see the High School appendix for more details*)
- Snacks that are larger than an individual-sized serving
- Ipods or MP3 Players
- PSPs or Video Games
- Smart Watches
- Any distracting technology
- Illegal Substances
- Weapons or replicas
- Cash beyond what is needed for a special event or function

Telephone Use:

Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency. Students who use a phone without permission from a teacher will be subject to disciplinary procedures. Phones owned by students that are in sight during the school day will be confiscated and will only be returned to a parent/guardian.

Human Rights Policy:

Henderson Collegiate brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age, or handicap status. Henderson Collegiate wishes to stress that it is the responsibility of every member of the Henderson Collegiate community to observe and uphold the principles of equal opportunity as they affect staff, faculty, families and students in all aspects of school life. It is the responsibility of every member of the Henderson Collegiate community to actively promote appropriate, professional behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate disciplinary action, up to and including, expulsion.

Harassment:

Harassment is any form of uninvited and/or unwanted physical or verbal behavior that creates an intimidating, hostile, or demeaning environment for education. Examples of inappropriate behavior include:

- verbal or physical abuse or threats.
- sexual harassment.
- obscene or demeaning remarks, jokes, or insults.
- uninvited pressure to participate in illegal activities.
- public display of explicitly offensive or demeaning materials.
- comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation.
- false accusations of harassment.
- retaliation toward someone making a complaint about harassment.

Sexual Harassment:

Everyone should be aware that sexual harassment could be a form of sex discrimination under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's advancement or participation in a school activity.
- such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person.

Creating a harassment free environment requires the diligent effort of our community. We must continually improve our practices.

Fire Drills:

When a fire alarm sounds, all students are required to exit the building immediately through the appropriate, designated route. Students are expected to maintain a level of professionalism as they exit the building silently in order to ensure the safety of others. Staff members will guide students to the appropriate exit and will let students know when it is safe/appropriate to re-enter the building.

Response to Harassment:

Henderson Collegiate is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow **any or all** of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
3. Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotes, and other evidence.
4. If you are a student, notify the Principal, or if you are uncomfortable doing so, speak with another adult.
5. If you are an adult, notify the Principal, Executive Director, or any member of the board of directors.

As soon as possible, the adult notified will report to the Principal. If the Principal is the perpetrator, the report may be made to the Executive Director or a member of the board of directors. The Principal will notify the Executive Director and the board of directors, as well as the authorities, if necessary. The Chairperson of the board will appoint a small group to investigate the matter in a swift and equitable manner. The group will bring a recommendation to the board. The board or Principal will communicate the final decision directly to the parties involved.

Student Suspension and Expulsion Policies:

Students will be able to withdraw from Henderson Collegiate at any point in time and return to their local, zoned public school or any other school to which they can gain admission. If a student would like to return to Henderson Collegiate after he/she has officially withdrawn, he/she will be placed on the waiting list and will be subject to the regular admissions procedure.

Henderson Collegiate will adhere to the Commitment to Excellence as a guideline for in-class disciplinary action, suspension, or expulsion of students. In-class disciplinary actions will include, but are not limited to:

- additional assignments to be completed at home and/or at school;
- detention after school;
- mandatory homework study hall after school;
- time-out, otherwise known as "the Bench";
- loss of earned incentives and school trips; and
- calling plans, where the student must call the teachers to inform them when homework is completed.

In addition, students may be subject to any of the disciplinary actions listed below if it is determined that they committed any of the infractions listed below and/or listed in the Henderson Collegiate Commitment to Excellence.

All suspensions and alternative instruction must be effectuated substantively and procedurally in accordance with North Carolina State Law.

The above-mentioned "suspension" and "expulsion" will be considered to mean the following:

"**In school suspension (ISS)**" refers to the removal of a student from class for disciplinary reasons and placed in the supervision of the Dean or another member of staff. ISS can range from a class period to three days.

"**Short-term suspension**" refers to the removal of a student from school for disciplinary reasons for a period of five (5) or fewer days.

"**Long-term suspension**" refers to the removal of a student from school for disciplinary reasons for a period of more than five (5) days.

"**Expulsion**" refers to the permanent removal of a student from school for disciplinary reasons.

Short-Term Suspension:

A student who is determined to have broken the Henderson Collegiate Commitment to Excellence may be subject to at least a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long-term suspension, expulsion, or referral to the appropriate law enforcement agencies. The Principal may determine a short term suspension is more warranted for any behaviors listed under long term suspension in the section that follows, as well as any other behaviors which create a dangerous or unsafe environment at the school or which are counter to the student culture at Henderson Collegiate.

Procedures for Short-Term Suspension:

The Principal may impose a short-term suspension. Before imposing a short-term suspension, the Principal or Dean of Students shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain charges. The Principal or Dean of Students also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Where

possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension, and shall offer the opportunity for an immediate informal conference with the Principal. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

Long-Term Suspension:

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the Principal determines that an exception should be made based on the circumstance of the incident and/or the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or to expulsion.

Disciplinary Infractions include, but are not limited to, the following:

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school.*
- Commit, or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school-sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury.
- Vandalize school property causing major damage.
- Commit any act that school officials reasonably conclude warrants a long-term suspension.
- Make physical contact with another student, whether intentionally or not, that causes an unsafe environment or bodily harm.
- Engage in any form of sexual harassment, whether the actions be verbal or physical in nature.
- Engage in any inappropriate online activity, which includes, but is not limited to, cyber bullying and the sharing of inappropriate photographs of self or others via social media platforms.

In addition, a student who commits any of the acts previously described as causes for short-term suspension may, instead or in addition, be subject to a long-term suspension at the Principal's discretion.

* The Federal Gun-Free Schools Act of 1994, which applies to all public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School administrators, however, may modify this suspension requirement on a class-by-class basis. Weapon, as used in this law, means "firearm," as defined by 18 USC §3214(3)(d), which effectuates this federal law.

Procedures for Long-Term Suspension:

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty. In extreme circumstances, the Principal may expel the student from the school. Upon determining that the student's action warrants a possible long-term suspension, the Principal or Dean of Students shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal or Dean of Students shall immediately notify the student's parent(s) or guardian(s) in writing. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in a long-term suspension (or expulsion) and shall offer the opportunity for an immediate informal conference with the Principal. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

Removal from School for Certain Offenses:

There will be Zero Tolerance for any physical assault on school employees, sexual misconduct, disorderly conduct, bringing alcohol, illegal controlled substances, firearms, knives, or other deadly weapons to school. Students, other than students with disabilities, shall be immediately removed from the school for any of the following offenses:

- Criminal conviction for possession of a deadly weapon
- Possession of a firearm on school grounds, on school property, or at a school-sponsored activity
- Assault with a weapon upon a teacher, administrator, other employee, board member or another student on any school grounds or at a school-sponsored activity.
- Assault without a weapon upon a teacher, administrator, or other employee or board member acting in the performance of his or her duties.

For a student to be expelled, the Principal must initiate the process that will include a formal hearing with the student's parents before the Board.

Expulsion:

Students may be expelled from Henderson Collegiate for any of the following reasons:

- Continued and willful disobedience;
- Open defiance of the authority of any teacher or person, having authority over him;
- Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils or staff members;
- Physical assault upon another pupil or staff member;
- Taking, or attempting to take, personal property or money from another pupil or staff member, or from his or her presence, by means of force or fear;
- Willfully causing, or attempting to cause, substantial damage to school property;
- Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
- Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district;
- Incitement which is intended to and does result in truancy by other pupils; and
- Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

Though these behaviors are sufficient for suspension and/or expulsion from Henderson Collegiate, expulsion from the school will be rarely administered, as it is the mission of Henderson Collegiate to educate **all** of our students. Except in the instance of a violation of zero tolerance laws, expulsion from Henderson Collegiate will be the last step in a lengthy process that aims to correct poor behavioral habits. If a student commits frequent and serious infractions, that student's parent(s) or guardian(s) will be notified of the behavior problems, as will occur with smaller incidents, and a conference with the parent/guardian(s) will be requested. At this conference, the school and the parent/guardian(s) will form an intervention plan to correct the student's behavior. The student may then be evaluated by a licensed evaluator for special emotional or academic needs. If such needs are identified and an Individualized Education Program is developed, that IEP will be followed by the school. For students with exceptional behavioral or emotional needs, interventions may include small group instruction, individual counseling, individualized instruction, extra tutoring, small group discussions or counseling, or some combination thereof.

If evaluations and interventions do not improve the behavior of a student, or if a student breaks the zero tolerance policy, the student may be expelled from the charter school. If a student is being considered for expulsion (expulsion refers to the removal of the student from the roster of Henderson Collegiate only, and will be used only as a "last resort") from

Henderson Collegiate, the Principal shall provide written notice to the student and his or her parent(s) or guardian(s) that the student is being considered for expulsion from the school. The parents and the student are entitled to a hearing before the Henderson Collegiate board of directors, at which they may present their arguments regarding the expulsion of the student. The board will then render a formal decision that determines whether the student will be expelled from the school. Expulsion hearings shall not be subject to the Open Meetings Act, and the names and proceedings of all such hearings shall be kept confidential.

At any time during this process (and at any time during the school year), the parent(s) or guardian(s) of the student may decide to remove the student from the school. Moreover, following the expulsion of a student from Henderson Collegiate, the parent or guardian of the student may seek to enroll the student in another charter school or district school.

The procedures for expulsion described within this document refer only to expulsion from Henderson Collegiate.

Alternate Instruction:

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for students with disabilities.

Due Process Procedures:

Henderson Collegiate is aware of the tenuous state of the current legislation on discipline procedures for students with disabilities. Henderson Collegiate will stay apprised of any shift in the legislation and commits to staying in compliance with any federal law regarding student discipline for children with disabilities. Henderson Collegiate will comply with NCGS § 115C-391 corporal punishment, suspension, or expulsion of pupils and all other state and federal laws and regulations.

Disciplinary actions for students identified as exceptional children (those participating in the school's Special Education program) according to North Carolina guidelines will conform to Policies Governing Services for Children with Disabilities as adopted by the State Board of Education. If the Policies Governing Services for Children with Disabilities manual does not fully address a particular issue, the Special Education Director will develop any necessary protocols consistent with state and federal law.

All students with disabilities will be accorded all rights as provided by state and federal law

Rights:

A student's family may elect to appeal a decision by the Henderson Collegiate Principal to impose a long-term suspension or expulsion to the Executive Director. The family may bring counsel with them if they so desire. They may also appeal directly to the complaint committee. In all events of expulsion, the Principal of Henderson Collegiate will work in conjunction with the family to find the best possible alternative setting.

APPENDICES

APPENDIX A:
ELEMENTARY SCHOOL
STUDENT HANDBOOK



HENDERSON
COLLEGIATE

ELEMENTARY SCHOOL

School Profile:

Henderson Collegiate Elementary School believes in...

- Providing extensive instruction in character education, the core academic subjects, and arts education.
- Providing a rigorous academic environment with an emphasis on building a sense of community that is built on our school's core values of pride, responsibility, integrity, determination, and enthusiasm.
- "Doing" being at the core of learning. Therefore, students only receive limited teacher-led instruction with more of an emphasis on hands-on instruction.
- Every student's potential to successfully learn and achieve their goals.
- Its teachers' commitment to doing whatever it takes for a student to be successful. We combine continuous assessments, data-driven instruction, small group learning, afterschool tutoring, and response to intervention to address the individual needs of each child.
- Educating the whole child by putting an emphasis on classes that will enrich student's minds. These classes include visual arts, performing arts/music, blocks, chess, dramatic play, and fitness.
- Project-based learning: An intensive, multidisciplinary study of one topic—exploring a topic in such depth brings history to life and allows scholars to develop their own deep insights.
- Providing students with a college-preparatory curriculum. Each core subject in our curriculum is aligned with the Common Core Standards.

"Character first" and teaching our students how to be good people by solving problems with their minds and exemplifying the schools values of Pride, Responsibility, Integrity, Determination and Enthusiasm.

Philosophy / Overview:

When interacting with students, we use the Love and Logic philosophy because we believe that:

- Building positive relationships with students and treating them with dignity at all times are essential to their social, emotional, and academic well-being.
- Problems are really opportunities to learn and grow, and we can help students build responsibility for solving their problems.

Logical consequences will be used instead of punishment when possible. There is a connection between the infraction and the consequence.

Core Values:

The Elementary School adheres to the same Core Values as Henderson Collegiate as an organization, but students are taught the Core Values using the kid-friendly language provided here:

Values	Description	What does this look like on a daily basis?
Pride	We treat our community like family members by being kind, supportive, and respectful to one another.	<ul style="list-style-type: none"> • We treat our friends with respect. <ul style="list-style-type: none"> ○ Use kind words ○ Share ideas and things ○ Solve problems with our minds • We treat our teachers with respect. <ul style="list-style-type: none"> ○ I follow directions the first time they are given. ○ I respond to my teachers in a kind and respectful way.
Responsibility	We take care of all our assignments and make sure we are prepared every day.	<ul style="list-style-type: none"> • I am meticulous and neat in everything that I do. • I take care of my materials. • I complete my work.
Integrity	We do the right thing even when nobody is looking.	<ul style="list-style-type: none"> • I am honest and tell the truth at all times. • I show self control by thinking before I act.
Determination	We work hard and don't give up on tough challenges.	<ul style="list-style-type: none"> • I am curious and ask questions in class. • I actively listen, pay attention, and show strong focus. • I am brave by trying new things.
Enthusiasm	We are happy and excited to learn and be around our community.	<ul style="list-style-type: none"> • I participate in every lesson. • I smile and greet my teachers, teammates, and visitors. • I speak in front of others in a loud and proud voice. • I learn from feedback because I know it will make me better.

CODE OF CONDUCT

Non-Negotiable Expectations for Henderson Collegiate Students:

1. Adherence to the Henderson Collegiate Commitment to Excellence
2. Adherence to the Henderson Collegiate Credo:
 - *If there is a problem, we look for a solution.*
 - *If there is a better way, we try to find it.*
 - *If a teammate needs help, we give it.*
 - *If we need help, we ask.*
3. The following expectations are implied by lines 5, 6, 7, 8 and 9 of the student section in the Henderson Collegiate Commitment to Excellence.
 - WORK HARD. BE GOOD. THINK.
 - Be on-task at **all** times during class. While **anyone** is speaking, this means that students will always have their eyes, ears, and minds focused on that person.
 - Be organized and prepared for **all** classes. Every member of the Pride should have, every day, at least two sharpened pencils with erasers, a pen, and paper in their binders. Work should always be completed and presented neatly. The heading should be used on all papers. Finally, all papers should be kept neatly in binders and folders.
 - Respond appropriately to all questions. Non-verbal actions matter.
 - Conduct oneself in a orderly manner, demonstrating respect to our educational mission, while at Henderson Collegiate and at Henderson Collegiate functions.
 - Do the right thing without being told and when no one is watching. *Have integrity.*
 - Henderson Collegiate buses are not an entitlement; they are a privilege that can be earned and taken away.
4. Parents and Guardians will be prompt when bringing their children to Henderson Collegiate functions, and when picking up their children from Henderson Collegiate or Henderson Collegiate functions.

Henderson Collegiate Elementary School Commitment to Excellence:

Henderson Collegiate Elementary School adheres to the same promises as the organization as a whole, but uses kid-friendly language in its Commitment to Excellence.

Henderson Collegiate Teachers’ Promises:

We promise to prepare all of our students with the skills they need to succeed now, in high school, in college, and in life. Therefore...

- We will arrive at Henderson Collegiate everyday by 7:20am and remain at school until 5:00pm.
- We will do whatever it takes to ensure that the Pride develops the knowledge, skills and character necessary to succeed in the colleges of their choice and to pursue a life of joy and purpose.
- We will constantly work to become better teachers.
- We will always protect the safety, interests, and rights of all the students in the school.
- We will always show care to students, families, and staff to make sure they feel valued and respected.

If we keep these promises, we know our students will be prepared for extraordinary lives. If we do not keep these promises, we know we can be removed from Henderson Collegiate.

Principal’s Signature: _____

Teachers’ Signatures: _____

Henderson Collegiate Parent/Guardians’ Promises:

We promise to support our child’s education at Henderson Collegiate. Therefore...

- We will make sure our child arrives at Henderson Collegiate everyday by 7:50am and stays for the entire academic school day.
- We will make sure our child attends Henderson Collegiate Summer Session.
- We will do whatever it takes for our child to learn. We will check our child’s homework folder, let him/her call the teacher if he/she has trouble with completing his/her homework, and create time for him/her to read every night.
- We will always make ourselves available to provide support for our children. This means that we will notify the office by 7:40am if our child is going to be tardy or miss school, read all the papers that the school sends home to us, and attend school events and parent meetings.
- We understand all prizes at Henderson Collegiate are earned by working hard and being excellent teammates.
- We understand all consequences at Henderson Collegiate are earned. When our child makes a poor choice, we will support the school’s consequences.
- We will allow our child to earn and participate in all field trips and activities that he or she earns.
- We will make sure our child follows the Henderson Collegiate dress code and wears a tucked in Henderson Collegiate uniform shirt, a belt, and completely black sneakers every day.
- We understand that our child must follow the Henderson Collegiate rules so as to protect the safety, interests, and rights of all individuals in the school.

If we keep these promises, we know we will see our child earn a college degree and a successful life. If we do not keep these promises, we know our child will lose prizes, receive punishments and can be removed from Henderson Collegiate.

Parent/Guardians’ Signatures: _____

Henderson Collegiate Student's Promises:

I promise to always work hard, behave well, and think at Henderson Collegiate. I promise to work towards college and a successful life in the following ways:

- I will arrive at Henderson Collegiate everyday by 7:50am or board the bus at the correct time.
- I will remain at Henderson Collegiate until 4:15pm (Monday – Thursday) and 1:00pm on Friday.
- I will attend the Henderson Collegiate Summer Session.
- I will work hard so I get smarter. This means I will complete all of my homework and classwork.
- I will solve problems with my mind or get help when I have a problem.
- I will follow my teachers' directions to keep myself and others safe.
- I will tell the truth, take responsibility for my actions and apologize if I make a mistake.
- I will show care for my teammates, teachers and school materials.
- I will always be nice to my Pride and show everyone respect by listening to them.
- I will dress professionally by following the Henderson Collegiate dress code.

If I keep my promises, I know I will earn a college degree, a successful life, and the power to make the world a better place. If I do not keep these promises, I know I will lose prizes and it will be harder for me to reach my goals.

Student's Signature: _____

Calendar:

2017-2018 Elementary School Event Calendar

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
26th	2029 Back to School Night at 5pm
31st	Kindergarten Orientation for 2030 (A-M)

January 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January	
8th	Students Return-School Back in Session
12th	Quarter 2 Ends
15th	MLK Day - No School
19th	Early Dismissal Day
26th	Early Dismissal Day and Q2 Parent Conferences

August 2017						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
1st	Kindergarten Orientation for 2030 (N-Z)
7th - 18th	Summer Session for 1st grade (2:25pm dismissal)
8th - 11th	Summer Session for Kindergarten with last names A-M (1:45pm dismissal)
15th - 18th	Summer Session for Kindergarten with last names N-Z (1:45pm dismissal)
7th - 25th	Closed Door Policy
21st	Regular Session Begins (3:45pm dismissal)
28th	Open Door Policy Begins

February 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

February	
2nd	Q2 Parent Conferences
2nd	Activity Fee Due
9th	Q2 Awards Ceremony
10th	Mandatory Saturday School for Students & Family Literacy Event (12pm dismissal)
14th	Quarter 3 Progress Reports
16th-19th	Winter Break- No School
20th	Students Return- School Back in Session

September 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September	
4th	Labor Day - No School
6th	Quarter 1 Progress Reports
8th	Supply Fee Due

March 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March	
15th	End of Quarter 3
20th - 23rd	Quarter 3 Benchmarks
23rd	Early Dismissal Day
26th - 13th	Spring Break - No School

October 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October	
5th	Family Thursday
6th	Quarter 1 Ends - Early Dismissal Day
9th - 20th	October Break (No School For Students)
20th	Q1 Parent Conferences
23rd	Students Return - School Back in Session -Quarter 2 Begins
27th	Q1 Awards Ceremony
27th	Q1 Parent Conferences

April 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April	
13th	Q3 Parent Conferences
16th	Students Return from Break
20th	Quarter 3 Awards Ceremony

November 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November	
10th	Veterans Day (observed) - No School
20th	Q2 Progress Reports
21st	Early Dismissal Day
22nd-24th	Thanksgiving Break - No School
27th	Students Return-School Back In Session

May 2018						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May	
13th	Pride of 2029 Pride Growth Night
3rd	Pride of 2030 Pride Growth Night
9th	Q4 Parent Conferences
11th	Muffins for Mom
19th	Mandatory Saturday School for Students / Family Math
28th	Memorial Day - No School

December 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December	
8th	Elementary School Parent Pride Night
18th-January 5th	Winter Break - No School

June 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June	
8th	End of Quarter 4
15th	Doughnuts for Dad
15th	Q4 Parent Conferences
18th	Q4 Parent Conferences
19th	Last Day of School for Students & End of Year Celebration
19th	Q4 Parent Conferences
20th-27th	Summer Enrichment Program

Arrival:

The Henderson Collegiate day begins promptly at 7:50 a.m. The building will open its doors at 7:20 a.m. each day. Students who arrive early can read, study, or work on past class works or Above and Beyond practices.

Dismissal:

Henderson Collegiate conducts a wide array of after-school activities, including clubs, sports, study hall, tutoring, and detention. All athletic activities will take place from 4:15-6:30 p.m. Students are encouraged to stay after school if they are registered for and involved in a structured, supervised, and sanctioned school activity. They may not, however, stay after school to hang out or wait for a friend or sibling. Henderson Collegiate does not provide after-care or child-care service. By 4:30 p.m. Monday – Thursday and 1:05 p.m. on Friday, all students who are not involved in a structured, supervised activity, must leave the building.

If students are picked up from school, parents (or their designees) are expected to do so in a timely manner, to be very familiar with the days on which students have scheduled activities (or detention), and to communicate in advance about transportation plans.

Elementary School Dismissal plan				
	Upper Car Riders	Buses 1-4	Buses 5-8	Lower Car Riders
Regular Session	3:45pm	4:05pm	4:10pm	4:15pm
Fridays & Saturday School	12:45pm	1:05pm	1:10pm	1:15pm
Summer Session	1:45pm	2:05pm	2:10pm	2:15pm

Curriculum Overview:

Henderson Collegiate Elementary School’s curriculum is shaped, by content area, by the following beliefs:

Literacy	<p>We believe literacy is the core academic skill on which all future learning is based. For this reason, Henderson Collegiate’s academic program emphasizes literacy during the elementary years.</p> <p>Specifically, we do this by:</p> <ul style="list-style-type: none"> • Having 200+ minutes of literacy instruction each day; • Using research-proven curricula, which have a balanced literacy approach (phonics, phonemic awareness, comprehension, fluency, and vocabulary) and SRA direct instruction; • Facilitating differentiated reading groups that meet the students’ needs at their instructional reading level(s); • Using ongoing assessments and data driven instruction to inform targeted instruction; • Putting an emphasis on both fiction and nonfiction texts; • Modeling the love of reading – we believe one of the first steps to learning <u>how</u> to read is learning how to <u>love</u> to read; and • Providing numerous opportunities to discuss and write about literature.
Math	<p>We believe in blending conceptual understanding with a push for precision and accuracy. Our math program is centered on activity-based investigations, which encourage students to think creatively and</p>

	<p>develop their own approaches to problem-solving and working cooperatively.</p> <p>Specifically, we do this by:</p> <ul style="list-style-type: none"> • Providing daily instruction that focuses on the processing of math conceptually; • Allowing students to explore with manipulatives to enhance their understanding of math concepts; • Providing instruction that focuses on developing students' math fluency and automaticity; and • Giving opportunities for students to discuss a variety of mathematical understandings and to explain their thinking with their peers.
Science	<p>We believe in providing students with science instruction that ignites a passion for science early in life, and that provides students with the critical thinking skills necessary to solve complex problems.</p> <p>Specifically, we do this by:</p> <ul style="list-style-type: none"> • Providing hands-on, inquiry-based lessons; • Giving opportunities for scientists to conduct experiments and discuss observations, data, and results in the same way true scientists do; and • Fostering a love for science and critical thinking skills through reading, writing and discussion of nonfiction science text.
Social Studies	<p>We believe in creating global citizens who have a sense of who they are and how they can contribute to their community and world. Specifically, we do this by:</p> <ul style="list-style-type: none"> • Integrating our social studies program with our literacy program to provide students with opportunities to enhance their learning through reading and writing.

Family Involvement:

At Henderson Collegiate, we have mandatory parent events that all parents/guardians are required to attend. If you cannot attend, a representative must attend in your place. This year, mandatory parent nights include:

- Enrollment Meetings
- Back to School Nights
- Parent Conferences
- Family Literacy Events
- Parent Pride Night
- Pride Growth Night

Birthday Celebrations:

Parents are permitted to bring goodies to be shared with the entire class if the teacher is notified in advance. You can notify the teacher by writing, calling, leaving a voicemail, or by informing the main office. We ask that the treats be prepared in individual servings in advance. Treats can be shared during Choice Time at the end of the day. Parents are welcome to be part of these celebrations. Birthday treats should be easy to serve quickly. Please provide plates, napkins, and utensils as needed. If you choose to bring ice cream, please bring individually wrapped ice cream treats. Individual goodie bags are also allowed as long as every student in the class receives one. Parents are not required to send birthday treats to school. Invitations for individual birthday parties are not to be distributed in school unless there is an invitation included for every child in the student's class.

Note: If your child does not celebrate birthdays, or if he / she is not permitted to participate in birthday celebrations, please send a written note informing us that your child is not to participate in birthday celebrations. This note will be held in their school file.

Attendance:

It is imperative that students be present every day. Attendance will be monitored daily, and reports will go home frequently. If a child incurs absences, the following actions will be taken:

- After 3 absences, a note will be sent home.
- After 10 absences, a meeting will be arranged with parents/guardians and the school's administration.
- Students cannot be released within 30 minutes of dismissal. Instead, if a student must be picked up early, the student must be picked up more than 30 minutes prior to the start of dismissal for that day.
- If a student incurred unexcused absences between the time a permission slip goes out and the date of a field trip, the student will lose the privilege of attending that field trip.

Supplies:

Students will need to have the following supplies at home to complete their homework: *Pencil Sharpener, Markers, Ruler, Erasers, Glue, Crayons, and Pencils (no pens).*

Homework:

Homework is a fundamental component of our academic program because it reinforces key concepts learned during the day. Your child's academic progress depends on what s/he does at home, not just in school! The guidelines for homework are as follows:

- Thoroughly complete all homework every night, including weekends, and return on the due date
- Read with your child for a minimum of 15 minutes daily. You may read books to your child and ask him/her questions about what you're reading, or s/he may read a book from school to you.
- Ensure that your child reads aloud from books on his/her level
- Practice sight words and review vocabulary words nightly. If your child has already mastered that week's words, you can always practice more advanced words with him/her.

Families are required to check all homework assignments and sign that they have done so every night once the assignments are complete. If a child is having a problem completing the homework assigned, parents and students are encouraged to call their child's teacher for assistance.

Grading / Report Cards:

The school year is broken into four (4) quarters. The quarters are long enough (approximately 9 weeks) to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, students will receive grades in all classes. The grading scale is as follows:

Academic Report Card:



Academic Report Card | WORK HARD. BE GOOD. THINK.

2016-2017 Academic Report Card for _____
 Teacher _____ Quarter _____

Literacy	Q1	Q2	Q3	Q4
I can write my first and last name				
I can recognize all of my letters				
I can recognize all the sounds				
I can retell a story				
I can recognize all of my sight words				
I can read with fluency				
I can recognize concepts about print				
I can write all of my letters				
I can comprehend a text				
I can write a story				
I can use my writing mechanics				

4- Above grade level 3- On grade level 2- Making Progress 1- Not Yet N/A- not assessed this quarter

STEP Level Achieved _____ Step level Growth _____

Comments

Math	Q1	Q2	Q3	Q4
I have number sense				
I can identify my numbers				
I can write my numbers				
I can compare numbers				
I understand that addition is putting together and subtraction is taking apart				
I understand place value for numbers 11-19				
I can describe and compare measurable attributes				
I can classify objects				
I can identify and describe shapes				
I can solve problems in a variety of ways				
I can navigate a calendar				

Science and Social Studies	Q 1	Q2	Q3	Q4
Comprehension				

Work Habits	Q 1	Q2	Q3	Q4
Homework				



4- Consistently

3- Most of the time

2- Inconsistently

1- Rarely

Character Card

Values	What does this look like on a daily basis?	Q1	Q2	Q3	Q4
Pride	<input type="checkbox"/> We treat our teachers with respect <ul style="list-style-type: none"> <input type="checkbox"/> I follow directions the first time <input type="checkbox"/> I respond to my teachers in a kind and respectful way 				
Responsibility	<input type="checkbox"/> I am meticulous and neat in everything that I do. <input type="checkbox"/> I take care of my materials. <input type="checkbox"/> I complete my work.				
Integrity	<input type="checkbox"/> I am honest and tell the truth at all times. <input type="checkbox"/> I show self control by thinking before I act.				
Determination	<input type="checkbox"/> I am curious and ask questions in class. <input type="checkbox"/> I actively listen, pay attention, and show strong focus. <input type="checkbox"/> I am brave by trying new things.				
Enthusiasm	<input type="checkbox"/> I participate in every lesson. <input type="checkbox"/> I smile and greet my teachers, teammates, and visitors. <input type="checkbox"/> I speak in front of others in a loud and proud voice. <input type="checkbox"/> I learn from feedback because I know it will make me better.				

Comments

Teachers will clearly state the grading standards for their class at the beginning of the year.

If students' skills are below grade level, then they may receive instruction using lower grade-level materials. In this case, teachers will clearly indicate this on progress reports and report cards. However, grades will be based on the content and level covered by that particular class.

On Conference Day(s), each parent/guardian will have the opportunity to discuss the progress of his or her child with the child's teachers. Parents/guardians will also problem-solve with the help of teachers to determine strategies to maximize the performance and success of their student(s).

Progress Reports:

At the mid-quarter (4 1/2 weeks), teachers will prepare progress reports. The progress report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Progress reports will include a grade according to our grading scale indicating the student's grade. Based on the progress report, parents/guardians may call or request a conference with any teacher.

Promotion to the Next Grade:

HCES students must meet grade-level standards in the major content areas (reading, writing, and math) to be promoted to the next grade level. Promotion will be based upon standards established for each subject. Attendance reflecting 10 or more absences will also serve as a major consideration in the decision to retain a student. Students will be promoted or retained on the recommendation of the classroom teacher as well as the consultation of the grade level team, interventionists, and school leader. This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Classwork
- Social/developmental characteristics
- Other pertinent data

Tutoring:

All teachers are committed to tutoring at least once per week. Students who have demonstrated the need will receive extra help/tutoring during certain times of the day. Students should understand that teachers ask them to come for extra help because they care about the students' academic performance. Students may also be assigned to a reading and/or math tutoring class that meets during the school day. After school, extra help or remediation will be provided, but will occur at the discretion of the teacher.

Cell Phone Use:

Cell phones are not permitted on campus or on a Henderson Collegiate bus for any reason. If a student brings a cell phone to school, it will immediately be confiscated and held in the office. Parents will then be notified and provide directions for picking it from the office. There are no reasons for not adhering to the cell phone policy and no staff members or parents are allowed to provide an exception that would allow a student to bring a cell phone to school.

Dress Code / Uniform Policy:

Uniforms reduce student distractions, bullying, classism, and increase focus. Our mission as a Pride of parents, teachers, and students is to prepare all of our students for college and world-changing careers.

Henderson Collegiate Dress Code: Footwear

All-black sneakers are required of every student.

- Your student's choice of lace-up or Velcro
- Must be tennis-shoes/sneakers
- No boots, "slip-ons", heeled, or open-toed footwear
- Shoes may not have any embellishments, décor, or studs
- If shoes have straps, straps must remain fastened
- Soles, tongues, laces, logos, and fastenings of the shoe should be **COMPLETELY BLACK**
 - If any part of the shoe is a color other than black, it **MUST** be colored over with a permanent marker or paint.

Can I wear this?...

YES



Every part of these tennis shoes, including logos, is completely black

NO



The logos, laces, soles, or tongues of these shoes are NOT in dress code. Additionally, shoes must have laces or Velcro.

Professional Belts:

- MUST be worn with pants on a daily basis (no exceptions).
- Must be plain navy, black or brown ONLY.
- Must be leather or leather-like material (NOT canvas).
- May not have embroidery, designs, décor, or studs.
- May not have large or oversized buckles.

CAN I WEAR THIS?...

YES



- ✎ These are all solid navy, black or brown belts.
- ✎ They are all professional and solid-colored.
- ✎ They are leather or leather-like material.

NO



Although this belt is all black, it has studs on it. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.



This belt buckle is too large, and there is décor on the buckle. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.



This belt is clear and has gold décor. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.



This belt is canvas, not leather. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.

Monday-Thursday:

- HCES Polo shirts

Friday:

- T-shirts or polos

All week:

- Only white t-shirts (short or long-sleeved) may be worn under polos or approved t-shirts.
- HCES Cardigan/Sweater

Pants:

- Khaki-colored pants
- Must have "slit" pockets in the back
- Must be free of designs, embroidery, extra pockets, etc.
- Proper fit (not too tight, not too loose)

Belts

- Black or brown
- Leather, not cloth, plastic or canvas

Shoes and Socks:

- All black sneakers (no boots)
- Shoes must cover entire foot (no sandals or open-toe shoes)
- Socks are students' choice

Accessories

- One bracelet or watch per wrist
- Earrings must be no larger than a quarter
- Prescription glasses only
- Any items that may be distracting are not allowed
- Jackets must be removed immediately upon entering the building
- Caps are not permitted in the building
- Students may not wear excessive makeup
- Students may wear one necklace but it must be under the uniform
- NO bandanas, armbands, do-rags, or any other non-uniform paraphernalia
- Headscarves or other head coverings may not be worn without the principal's approval, which may be given at his or her discretion for religious or other reasons.

Elementary School Field Trips:

The elementary school goes on field trips throughout the year, some of which require chaperones. The school will provide its own chaperones from current staff, and parents will not be allowed to attend. The purpose of this is to help foster independence in our students. We use field trips to enhance learning that is taking place in the classroom. However, attendance on these field trips is an earned opportunity. If a student does not uphold the Henderson Collegiate core values, he / she may not be permitted to attend a field trip.

Loss of Privileges:

Henderson Collegiate offers students many earned opportunities, which may be taken away as a consequence of poor choices. The Principal, Dean of Students, or teachers all have the authority to take away privileges from students during breakfast, enrichment classes, lunch, recess, snack or choice time.

APPENDIX B:
MIDDLE SCHOOL
STUDENT HANDBOOK



HENDERSON
COLLEGIATE

MIDDLE SCHOOL

Philosophy/Overview:

To ensure the character and academic success of all students at Henderson Collegiate Middle School, we believe:

- The primary goal of our school is to help our students become people with extraordinary character; we therefore prioritize teaching character both formally and informally.
- Students need a safe learning environment in order to be successful; we therefore work to ensure that all members of the Pride are kind to one another and take ownership of their actions to maintain the school as a safe place.
- We are preparing students for not only college, but for life; therefore, everything we do is done through the lens of creating lifelong learners by providing them with opportunities both within the school day and outside of it to accomplish this end.

To prepare our students to attend and graduate from the college of their choice and to effect positive world change beyond that, we provide a rigorous, college preparatory academic curriculum.

Core Values:

Values	Description	What does it look like?
Pride	We treat one another like a team and family by being supportive, respectful, and kind	<ul style="list-style-type: none">• We are kind to our teammates• We are respectful to teammates and teachers• We send love when a teammate is struggling
Responsibility	We complete all assignments and are prepared for class every day	<ul style="list-style-type: none">• We complete all work fully and meticulously• We come prepared to class with all materials needed• We ensure papers are signed and organized
Integrity	We do the right thing, even when nobody is looking and own our words and actions	<ul style="list-style-type: none">• We are honest and tell the truth in all situations• We value our word as the most important thing we have
Determination	We are relentless in the face of challenges or difficult situations	<ul style="list-style-type: none">• We continue to practice something until we understand it• We reach out for help if we cannot solve a problem on our own• We never give up on a difficult problem
Enthusiasm	We bring energy and a positive mindset/demeanor to everything that we do	<ul style="list-style-type: none">• We raise tall hands for every question• We provide genuine greetings to teammates and teachers• We embrace feedback because we know it helps us grow

CODE OF CONDUCT

Non-Negotiable Expectations for Henderson Collegiate Students:

1. Adherence to the Henderson Collegiate Commitment to Excellence
2. Adherence to the Henderson Collegiate Credo:
 - *If there is a problem, we look for a solution.*
 - *If there is a better way, we try to find it.*
 - *If a teammate needs help, we give it.*
 - *If we need help, we ask.*
3. The following expectations are implied by lines 5, 6, 7, 8 and 9 of the student section in the Henderson Collegiate Commitment to Excellence.
 - WORK HARD. BE GOOD. THINK.
 - Be on-task at **all** times during class. While **anyone** is speaking, this means that students will always have their eyes, ears, and minds focused on that person.
 - Be organized and prepared for **all** classes. Every member of the Pride should have, every day, at least two sharpened pencils with erasers, a pen, and paper in their binders. Work should always be completed and presented neatly. The heading should be used on all papers. Finally, all papers should be kept neatly in binders and folders.
 - Respond appropriately to all questions. Non-verbal actions matter.
 - Conduct oneself in a orderly manner, demonstrating respect to our educational mission, while at Henderson Collegiate and at Henderson Collegiate functions.
 - Do the right thing without being told and when no one is watching. *Have integrity.*
 - Henderson Collegiate buses are not an entitlement; they are a privilege that can be earned and taken away.
4. Parents and Guardians will be prompt when bringing their children to Henderson Collegiate functions, and when picking up their children from Henderson Collegiate or Henderson Collegiate functions.

Henderson Collegiate Middle School Commitment to Excellence:

These promises are the promises we must keep if we want to be extraordinary now, in high school, in college, and in life. Please read the promises below carefully and ask questions about what they mean.

Henderson Collegiate Teachers' Promises

We promise to prepare all of our students with the skills they need to succeed now, in high school, in college, and in life. Therefore...

- We will arrive at Henderson Collegiate everyday by 7:30 a.m.
- We will remain at Henderson Collegiate until 5:00 p.m. (Monday – Friday).
- We will teach the Pride during the Summer Session for two weeks in August.
- We will always teach the Pride in the best way we know how and we will do whatever it takes for our students to learn.
- We will constantly work to become better teachers.
- We will always protect the safety, interests, and rights of all the students in the school.

If we keep these promises, we know our students will be prepared for extraordinary lives. If we do not keep these promises, we know we can be removed from Henderson Collegiate.

Principal's Signature: _____

Teachers' Signatures: _____

Henderson Collegiate Parent/Guardians' Promises

We promise to support our child's education at Henderson Collegiate. Therefore...

- We will make sure our child arrives at Henderson Collegiate everyday by 7:50 a.m.
- We will make sure our child learns at Henderson Collegiate for the entire academic school day.
- We will make sure our child attends Henderson Collegiate Summer Session.
- We will do whatever it takes for our child to learn. We will check our child's homework and planner, let him/her call the teacher if he/she has trouble with completing his/her homework, and create time for him/her to read for thirty minutes every night.
- We will always make ourselves available to provide support for our children. This means that we will notify the office if our child is going to miss school, read all the papers that the school sends home to us, and attend school events and parent meetings.
- We understand all prizes at Henderson Collegiate are earned by working hard and being excellent teammates.
- We understand all consequences at Henderson Collegiate are earned. When our child makes a poor choice, we will support the school's consequences.
- We will allow our child to earn and participate in all field trips and activities that he or she earns.
- We will make sure our child follows the Henderson Collegiate dress code and wears a tucked-in Henderson Collegiate uniform shirt, a belt, and completely black sneakers every day.
- We understand that our child must follow the Henderson Collegiate rules so as to protect the safety, interests, and rights of all individuals in the school.

If we keep these promises, we know we will see our child earn a college degree and a successful life. If we do not keep these promises, we know our child will lose prizes, receive punishments and can be removed from Henderson Collegiate.

Parent/Guardians' Signatures: _____

Henderson Collegiate Student's Promises

I promise to always work relentlessly, behave well, and think at Henderson Collegiate. I promise to work towards college and a successful life in the following ways:

- I will arrive at Henderson Collegiate everyday by 7:50 a.m. or board the bus at the correct time.
- I will remain at Henderson Collegiate until 4:15 p.m. (Monday – Thursday) and 12:30 p.m. on Friday.
- I will attend Henderson Collegiate Summer Session.
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for my fellow students and me to learn. This means I will complete all my homework, class work, projects and tests neatly and carefully.
- I will find a smart solution or get help when I have a problem, and I will raise my hand and ask questions in class if I do not understand something.
- I will follow my teacher's directions because I understand that my teachers and parents want me to do well.
- I will always tell the truth and own my words and actions. I want my parents, teachers, and Pride to trust me and I will choose to behave in a trustworthy way.
- I will always be nice to my Pride and show everyone respect by listening to them.
- I understand all prizes at Henderson Collegiate are earned by working hard and being an excellent teammate.
- I understand all consequences at Henderson Collegiate are earned. When I make a poor choice I will accept the consequences.
- I will dress professionally by following the Henderson Collegiate dress code.

If I keep my promises, I know I will earn a college degree, a successful life, and the power to make the world a better place. If I do not keep these promises, I know I will lose prizes, receive punishments and I can be removed from Henderson Collegiate.

Student's Signature: _____

Discipline:

The Bench is Henderson Collegiate Middle School's "time out." It is where the students re-learn the expectations as a member of the Henderson Collegiate Pride and it is the consequence to reinforce the values of making good decisions. The Bench means that a student must work in isolation in the classroom; instead of sitting with the group, the student sits apart from the other students. He or she still receives all instruction and is expected to complete the same class work and homework, but the student works alone. Furthermore, a student on Bench eats at a separate area during lunch and breakfast, must go the restroom at a set time in the morning and afternoon, and walks in the front of lines. Benched students sit in the front seats on a school bus, and they must ask permission from the teacher to enter and leave a classroom so that their teachers can monitor behavior better and provide a re-focus at the beginning of every class period. They also wear the school uniform shirt inside-out so that all the teachers are aware that they are on Bench, and can make sure they are following the rules well enough to earn off of the Bench as quickly as possible. Students who have earned Bench will be responsible for completing a Bench Action Plan that will be specifically designed for them to reflect on their mistake. Finally, being on Bench means that the student jeopardizes the chance to earn participating in field trips.

There are two reasons for the existence of the Bench. This consequence reinforces the basic reward and punishment system of Henderson Collegiate and life in general: good things happen when an individual makes the right choices, and bad things happen when an individual makes the wrong choices. Second, Henderson Collegiate places a high value on the concept of Pride. Students are expected to contribute to the learning community of fellow students and teachers by respecting others and doing their share of the work. The Bench is a consequence during which all of the benefits of being a member of the Henderson Collegiate Pride are taken away, and thus, the student comes to value the advantages of being a member of the Henderson Collegiate Pride.

Teachers at Henderson Collegiate send students to the Bench for being mean or lying to any member of the Henderson Collegiate community.

The document below resembles a Bench Action Plan that would be used when a student earns bench.

Bench Action Plan

Name: _____ Date Student Earned Bench: _____ Date Action Plan Began _____

Reason for Earning Bench: _____

Additional Consequence(s): _____

Parent Signature: _____

1. Unless otherwise noted, students need three full days of earning 3's and 4's
2. It is the student's responsibility to make sure each teacher signs it before leaving for the next class
3. If signatures are missing, the student will earn an extra day of bench.
4. Your reflection on the back must be completed meticulously before earning off

Notes:

DAY	Did you separate yourself from the Pride in order to reflect on your actions?					Did you work hard? Did you have quality work?					Did you show a genuine desire to rejoin the pride by actively participating in class?				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Math Teacher	!	!	!	!	!	!	!	!	!	!	!	!	!	!	!
Writing Teacher	!	!	!	!	!	!	!	!	!	!	!	!	!	!	!
Reading Teacher	!	!	!	!	!	!	!	!	!	!	!	!	!	!	!
Science Teacher	!	!	!	!	!	!	!	!	!	!	!	!	!	!	!
History Teacher	!	!	!	!	!	!	!	!	!	!	!	!	!	!	!

Performance Scale: 1 – Unacceptable 2 – Needs Improvement 3 – Acceptable 4 – Exemplary

<p>Separating yourself from the Pride 4 – Focused on yourself and your teacher 3 – Had very few focus issues 2 – Had many focus issues 1 – Focused on or communicated with teammates</p>	<p>Complete Quality School Work (HW and Classwork) 4 - All school work is completed meticulously 3 – Almost all school work is complete – 1 or 2 questions missed 2 – Only about half of the school work is complete 1 – Very little of the school work has been completed</p>	<p>Participation 4 – Participated for every question 3 – Participated for most questions 2 – Participated very little 1 – Did not participate at all</p>
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HC Values: Pride, Responsibility, Integrity, Determination, Enthusiasm

Rejoining the Pride Reflection

Directions: Complete the reflection questions below. In order for you to earn your way back to the Pride your answers must be:

1. Meticulous
 2. Thoughtful
 3. Written in complete sentences
 4. Use a separate sheet of paper if you run out of room below
1. Describe your actions that led to you earning bench.

2. What core value/piece of our mission did you violate?
 - ❖ Explain why this core value/piece of the mission is important.
 - ❖ If there is more than one value/piece of the mission you violated, include both in your answer.

3. What opportunity did you have to do the right thing? Why would this have been a better choice?

4. Look at the bigger picture: How will it affect your future if you continue to make choices like this?

HC Mission: 1. Become a better Person 2. Attend and graduate from the college of your choice 3. Change the world

Paychecks

Paychecks are used as an evaluation of a student's academic and character habits. Paychecks are usually tallied at the end of the school day on Friday and handed out on the following Monday.

All students will begin with a \$40 paycheck. Each student may earn dollars from each teacher by going above and beyond the academic and behavioral expectations of the class. The student may lose dollars by not meeting these expectations.

In most cases, teachers will keep track of each student's performance.

- A paycheck under \$40 means the student had a substandard week.
- A \$40 paycheck means that a student had an average, mediocre week.
- A \$41-\$44 paycheck means that a student had a good week.
- A \$45-\$49 paycheck means that a student has had an excellent week.
- A \$50 paycheck means that a student had a nearly perfect week.

An average of \$40 or above must be maintained for students to earn school trips and other privileges. The following privileges may be taken away based on a student's paycheck and/or average paycheck amount:

- *Fun Days*
- *Field Trips*
- *Class Trip at the end of the year*

Paycheck Legend

M – Math Class
R – Reading Class
W – Writing Class
N – Nonfiction Studies Class
S – Science Class
B – Band Class
NS – No Shortcuts Class
EMR – Extra Mile Reading Class
EMM – Extra Mile Math Class
Café – Cafeteria
MW – Morning Work
PE – Physical Education
PT – Pride Time
SP – Spanish
TS – Thinking Skills

Calendar:

2017-2018 Middle School Event Calendar

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
17th - 19th	New Staff Orientation
20th-21st	Leadership Retreat
24th	All Teachers Return
27th	BTSN for 2024, 2025, and 2026 (5:00pm, 6:10pm, 7:20pm)
31st	BTSN for 2023 (5:30pm) and 2022 (7:00pm)

January 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January	
3rd-5th	Teacher Work Days
8th	Students Return from Winter Break
12th	Quarter 2 Ends/Raffle Ticket Money Due
15th	MLK Day - No School
16th - 19th	Quarter 2 Benchmarks
19th	Early Dismissal (12:30)
22nd-26th	Ice Skating Trips
25th and 26th	After School Parent Conferences
26th	Early Dismissal
29th-2nd	2026 Bring a Parent to School Week
29th/30th	Quarter 2 50 and Higher Club Trip
31st	Quarter 2 Awards Ceremony/Principal's List Dinner

August 2017						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
2nd - 4th	New Student Orientation (3pm dismissal)
7th - 18th	Summer Session (2pm dismissal)
17th	2025 Summer Session Trip
18th	2026 Summer Session Trip
21st	Regular Session Begins (4:15 dismissal)
23rd	2023 Summer Session Trip
24th	2022 Summer Session Trip
25th	2024 Summer Session Trip (evening)

February 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

February	
2nd	Activity Fee Due
5th-9th	2025/2022 Bring a Parent to School Week
10th	Saturday School for All Students
12th - 16th	2023/2024 Bring a Parent to School Week
13th	Quarter 3 Progress Reports
16th - 19th	Winter Break (No School for Students)
20th-23rd	DPAC Trip for 2024 and 2022 (Date TBD)
23rd	Science Fair
26th - 2nd	Museum Trips for 2026, 2025, and 2023 (Dates TBD)

September 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September	
4th	Labor Day - No School
5th	Quarter 1 Progress Reports
8th	All Krispy Kreme Fundraiser Money Due/Supply Fee Due
6th	Previous Year Q4 Principal's List Dinner
14th - Oct 6	Peanut Fundraiser
20th	2017 Q4 Attendance Champion Lunch
18th - 29th	College Trips (Dates TBD)
28th	Hispanic Heritage Month Program

March 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March	
1st	Black History Month Program
2nd	Readathon
5th - 9th	Book Fair at HC
6th	Full Pride Picture Day
9th	Career Day
16th	End of Quarter 3
13th-16th	2024 End of Year Trip
20th - 23rd	Quarter 3 Benchmarks
23rd	Early Dismissal Day/March Math Madness Finals
26th - Apr 13th	Spring Break - No School

October 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October	
2nd - 6th	Quarter 1 Benchmark Week
4th	Fall Fun Day
6th	Quarter 1 Ends - Early Dismissal Day
9th - 20th	Fall Break (No School For Students)
18th - 19th	Teacher Work Days
20th	Mandatory Q1 Parent Conferences (no classes)
23rd	Students Return - Quarter 2 Begins
24th	Individual Picture Day
26th	Q1 Awards Ceremony/Q1 Principal's List Dinner
27th	Finish Q1 Parent Conferences After School

April 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April	
11th - 12th	Teacher Work Days
13th	Q3 Parent Conferences
16th	Students Return from Break
17th	Quarter 3 Awards Ceremony/Principal's List Dinner
18th-20th	2023 End of Year Trip
24th/25th	Quarter 3 50 and Higher Club Trip
28th	Staff Social

November 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November	
3rd	Activity Fee Due
7th/9th	2026/2025 Full Pride Nights
10th	Veterans Day (observed) - No School
14th/16th	2024/2023 Full Pride Nights
20th	2022 Full Pride Night/Q2 Progress Reports
21st	Early Dismissal Day (12:30)
22nd-24th	Thanksgiving Break - No School
27th	School Back In Session
27th/28th	Quarter 1 50 and Higher Club Trip

May 2018						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May	
1st-4th	2022 End of Year Trip
9th - 11th	2025 End of Year Trip
9th	Quarter 4 Progress Reports
14th - 18th	Final Exam Week
17th - 18th	2026 End of Year Trip
19th	Saturday School
21st-25th	Teacher Appreciation Week
28th	Memorial Day - No School

December 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December	
4th	Peanut Fundraiser Ends (Money Due)
7th	Raffle Ticket Fundraiser Begins
14th/15th	Parent Pride Night Rehearsal Days
15th	Parent Pride Night (6:00pm)
18th-Jan 5th	Winter Break - No School

June 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June	
4th - 8th	EOG Week
8th	End of Quarter 4
13th	Math 1 EOC
16th	EOY Staff Retreat
18th	Pride of 2022 Promotion Ceremony (Early Dismissal)
19th	Q4 Awards Ceremony/Last Day of Regular Session (Ear
20th-27th	Summer Remediation Program and Re-testing (incl. Sat
21st - 22nd	Q4 Parent Conferences
25th	4th Grade Enrollment Day
26th	Upper Grades Enrollment Day
28th-29th	Re-test Parent Conferences

Calendar Templates by Vertex42.com

<http://www.vertex42.com/calendars/>

Supplies:

Students will need to have the following supplies at home to complete their homework: Pencil Sharpener, Markers, Ruler, Erasers, Glue, and Pencils (no pens).

Family Involvement:

At Henderson Collegiate, we have mandatory parent events that all parents/guardians are required to attend. If you cannot attend, a representative must attend in your place. This year, mandatory parent nights include:

- Back to School Nights in August
- Full Pride Nights in November
- Parent Pride Night on December 16th
- Bring a Parent Week in January – February

Curriculum overview:

We provide a college preparatory curriculum throughout the middle school. Students will engage in rigorous literacy, mathematics, and science instruction. In addition, students will expand their knowledge through band in grades 6-8 and technology in grade 7. Students will also have the opportunity to take at least 2 high school level courses during their time in middle school.

Attendance and Tardies:

Upon the student's return to school, whether it is the next day or on some day after, the student is expected to bring a signed note from his or her parent or guardian or the doctor's office. The administration will then evaluate the reason and decide whether or not the absence is excusable.

Students will receive a \$1 paycheck deduction if the family failed to notify the school about the child's absence and an additional \$1 if the absence is considered to be unexcused.

Students will not receive a deduction if the absence is considered an excused absence and a member of the family notified the school about the absence.

Arrival:

The Henderson Collegiate day begins promptly at 7:50 a.m. The building will open its doors at 7:20 a.m. each day. Students who arrive early can read, study, or work on past class works or Above and Beyond practices.

Dismissal:

Henderson Collegiate conducts a wide array of after-school activities, including clubs, sports, study hall, tutoring, and detention. All athletic activities will take place from 4:15-6:30 p.m. Students are encouraged to stay after school if they are registered for and involved in a structured, supervised, and sanctioned school activity. They may not, however, stay after school to hang out or wait for a friend or sibling. Henderson Collegiate does not provide after-care or child-care service. By 4:30 p.m. Monday – Thursday and 1:05 p.m. on Friday, all students who are not involved in a structured, supervised activity, must leave the building.

If students are picked up from school, parents (or their designees) are expected to do so on a timely basis, to be very familiar with the days on which students have scheduled activities (or detention), and to communicate in advance about transportation plans.

Middle School Dismissal Plan				
	Upper Car Riders	Buses 1-4	Buses 5-8	Lower Car Riders
Regular Session	3:50pm	3:55pm	4:05pm	4:10pm
Fridays & Saturday School	12:50pm	12:55pm	1:05pm	1:10pm
Summer Session	1:50pm	2:00pm	2:10pm	2:15pm

HW Policy/Make-up work/Cheating/Plagiarism:

Students will be required to complete homework each night. Students are expected to complete homework fully and completely. If a student does not have homework at all at the time it is due, they will earn silent lunch and earn a -2 on their paycheck. If a student has incomplete homework, they will earn silent lunch and earn a -1 on their paycheck. Incomplete is defined as anything missing from the assignment.

For complex written assignments, students are expected to complete their work individually. Any student who plagiarizes or copies any portion of their work will earn bench and may be asked to complete a written reflection.

Grading / Report Cards:

The school year is broken into four (4) quarters. The quarters are long enough (approximately 9 weeks) to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, students will receive grades in all classes. The grading scale is as follows:

Performance Level	Percentage	Explanation of the Performance Level
4	90-100	Student consistently exceeds the expected understanding of the content area/skill.
3	80-89	Student consistently demonstrates the expected understanding of the content area/skill. Student functions with minimal teacher assistance and support.
2	70-79	Student demonstrates partial understanding of the content area/skill. Student requires frequent teacher assistance and support.
1	69 and below	Student demonstrates limited understanding of the content area/skill. Student requires intensive teacher assistance, direction and support.

Teachers will clearly state the grading standards for their class at the beginning of the year.

If students' skills are below grade level, then they may receive instruction using lower grade-level materials. In this case, teachers will clearly indicate this on progress reports and report cards. However, grades will be based on the content and level covered by that particular class.

Parents/guardians are required to come to school on Conference Day(s) to pick up their child's report card(s). On Conference Day(s), each parent/guardian will have the opportunity to discuss the progress of his or her child with the child's teachers. Parents/guardians will also problem-solve with the help of teachers to determine strategies to maximize the performance of their student(s). All students who have been invited to parent conferences in the 2nd and/or 3rd quarter are on track for retention.

Progress Reports:

At the mid-quarter (4 ½ weeks), teachers will prepare progress reports. The progress report is *not* part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Progress reports will include both a letter grade indicating the student's grade and individual student comments discussing the content covered in class and the student's performance. Based on the progress report, parents/guardians may call or request a conference with any teacher.

Promotion to the Next Grade

In order to guarantee promotion to the next grade, students must achieve the following:

- All final grades of a 3 or above for each of their classes;
- Less than 10 unexcused absences;
- A \$40 or higher paycheck average; and
- A three or higher on all North Carolina End of Grade (EOGs) and End of Course (EOCs) Tests.

If a student does not meet one or more of the criteria listed above, promotion will be at the discretion of the teachers, Grade Level Chair and Principal.

Students who have an IEP will be promoted to the next grade based on successful completion of the goals on the IEP.

Tutoring:

All teachers are committed to tutoring at least once per week. Students who have demonstrated the need will receive extra help/tutoring during certain times of the day. Students should understand that teachers ask them to come for extra help because they care about the students' academic performance. Students may also be assigned to a reading and/or math tutoring class that meets during the school day. After school, extra help or remediation will be provided, but will occur at the discretion of the teacher.

Athletics & Extracurricular Activities Eligibility:

In order to be eligible for Henderson Collegiate Athletics in 7th or 8th grade, a student must be in good behavioral and academic standing. This means:

- 7th graders must maintain a 2.6 GPA
- 8th graders must maintain a 2.5 GPA
- Have an up-to-date physical

In order to be eligible for Henderson Collegiate Athletics in 6th grade, a student must be in good behavioral and academic standing. This means:

- Maintain a 3.0 GPA
- Maintain a 40 or higher paycheck average
- Student cannot earn bench more than two times during the athletic season

Any student who has lower than a \$40 paycheck average, missed multiple homework assignments, or has earned bench, can be suspended from the team or considered to be ineligible.

Cell Phone Use:

Cell phones are not permitted on campus or on a Henderson Collegiate bus for any reason. If a student brings a cell phone to school, it will immediately be confiscated and the student will earn bench. Parents will then be notified and provide directions for picking it from the office. There are no reasons for not adhering to the cell phone policy and no staff members or parents are allowed to provide an exception that would allow a student to bring a cell phone to school.

Dress Code

- 1) Students are to wear a Henderson Collegiate Polo shirt every day, Monday through Thursday, and a Henderson Collegiate T-Shirt on Fridays. Their Henderson Collegiate shirts must be fully visible at all times within the building. Henderson Collegiate shirts are to be worn even if a Henderson Collegiate sweatshirt is worn.
 - 2) All Henderson Collegiate shirts must be tucked in at all times.
 - 3) All pants/slacks must be khaki color, and fit around the waist. All students must wear a brown or black belt every day.
 - 4) Pants, slacks and jeans (on special days) may not be excessively baggy or and may not cover the shoes by so much length that they drag on the floor.
 - 5) Students may not wear shorts or skirts unless otherwise stated by the Principal.
 - 6) Girls will be asked to remove any headwear and/or hair accessories that are excessive and/or distracting.
 - 7) Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, or capris.
 - 8) Girls may not wear skirts that are inappropriately short (more than 3 inches above the center of their knee) or that have inappropriately long slits (above their knees). Girls are encouraged to avoid wearing dresses or skirts that "ride up" or to wear a slip underneath dresses or skirts.
 - 9) Students may not wear hats, caps, do-rags, or other head coverings in the school. They may wear winter-related headgear to school, but not in the building. (Examples include, but are not limited to, toboggans, earmuffs, etc.)
 - 10) Boys are not permitted to wear headgear of any kind while in the building.
 - 11) For safety reasons, large necklaces, chains, chokers, multiple finger rings, and large dangling earrings (larger than one (1) inch in diameter) will not be permitted at Henderson Collegiate.
 - 12) Students may not display a pierced body part other than their ears.
 - 13) Students may not wear excessive make-up.
 - 14) Students are only permitted to wear completely black sneakers / tennis shoes. No other types of footwear are acceptable.
- *Please contact the Principal, Mr. Terranova, if there are extenuating factors related to religion or health that may excuse a student from complying with the school's dress code.*

Henderson Collegiate Dress Code: Footwear

All-black sneakers are required of every student.

- Your student's choice of lace-up or Velcro
- Must be tennis-shoes/sneakers
- No boots, "slip-ons", heeled, or open-toed footwear
- Shoes may not have any embellishments, décor, or studs
- If shoes have straps, straps must remained fastened
- **Soles, tongues, laces, logos, and fastenings of the shoe should be COMPLETELY BLACK**
 - If any part of the shoe is a color other than black, it **MUST** be colored over with a permanent marker or paint.

Can I wear this?...

YES



Every part of these tennis shoes, including logos, is completely black

NO



The logos, laces, soles, or tongues of these shoes are NOT in dress code. Additionally, shoes must have laces or Velcro.

Professional Belts:

- MUST be worn with pants on a daily basis (no exceptions).
- Must be plain navy, black or brown ONLY.
- Must be leather or leather-like material (NOT canvas).
- May not have embroidery, designs, décor, or studs.
- May not have large or oversized buckles.

CAN I WEAR THIS?...

YES



- ✎ These are all solid navy, black or brown belts.
- ✎ They are all professional and solid-colored.
- ✎ They are leather or leather-like material.

NO



Although this belt is all black, it has studs on it. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.



This belt buckle is too large, and there is décor on the buckle. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.



This belt is clear and has gold décor. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.



This belt is canvas, not leather. This would NOT be allowed as a belt for professional dress at Henderson Collegiate.

APPENDIX C:
HIGH SCHOOL
STUDENT HANDBOOK



HENDERSON
COLLEGIATE

H I G H S C H O O L

School Profile:

Henderson Collegiate High School opened its doors in August of 2015, five years after the middle school was founded. The high school currently serves approximately 200 students in the 9th and 10th grades. It will grow a grade level each year until it reaches full enrollment of 400 students in the 2018-19 academic year.

Mascot

Pride of Lions

School Colors

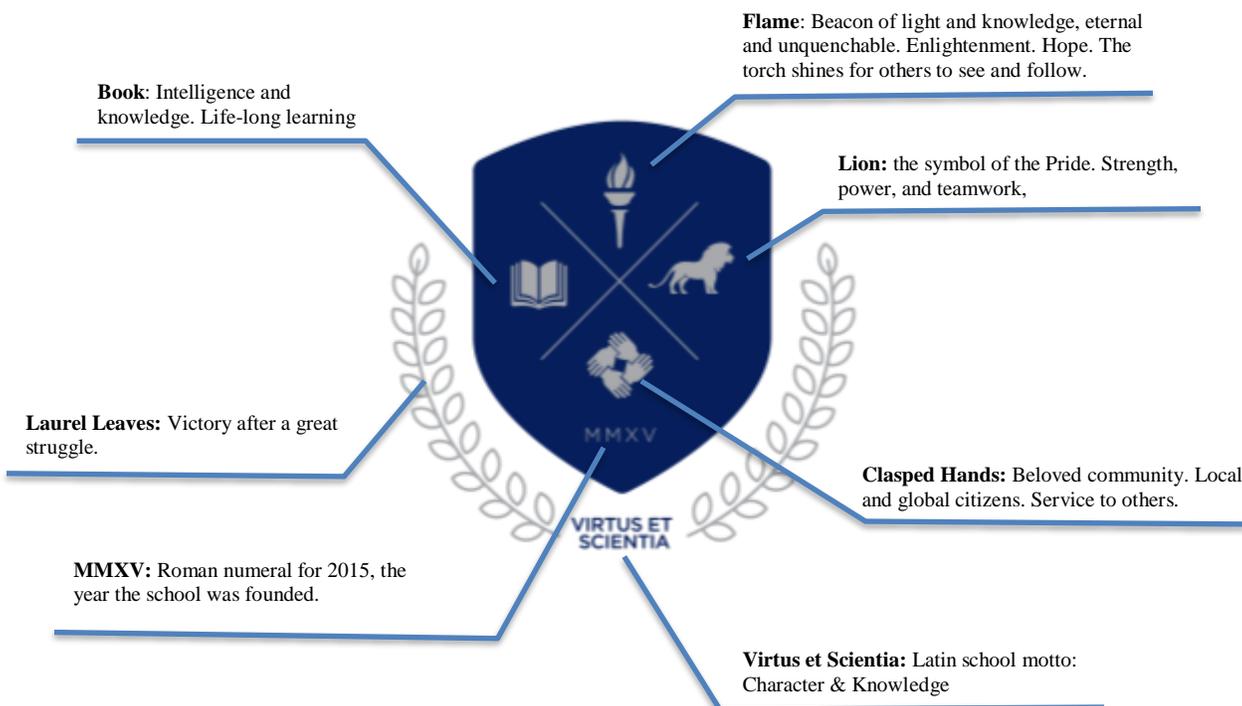
Navy Blue and Silver

School Motto

Virtus et Scientia – Character and Knowledge



School Crest



School Philosophy:

Henderson Collegiate High School is characterized by a culture that is orderly, supportive, and focused on academic work. The ethos of the community is one of mutual care and respect referenced by Dr. Martin Luther King, Jr. when he spoke of the “Beloved Community.” Students have the right to a quality education that supports their development into responsible citizens.

As discipline is a platform for learning, the administrators and teachers strive to ensure that rules are fairly and consistently enforced. Orderly and structured classrooms are necessary in order to create learning environments in which time is used efficiently. Structure provides a framework for learning and creativity to take place. The structure that HCHS provides will ensure that school is a safe place where students are free to learn and develop and be themselves in an environment of respect, support, and community.

Respect

The importance of having a respectful school community cannot be overstated. Respect serves as the operational glue that holds the community together. Helping students develop the art of respect is a school-wide goal and will be modeled by the faculty at HCHS. Even when there are differences among us, we must empathize with each other and make sure that we are being pleasant or professional. Students are expected to demonstrate the following elements of respect:

- **Self-respect**, by their manner and in their school uniform dress; by carrying themselves with a sense of dignity.
- **Respect to peers**, by showing support and encouragement; by refraining from insulting, deriding, or humiliating others; and by refraining from physically, emotionally or sexually harassing other students.
- **Respect for all adults**, by listening and following instructions; by using appropriate tone of voice; by honoring a teacher's need to present a lesson to the entire class; by demonstrating an awareness of the appropriate time and place to disagree with a teacher's decision; and by accepting corrections to behavior
- **Respect for differences**, by demonstrating sensitivity to physical, cultural, religious, gender and sexual orientation differences, and by refraining from using stereotypes in their thoughts, words, and actions.
- **Respect for property**, by respecting their personal property and the property of other students; by maintaining their textbooks and other materials; and by caring for the school grounds and property, especially by pitching in to keep them clean and neat.

Educational Excellence

Henderson Collegiate High School has developed high standards of academic achievement and holds students accountable for meeting those standards through rigorous academic assignments, projects, and assessments. Hard work is expected and required. HCHS students consistently perform at the top of the state on standardized assessments, even though they often enter Henderson Collegiate with scores well below the local and state average.

Supportive, Engaging Community

Henderson Collegiate High School creates a strong sense of community, which is a fundamental part of the school's mission. Being a smaller school allows every student to participate in regular Advisory sessions with faculty members. These sessions provide the opportunity to strengthen the relationship between faculty and students. In addition, students participate in regular Community Meetings where achievements are recognized and school concerns are addressed. Discipline is serious and caring. Students wear school uniforms and conduct themselves with dignity and honor.

Athletics & Extracurricular Activities

We know that students who participate in extracurricular activities have a better high school experience and are more likely to be accepted to college and have access to scholarships. Moreover, research shows that students who participate in extracurricular activities – and stick with them for at least 2 years – are more likely to graduate from college.

Developing the talents, skills, and interests of our students is an integral part of the ideal high school experience and college application process. At Henderson Collegiate High School, students have the opportunity to participate in several extracurricular activities, including athletics, clubs, and service opportunities, including:

Athletics	Clubs
Soccer (M) Soccer (W) Cross Country Volleyball Basketball (M) Basketball (W) Track & Field	Drama Club Environmental Club Mock Trial Field Sports Gospel Choir Jazz Band Step Team Student Government Mathletes Yearbook Club Coding Club

Students wishing to participate in athletics must know that being a “student-athlete” means prioritizing grades and academic performance over all other interests, including sports. In order to be eligible for HCHS Athletics, a student must be in good behavioral and academic standing. This means:

1. Passing at least 6 of their 7 classes
2. Maintain at least a 2.4 GPA
3. Maintain at least a 45 Pride Record
4. Student cannot earn ISS more than two times during the athletic season
5. Student cannot earn OSS at any time

Core Values:

Pride	<ul style="list-style-type: none"> • Students show pride at all times in the way they dress, act, and interact with others.
Responsibility	<ul style="list-style-type: none"> • Students should be on task, on time, and reflect the maturity that comes with being in high school.
Integrity	<ul style="list-style-type: none"> • Students should always be honest in all their dealings, and should demonstrate the same maturity and respect in all situations and with all staff and students.
Determination	<ul style="list-style-type: none"> • Students should be vigilant in completing all classwork, homework, and obtaining required parent signatures.
Enthusiasm	<ul style="list-style-type: none"> • Students should be actively engaged in their classes, including participating regularly, exhibiting good posture, and using Strong Voice.

CODE OF CONDUCT

Non-Negotiable Expectations for Henderson Collegiate Students:

1. Adherence to the Henderson Collegiate Commitment to Excellence
2. Adherence to the Henderson Collegiate Credo:
 - *If there is a problem, we look for a solution.*
 - *If there is a better way, we try to find it.*
 - *If a teammate needs help, we give it.*
 - *If we need help, we ask.*
3. The following expectations are implied by lines 5, 6, 7, 8 and 9 of the student section in the Henderson Collegiate Commitment to Excellence.
 - WORK HARD. BE GOOD. THINK.
 - Be on-task at **all** times during class. While **anyone** is speaking, this means that students will always have their eyes, ears, and minds focused on that person.
 - Be organized and prepared for **all** classes. Every member of the Pride should have, every day, at least two sharpened pencils with erasers, a pen, and paper in their binders. Work should always be completed and presented neatly. The heading should be used on all papers. Finally, all papers should be kept neatly in binders and folders.
 - Respond appropriately to all questions. Non-verbal actions matter.
 - Conduct oneself in a orderly manner, demonstrating respect to our educational mission, while at Henderson Collegiate and at Henderson Collegiate functions.
 - Do the right thing without being told and when no one is watching. *Have integrity.*
 - Henderson Collegiate buses are not an entitlement; they are a privilege that can be earned and taken away.
4. Parents and Guardians will be prompt when bringing their children to Henderson Collegiate functions, and when picking up their children from Henderson Collegiate or Henderson Collegiate functions.

Henderson Collegiate High School Commitment to Excellence:

I commit to always work relentlessly, act maturely, and think critically as a student at Henderson Collegiate High School.

This means:

Attendance

- I will arrive at HCHS every day by 7:50 a.m. or board the bus at the correct time.
- I will remain at HCHS until 4:15 p.m. (Monday-Thursday) and 1:25 p.m. on Fridays.
- I will attend all mandatory tutoring and detention sessions.
- If I am ever absent, I will be proactive in reaching out to my teachers to ensure that I don't fall behind academically and will hold myself accountable to turn in all missing work.
- I understand that 10 or more absences in a class will result in me failing the course.

Uniform & Dress Code

- I will uphold the Henderson Collegiate High School Uniform & Dress Code.
- I recognize that if I violate the Uniform & Dress Code I will be removed from my classes and could receive additional consequences.

Electronic Device Policy

- I will follow the school's technology policies as outlined in the handbook.

Homework

- I will complete to the best of my ability all homework assignments – both long- and short-term.
- I understand that my homework in high school will directly impact my ability to be successful in class from day to day. My high school homework assignments will directly mirror the types of assignments I am most likely to see in college.
- I understand that if I fail to turn in homework or submit incomplete homework, I will have detention after school that same day. If I fail to turn in homework for 3 or more of my classes, I will have after school detention that day and in-school suspension the following day.

Character

- I will demonstrate a level of maturity befitting the young adult that I am. This means I will exemplify social intelligence, exude positivity, show gratitude, and support my teachers, parents, and teammates.
- I will respect others.
- I will demonstrate a new level of personal responsibility, independence, and organization. I will advocate for myself if I'm struggling with content. I will consistently meet deadlines and maintain a system for doing so.
- I will be honest in all my dealings with my teachers, parents, and teammates. I know that to be trusted, I must uphold my integrity, even in the face of peer pressure or other challenging situations.
- I understand that when I behave maturely as a young adult, I earn or retain the privileges of a young adult. I understand that all rewards (college trips, field trips, school-wide activities) are earned.
- I understand that when I behave immaturely or irrationally, I will lose the privileges of a young adult and earn consequences to redirect those behaviors. When I make a poor choice, I will accept the consequences.

I know that by attending HCHS I am choosing the road less traveled. My journey will be difficult but will pay off with huge rewards. If I keep my commitment, I know I will earn a high school diploma, attend and graduate from the college of my choice, and have a happy, successful life with the power to make the world a better place.

Student Signature: _____

HCHS Teacher Commitment

We promise to prepare all of our students with the skills and knowledge they need to succeed in high school, college, and life. This means:

- We will arrive at Henderson Collegiate High School every day by 7:15 a.m.
- We will remain at Henderson Collegiate High School every day until at least 5:00 p.m.
- We will put the safety of our students first at all times and in all situations.
- We will protect the rights of our students and always treat them with respect.
- We will consistently push students to be at their best academically and behaviorally.
- We will thoroughly plan each day's lesson to the best of our ability to maximize time and push students to academic excellence.
- We will use the best pedagogical practices as established and supported by the Principal and Dean of Curriculum & Instruction. We will push students to meet and exceed state expectations for student performance.
- We will never be satisfied with mediocrity. We will constantly seek out ways to improve our practice and our students' knowledge and skills.
- We will receive feedback without resentment. We will implement feedback without delay.

If we keep this commitment, we know our students will be prepared for college, the world, and extraordinary lives. If we do not keep this commitment, we know that we are not serving students to the best of our ability and can be removed from Henderson Collegiate High School.

Principal/ Dean/ Teacher Signature: _____

HCHS Parent Commitment

We commit to support our child's education at Henderson Collegiate High School. This means:

- We will make sure our child arrives at HCHS every day by 7:50 a.m.
- We will make sure our child remains at school for the entire academic day, knowing that excessive absences or early pick-ups will negatively affect my child's ability to earn the academic credit for a high school course.
- We will ensure our student has transportation home if they stay late for tutoring, detention, clubs, or athletics.
- We will support our child academically. This means:
 - Holding them accountable for completing all projects, assignments, and homework
 - Signing our student's planner each night and PRIDE Record every week
 - Allow our student to call their teacher if they have questions on homework
 - Provide a home learning environment that is conducive to the heavy reading and studying that is required for high school students
 - Ensure my student is reading at least 30 minutes nightly
- We will make sure that our student wears the professional HCHS dress code every day.
- We will notify the school in advance if our student will be absent or leave early.
- We will read all letters/fliers that come home and internalize the information.
- We will attend all mandatory parent events, meetings, and conferences.
- We understand that all rewards at Henderson Collegiate High School are earned.
- We will support the HCHS team when our child earns consequences for making poor choices.
- We will allow our child to participate in all field trips and activities that he or she earns, including field trips, college visits, school-wide activities, etc.
- We understand that our child must follow the Henderson Collegiate High School rules so to protect the safety, interests, and rights of all individuals in the school.

If we keep this commitment, we know we will see our child earn a high school diploma, be on track to earn a college degree and lead a successful life. If we do not keep this commitment, we know our child will lose privileges, receive consequences, suffer academically, and in extreme cases, could be removed from Henderson Collegiate High School.

Parent Signature: _____

Discipline:

The PRIDE Record:

In order to help students abide by the PRIDE core values, each student will have a **PRIDE Record**. This will be compiled over the course of the week. Students can earn PRIDE points for particularly impressive behavior and they can lose PRIDE points for poor choices. At the beginning of each weekly cycle, students will start out with 50 PRIDE points. If, by the end of the week, a student has fewer than 40 points, he or she will serve Lunch Detention each day for one week. The PRIDE Record will also factor into a student's College Readiness grade.

Public Displays of Affection:

Henderson Collegiate High School is a professional environment and as such, all students must conduct themselves as professionals. Therefore, students must show respect for themselves and others by restraining from inappropriate public displays of affection. These actions include, but are not limited to: kissing, handholding, extended hugging, and sitting on another student's lap.

Students engaged in such behaviors will receive consequences, and in certain cases could face suspension or expulsion from the school.

Circumstances for Immediate Removal from Class:

Under ordinary circumstances, the use of the PRIDE Record will be sufficient for teachers to create an orderly, respectful, and efficient classroom environment. However, there are certain circumstances which are immediately intolerable, and which require that the student be removed from the classroom and sent to the Dean of Students.

Students will be removed from class if they violate any of the following core values of PRIDE.

When a student is sent out of class, the following consequences are assigned:

1. Automatically, 5 PRIDE points are deducted from the student's PRIDE Record.
2. The students will be placed in In-School Suspension (ISS) for the rest of the class period.
3. Under the direction of the Dean of Students and Principal, the student may be assigned ISS for the rest of the day or subsequent days, depending on the severity of the offense.
4. The student cannot return to their classes until they've had a reflective conversation with the teacher who sent them out and a School Leader.
5. The student may be assigned Out-of-School Suspension (OSS), depending on the severity of the offense.

School Searches

HCHS authorizes the Principal and his/her designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated a school policy or state or federal law. School officials recognize federal constitutional rights through the process and must establish reasonable suspicion before conducting a search of a student or a student's possessions.

Bullying, Harassment, and Intimidation

A safe and civil environment in a school is necessary for students to learn and achieve high academic standards. "Bullying, harassment, and intimidation" is defined as any gesture or written, verbal or physical act, or any use of electronic or wireless communication (including telephone, cell phone, computer, or tablet), whether it by a single incident or a series of incidents, that its motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds/property, at any school-sponsored function, on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of the other students, and that:

- a) A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student, damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b) Has the effect of insulting or demeaning any student or group of student; or
- c) Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

School leadership is responsible for receiving complaints alleging violations of this policy. All school employees are required to verbally report alleged violations of this policy to the Principal on the same day that the staff member became aware of the situation. School leadership will be responsible for determining whether an alleged act constitutes a violation of this policy. School leadership shall conduct an investigation into the alleged acts and inform parents/guardians of all students involved in the case.

Bullying, harassment, or intimidation that takes place off-campus, online, or through text messages or phone calls will still be subject to the same procedures and can carry the same consequences. In accordance with state and federal law, any activity – whether on or off-campus – that disrupts the business and functions of a normal school day or makes a student feel unsafe on school grounds, is considered in violation of school policy and will carry with it the same consequences as if it occurred at school.

Consequences for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded based on the variety of factors. Depending on the severity of the situation, students could be suspended or removed from Henderson Collegiate High School.

Substance Abuse

Henderson Collegiate High School has a Zero Tolerance policy when it comes to substance abuse or the use/possession of any illegal drug. Any student suspected to be under the influence or in possession of a controlled substance without legal authority may be required to have an immediate physical examination and drug test by a physician and is subject to suspension or expulsion at the discretion of school leadership.

Security

Henderson Collegiate High School is committed to protecting our students and providing for them a safe environment conducive to learning and personal development. As such, all visitors must check in at the Main Office. Parents and visitors are expected to conduct themselves professionally at all times and can be banned from campus at the discretion of leadership if such professional expectations are not met.

Physical Contact and Altercations

There is zero tolerance for fighting. In almost every case, all involved students will be suspended. Parents will be required to come to the school and pick up the students involved in the fight on the day of the incident.

In addition to fighting, students are expected to refrain from non-violent physical contact. Horseplay often escalates without the intention of violence. Students are to respect one another's personal space at all times.

Group Consequences

Henderson Collegiate High School retains the right, during particularly difficult circumstances, to issue a consequence to an entire group or class of students. While the school does not seek to punish the good with the bad, we believe that we are all responsible for each other and that the actions of some do impact the greater school community.

Loss of Privileges

Henderson Collegiate High School offers students many privileges that can be taken away as a consequence for poor behavior. These include, but are not limited to:

- Morning Talk Time
- Independent Transitions
- POWER Lunch
- Clubs
- Athletics
- Field Trips
- Special days/Theme weeks

Detention

In an effort to deter students from making poor choices that are harmful to the Pride and to their future, detention may be given as a consequence.

- **Lunch Detention:** Lunch detention can be issued to students who don't uphold behavioral expectations during POWER Lunch. This could include but is not limited to not transitioning at the appropriate volume, horseplay, being out of place without permission, and littering. Students on lunch detention will be collected at the end of their 4th period class by a school administrator, taken through the lunch line, and seated in the Dean's room before the school transitions to lunch. Students will remain in the Dean's room for the entire 51 minutes of POWER Lunch. During that time, they can eat, do homework, or read silently.
- **Homework Detention:** Students who do not complete their homework or submit incomplete homework will have automatic detention after school on that same day. Parents will receive a phone call from the school by 1pm to be notified if their student is required to stay after school for detention. Detention lasts from 4:20-5:30pm.

If a student does not serve detention (lunch or homework), they will serve the following day and may receive additional consequences determined by the Principal and Dean of Students.

Suspension

Students who violate the Student Code of Conduct may be suspended as a consequence for their actions. There are two types of suspension at Henderson Collegiate High School:

- **In-School Suspension (ISS):** In-school suspension takes place in the Dean's room and is a place for students to reflect on their conduct. Students assigned in-school suspension may choose to complete classwork, homework, or read independently. Talking, sleeping, or other off-task behaviors will not be tolerated and could result in a student receiving extra days of ISS. Students who are in ISS will also have lunch detention (see above for more information on lunch detention)
- **Out-of-School Suspension (OSS):** To create and maintain a safe, supportive, and reliable school community and culture, Henderson Collegiate High School will suspend students from school when there are serious breaches of the Core Values or the Student Code of Conduct. Suspensions will usually last between 1-10 days. In certain circumstances, the Principal and Board may determine that a suspension of a greater length is appropriate. In all cases, parents or guardians will be informed of a suspension in writing. A parent or guardian may come to the school to pick up any student work. Students assigned OSS will still be responsible for all work and assignments upon their return. On the day that a student is scheduled to return, a parent or guardian must accompany the student for a conference with school administration.

Calendar:

2017-2018 High School Event Calendar

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
17-19th	New Staff Orientation
20-21st	Leadership Retreat
24th	All Teachers Return

January 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January	
3rd-5th	Teacher Work Days
8th	Students Return From Break
12th	Quarter 2 Ends
15th	MLK Day - No School
16th - 19th	Quarter 2 Interim Assessments
19th	Early Dismissal/Quiz Bowl Competition
25th	Snowflake Dance
26th	Q2 Parent Conferences (3:00-6:00pm)
30th	Summer Program Night (Freshmen)

August 2017						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
1st	BTSN for 2020 (5:30pm) and 2021 (7:00pm)
2nd	BTSN for 2019 (5:30pm)
3rd	New Student Orientation
7th - 18th	Summer Session (2pm dismissal)
7th	2021 HS Orientation at UNC
17th	2020 College Trips
18th	2019 College Trips
21st	Regular Session Begins (4:15 dismissal)

February 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

February	
1st	Summer Programs Night (Upperclassmen)
2nd	Q2 Awards Ceremony/Activity Fee Due
6th	Q2 Principal's List Dinner
5th - 16th	Raffle Ticket Fundraiser
10th	Saturday School (12pm dismissal)
13th	Quarter 3 Progress Reports
16th - 19th	President's Day Break - No School
22nd	2021 Trip: Greensboro Civil Rights Museum
22nd	2020 Trip: Henderson Institute
22nd	2019 Trip: Washington, D.C. (AP US History)

September 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September	
1st	Supply Fee Due
4th	Labor Day - No School
7th	Junior College Night
5th-8th	Quarter 1 Progress Reports Go Home
5th	Previous Year Q4 Principal's List Dinner
9/14-10/6	Peanut Fundraiser
19th	Latino Family College Night (MS/HS)
20th	Community Service Day (2019)
29th	Hispanic Heritage Month Program

March 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March	
2nd	Black History Month Celebration
6th	2022 HS Orientation Visit
8th	2022 HS Orientation Night 5:30-6:30pm @ MS
9th	X-Day #2, Career Day
14th	Community Service Day (2020 & 2021)
16th	End of Quarter 3
20th - 23rd	Quarter 3 Interim Assessments
23rd	Early Dismissal Day/March Math Madness Finals
3/26-4/15	Easter Break - No School

October 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October	
2nd-6th	Quarter 1 Interim Assessments
6th	Quarter 1 Ends - Early Dismissal, Autumn Festival
9th - 20th	October Break (No School For Students)
18th-20th	Teacher Work Days
20th	Mandatory Q1 Parent Conferences (3:00-6:00pm)
23rd	Students Return - Quarter 2 Begins
25th	Individual Picture Day
27th	Q1 Awards Ceremony
31st	Q1 Principal's List Dinner

April 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April	
11th-13th	Teacher Work Days
13th	Q3 Parent Conferences 3:00-6:00pm
16th	Students Return From Break
18th	Q3 Awards Ceremony
19th-20th	Junior College Road Trip #1
24th	Q3 Principal's List Dinner
26th-27th	Junior College Road Trip #2

November 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November	
2nd-3rd	Sophomore College Road Trip #1
8th-9th	Sophomore College Road Trip #2
10th	Veterans Day (observed) - No School
16th-17th	Sophomore College Road Trip #3
20-24th	Q2 Progress Reports Go Home
21st	Early Dismissal Day
22nd-24th	Thanksgiving Break - No School
28th	College, Cookies & Cake (2021)

May 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May	
3rd-4th	Junior College Road Trip #3
4th	Read-a-thon
7th-11th	Quarter 4 Progress Reports Go Home
7th-11th	Teacher Appreciation Week
21st-25th	Final Exam Week
28th	Memorial Day - No School
5/30-6/1	Freshman Retreat

December 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December	
4th-8th	Social Justice Week
7th	Christmas Concert
15th	X-Day #1
12/18-1/5	Winter Break - No School

June 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June	
2nd	Saturday School
8th	End of Quarter 4
11th - 15th	EOC & Finals Week
15th	Early Release/Field Day
18th	Pride of 2022 Promotion Ceremony (Early Dismissal)
19th	Q4 Awards Ceremony/Last Day of Regular Session (Early Dismissal)
20th-27th	Summer Remediation Program and Re-testing
21st	Q4 Parent Conferences (3:00-6:00pm)

Daily Schedule:

Monday - Wednesday Schedule

Time	Class Period
7:20-7:40	Arrival/Breakfast
7:40-8:00	M/W - Community Meeting T - Advisory
8:03-9:00	1 st period
9:03-10:00	2 nd period
10:03-11:00	3 rd period
11:03-12:00	4 th period
12:03-1:00	POWER Lunch 12:03-12:30 (Blue) 12:33-1:00 (Silver)
1:03-2:00	5 th period
2:03-3:00	6 th period
3:03-4:00	7 th Period
4:05-4:15	2019 Car Dismissal
4:15-4:25	2020/2021 Car Dismissal
4:25-4:40	Bus Dismissal

Thursday Forum Schedule

Time	Class Period
7:20-7:40	Arrival/Breakfast
7:40-8:10	Advisory
8:13-9:03	1 st period
9:06-9:56	2 nd period
9:59-10:49	3 rd period
10:52-11:42	4 th period
11:45-12:35	Forum
12:38-1:21	Lunch (Blue Block)
1:24-2:14	5 th period
2:17-3:07	6 th Period
3:10-4:00	7 th Period
4:05-4:15	2019 Car Dismissal
4:15-4:25	2020/2021 Car Dismissal
4:25-4:40	Bus Dismissal

Friday Schedule

Time	Class Period
7:20-7:40	Arrival/Breakfast
7:45-8:25	1 st period
8:28-9:08	2 nd period
9:11-9:51	3 rd period
9:54-10:34	4 th period
10:37-11:17	5 th period
11:20-12:00	6 th period
12:03-12:43	7 th period
12:46-1:20	Lunch (Silver Block)
1:20-1:30	Bus Dismissal
1:30-1:40	2019 Car Dismissal
1:40-1:50	2020/2021 Car Dismissal

Family involvement:

At Henderson Collegiate, we have mandatory parent events that all parents/guardians are required to attend. If you cannot attend, a representative must attend in your place. This year, mandatory parent nights include:

- Back to School Night in August
- Incoming Freshman: Re-enrollment meetings in late July or early August
- College, Cookies, and Cake
- Black History Month Program in February

Curriculum Overview:

College Counseling

Henderson Collegiate High Schools' College Counseling program includes individualized student advising, college visits, and parent workshops. We focus on building relationships with college admissions recruiters and with our students and families. We will host a number of activities throughout the year, including:

- **College Readiness Class.** Each year, all students will participate in a College Readiness class that will help students with the fundamental skills and knowledge needed to navigate both the college application process, and college itself. The College Readiness class will be taught by a member of the College Counseling Department or a member of the administration.
- **College Admissions Visits to HCHS.** Admissions officers from all over the state and region will come to talk about their schools, provide valuable insights to the college admissions process, and recruit HCHS students.
- **HCHS College Trips.** Each year students participate in various college visits where they will have the opportunity to talk to college students and admissions counselors as well as tour campuses. Depending on students grade level, they will have some of the following opportunities: attending college classes, staying in college dorm rooms, eating in college dining halls, and talking with university professors and admissions officers.
- **College Road Trips.** Upperclassmen will have the opportunity to participate in a “road trip” where they will visit multiple colleges over two days. Grouping and colleges visited are GPA-dependent.
- **College, Cookies, & Cake.** This workshop is focused on getting ready for college. The presentations at the workshop includes: saving for college/financial planning, college research, college admissions process, the Educational Opportunity Fund Program, and financial aid.
- **College Fairs.** Students will attend college fairs, as well as meet with representatives from colleges who come to visit our campus.
- **HCHS Alumni Association.** Students who attend Henderson Collegiate High School are a part of the Pride for life. While graduation will mark the end of the College Counseling Program, it will mark the beginning of the Henderson Collegiate Alumni Program, which will include college transitional support for all students, check-ins and campus visits from members from the Alumni Team, financial aid advising, and more.

Academics & Learning:

This is the most fundamental aspect of our school. Henderson Collegiate High School’s mission is to help students meet elevated standards through high expectations in an academic program that will prepare students for college and life. Therefore, students are expected to:

- ✓ BE ON TIME to school, to class, and any other school-sponsored activity;
- ✓ WORK HARD in their studies;
- ✓ BE PREPARED for class;
- ✓ BE ON TASK in class;
- ✓ PARTICIPATE in all activities; and
- ✓ COMPLETE HOMEWORK every day for every class.

Academic Program:

We believe that all students are capable of greatness in the classroom. As such, we have designed a college preparatory curriculum that is both rigorous and aligned to the ACT/SAT. There is no “non-college” track at HCHS. Central to who we are is the belief that being smart is a choice, and that given the right supports and environment, *all* children can succeed academically.

At Henderson Collegiate High School, we demonstrate high expectations for all students by making all available courses Honors level as defined by the state Department of Public Instruction. Honors courses are more rigorous and require more out-of-class work, and therefore earn you extra quality points on your weighted GPA as well as distinguish students when going through the college application process.

The Academic Program for 9th and 10th graders is listed below. Course offerings – including AP, Honors, and Elective courses – will expand each year as the school grows.

Honors Math I

This course includes a fundamental overview of linear, quadratic, and exponential equations, including graphing, creating, and interpreting each function type. Students also explore basic concepts of coordinate geometry and statistical analysis of datasets.

Honors Math II

This course explores more in-depth, the concepts covered in Math I. Students deepen knowledge by expanding into trigonometric and logarithmic functions and studying their behavior and real-world applications. Students learn basic principles of probability and utilize permutations and combinations to solve problems.

Honors Math III

This course explores complex numbers, sequences and series, Remainder Theorem, and a more advanced overview of statistical analyses of datasets. The course leverages prior knowledge of functions and expands students' knowledge to base e exponential functions and natural logs.

Pre-Calculus

Pre-calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. This course provides the mathematical foundations for chemistry, physics, and calculus.

Calculus

This course is designed to prepare students for Advanced Placement Calculus. The curriculum covers several Pre-Calculus topics such as vectors, polar coordinates/equations, polynomial functions, and trigonometry, but concludes with fundamental Calculus topics, limits and derivatives.

AP Calculus AB

This Calculus AB is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities, and perhaps even to a year of calculus at some. Algebraic, numerical, and graphical representations are emphasized throughout the course.

Computer Science

Computer Science introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to Python programming language.

Honors English I

Students will learn how to read, analyze, and write about short stories and novels. They will learn how to identify and write about the structure, characterization, conflict, and themes in literature. Additionally, students will develop strategies for vocabulary development in preparation for rigorous reading material as well as the ACT/SAT. They will also plan and write a research paper. Novels they will read include The Bluest Eye, Zeitoun, Fahrenheit 451, Oedipus Rex, Metamorphoses by Ovid, and Macbeth.

Honors English II

Students will learn how to read, analyze, and write about short stories and novels. They will learn how to identify and write about the structure, characterization, conflict, and themes in literature. Additionally, students will develop strategies for vocabulary development in preparation for rigorous reading material as well as the ACT/SAT. They will also plan and write a research paper. Novels they will read include The Bluest Eye, Zeitoun, Fahrenheit 451, Oedipus Rex, Metamorphoses by Ovid, and Macbeth.

Honors English III

Students in English III engage in a AP Language preparatory curriculum. Through this curriculum, students are introduced to major literary movements. Additionally, students learn how to analyze authors' arguments while developing their own writer's voice.

AP English Language and Composition

This course acts as an introductory English course similar to that in which students would enroll during their first year of college. Students will have the opportunity to take the Advanced Placement exam at the end of the year.

Honors World History I

Students study the ancient civilizations of Mesopotamia, Egypt, Greece, Rome, China and the Indus Valley in order to answer essential questions like: *What is a civilization? What does it mean to be civilized? How do the histories and practices of ancient civilizations affect us today?* Through advanced-level texts and writing assignments aligned to the AP course, students will use these questions to compare and analyze past and current civilizations.

Honors World History II

An in-depth coverage of the development of humankind from prehistoric times to the present is emphasized in this course; in particular, developments of European, African, and Asian cultures. Through the study of revolutions, world conflicts, and the cultures of the third world nations, this course emphasized the evaluation of factors that contribute to the conflict and interdependence of the modern world.

AP World History

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasized relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organizations to the course, along with consistent attention to contacts among societies that form the core world history as a field of study.

AP U.S. History

AP U.S. History covers all of the history of the United States, from the diverse cultures of pre-Columbian Native American societies to the conservative revolution of the 1980s and 1990s. The course is designed to be a rigorous, college level examination of U.S. history. Consequently, the course has been designed based on the standards set by the AP U.S. History curriculum guidelines and College Board. To frame this study of the second half of US history, we will attempt to answer the following essential question: *What is freedom? How have different groups and individuals sought and defined their freedom in America?*

Honors Earth & Environmental Science

Environmental Science investigates the relationships between living things and the environment. This course incorporates media, current events, and hands-on labs to develop an understanding of the social, economic, and environmental balance needed for sustainable life on Earth. Included in the course are elements of biology, ecology, and chemistry as well as the topics of biodiversity, human population, pollution, cancer, climate change, food and land use, and the hydrosphere.

Honors Biology

Biology content and principles are taught in great depth and magnitude. Major topics of study include structures and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. Students perform extensive individual research, independent study, and laboratory investigation. Twenty-five percent of the grade is taken from the North Carolina End-of-Course exam, which is also the final exam in the course.

Chemistry

Chemistry is the study of matter, change and energy from an atomic perspective. Students will use their mathematics and problem solving skills to complete laboratory activities. Topics discussed include the parts of the atom, the development of the periodic table, chemical bonding and reactions, gasses, solutions, equilibrium, acid/base chemistry, and thermochemistry. Students will work cooperatively to design and implement experiments, analyze results and communicate findings.

Spanish I

This course introduces the necessary skills and material for acquiring the basic structures of the Spanish language. Students collaboratively engage in communication in the form of listening, speaking, reading, and writing. They also develop a basic vocabulary and grammatical skills to allow them to communicate orally and in writing on a basic level. History and culture of Spanish-speaking countries are also emphasized.

Spanish II

This course is taught primarily in Spanish and students are encouraged to respond accordingly. By the end of the year, students are able to formulate opinions about people, things, and events. The students continue to study grammar by reviewing concepts learned in Spanish I, but are introduced to more sophisticated structures and verb conjugations. History and culture are further emphasized.

Spanish III

This course places increased emphasis on communication skills. Reading and writing will continue to be developed. Grammatical instruction will include a review of levels one and two as well as the study of more advanced structures. A more intensive study will be made of the Spanish culture, particularly in Spanish art and literature.

Honors Spanish IV

Honors Spanish IV is a pre-AP class that will allow students to experience what a Spanish AP class would be at Henderson Collegiate. Students will have the opportunity to use their vocabulary, communicative and grammatical skills in context to continue developing their communicative competence to a novice-high level. The students will study Spanish cultures with a focus on art, literature, traditions, current social and environmental issues, among other topics, in order to make cultural connections with their home culture. In the target language, students will engage in formal and informal conversation, provide and obtain information, express feelings in the present, past, and future tenses, and exchange opinions about art and healthy living. They will understand and interpret spoken and written language on a variety of formats (advertisements, articles, songs, poems, etc). This course will be taught in Spanish and it is expected that students communicate in the target language. Students will use learning strategies and technology that will polish their writing, speaking, listening, and reading comprehension skills in order to be ready for the AP Spanish class.

Concert Band

Students in band will continue to develop their musical skills, including sight-reading, tone, pitch, embouchure, and marching. Students will perform publicly and compete in statewide events.

Symphonic Band

This course continues to emphasize the study of band literature and the development of musicality. Special requirements include participation in school rehearsals, concerts, and individual lessons.

Microsoft Suite I

Computer literacy is increasingly important in today's technology-driven, globally-connected world. In Technology I, students will learn and master the Microsoft Office Suite, which includes Word and PowerPoint.

Microsoft Suite II

Student in Microsoft II will benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The class will cover Microsoft Excel and Access. Students will learn to manage workbooks as well as how to manage, manipulate, and format data.

Health/Physical Education

The curriculum focuses on health and fitness, requiring students to learn the importance of healthy living. Students learn the fundamentals of various sports while incorporating nutrition, CPR and First Aid.

Driver's Education

Henderson Collegiate High School does not offer driver's education classes, as charter schools are not funded to provide the program. Driver's education is available to students through the traditional public schools or through for-profit driving schools in the area.

Upon successful completion of a Driver Education program, the student may obtain a Driving Eligibility Certificate from the HCHS office before driving to and parking on the HCHS campus. Students must be in good standing (no Academic Intervention) and must be passing all of their classes to qualify.

Attendance & Tardiness:

Attendance in high school is crucial. In order to complete a rigorous college preparatory curriculum, it is imperative that students are in school. Students with excessive absences run the risk of not passing classes, being considered truant, retention, and graduating on time.

- Students with more than ten (10) unexcused absences in a given class may be required to participate in Attendance Recovery.
- If Attendance Recovery participation is deemed required for a student and that student does not participate, the Principal reserves the right to retain the student.
- Attendance Recovery sessions begin in February each year.

Tardies also play a critical role in determining student success. A student is tardy if they are late to class. Transitions between classes are 3 minutes and will require students to move with purpose from one class to the next. The following consequences will be issued as a result of a tardy:

- **1st Tardy** – PRIDE Record deduction
- **2nd Tardy** – PRIDE Record deduction
- **3rd Tardy** – Parent/guardian notified, PRIDE Record deduction
- **4th Tardy** – 1 day ISS, mandatory parent conference, PRIDE Record deduction
- **5th Tardy** – Parent/guardian notified, PRIDE Record deduction
- **6th Tardy** – 1 day OSS. Parents must meet with the Principal and Dean of Students before the student is allowed back in school.

Students that exceed 6 tardies will be subject to further consequences as determined by the Principal, including the loss of independent transitions. Every 5 tardies will be recorded as an absence, so excessive tardiness will jeopardize a student's promotion to the next grade.

Late Arrival:

The school day starts promptly at 7:40, which means 7:39 is the latest a student could arrive without needing to be signed in. After 7:40, parents will need to sign in their child. Every late arrival will result in a PRIDE Record deduction.

Dismissal:

Henderson Collegiate High School conducts a wide array of after-school activities – clubs, sports, study hall, tutoring, and Homework Detention. All athletic activities will take place from 4:15-6:30 pm. Students are encouraged to stay after school if they are registered for and involved in a structured, supervised, and sanctioned school activity. They may not, however, stay after school to hang out or wait for a friend or sibling. Henderson Collegiate High School does not provide after-care or child-care service. By 4:30 pm, all students who are not involved in a structured, supervised activity must have utilized their method of transportation to exit the building.

If students are picked up from school, parents (or their designees) are expected to do so on a timely basis; to be very familiar with the days on which students have scheduled activities (or detention); and to communicate in advance about transportation plans.

High School Dismissal Plan					
	Student Drivers	Upper Car Riders	Buses 1-4	Buses 5-8	Lower Car Riders
Regular Session	4:00pm	4:05pm	4:30pm	4:35pm	4:15pm
Fridays & Saturday School	1:15pm	1:30pm	1:20pm	1:30pm	1:40pm
Summer Session	1:55pm	2:05pm	2:25pm	2:30pm	2:15pm

Building Hours:

Doors open at 7:20 am and the building officially closes at 5:30 pm unless an otherwise scheduled event is occurring.

Homework:

Students at Henderson Collegiate High School will receive between 1-3 hours of homework each night, depending on the courses being taken. Students in AP courses should expect more. It is important for students to get into the habit of consistently managing time, removing distractions when studying, and completing all assignments. Homework completion is one of the strongest predictors of whether a student will be successful in dealing with the independence and rigorous academic expectations of college.

Each morning as students arrive, they will submit their homework into trays. Students who do not turn in their homework assignments or submit incomplete homework will have Homework Detention after school that same day from 4:20-5:30 pm. If a student fails to submit 3 or more homework assignments on the same day, then they will have in-school suspension the following day, including detention after school that same day. If a student shows up late to school, their homework will be submitted at the main office for review.

Make-up Work:

Students who miss school are responsible for making up any classwork, homework, tests or quizzes that they may have missed. Students who anticipate being absent should be proactive and make arrangements with their teachers beforehand to make up their work. Teachers have discretion to set new deadlines for students who have missed instructional days. Assignments that are missed because of unexcused absences may incur a scoring penalty at the discretion of the teacher. Assignments missed because of excused absences will not be penalized as long as they are turned in by the deadline set by the teacher.

Academic Integrity (Cheating & Plagiarism):

Cheating is considered a serious offense at Henderson Collegiate High School. If a student copies another student's work or if a student gives another student his or her work, it is considered cheating. Plagiarism involves the stealing and passing off of someone's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author and repetition of them one's own original work.

Plagiarism and Cheating carry severe consequences:

- **1st offense:** Student fails assignment and spends one (1) day in ISS
- **2nd offense:** Parent Conference, fail assignment, and receives two (2) days in ISS
- **3rd offense:** Parent Conference, may fail the course and may face expulsion.

Grading:

In accordance with state requirements, Henderson Collegiate High School uses the North Carolina grading scales and GPA weighting formula.

Average	Grade	Quality Points Reflected on Transcript		
		College Prep	Honors	AP
90-100	A	4.0	4.5	5.0
80-89	B	3.0	3.5	4.0
70-79	C	2.0	2.5	3.0
60-69	D	0.0	0.0	0.0
<60	F	0.0	0.0	0.0

As a college preparatory high school, HCHS does not recognize D's or F's on a student's final report card because of the harmful impact they have on students' college applications. As such, a student who earns a D or an F must either go through tutoring and remediation during the year to bring the grade up to a 70 or higher, or they must participate in Summer Enrichment to bring the grade up.

Report Cards and Progress Reports:

Report Cards are distributed four times during the academic year. Progress Reports are distributed to students at the midpoints between Report Cards. Parents are required to come to school to pick up their child's report card for the 1st, 2nd and 3rd quarters, and in some cases, they will be required to meet with teachers and/or School Leaders. Students whose parents do not pick up their child's report card or fail to report for a required conference will be placed in the the Dean's room and will not be able to attend classes until the parent comes into the school for the conference.

HCHS Graduation Requirements:

Content	NC Graduation Requirements	HCHS Graduation Requirements
English	4 credits	4 credits
Math	4 credits	4 credits
Science	3 credits	4 credits
Social Studies	4 credits	4 credits
Foreign Language	0 credits	3 credits
Physical Education	1 credit	2 credits
The Arts	0 credits	1 credits
Technology	0 credits	1 credit
College Readiness	0 credits	Annual Enrollment

Students will also have the opportunity to take multiple elective courses to meet the required 28 credits for graduation.

Senior Research Project:

Seniors are required to complete a research project that will culminate in an 8-10 page research paper. Seniors will dive deep into one academic area, research the topic thoroughly, and then design a unique project that is relevant to the studied content.

This requirement is designed for students to utilize their critical thinking and writing skills developed during their years at Henderson Collegiate High School. Students must earn a passing grade on their Senior Research Project in order to graduate.

The ACT/SAT:

All juniors in the state of North Carolina are given the opportunity to take the ACT at no cost to the student. In addition to this test, Henderson Collegiate High School students are required to take at least one more college entrance assessment. They could choose to retake the ACT and try to improve their score, or they can choose to take the SAT. Students are required, but not limited, to take at least two (2) college entrance assessments.

Advanced Placement (AP) Courses:

All students at Henderson Collegiate High School will take an AP course at some point during their four years at Henderson Collegiate High School. This is crucial to the development of the skills, knowledge, and mindsets necessary to succeed in college.

Students will have the opportunity to take additional AP courses by individual choice.

College Applications:

Henderson Collegiate High School students are required to apply to at least three (3) colleges. They are required to gain acceptance to at least one (1) four-year college or university.

Summer Enrichment Programs:

Henderson Collegiate High School students will participate in no less than two (2) summer programs prior to their graduation. These summer enrichment experiences enrich a student's education, build a bridge from one year to the next, as well as enhance a student's college application and connect them with colleges and organizations from across the state and nation.

Summer Enrichment programs will be facilitated through the College Counseling Department and must first be approved by that department in order to count toward graduation.

Community Service:

Service to others is a value enshrined on the Henderson Collegiate High School Crest. To serve and enhance our community, students will complete at least 60 hours of community service prior to graduation. Service makes our community stronger, build character within students, and distinguishes Henderson Collegiate High School students during the college application process.

In addition to independent community service, students will have a chance to participate in Community Service Days. These days are designated for students to get out into the community and provide service through a variety of projects.

Community service will be facilitated through the College Counseling Department and must first be approved by that department in order to count toward graduation.

Academic Watch & Academic Intervention:

Henderson Collegiate High School sets high academic expectations for all of its students in order to ensure that they are prepared for the rigors of college. **Therefore, any student that has a GPA of 2.74 or lower will be placed on Academic Watch or Academic Intervention.** In the event that a student is placed on one of these programs, parents will be notified and students will be required to attend a weekly or bi-weekly check-in to review their progress on bringing their grades up. Academic Watch/Intervention will be reevaluated on a quarterly basis after the initial determination.

Additionally, students on Academic Watch or Intervention must attend mandatory tutoring three times per week. Mandatory tutoring will take place during POWER Lunch or after school. They will also be ineligible to participate in any extracurricular activities, including athletics, while on Academic Intervention.

Failure of a Course:

If a student fails a course, they do not earn the credit for that course and must retake the same course the following year. Students who fail **English** will automatically be retained. Failing even a single course can jeopardize a student's ability to graduate within four years and could have extremely negative implications on a student's future.

POWER Lunch:

In the interest of increasing participation in tutoring, promoting extracurricular activities, and preparing our students for the independence and self-discipline required for college, Henderson Collegiate High School will operate using an extended lunch schedule known as POWER Lunch. POWER is an acronym for Plan, Organize, Work, Eat, and Relax. It consists of

two (2) twenty-four minute lunch sessions (with a 3-minute transition in between) during which students will participate in clubs, tutoring, eating lunch, reading, homework, or Lunch Detention.

During POWER Lunch, if students aren't required to attend tutoring or detention, they will be given the opportunity to use their time at their own discretion. This is done to help emulate a college-like atmosphere. They could choose to eat lunch first, then go to a club meeting. Or they could choose to go first to a tutoring session and then eat lunch. Club meetings, tutoring sessions, and enrichment activities will be offered in 24-minute increments. Lunch will be offered during the entire 61-minute session of Power Lunch. Students who are assigned to detention will remain in lunch detention for the entire 61 minutes.

Below is an example of an individual teacher's schedule during POWER Lunch. Each teacher at Henderson Collegiate High School will have a similar schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session A (24 min.)	Tutoring	Lunch Duty	Planning	Tutoring	N/A – Early Release
Session B (24 min.)	Lunch Duty	Planning	Club Meeting	Lunch Duty	N/A – Early Release

Students will be expected to still abide by the same behavioral expectations. Voices should be low and controlled in the cafeteria and in classes. Students are required to keep their tables clean and throw away all trash. Students who do not meet behavioral expectations may lose POWER Lunch privileges. The Principal has the discretion to discontinue POWER Lunch and replace it with a traditional lunch period (40 minutes in the cafeteria) those expectations are not being met.

Classroom Procedures:

All teachers have classroom procedures and rules. Students must abide by these rules at all times. Some general classroom rules and procedures apply in all classes:

- Be on time
- Bring all necessary supplies to class everyday
- All purses and bags should be kept off desks
- No eating or drinking
- Students should track the speaker and be intellectually engaged at all times
- Only HCHS sweaters or cardigans can be worn in class

Dress Code / School Uniforms:

Shirts

- Monday-Thursday:
 - HCHS Polo shirts (gray, navy blue, or white)
- Friday:
 - College t-shirts and polos (must have official logo of a college or university)
 - HCHS t-shirts
 - Throwback HC t-shirts (any t-shirt earned or purchased from the middle school)
- All week:
 - Only white t-shirts (short or long-sleeved) may be worn under polos or approved t-shirts.
 - The HC Cardigan
 - The HCHS Sweater



Pants

- Khaki-colored pants
- Must have "slit" pockets in the back
- Must be free of designs, embroidery, extra pockets, etc.
- Proper fit (not too tight, not too loose)

Belts

- Black or brown
- Leather, not cloth

Shoes and Socks

- All black sneakers
- Shoes must cover entire foot (no sandals or open-toe shoes)
- Socks are student's choice

Accessories

- Bracelets and watches may be worn but must not be distracting
- No smart watches
- Professional headbands may be worn (no bandanas or bandana-patterned headbands)
- Earrings must be no larger than a quarter
- Prescription glasses only
- Any items that may be distracting are not allowed
- Jackets must be removed immediately upon entering the building
- Caps or hats are not permitted in the building
- Students may wear one necklace but it must be under the uniform
- Headscarves or other head coverings may not be worn unless without Principal approval for religious reasons.



Tag Day/Jean Day:

Students will have the opportunity to earn Tag Day, which, when earned, allows a student to dress down in their regular clothes at school. This includes sneakers, jeans, and non-HC shirts. Students who earn this opportunity must still dress appropriately. Students who do not dress appropriately will have to wait in the office or with the Dean of Students until a parent brings them a change of clothes.

Jean Days will also be earned. Whether on Jean Day or Tag Day, all jeans must be appropriately fitting (not too tight, not too baggy), and must be free from holes or rips.

Professional Dress:

Students are expected to carry themselves in a professional manner on a daily basis. This requires that all students wear clean, ironed, not ripped or cut and neat uniforms.

Cell Phones:

In an effort to promote independence and self-responsibility, students at Henderson Collegiate High School may bring cell phones with the understanding that they are not to be seen nor heard.

Other conditions to cell phone use at school include:

1. Cell phones must be completely turned off (not on vibrate or Airplane mode).
2. Cell phones must be kept in backpacks throughout the day.
3. Students/parents with an emergency will continue to utilize the Main Office phone line or a teacher's cell phone.

Students who do not adhere to the conditions above will have the privilege revoked. The school reserves the right to confiscate cell phones when used in unauthorized ways. Cell phone offenses will follow the following pattern of escalated consequences:

1. **First offense** – The cell phone will be confiscated and held by the Dean of Students for the 1 business day. If the phone was taken on a Friday, it cannot be picked up until Monday or the next school day. The phone may then be picked up by a parent or guardian. The student whose phone was taken will also receive a PRIDE Record deduction and their parent/guardian will be notified.
2. **Second offense** – The cell phone will be held by the Dean of Students for the period of 7 days. PRIDE Record deduction. 1 day of ISS.
3. **Third offense** – The cell phone will be held by the Dean of Students for the period of 14 days. PRIDE Record deduction. Mandatory parent/guardian conference. 1 day OSS.

The Principal reserves the right to immediately escalate consequences or issue harsher consequences for cell phone violations that are egregious in nature (bullying, sexting, making threats, etc.)

Acknowledgement and Approval of Student / Parent Handbook

The Henderson Collegiate handbook, containing appendices specific to each of our three schools, is available in soft copy on the Families page of our website at <http://hendersoncollegiate.org/families/>. The handbook is also available in hard copy, upon request, from any of our schools' main offices during regular school office hours.

My signature below acknowledges that:

- Henderson Collegiate has made its Student and Parent Handbook available to me;
- I have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct;
- I have been given notice of the rules, responsibilities and consequences outlined in the Technology Policy;
- I have been given notice of the rules, responsibilities and consequences outlined in the Dress Code for my school;
- I have been informed that when I or my child is enrolled in Henderson Collegiate schools, all information herein is applicable to me, my child, and all school staff; and
- I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

Printed Name of Student: _____ Grade: _____

Signature of Student: _____

Signature of Parent: _____

Date: _____