



STUDENT & PARENT HANDBOOK

"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit."

~ Aristotle

Dear Parents and Students,

Welcome to Henderson Collegiate! Along with the entire staff, we have all spent countless hours preparing for another successful school year. As we embark on the exciting journey to climb the mountain to college, it is important to remember the level of commitment involved with our mission. When your students walk across the stage during 12th grade commencement, they will be prepared to compete with the rest of the nation's most talented students from the most prestigious high schools in the country. In order to make that promise come true, we all need to understand and support the policies and procedures of Henderson Collegiate.

This handbook has been designed to communicate the basic policies that we all must follow to ensure that learning remains the focus of each minute of every day. Please go over these policies with your students and keep them handy so that you may refer to them when necessary.

I am looking forward to a powerful and positive year. Let's continue to communicate and work together as we prepare our children to become the world-changing problem solvers of the future. Please feel free to contact me at any time. My phone number and e-mail address are listed in the school's directory along with all the other staff members at Henderson Collegiate.

Sincerely,

Eric Sanchez
School Leader

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I. MISSION AND 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 the college of their choice, and become world-changing problem solvers.

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.

The Henderson Collegiate 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.
- 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 7:40 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 7:40 a.m. or board the bus at the correct time.
- I will remain at Henderson Collegiate until 4:15 p.m. (Monday – Thursday) and 2:00 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 myself 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: _____

II. GENERAL INFORMATION

2014-2015 Henderson Collegiate School Calendar

<p>8th – 24th – Summer Enrichment Program (7:40am – 12:30pm)</p>	<p>JULY 2014</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S			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			<p>2nd - Teacher workday – no school 5th – Students return to school 16th – End of Second Quarter 19th – M.L.K Day – no school Week of 20th: Quarter 2 Benchmarks 23rd: 12:30pm Dismissal January 26th – Parent Conferences—no school</p>							
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<p>Back to School Night: 11th - 2023 (4:30pm) 2022 (6:00pm) 12th - 2021 (4:30pm) 2020 (6:00pm) 13th - 2019 (5:00pm)</p> <p>13th- 15th - New Student Orientation (7:40am - 2:30pm)</p> <p>18th- 29th Summer Session (All Students Return: 7:40am - 2:00pm)</p>	<p>AUGUST 2014</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S						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							<p>Bring a Parent to School Weeks Week of 2nd: 2023 Week of 9th: 2022 Week of 17th: 2019 Week 23rd: 2021 Week of March 2: 2020</p> <p>7th – Saturday School (7:40am – 12:30pm) 13th-16th – Winter Break – no school Week of 17th: Quarter 3 Progress Reports 27th – Read-A-Thon</p>
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<p>1st - Labor Day – no school</p> <p>2nd – First Full Day of School (7:40am-4:15pm)</p> <p>Week of 15th: Quarter 1 Progress Reports</p>	<p>SEPTEMBER 2014</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S		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					<p>Week of 2nd: 2020 Bring a Parent 20th – End of Third Quarter Week of 23rd: Quarter 3 Benchmarks 27th: 12:30pm Dismissal Day 30th – Parent Conferences – no school</p>							
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<p>15th – Picture Day</p> <p>17th – End of First Quarter</p> <p>Week of 20th: Quarter 1 Benchmarks</p> <p>24th: 12:30pm Dismissal Day</p> <p>27th – Parent Conferences – no school</p>	<p>OCTOBER 2014</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S				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		<p>3rd – 10th – Spring Break 13th – Teacher workday – no school</p>							
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<p>11th - Veterans Day—no school</p> <p>4th: 2023 Full Pride Night 6th: 2022 Full Pride Night 13th: 2021 Full Pride Night 18th: 2020 Full Pride Night 20th: 2019 Full Pride Night</p> <p>Week of 17th: Quarter 2 Progress Reports</p> <p>24th- 25th- Teacher workday – no school</p> <p>26th -28th –Thanksgiving Break</p>	<p>NOVEMBER 2014</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S							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							<p>Week of 4th: Quarter 4 Progress Reports</p> <p>9th – Saturday School</p> <p>25th – Memorial Day – no school</p> <p>Week of the 11th: Quarter 4 Math and Reading Finals</p> <p>28th: 5th and 8th Grade Science EOG/6th and 7th Grade Science Final</p>
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<p>1st- Teacher workday – no school</p> <p>2nd – Students return to school</p> <p>19th- Parent Pride Night</p> <p>December 22nd – January 2nd – Winter Break</p>	<p>DECEMBER 2014</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S		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				<p>2nd/3rd: Reading/Math EOG</p> <p>4th: Math I EOC/Math 2 EOC</p> <p>10th – 12th: Parent Conferences</p> <p>12th: Last Day of School</p> <p>15th: Parent Conferences</p>							
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Schedules

School Schedule

Monday -- Thursday

7:40 a.m. Classes Begin

4:15 p.m. Student Dismissal

Friday

7:40 a.m. Classes Begin

2:00 p.m. Student Dismissal

School will be closed at 2:30 for staff development.

Summer Session Schedule

Monday – Friday

7:40 a.m. Classes Begin

2:00 p.m. Student Dismissal

Saturday School and Early Release Day Schedule

7:40 a.m. Classes Begin

12:30 p.m. Student Dismissal

Lunch

If your family would like to participate in the National School Lunch Program and is eligible to receive Free or Reduced meals, you must fill out a Federal Free/Reduced lunch application in August. Families that qualify will receive Free or Reduced pricing for breakfast and lunch.

Families may choose to have their children eat breakfast/lunch at home and/or send a bag lunch. Students are not permitted to have fast food at school.

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 at Henderson Collegiate)

For school supplies, each family is asked to reimburse \$25 to Henderson Collegiate by Open House. The teacher 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.

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. Also, Warren County students have access to the Vance County bus stops.

School Closing

If Vance County Schools close due to bad weather, Henderson Collegiate may or may not close. You can check our Facebook page, 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.

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/Guardian, Student, Teacher Conferences

Both parent/guardian and child must attend conferences to meet with teachers to go over student's progress report.

Parent Nights

All parents/guardians are required to attend the scheduled "Parent Nights". If you cannot attend, a representative must attend in your place. During these meetings, parents have the opportunity to see student presentations, learn more about school procedures and policies, and become actively involved in further developing the child and furthering the school's mission.

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement they should:

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.

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 Chair by cell phone, in person, or by writing a letter or email.

If the issue has not been resolved, the parent/guardian will contact the School Leader 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 School Leader within five (5) business days of their meeting. The letter should identify the problem, steps taken to resolve the problem and proposed solution. The School Leader will provide a copy of the letter to the Chairperson of the Complaint Committee and a hearing will be scheduled within ten (10) business days of the day the letter was submitted. The committee is comprised of two teachers, a board member, 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 board of directors. The board of directors will then make a final decision about how to respond to the complaint.

III. ACADEMIC POLICY

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

Henderson Collegiate students arrive by 7:40am everyday (Monday – Friday), remain at school until 4:15pm Monday through Thursday and until 2:00pm on Friday. If a student is going to be absent, he/she must contact the office as soon as they are aware of the upcoming absence and all work must be made up. If a student becomes sick in the morning, the student's parent or guardian must contact the school by 8:00am. If a student is absent for morning work and the school has not been notified that he or she will be absent, his or her parent or guardian will be called immediately.

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.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent, the School Leader, teacher(s), student and parent or guardian will meet to address the issue.

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 that every student identified as having a disability be provided 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 coordinator must be contacted for consultation.

Homework

Henderson Collegiate students have homework every night. Preparation 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.

Make-Up Work

All missed work must be completed. It is the student's responsibility to consult with each of his/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.

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 this offense happens in a teacher’s class, the teacher will notify parents/guardians and the School Leader, and the student will earn a grade of zero on the assignment. If a student cheats or plagiarizes a second time, the matter will require a conference with the student, parent/guardian, teacher, and School Leader. If a student cheats on a test, quiz or other assignment, the student will earn and receive a grade of zero. Cheating and plagiarism are grounds for expulsion at the discretion of the School Leader.

Grading / Report Cards

The school year is broken into four 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	
4	100-90	Student consistently exceeds the expected understanding of the content area/skill.
3	89-80	Student consistently demonstrates the expected understanding of the content area/skill. Student functions with minimal teacher assistance and support.
2	79-70	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 all 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).

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 have a final grade of a 3 or above for each of their classes, a \$40 or higher paycheck average, and a passing score on all North Carolina End of Grade Tests (EOGs). If a student has not passed a class and/or an EOG, promotion will be at the discretion of the teachers, Grade Level Chair, and the School Leader.

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

Summer Session

Henderson Collegiate runs a two-and-a-half-week 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.

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.

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;
- 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.

IV. 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.
 - The Bench will be one of the consequences for students who are either mean or lie to any member of the Henderson Collegiate community. If a student earns Bench, he/she will flip his/her shirt inside out, sit on the outside of the class, and will not be permitted to engage in conversations of any kind with his/her teammates until he/she earns off of bench.
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 2013-2014 Handbook

Student/Parent Handbook

Dress Code

- 1) Students are to wear a Henderson Collegiate Polo everyday, 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 when wearing a Henderson Collegiate sweatshirt.
- 2) All Henderson Collegiate shirts must be tucked in at all times.
- 3) All slacks must be **khaki, black, or blue in color**, and fit around the waist. All students must wear a **brown or black** belt everyday.
- 4) Slacks and jeans (on special days) may not be excessively baggy or so long that they drag on the floor.
- 5) Students may not wear shorts or skirts unless otherwise stated by the School Leader.
- 6) Girls will be asked to remove any headwear and/or hair accessories that are excessive and/or distracting.
- 7) 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.)
- 8) For safety reasons, large necklaces, chains, chokers, multiple finger rings, and large dangling earrings (larger than one inch in diameter) will not be permitted at Henderson Collegiate.
- 9) Students may not display a pierced body part other than their ears.
- 10) Students may not wear excessive make-up.
- 11) Students are only permitted to wear **completely** black sneakers/tennis shoes. No other types of footwear are acceptable.

** Please contact the School Leader if there are extenuating factors related to religion or health that may excuse a student from complying with the school's dress code.*

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 school leader reserves the right to add to this list as he sees fit. All items on this list will be confiscated.

Gum or Candy	Cash exceeding the amount needed for meals and/or a school function	Illegal substances
Soda	Cellular Phones	iPod or MP3 Players
Weapons and/or toy weapons	PSPs or Video Games	Jewelry

Henderson Collegiate 2013-2014 Handbook

Student/Parent Handbook

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. A teacher must dial the number for students. 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 and students in all aspects of school life. It is the responsibility of every member of the Henderson Collegiate community to actively promote appropriate workplace 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.

Henderson Collegiate 2013-2014 Handbook

Student/Parent Handbook

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 School Leader, or if you are uncomfortable doing so, speak with another adult.
5. If you are an adult, notify the School Leader or any member of the board of directors.

As soon as possible, the adult notified will report to the board of directors and School Leader. The School Leader or board will notify 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 School Leader will communicate the final decision directly to the parties involved.

Discipline

The Bench is Henderson Collegiate'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 table at 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 the 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 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 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.

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Paychecks

- Paychecks are used as an evaluation of a student's academic and character habits. Paychecks are usually tallied at 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

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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:

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

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

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

Short-Term Suspensions

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 School Leader 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.

Procedures for Short-Term Suspension

The School Leader may impose a short-term suspension. Before imposing a short-term suspension, the School Leader 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 School Leader also shall immediately notify the parent(s) or guardian(s) in writing that

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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 School Leader. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

Long-Term Suspensions

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 School Leader 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.

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 School Leader's discretion.

* The Federal Gun-Free Schools Act of 1994, which applies to 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 School Leader may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty. In extreme circumstances, the School Leader may expel the student from school. Upon determining that the student's action warrants a possible long-term suspension, the School Leader 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 School Leader 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 School Leader. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

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Expulsion

Students may be expelled from the charter school 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 School Leader 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 School Leader 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.

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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.

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, then that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

Rights

A student's family may elect to appeal a decision by the Henderson Collegiate School Leader to impose a long-term suspension or expulsion to the board of directors. The family may bring counsel with them if they so desire. In all events of expulsion, the School Leader of Henderson Collegiate will work in conjunction with the family to find the best possible alternative setting.

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School Directory

IV. STAFF DIRECTORY

Name	Position	E-mail	Phone Number
Ms. Bledsoe	No Shortcuts Math and Reading Teacher	vbledsoe@hendersoncollegiate.org	252-597-5736
Ms. Bumgarner	7 th Grade Math Teacher 7 th Grade Level Chair	ebumgarner@hendersoncollegiate.org	252-204-5628
Ms. Burdge	5 th Grade Writing Teacher	jburdge@hendersoncollegiate.org	252-204-4183
Ms. Carey	5 th Grade Reading Teacher	kcarey@hendersoncollegiate.org	252-425-8146
Mr. Cirino	No Shortcuts Math Teacher Physical Education Teacher Athletic Director	dcirino@hendersoncollegiate.org	252-578-6660
Ms. Cirino	8 th Grade Reading Teacher 8 th Grade Level Co-Chair	ecirino@hendersoncollegiate.org	252-678-2528
Ms. Douglas	5 th Grade Nonfiction Studies Teacher	cdouglas@hendersoncollegiate.org	252-425-8647
Ms. Everhart	Reading Teacher Assistant	ceverhart@hendersoncollegiate.org	252-204-5680
Mr. Ferris	8 th Grade Spanish I Teacher	aferris@hendersoncollegiate.org	252-204-5335
Ms. Ferris	Assistant Office Manager	lferris@hendersoncollegiate.org	
Ms. Forte	6 th Grade Reading Teacher	mforte@hendersoncollegiate.org	252-290-2606
Ms. Gieg	4 th Grade Teacher	mgieg@hendersoncollegiate.org	
Ms. Gorman	Reading No Shortcuts Teacher	lgorman@hendersoncollegiate.org	252-204-5596
Ms. Hansen	6 th Grade Science Teacher	ahansen@hendersoncollegiate.org	252-301-1955
Mr. Hetrick	Director of Operations	jhetrick@hendersoncollegiate.org kbillings@hendersoncollegiate.org	252-204-4742
Mr. Holster	Band Director	jholster@hendersoncollegiate.org	252-431-5212
Ms. Holt	Instructional Coach EC/Testing Coordinator	sholt@hendersoncollegiate.org	252-204-5425
Ms. Houghton-Cohen	6 th Grade Math Teacher	mhoughton-cohen@hendersoncollegiate.org	252-597-5737
Ms. Johnson	Instructional Coach 4 th Grade Level Chair	ajohnson@hendersoncollegiate.org	252-301-1902
Ms. Manley	4 th Grade No Shortcuts	jmanley@hendersoncollegiate.org	

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School Directory

	Teacher		
Mr. Marshall	5 th Grade Math Teacher 5 th Grade Level Chair	gmarshall@hendersoncollegiate.org	252-301-1908
Mrs. Maxbauer	Assistant Director of Operations	kmaxbauer@hendersoncollegiate.org	252-425-1343
Mr. McAlister	6 th Grade Nonfiction Studies Teacher	nmcalister@hendersoncollegiate.org	252-597-5739
Ms. McNamee	No Shortcuts Math Teacher	kmcnamee@hendersoncollegiate.org	252-425-9262
Mr. McNeal	4 th Grade Writing Teacher	smcneal@hendersoncollegiate.org	252-204-5692
Ms. Mullen	7 th Grade English Teacher	jmullen@hendersoncollegiate.org	252-425-9291
Ms. O'Grady	8 th Grade Math Teacher	oogrady@hendersoncollegiate.org	252-425-6495
Mr. O'Quinn	7 th Grade Nonfiction Studies Teacher	koquinn@hendersoncollegiate.org	252-204-4038
Mrs. Olsen	Instructional Coach Spanish and Science Department Chair	colsen@hendersoncollegiate.org	252-301-1905
Mr. Olsen	Instructional Coach 8 th Grade Level Co-Chair High School Leader in Residence	jolsen@hendersoncollegiate.org	252-425-2758
Ms. Onaindia	7 th Grade Math I, 8 th Grade Math II, and No Shortcuts Math Teacher	monaindia@hendersoncollegiate.org	252-423-1582
Mrs. Ramirez	8 th Grade History Teacher	kramirez@hendersoncollegiate.org	252-425-1970
Mrs. Robertson	Office Manager Director of Transportation	jrobertson@hendersoncollegiate.org	252-204-5446
Mr. Rorie	Band Director	trorie@hendersoncollegiate.org	252-425-0519
Mrs. Sanchez	Co-Founder Director of Instruction	csanchez@hendersoncollegiate.org	252-204-5402
Mr. Sanchez	Co-Founder School Leader	esanchez@hendersoncollegiate.org	252-204-5352
Mr. Schannauer	7 th Grade Science Teacher	cschannauer@hendersoncollegiate.org	252-431-5209
Mr. Shigenobu	8 th Grade Science Teacher	tshigenobu@hendersoncollegiate.org	252-425-8060
Ms.	4 th Grade Reading Teacher	jsimpson@hendersoncollegiate.org	252-204-5930

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School Directory

Simpson			
Ms. Skinner	Talent Recruitment Coordinator	lskinner@hendersoncollegiate.org	252-204-4745
Ms. Steffen	4 th Grade Nonfiction Studies Teacher	isteffen@hendersoncollegiate.org	252-431-5210
Mrs. Terranova	Development Director	cdietrich@hendersoncollegiate.org	252-204-8750
Mr. Terranova	Assistant Principal Instructional Coach 6 th Grade Level Chair	fterranova@hendersoncollegiate.org	252-301-1916
Ms. Thayer	Child Nutrition Manager	lthayer@hendersoncollegiate.org	
Ms. Tucker	4 th Grade Math Teacher	mtucker@hendersoncollegiate.org	252-431-5211
Mr. Tullos	5 th Grade Science Teacher	gtullos@hendersoncollegiate.org	252-204-7458
Ms. Young	Assistant Office Manager	jyoung@hendersoncollegiate.org	252-425-9215