

Henderson Collegiate 2020-2021 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 2020-2021 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 this 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.

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 Chief Executive Officer

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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 – 12 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 in which all students receive free 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 15 extra school days, or about 108 hours. Over the course of grades four through eight alone, that translates to 540 hours, or an extra 75 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 the schools’ appendices) 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

7:40am Classes Begin

3:50pm – 4:30pm Student Dismissal (*see each school's appendix for specific dismissal times*)

Friday and Saturday School

7:40am Classes Begin

12:45pm – 1:30pm Student Dismissal (*see each school's appendix for specific dismissal times*)

**School will be closed at 2:00pm 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

7:40am Classes Begin

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

Back to School Nights:

Before the start of school in August, each of the three schools will hold Back to School Night events to disseminate important information for the school year. These events are mandatory for all Henderson Collegiate families.

Being present at a Back to School Night event officially reserves a student's slot at Henderson Collegiate. However, if that student is new to Henderson Collegiate for that academic year, his / her grade level placement may still be determined after he / she has attended the Back to School Night event based on the School's decisions around promotion.

If a family does not attend any Back to School Night events, and the school is unable to reach that family within 48 hours after the Back to School Night that student was expected to attend, his / her slot may be forfeited and replaced with a new student. Once his / her slot has become forfeited, a student would be required to re-apply for his / her grade level.

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.

Weekly Newsletters:

Each week, each of the schools sends home a newsletter with important notices, dates, and information for students and families. Weekly newsletters are sent home on Mondays, or on the next school day of that week in the event that school is not in session on a Monday. If a student is absent on a Monday, it is the family's responsibility to have their student pick up the weekly newsletter on the day that the student returns to School. Parents can also contact the School via telephone or email to obtain the weekly newsletters. Failure to obtain a weekly newsletter may result in consequences.

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. 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; elementary school meals are prepared and delivered to the elementary 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, 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.

If a child enters the building with a fast food item, the School reserves the right to ask the student to put the food away to eat outside of school at a later time, or to call a family member to come and pick up the food.

Students with food allergies should complete the necessary paperwork and return it to the School Nutrition Director. Allergies can only be accommodated if families complete a form with their doctor. The School Nutrition Director 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 and can be accessed through our school website at www.hendersoncollegiate.org.

Inclement Weather / School Closings:

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

Title I Status:

Henderson Collegiate is a North Carolina Title I public charter school, operating a schoolwide program. Families wishing to know more about their students' teachers or about the school's Family Engagement Policy and practices may contact their school's main office, and may access the Henderson Collegiate's school plan on the school website at hendersoncollegiate.org.

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.

Henderson Collegiate welcomes the opportunity to meet with parents and guardians to engage in productive collaboration on the education of your student(s). So that we can work together to achieve this goal, parents and guardians must provide three business days' notice to the School if they plan to bring any additional individuals to a meeting, including IEP, 504 or any other meeting. Such notice is required for any individuals who are not parents or guardians, including an attorney, advocate, specialist or therapist or anyone other than a sibling or translator. This will allow the meeting to be productive and ensure that the School can properly accommodate all attendees. If notice is not provided, the School will likely decide to postpone or reschedule the meeting. Please contact the teacher or grade level chair with whom you are scheduling the meeting to provide notice and ask any questions related to the meeting.

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.

Title I Family Engagement Plan:

Decades of research has shown that when schools work together with families to support learning, children are inclined to succeed not just in school but throughout life. Henderson Collegiate, Inc. (HC) believes that learning can best take place when there is shared effort, interest, and commitment among students, parents, extended family members, community members, and staff. The goal of this Parent and Family Engagement Plan is to support in a more consistent and effective manner those things already in practice, as well as to generate new ways of strengthening the partnership between school and home.

Section 1116 of the Elementary Secondary Education Act (ESEA) requires the involvement of parents, families, and key community members of participating children in the design and implementation of Title I projects. A local educational agency (LEA) may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of these stakeholders in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and guardians, extended family members, and community members of participating children.

At HC, we convene annual public meetings to inform these stakeholders about Title I and their right to be involved. Parents, family members, and community members are invited to attend a Back to School Night or Orientation event for each grade level in the first month of school, in which they hear an overview of the school program. These annual meetings take place at the school and all parents, students, and other relations are invited and encouraged to attend through written invitations, flyers, email reminders, and follow-up phone calls. During this time, parents and families have an opportunity to ask questions about the program, to meet our staff, and to view the work of the Title I students. In addition, new students and parents are also involved in initial enrollment meetings with the school principal or designated school administrator, and must attend a New Student Orientation for several days before school starts in the summer. HC maintains on file, at a minimum: documentation of parental feedback and/or evaluation in the form of sign-in sheets and minutes from the presentation/meetings; copies of any relevant presentations; and replicates of flyers, website announcements, message recordings, and/or other advertisements for the Back to School Nights and Orientation meetings.

We offer a flexible number of meetings and parent-teacher conferences to ensure that all parents, family members, and other community members have the opportunity to participate, the ultimate goal of which is improving the achievement of all our children. Since HC utilizes an extended day and year program, we are easily accessible to parents at various times throughout the day. We meet with every middle school parent upon enrollment and twice per year (1st and 4th quarters). In addition, we meet with elementary school parents at the end of each quarter. High school parents are invited to a variety of meetings throughout the year. These meetings include the child's teachers and begin as early as 7:00 a.m. and continue until 7:00 p.m. We also provide Spanish translators as needed. This allows parents, families, and community members, including those with limited English proficiency and/or disabilities, an equal opportunity to meet with teachers without creating disruption in their workplace. We also host an annual "Parent Pride Night" in December for our Elementary and Middle Schools, and a Black History Month Program in February for our High School to showcase our Title 1 programming and student work. Additionally, all teachers provide their cell phone numbers to students and parents so they may be reached outside of the normal school hours.

We consult parents, family members, and community members in an organized, ongoing, and timely way for the improvement of the school and its programs; specifically, we include these critical stakeholders in the planning, review, and evaluation of programs and constantly strive to improve programs based on the results of these discussions/meetings. Each year, we evaluate the content and effectiveness of our policy with input from parents, family members, and community members. We maintain on file at the school, at a minimum: copies of the surveys on which parent and family input is specifically solicited; a copy of this policy; and proof that this policy has been made accessible to all families (i.e. website, etc.).

During every student enrollment meeting or home visit, parents, students, and staff jointly sign a commitment to excellence letter agreeing to our mission and goals. The commitment spells out the specific responsibilities of each group. For example, staff members commit to being available for homework help via cell phone every night, the student commits to completing all his or her homework, and the parent/family member commits to reviewing all homework, carefully reading all correspondence sent home, and attending school events and parent meetings. These commitments are all outlined in our Commitment to Excellence families-school compact, which can also be found on our website and in our Students and Families handbook.

Beyond the initial enrollment meetings, HC holds annual Back to School Nights (or Orientation in the elementary and high schools), and grade level meetings and individual parent/family meetings throughout the year to review the school's programs, policies, academic standards, assessments, promotional standards, and expectations for student achievement. In addition to these events, all parents and family members hear about curriculum and programming updates through our weekly "Pride Post" or "High School Herald" mailings sent home throughout the year and teacher letters/syllabi sent home at the beginning of the year. These documents are translated into Spanish as well. We also notify parents of and clearly post on the HC website our most recent North Carolina School Report Card data.

Feedback from our parents, family members, and community members on school-wide program performance is specifically solicited each year through parent surveys, which are completed during "Bring a Parent to School" weeks at the middle school, and sent home to families in the elementary and high schools. During "Bring a Parent to School" weeks, parents also have the opportunity to observe instruction personally, and to provide feedback to staff. Further, families have opportunities to comment on school-wide program performance through our weekly email messages, "Pride Posts," and paychecks, through our social media accounts, and through constant contact with all teachers and staff via email, cell phone, and/or face-to-face meetings. As a result, these key stakeholders have multiple opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

We provide parents, family members, and community members with assistance on understanding state academic content standards, the North Carolina Accountability Program, state and local assessments, and student academic performance standards, as well as ways to monitor a child's progress and work with a team of educators to improve the achievement of their children. Beginning with Back to School Nights and Orientation meetings at the start of the year and continuing with ongoing opportunities for parents to visit the school and tour the campus, parents, family members, and community members are provided with firsthand knowledge of their student's learning environment, which assists their understanding of HC expectations. Parent Teacher Conferences also offer an opportunity for parents to get information on academic content standards, student academic achievement standards, and how to monitor their child's progress and work with educators to improve achievement. In addition, HC provides a handbook for parents and families as a guide. Distributed at the onset of the school year, the handbook spells out the specific responsibilities of each stakeholder in the child's education, as well as the means by which those at home can address concerns with the HC staff.

We provide materials and training to help parents, family members, and community members work with their children to improve achievement, such as literacy training and using technology, as appropriate, as well as foster parental involvement. At Back to School Nights at the beginning of each school year, suggestions and guidance are provided to families on how to support their students with homework completion and how to create a home environment for students that is conducive to their concentration. During Family Nights at our elementary school, parents are provided with resources to help work with their children to improve achievement. In addition, suggestions are sent home with the Pride Post / High School Herald. Moreover, throughout the year we provide workshops to help parents prepare for their child's transition to college. For example, we bring in college admissions and financial aid officers to explain the importance of long-range financial planning for college as well as to provide parents with a picture of the scholarship opportunities available to students with excellent academic skills. This is built upon when, in senior year, families are invited in for assistance with completing additional required documentation for college, such as the FAFSA and Residency documentation.

We educate school personnel on the value and utility of contributions from parents, family members, and community members. We emphasize how to reach out to, communicate with, and build ties with these critical stakeholders as equal partners in the process of improving student achievement. All staff members commit to valuing parents, family members, community

members, and students as members of an extended team and family whose goal is to provide each student with the skills and habits necessary for success in high school, college, and life. All new staff members attend school-based training on how to build powerful relationships with parents, family members, and community members in order to establish an educational partnership. Staff members are educated in the use of HC mechanisms for establishing parental contact (i.e. student planners, phone calls, report card meetings, enrollment meetings, etc.).

We coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children. HC provides families with information about various community events in which they may be interested in engaging with their children, as well as disseminating information about positive after-school and track-out options for students to participate in.

We ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and in a language the parents can understand. HC makes sure that all parent letters are reviewed by multiple staff members to ensure that the language and format are accessible. Whenever parent meetings are used to disseminate information, the focus of the meeting is to make the information as engaging and understandable as possible. In all parent meetings there are numerous opportunities for parents to ask questions and speak to staff in a more comfortable one-on-one situation.

We provide opportunities for parents, family members, and community members with limited English proficiency, with disabilities, and/or with migratory children to communicate fully with our staff. Per section 1111, stakeholders meeting any of the criteria listed above are provided information and school reports in a format and, to the extent practicable, in a language they can understand. Full participation opportunities are provided for parents and families with limited English proficiency, parents or family members with disabilities, and parents/guardians of migratory children. All parents of students in these categories are encouraged to observe their child in classes and work with staff to stimulate their student's academic growth. Regular IEP meetings also allow the parents and family members of identified EC students to get information and school reports in a format and, to the extent practicable, in a language they can also understand.

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 Chief Executive Officer within ten (10) business days of their meeting. The Chief Executive Officer will work with the chairperson of the complaint committee to schedule a time to review the facts, and to then notify the parties in writing if further action is necessary. The committee is comprised of one teacher, a board member, the Chief Executive Officer, 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 review the issue and make their recommendation to the Henderson Collegiate board of directors. If the Grievance Committee's recommendation is that the matter should be heard, then the parties will be called to meet with the board of directors. After the hearing, any decision of the board of directors will be communicated to the Chief Executive Officer and the parent/student who filed the grievance within five (5) school days. The board's decision concerning the grievance is final.

Shared Custody Situations:

In the matters of shared parental custody for a student, the School may request a legal document from the parents to verify which party has jurisdiction and decision rights.

The school will first adhere to enrollment paperwork, including the authorized pick-up information, in the event that nothing else is on file. Until new information is presented, schools must adhere to this policy.

Authorized Pick-up Policy:

The school reserves the right to prohibit a child from being released to anyone who is not on that student's registered pick-up authorization form for safety reasons.

Parents may, at any time, request a change to their pick-up authorization form by visiting the front office, or by sending a revised form to school with their child.

In addition, parents may have other individuals pick up their child if a written note is sent in, signed by the parent / guardian, by 8 A.M. on the day of the requested pick-up. This note should clearly document the relationship between the authorized individual and the child, and should also state how they are being picked up (such as whether by car or bus stop).

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.

Grade Level Placement:

Henderson Collegiate has a rigorous, college-preparatory program. In order to ensure that new students entering Henderson Collegiate from other schools are set up for success, grade level placement will be determined by Henderson Collegiate staff including our principals, instructional coaches, and classroom teachers. For each new student entering the school, this team will review the following criteria in determining the grade level placement to be offered to the student:

- Grade level for which the student applied
- Standardized assessment data
- Student achievement data from prior school (including report card grades, etc.)
- Performance on placement tests taken at Henderson Collegiate
- Social/developmental characteristics
- High School Transcripts (as applicable for students enrolling in Henderson Collegiate High School)
- Other pertinent data

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 level. 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. The School will additionally require that the student's parent / guardian attend a meeting with the school's Director of Operations about the attendance concern. 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 7:45am, 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.

Student athletes who arrive to school after 11:30am will not be permitted to participate in athletics practices or games for that day.

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.

Perfect Attendance:

In order to be considered for the perfect attendance award, a student must be physically present every day of school from the tardy time through at least 11:30am.

If a student has an excused absence for any reason other than for an educational experience that has been pre-approved by the Principal, then he or she becomes ineligible for earning perfect attendance.

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 8:00am. If a note is not sent in to notify staff of the early pick-up by 8:00am, 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 Chief Executive Officer'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.

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).

Henderson Collegiate welcomes the opportunity to meet with parents and guardians to engage in productive collaboration on the education of your student(s). So that we can work together to achieve this goal, parents and guardians must provide three business days' notice to the School if they plan to bring any additional individuals to a meeting, including IEP, 504 or any other meeting. Such notice is required for any individuals who are not parents or guardians, including an attorney, advocate, specialist or therapist or anyone other than a sibling or translator. This will allow the meeting to be productive and ensure that the School can properly accommodate all attendees. If notice is not provided, the School will likely decide to postpone or reschedule the meeting. Please contact the teacher or grade level chair with whom you are scheduling the meeting to provide notice and ask any questions related to the meeting.

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 11:00am 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 (Middle School students only) 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 / GLD and/or Principal. Cheating and plagiarism are grounds for suspension and/or exclusion 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 technological 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).

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 and/or additional disciplinary consequences.

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, arrives to school later than 11:30am, or who owes time through Attendance Recovery (for High School students), 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 an 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.

Students may wear shirts that they have earned in their current or previous grade levels, and may wear shirts that they have earned from the school (such as Principal's List, Perfect Attendance, Parent Pride Night, etc.). Students may not, however, wear shirts earned by their siblings, unless they are grade-level shirts for the grade level the student is already in or has already completed. (E.g. a student in 5th grade may not wear a 7th grade shirt from their sibling.)

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 adjust 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 on how this policy differs for grades 9-12*)
- 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.

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.

Prohibition Against Discrimination, Harassment and Bullying Policy:

It is the policy of School that students should not be subjected to forms of unlawful discrimination, harassment, bullying, or hazing, while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the School regarding the identification, prevention, intervention, and reporting of such anti-social acts. The School acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The School prohibits discrimination on the basis of race, color, national origin, sex, disability, age or any other classifications prohibited by law. The School will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment and Bullying Students,

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. The School expressly prohibits unlawful discrimination, harassment, bullying, and hazing. Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct and any applicable laws. Any violation of this policy is serious and the School shall promptly take appropriate action. Students will be disciplined in accordance with the School's student behavior management plan. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, exclusion or expulsion.

When considering if a response beyond the individual level is appropriate, the School will consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Such classroom or school-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the Principal, Chief Executive Officer or a designee to address the behavior.

2. Retaliation

The School prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies and regulations, the Principal, Chief Executive Officer, or a designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, contractors and visitors. This policy is intended to apply to students vis-a-vis other students, faculty, staff, volunteers/visitors or contractors. The School's policies on unlawful discrimination and harassment as applied to employees, volunteers/visitors, and contractors can be found in the School's Employee Handbook. This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school personnel;
6. at any time or place, whether on or off of school campuses, when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and

7. while using school or personal electronic communications.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category that is protected by law, such race, color, national origin, sex, disability, or age or by association with a person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional.

2. Harassment

a. Harassment is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic that is protected by law or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic that is protected by law, such as race, color, religion, national origin, sex, disability or age. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying. Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's academic progress or completion of a school-related activity;

- 2) submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or

- 3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive educational environment. Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats,

pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Bullying

Bullying means unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying may also place a student in actual and reasonable fear of harm to his or her person or damage to his or her property. Bullying behavior is often repeated, or has the potential to be repeated, over time. Bullying includes intentional actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose or any action that involves a real or perceived power imbalance. Bullying can also include behavior that constitutes harassment or sexual harassment and can include cyber bullying.

4. Hazing

North Carolina law makes it unlawful for any student in attendance at any school in the State to engage in hazing, or to aid and abet any other student in the commission of this offense. For the purpose of this section hazing is defined as follows: "to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group."

5. Electronic Communications:

Electronic communications apply to employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e. Snapchat or Instagram). Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The Chief Executive Officer or other designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

- (1) provide examples of behavior that constitutes unlawful discrimination, harassment or bullying;
- (2) teach employees to identify groups that may be the target of unlawful discrimination, harassment or bullying; and
- (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

F. NOTICE

The Chief Executive Officer or designated Title IX Coordinator is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of unlawful discrimination, harassment and

bullying. This policy will be posted in the Student and Families handbook on the School's website, and copies of the policy are available at the front office. Notice of this policy will appear in all student and employee handbooks and in any School publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. COORDINATOR

The Chief Executive Officer or designee shall appoint one or more individuals to coordinate the School's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to the School alleging noncompliance with Title VII or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The Chief Executive Officer or designee shall publish the name, and phone number of the compliance coordinator in a manner intended to ensure that students, employees, parents and other individuals who participate in the School's programs are aware of the coordinator.

Henderson Collegiate's Title IX Coordinator is our School Registrar, Mrs. Suzanne Rouse, available at srouse@hendersoncollegiate.org.

H. RECORDS AND REPORTING

The Chief Executive Officer or designee shall maintain confidential records of complaints or reports of unlawful discrimination, harassment or bullying. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Chief Executive Officer also shall maintain records of training conducted and corrective action(s) or other steps taken by the School to provide an environment free of unlawful discrimination, harassment and bullying. The Chief Executive Officer shall report to the Board all verified cases of unlawful discrimination, harassment or bullying under this policy.

I. EVALUATION

The Chief Executive Officer or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful discrimination, harassment and bullying and shall share these evaluations periodically with the Board.

J. REPORTING

1. For bullying, there are multiple ways to report incidents of bullying. Students and families may report directly to any teacher, principal, grade level chair or dean, dean of students, or school counselor verbally, via email or in writing.
2. For discrimination, harassment, and sexual harassment complaints, students or their parents should contact the Grade Level Chair, Principal, and/or Title IX coordinator immediately and file a complaint.

K. INVESTIGATION PROCESS

1. The Chief Executive Officer is charged with ensuring that all such complaints are investigated in a timely, impartially, and appropriately set manner in accordance with applicable law.
2. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for the School to conduct a thorough investigation. There may also be instances where the School has a legal obligation to report certain information it receives to state or local authorities.
3. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Chief Executive Officer or designated Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision and hearing, within sixty (60) days of the filing of a complaint.

4. The Chief Executive Officer or designated Title IX coordinator shall designate an impartial investigator to conduct the investigation. The investigator shall have full authority to conduct an investigation, including the authority to interview witnesses and make a decision about the complaint. The investigator shall provide written notice of the outcome of the complaint to the relevant parties in a timely manner.

5. In the event a party is not satisfied with the investigator's decision, it may appeal that decision by submitting a written letter to the Chief Executive Officer, clearly defining the reason for the appeal. This letter must be submitted to the Chief Executive Officer within 10 days of the receipt of written notice from the investigator of the outcomes of the investigation. In the event that the Chief Executive Officer is implicated in the reason for the appeal, then the written notice should only be provided to the Chairperson for the Board of Directors within 10 days of the receipt of written notice of the outcomes of the investigation.

6. The Chief Executive Officer or Chairperson for the Board of Directors will convene and disseminate the written appeal to the Grievance Committee of the Board of Directors. On receipt of the written appeal, the Grievance Committee will review the appeal to determine whether it meets the requirements under Title IX. In the event that it does not, they will notify the appellant in writing within five (5) school days of that determination. If the Grievance Committee determines that the appeal does meet the requirements of Title IX, they will conduct a hearing for the matter. Based on the hearing, the Grievance Committee may, at their discretion, refer the appeal to the full Board of Directors, or may independently make a decision. The Grievance Committee will notify the appellant and the Chief Executive Officer, in writing, within five (5) days of the hearing, of their decision. The decision of the Grievance Committee is final.

Student Disciplinary Policies:

Henderson Collegiate will adhere to the Commitment to Excellence as a guideline for disciplinary consequences. Disciplinary consequences may also follow violation of other parts of this Handbook, and/or conduct that is at odds with school norms. More serious consequences may be given for repeated misconduct and/or if the circumstances of a single incident so warrant. Henderson Collegiate follows North Carolina and federal law related to the discipline of students. Students with disabilities will be given the protections due them under applicable law.

Henderson Collegiate utilizes the full range of disciplinary consequences allowed to it under North Carolina law, including the power of exclusion.

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.

Students may also be disciplined for conduct that occurs off School property that violates the Code of Conduct if the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the School or the safety of individuals in the school environment.

Short-Term Suspension (Removal from School for 10 Days or Less):

A student who is determined to have broken the Henderson Collegiate Commitment to Excellence may be subject to at least a short-term suspension. The Principal may impose a short-term suspension for up to ten (10) school days. 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 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 may 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).

The Principal or Dean of Students may also utilize in-school suspension when he/she deems appropriate.

There shall be no appeal to the Board of Directors for a short-term suspension or in-school suspension.

Long-Term Suspension (Removal from School for More Than 10 School Days) and Exclusion (Permanent Removal from Henderson Collegiate and Return to Traditional Public School):

A student who is determined to have committed any of the infractions listed below shall be subject to a long-term suspension and/or exclusion. Such a student may also be subject to additional disciplinary measures available under North Carolina law.

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 and/or exclusion;
- 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;
- 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;
- 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.

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. Students who have had two short-term suspensions in the same academic year shall be subject to long-term suspension and/or exclusion if they commit a third suspend-able offense in the same academic year.

* 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.

The school shall follow the procedures contained in the North Carolina General Statutes for all disciplinary suspensions and more serious consequences.

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, but are not limited to: visual arts, performing arts/music, blocks, 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 an 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 7:40am 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 7:40am or board the bus at the correct time.
- I will remain at Henderson Collegiate until 4:00pm (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: _____

Elementary School Calendar:

The Elementary School calendar will be shared via our website, www.hendersoncollegiate.org.

Arrival:

The Henderson Collegiate day begins promptly at 7:40am. The building will open its doors at 7:20am each day. Students who arrive early will be monitored by a teacher and complete independent work.

Dismissal:

Henderson Collegiate conducts a wide array of after-school activities, including clubs, sports, study hall, tutoring, and detention. 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 4:35pm Monday – Thursday and 1:35pm 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 Regular Session Dismissal Times		
Prides	Monday – Thursday Car Rider Dismissal Times	Friday Car Rider Dismissal Times
Upper Car Riders Grades 1, 2 and 3	3:45pm	12:45pm
Lower Car Riders Kindergarten and Elementary Siblings	4:00pm	1:00pm

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.
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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 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 Fun Days
- Parent Pride Night
- Pride Growth Night

Birthday Celebrations:

Parents are permitted to bring goodies to be shared with the entire class as long as 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, for which the teacher is able to provide times. 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 three (3) absences, a note will be sent home.
- After ten (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 may 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.

Class Assignment:

Classes at Henderson Collegiate Elementary School are self-contained, though students will also work with other teachers in the school during small group instruction and enrichment classes. Students will be assigned to a lead teacher for their primary self-contained class at the discretion of the school.

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:

Henderson Collegiate Elementary School reports cards will look similar to the report card shown below. Strands in which students are working to achieve mastery will vary by grade level.



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

2018-2019 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	<ul style="list-style-type: none"> We treat our teachers with respect <ul style="list-style-type: none"> I follow directions the first time I respond to my teachers in a kind and respectful way 				
Responsibility	<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	<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	<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	<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. 				

Comments

Teachers will clearly state the grading standards for their class at the beginning of the year. These standards vary by grade level.

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 ten (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.

If a student is picked up 30 or more minutes after the end of the scheduled tutoring session on multiple occasions without proactive notification from the family of the need to pick the student up late, the School may notify the family that he or she has become ineligible to be invited to future afterschool tutoring sessions.

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 Professional Dress Code

Professional Pants

- Must be khaki **ONLY**
- No “skinny” pants or pants that hug the leg are allowed
- Pants should be professional and should have belt loops
- If there are pockets on the back of professional pants, they should be “slit” pockets. No stitched-on pockets (such as the ones similar to the pockets of jeans) are allowed
- No cargo pants: pants with pockets on the legs
- No denim material
- No designs, embroidery, or décor
- Pants **MUST** be full length—no capris, pedal-pushers, or shorts.

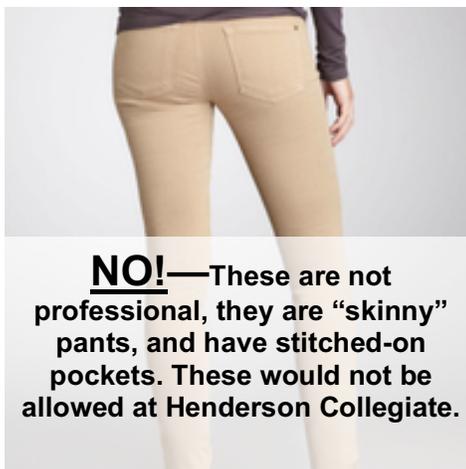
Can I wear this?...



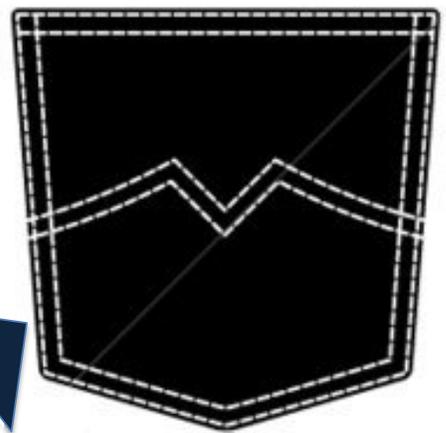
YES—these are professional, khaki, well-fitting, and have “slit” pockets.



This is an example of a “slit” pocket. The slit pocket may have a button as well.



NO!—These are not professional, they are “skinny” pants, and have stitched-on pockets. These would not be allowed at Henderson Collegiate.



These pockets are not “slit” pockets and would not be allowed on the back of professional pants worn at Henderson Collegiate.

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 black or brown ONLY
- May not have embroidery, designs, décor, or studs
- May not have large or oversized buckles
- NO Canvas Belts, Leather Only

CAN I WEAR THIS?...

YES ✓



- These are all solid black or brown belts.
- They are all professional and solid-colored.
- Many of the belts shown are able to be fastened all the way around and are perfect for a quickly growing child.

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.

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 an 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 7:20 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 7:40 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 12:15 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. Secondly, 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</p> <p>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)</p> <p>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</p> <p>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

Middle School Calendar:

The Middle School calendar will be shared via our website, www.hendersoncollegiate.org

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
- Bring a Parent to School Weeks (between January – February, by Pride)

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 1 high-school-level course during their time in middle school.

Attendance and Tardies:

Upon the student's return to school after being absent or tardy, 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 7:40am. The building will open its doors at 7:20am 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 4:15-6:30pm. 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 4:45pm Monday – Thursday and 1:45pm 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 Regular Session Dismissal Times		
Pride	Monday – Thursday Car Rider Dismissal Times	Friday Car Rider Dismissal Times
Upper Car Riders Grades 6, 7, and 8	3:50pm	12:50pm
Lower Car Riders Grades 4 and 5 and Middle and High School Siblings	4:15pm	1:15pm

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;
- Meets AR goal all 4 quarters; and
- A three (3) 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 makeup.
 - 14) Students are only permitted to wear completely black sneakers / tennis shoes. No other types of footwear are acceptable.
- *Please contact the Principal, Mrs. Johnson, 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 Professional Dress Code

Professional Pants

- Must be khaki **ONLY**
- No “skinny” pants or pants that hug the leg are allowed
- Pants should be professional and should have belt loops
- If there are pockets on the back of professional pants, they should be “slit” pockets. No stitched-on pockets (such as the ones similar to the pockets of jeans) are allowed
- No cargo pants: pants with pockets on the legs
- No denim material
- No designs, embroidery, or décor
- Pants **MUST** be full length—no capris, pedal-pushers, or shorts.

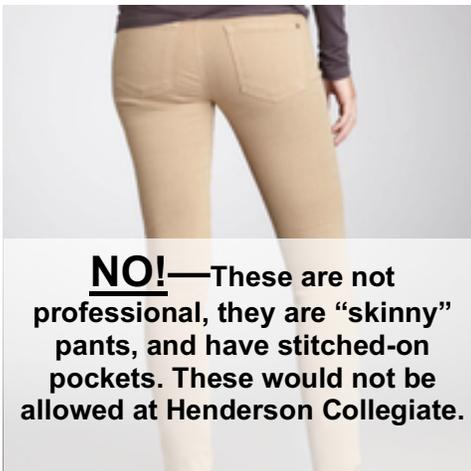
Can I wear this?...



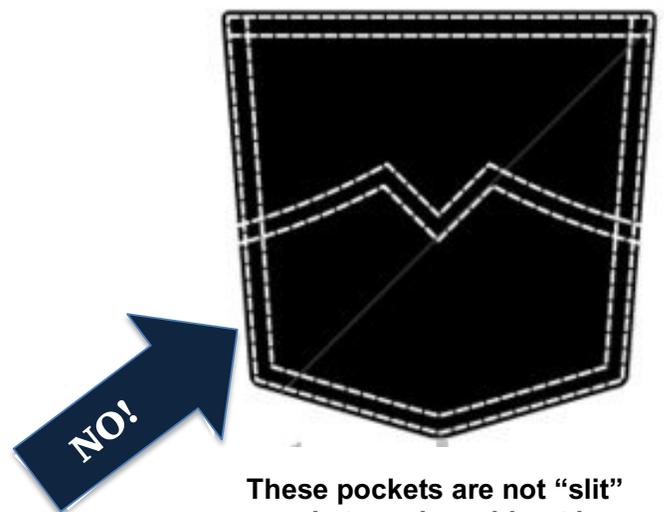
YES—these are professional, khaki, well-fitting, and have “slit” pockets.



This is an example of a “slit” pocket. The slit pocket may have a button as well.



NO!—These are not professional, they are “skinny” pants, and have stitched-on pockets. These would not be allowed at Henderson Collegiate.



These pockets are not “slit” pockets and would not be allowed on the back of professional pants worn at Henderson Collegiate.

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 black or brown ONLY
- May not have embroidery, designs, décor, or studs
- May not have large or oversized buckles
- NO Canvas Belts, Leather Only

CAN I WEAR THIS?...

YES ✓



- These are all solid black or brown belts.
- They are all professional and solid-colored.
- Many of the belts shown are able to be fastened all the way around and are perfect for a quickly growing child.

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.

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 375 students in the 9th - 12th grades.

Mascot

Pride of Lions



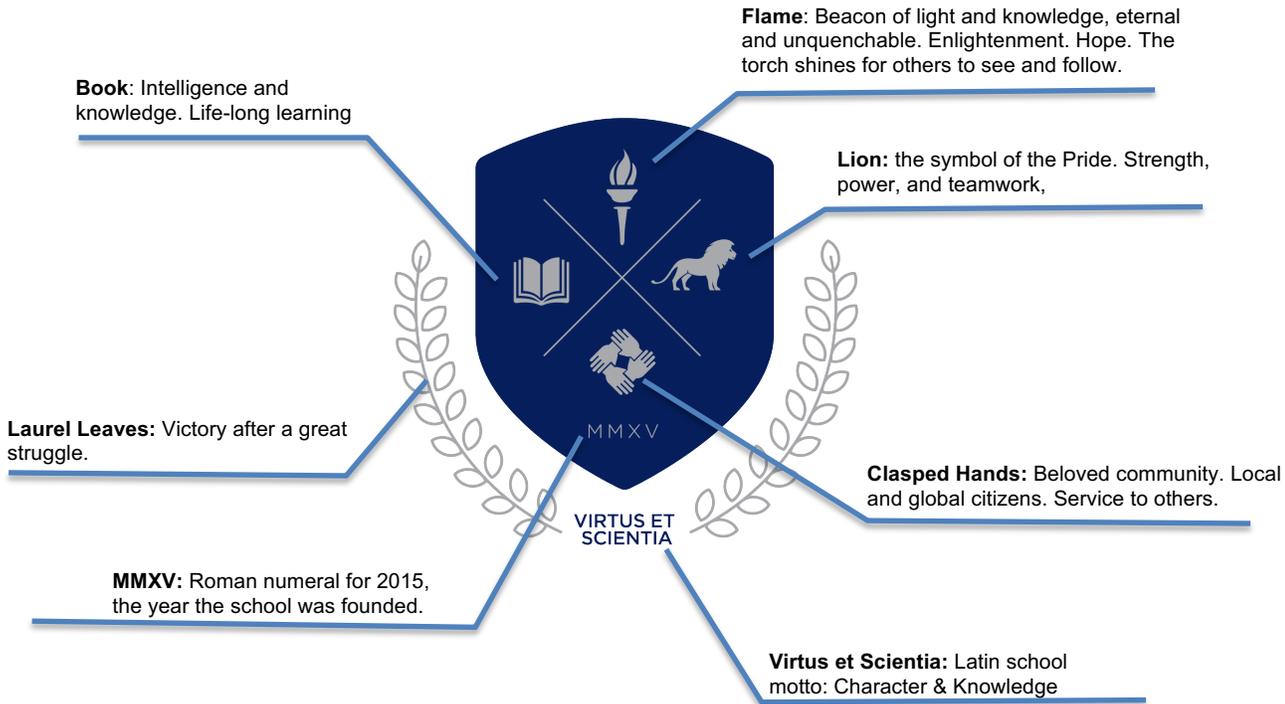
School Colors

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 to 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 averages.

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 Cheerleading	Drama Club Environmental Club Mock Trial Field Sports Gospel Choir Jazz Band Step Team Student Government Mathletes Yearbook Club Coding Club Video Production 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 an 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 7:40 a.m. or board the bus at the correct time.
- I will remain at HCHS until 4:30 p.m. (Monday-Thursday) and 1:30 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 7:40 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.

The PRIDE Record applies only to Freshmen and Sophomores and any upperclassmen who demonstrate a need.

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 students; 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.

High School Calendar:

The High School calendar will be shared via our website, www.hendersoncollegiate.org

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 (<i>Blue</i>) 12:33-1:00 (<i>Silver</i>)
1:03-2:00	5 th period
2:03-3:00	6 th period
3:03-4:00	7 th Period
4:00-4:15	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
4:00-4:15	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
7:40-8:25	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 events 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 – 12th 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.

AP Calculus BC

Topics covered include those in Calculus AB with additional topics of parametric functions, vector functions, improper integrals and series. **Note:** This full-year course corresponds to the two-semester course taught at many colleges and universities.

Honors Statistics

This is a year-long course which covers the content of a typical introductory college course in statistics. In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business.) The course will provide an overview and introduction to statistics, and introduce students to the major concepts and the tools for collecting, analyzing, and drawing conclusions from data.

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 an 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.

English IV

Students will continue to read, analyze, discuss and write about collegiate level short stories, poems, and novels. They will continue developing their skills and strategies to conquer standardized tests and to prepare themselves for the college classroom. Seniors in this course will complete a variety of classic novels and plays including: The Kite Runner, The Handmaid's Tale, Beloved, Death of a Salesman, Fences, Master Harold and the Boys, and King Lear.

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.

AP English Literature and Composition

Students will push their reading, analytical, discussion, and writing skills beyond the scope of a high school classroom to that of an introductory English course at a collegiate level. Seniors in this course will continue developing their skills and strategies to conquer standardized tests, including the AP English Literature exam. Seniors in this course will complete a variety of classic novels and plays including: The Kite Runner, The Handmaid's Tale, Beloved, Death of a Salesman, Fences, Master Harold and the Boys, and King Lear. At the end of this course all students will be prepared to enter the college English classroom, and many students who pass the AP exam in the spring will earn college credit, advancing them into a higher leveled English class at the college of their choice.

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?*

Civics & Government

Students will study the constitutional underpinnings of American politics as well as the impact of linkage institutions (political parties, interest groups, and mass media) on the political climate of our nation past and present. They will study the roles of various branches of government as well as the civic responsibility of individuals. Lastly, they will study both personal finance and the basics of a capitalist economy such as supply, demand, and trade.

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.

AP Chemistry

Advanced Placement (AP) Chemistry is a course that is designed to be the equivalent of a first year, general chemistry college course. 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.

AP Spanish

The AP Spanish Language and Culture course is a rigorous course taught almost exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

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.

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.

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.

Dance

Everyone can dance, and as the famous Martha Graham said, "Great dancers aren't great for technique; they are great because of their passion." In Dance class students will uncover this passion as well as develop a strong dancer's technique. Students will become confident and versatile dancers with a strong knowledge of and skill set in ballet, modern, contemporary, jazz, world dance, Broadway, American popular dance, and dance composition. Students will view and critique dance performances as well as choreograph and perform.

Drama

Students will journey through several introductory high school elements of theatre arts that highlight why theatre is a critical art to study, appreciate, and perform. Students begin the year exploring the Actor's Toolbox (Voice and Body) by writing/performing a WHO AM I? monologue and performing group poetry. Students will deepen their understanding of current theatre trends by examining theatre practices from as early as 3000 B.C.E. to the Italian Renaissance. To culminate the year, students will embrace storytelling and playing character by performing improvisational scenes and devising a student-driven, ensemble-based theatre performance. Most importantly, students will write mini-journals and participate in performance talkbacks throughout the year to demonstrate mastery of skills and to reflect on how theatre plays a crucial part in their development as creative and culturally immersed individuals in society.

Journalism

Students will learn the basics of journalistic writing, media reporting, and current events. The curriculum will expose students to the history of modern media and journalism, and allow them to analyze media content for bias. Students will write news articles and cover current events.

Video Production

In this class, students are exposed to the history of film, film theory, and the introductory skill sets required to write, shoot, produce, direct, and edit videos. They will produce short films, documentaries, and commercials, among other media of videography.

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.

If an approved student driver is late to arrive at school five (5) or more times, the School may revoke that student's permission to drive him / herself to and from school and to park on the HCHS campus.

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 who exceed six (6) tardies will be subject to further consequences as determined by the Principal, including the loss of independent transitions. Every five (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 7:40am. 7:44am is the latest a student could arrive without needing to be signed in. After 7:45am, 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 4:15-6:30pm. 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 4:30pm, 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 Regular Session Dismissal Times		
Prides	Monday – Thursday Car Rider Dismissal Times	Friday Car Rider Dismissal Times
High School Student Drivers	4:00pm	1:00pm
Upper Car Riders Grades 11 and 12	4:05pm	1:00pm
Lower Car Riders Grades 9 and 10 and High School Siblings	4:30pm	1:30pm

Building Hours:

Doors open at 7:20am and the building officially closes at 5:30pm 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 4:20-5:30pm. 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 Dean's room and will not be able to attend classes until the parent comes into the school for the conference.

Promotion to the Next Grade:

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

- At least a 70 (C) average in all classes
- Fewer than 10 unexcused absences
- A three (3) or higher on all NC End of Course exams

If a student does not meet all of these criteria, promotion will be at the discretion of the teachers, Grade Level Dean, Dean of Curriculum and Instruction, and Principal.

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 credit
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 must complete at least one (1) summer program prior to graduation, but are strongly encouraged to complete a summer program every year of high school to remain competitive with other students nationally. 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) 24-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 may be worn in class

Dress Code / School Uniforms:

Shirts

- Monday-Thursday:
 - HCHS Polo shirts (gray, navy blue, or white), tucked in
 - HCHS Pullover
 - Conference Championship Pullovers
 - Non-hooded HCHS Sweatshirts
 - Junior Jackets
 - Senior Pullovers
 - HCHS Principal's List Shirts or Hoodies
- Friday:
 - College t-shirts tucked in, polos tucked in, or college hoodies (must have official logo of a college or university)
 - HCHS t-shirts / hoodies
 - Throwback HC t-shirts (any t-shirt earned or purchased from the middle school), tucked in
 - T-shirts tucked in / sweatshirts from completed Summer Programs
- All week:
 - Only white, navy or gray t-shirts (short or long-sleeved) may be worn under polos or approved t-shirts
 - Polos must be worn every day, Monday through Thursday, regardless of the pullover on top
 - The HC Cardigans
 - An HCHS Sweater



Pants

- Monday – Thursday:
 - 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)
- Friday (once jean day is earned):
 - Black or blue jeans
 - No rips or frays (even if covered beneath)
 - Appropriate fit
 - Must be worn with a belt



Belts

- Black, navy blue, or brown
- Leather; not cloth

Shoes and Socks

- 9th / 10th: All-black sneakers (lace-ups); sneakers must cover the entire foot (no sandals or open-toed shoes)
- 11th / 12th: All-black shoes (lace-ups, flats, or low boots); must cover the entire foot (no UGGs, crocs, high boots, heels, or slippers)
- Must be COMPLETELY BLACK without a speck of white or color (including tags, logos and trims)
- Socks are student's choice

Accessories

- Jewelry (necklaces, earrings, watches, bracelets, etc.) may be worn, but must not be distracting
 - Earrings need to be closer to the size of a Coke can, rather than that of a DVD
- No smart watches

- Professional headbands may be worn by ladies
- No bandanas or bandana-patterned headbands; no du-rags
- Any items that may be distracting are not allowed

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, 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 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.).

Senior Fees:

In the event that a senior student does not pay his / her senior fee by the spring deadline set by the School, the School may hold the student's diploma until the fee has been paid.

Student Driving Policy:

Driving to school in a personal vehicle is a privilege given to students at Henderson Collegiate High School who meet the requirements and demonstrate personal responsibility and proper safety. In order to drive a personal vehicle to school, a student must:

- Be a senior, junior, or sophomore
- Have a valid license
- Have current insurance
- Have fewer than five (5) late arrivals

Eligible students will also need to comply with the following regulations:

1. Students must register all family-owned vehicles on the same parking permit. Parking permits are not-transferrable to other students.
2. Students must provide the front office with proof of license and proof of insurance.
3. The parking permit must be visible at all times (dashboard or rearview mirror).
4. Students must park in the designated student parking lot only, and park in their assigned parking spot only.
5. Students must obey all driving regulations while operating a vehicle on school property. Pedestrians and school buses always have the right of way on school grounds.
6. Students are to come directly into the building after parking their vehicle in the student parking lot. Students must turn their keys in to the front office upon arrival. When dismissal begins, student drivers should report immediately to the front office to retrieve their keys and should exit the campus before the car rider line begins. To avoid accidents, students who do not leave campus immediately will be required to wait until the car rider line and buses have cleared the parking lot. Loitering in the parking lot before and after school hours is prohibited.
7. Students are not to return to their vehicles for any reason once they enter the building until they depart for the day. In an emergency situation, a student must obtain explicit permission from the front office to return to their car before the designated time.
8. If a student needs to leave early for an appointment, family emergency, etc., that student must bring in a note signed by a parent before 8am and must place the note in the designated office bin – students will not be allowed to leave without a signed parent note.
9. Students who leave early for an appointment, family emergency, etc. may not provide transportation for other students to leave with them unless the other student(s) leaving with the student driver has his / her own signed parent note that has also been turned into the office by 8am.
10. All vehicles parked on school property are subject to search by school administration and/or law enforcement. Cars may be towed if improperly parked or parked without a valid permit.
11. Student drivers must observe a 10-mile-per-hour speed limit on all school property / campuses. Any student driving at an unsafe speed may have his / her driving privileges temporarily or permanently suspended.
12. Careless and reckless driving will not be tolerated. Students should not play radios loudly or sound the horn unnecessarily.
13. Parking Tickets will be issued for students who do not have a parking permit displayed. The ticket fee will be \$10.00.
14. Parking permits will be issued at an annual fee \$20.00. The cost of a replacement parking permit will be \$10.00.
15. Henderson Collegiate High School currently observes a “closed campus” policy for lunch. This means that students are not allowed to leave campus for lunch or for any other reason prior to the regular dismissal time of the day. Exceptions are students who are enrolled as “Early Release” or students with authorization from the office to leave. If students are found leaving the campus without authorization, they will face consequences that could include suspension of driving privileges, ISS, or OSS.
16. Student drivers are not permitted to park off campus and enter and exit the school as a walker; students who drive to school must obtain the appropriate parking permit and are only permitted to park on school property as specified above.

Students can lose the privilege of driving to campus for any of the following violations:

- Leaving school without permission;
- Transporting students off campus who do not have permission to leave;

- Five (5) or more late arrivals to school; students must check their keys into the front office by 7:45am;
- Improper or unsafe driving;
- Excessively loud or inappropriate music; or
- Possessing illegal or inappropriate substances (tobacco, alcohol, drugs, electronic cigarettes, etc.), including having these substances present in their vehicle.

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: _____

My signature below acknowledges that I have been provided access to the Student / Parent Handbook (which may be found on the Families page of our website at <http://hendersoncollegiate.org/families/>) and I agree to abide by it, knowing it may change from time to time.