Adopted August 24, 2026

Henderson Collegiate 2026-2027 Students and Families Handbook

HENDERSON COLLEGIATE
ELEMENTARY SCHOOL





HENDERSON COLLEGIATE
MIDDLE SCHOOL

MMXV
VIRTUS ET SCIENTIA

HENDERSON COLLEGIATE
HIGH SCHOOL



Dear Henderson Collegiate Students and Families,

On behalf of our entire Henderson Collegiate Staff, we welcome you to the 2026-2027 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 E. Sanchez
Co-Founder and Chief Executive Officer

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This fourth-level high school mathematics course deepens understanding of functions, statistics, probability, and discrete math while strengthening algebraic and geometric reasoning. Students apply modeling, data analysis, and problem-solving to real-world contexts, preparing for college-level math and STEM pathways. Key topics include polynomial, rational, and trigonometric functions; sequences and series; probability distributions; and statistical inference. 108
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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.

Henderson Collegiate Graduate Profile:

At Henderson Collegiate, we know that our actions speak louder than our words. To make our core values actionable for each member of our community, Henderson Collegiate has adopted our own Graduate Profile that clarifies how students exemplify each of the values in their daily lives:

Henderson Collegiate Graduate Profile	
TRAITS	**BEHAVIORS**
Pride	**HC students demonstrate Pride by…** ● Cultivating relationships with peers who share their values and serve as a family away from home ● Embodying the belief that more can be accomplished by working together ● Initiating positive change in their community ● Working with others to uplift and celebrate their community ● Creating a network to support their ambitions and goals, and doing the same for their peers
Responsibility	**HC students demonstrate Responsibility by….** ● Owning their learning, choices, and actions ● Setting their own process to achieve their goals ● Keeping the commitments they make to themselves and others ● Advocating and asking for help when they need it
Integrity	**HC students demonstrate Integrity by…** 1. Leading from their moral compass 2. Earning and maintaining the trust of their community 3. Doing the right thing when no one is watching 4. Standing up for others and for what they believe in, especially when it is difficult
Determination	**HC students demonstrate Determination by..** ● Embracing challenges and persisting through them ● Working hard even when others aren't ● Demonstrating resilience and optimism when faced with a setback ● Using critical thinking skills with personal creativity to achieve their goals ● Taking risks to pursue their passions
Enthusiasm	**HC students demonstrate Enthusiasm by…** ● Shining their light and celebrating the light of others ● Looking for and embracing joy in the grind of hard work ● Approaching new situations, especially those that present a challenge, with curiosity, creativity, and positivity ● Seeking opportunities to learn beyond the classroom

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 5 extra school days, or about 36 hours. Over the course of grades four through eight alone, that translates to 180 hours, or an extra 25 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 Schedule

7:55am Classes Begin

3:30pm – 4:00pm Student Dismissal (*see each school's appendix for specific dismissal times*)

Friday Schedule

7:55am Classes Begin

1:00pm – 1:40pm 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

7:50am Classes Begin

2:10pm – 2:45pm Student Dismissal

Pride Kickoffs:

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

Being present at a Pride Kickoff 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 Pride Kickoff event based on the School's decisions around promotion.

If a family does not attend any Pride Kickoff events, and the school is unable to reach that family within 48 hours after the Pride Kickoff 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, as well as for materials needed for on-campus student activities (e.g. Hispanic Heritage Month, Black History Month, Fall Fun Day, Field Day, Thanksgiving Luncheon, etc.), each family is asked to reimburse $45 as a

beginning-of-year fee to Henderson Collegiate at the Pride Kickoffs. 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, and the school will additionally provide all food and other supplies and materials needed for on-campus school events at no additional costs to families. 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.

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.

Student Walkers:

Student Walker Eligibility:

Henderson Collegiate students may apply for and receive a pass to be a walker to school for morning arrival and afternoon dismissal if they meet the following eligibility requirements:

1. The student is in grade 7 or higher.

    a. Students in grades 5-6 may be approved as walkers if they are accompanied by an approved walker who is in grade 7 or higher who resides in the same home with them.
2. The student lives within 1 mile from the Middle / High School campus (located at 1071 Old Epsom Rd. in Henderson, NC).
3. The student has completed and submitted an application to be a walker that has been approved, and has received an approved walker pass from either the Middle School or High School front office.

Approval for Student Walkers:

Any student who meets the eligibility criteria listed above must submit a completed application to receive approval to be a walker to and from school. All applications will be reviewed by our Operations team.

Approved applicants will receive a dedicated walker pass that they must carry with them for every arrival and dismissal every day for the approved duration of time covered by the pass.

Passes may be revoked if students are found to be in violation of Henderson Collegiate's 2023-2024 Walker Policy.

Expectations for Student Walkers:

Approved student walkers must adhere to the following expectations in order to continue to be permitted to walk to school.

1. Students must have their approved walker pass physically with them at all times when walking to or from school.
2. On Henderson Collegiate's campus, students must follow directives from staff members and signage to walk in the appropriately designated walkways (e.g. using the coned-off walker area lining the campus exit).
3. Students who are approved to walk with an older sibling may ONLY WALK if they are physically accompanied by that sibling at that time.
    a. Please note that if an older sibling who is approved to walk their younger sibling to school must be picked up or leave school early, then the younger sibling will NOT be permitted to walk home for dismissal that afternoon, but instead will be required to be picked up by a parent / guardian on their approved pick-up list.
2. Students must arrive on time for school each day. Tardiness to school may result in a student walker losing his / her approval to be a student walker.

Students who do not adhere to the expectations set forth above may earn consequences including up to having their walker approval revoked for the remainder of the school year and/or future school years.

Morning Arrival for Student Walkers:

Students who have been approved to be walkers and who have received a Walker's Pass from their school's front office may enter Henderson Collegiate's Middle / High School campus through the exit to Berry Street. Students should walk through the designated area as set by traffic cones on one side of the exit to provide them a safe pathway set apart from vehicle and bus traffic.

Student walkers MUST arrive to school between the designated arrival window of 7:20am to 7:50am.

As student walkers are entering the campus, they may be asked by a designated staff member to present their approved walker pass. Students who fail to show their approved walker pass as they enter the campus may either:

1. Be asked by the staff member to return home and to return to campus with their approved walker pass; or
2. Be asked to go to the front office to place a phone call to their parent to notify them that the student did not have their approved walker pass that day.

Afternoon Dismissal for Student Walkers:

Students who have been approved to be walkers and who have received a Walker's Pass from their school's front office may leave their afternoon homeroom or classroom when they have been told that Student Walkers have been dismissed.

At this time, students should exit the building through their school's main entrance (front entrance of either the Middle School or the High School) and should exit the campus via the exit to Berry Street. Students must, once again, use the designated walkways as set apart by cones / paint or shown by staff members.

Early Release for Student Walkers:

In order for an approved student walker to be released earlier than his / her typically scheduled time, the student must either present a dismissal change note, signed, from his / her parent or guardian to the front office by 8am on the day of the change, or a parent / guardian must come and pick the student up at least 30 minutes prior to the student's regular dismissal time for that day. Without a written note, student walkers will not be permitted to leave earlier than their regularly scheduled dismissal time.

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 Pride Kickoffs 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 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:

Henderson Collegiate has a full-time, registered school nurse who is available to support with students' needs pertaining to chronic health conditions, as well as to provide treatment for some acute health conditions.

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 School Nurse 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 a parent/guardian and the 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.

Students attending their parent teacher conferences must be wearing a Henderson Collegiate or college t-shirt for their conference.

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 Pride Kickoff 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 Pride Kickoffs 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 January for our Elementary School and in December for our Middle School, 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 Pride Kickoffs (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 Pride Kickoffs 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 Pride Kickoffs 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.

Family / School Partnership and Professionalism

Henderson Collegiate views parents and families as essential partners in student success, and we are committed to fostering strong, respectful, and collaborative relationships with all families.

To maintain a safe, constructive and supportive learning environment, all interactions between families and school staff must remain professional and constructive at all times, including both in tone and in language, whether in person, by phone or through other digital or otherwise written communications.

Unprofessional or inappropriate behavior, including but not limited to: hostile, threatening or disrespectful language or actions, will result in a meeting being required with School Leadership.

Continued unprofessional conduct may lead to restrictions or prohibitions on participation in school events, both on and off Henderson Collegiate campuses.

Procedure for Parent / Guardian Concerns:

In our desire to partner with families in support of student success, Henderson Collegiate welcomes and values feedback to support a stronger collaborative relationship between families and our staff. 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 meeting in person with the teacher in question.

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 in person.

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. (The Operations team in the front office may serve to help schedule time for the family to meet with the Principal.)

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.

Parents/guardians may reach out directly to their student's teacher, or may reach out to the school's main office for scheduling assistance. Families should then expect to hear back to confirm a meeting time within 24 business hours.

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.

Further, in matters of shared custody, unless further information is provided by the primary custody holder, the school will contact the primary contact listed first with any immediate concerns that arise.

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).

Student Media Usage

Henderson Collegiate, the Collegiate Schools Foundation, and other school-approved organizations may, at times, record, videotape, interview and photograph Henderson Collegiate students to utilize their image and/or voice for business or educational purposes including, but not limited to:

- Henderson Collegiate, the Collegiate Schools Foundation, and/or other school-approved organizations' education materials,
- Henderson Collegiate, the Collegiate Schools Foundation, and/or other school-approved organizations' website and social media,
- Henderson Collegiate, the Collegiate Schools Foundation, and/or other school-approved organizations' instructional coaching and other professional development materials,
- Printed or electronic school newsletters,
- Printed or electronic annual reports, and
- Printed or electronic recruiting or other advertising materials for staff, families, and/or donors.

Any photographs, interviews or portions thereof will be used for public viewing, at the school's discretion, and remain the property of Henderson Collegiate.

Privacy Policy

At Henderson Collegiate, we are committed to protecting student privacy and ensuring the security of student data. This page provides information about our privacy practices, your rights under federal and state laws, and how we safeguard student information.

Your Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) grants parents and eligible students (students over 18 years old or attending postsecondary institutions) the following rights:

1. **Right to Access** – You have the right to inspect and review your child's education records within 45 days of a request.
2. **Right to Request Amendments** – If you believe the records are inaccurate or misleading, you can request a correction.
3. **Right to Consent to Disclosures** – Schools must have written permission to release information from student records, except in certain authorized cases (e.g., school officials with legitimate educational interests, transfer requests, or compliance with a judicial order).
4. **Right to File a Complaint** – If you believe the school has violated FERPA, you may file a complaint with the U.S. Department of Education's Student Privacy Policy Office.

Families wishing to inspect or request an amendment to their child's education records may contact their child's teacher directly using the contact information in the parent portal's staff directory of our website at hendersoncollegiate.org.

For more details, visit the Henderson Collegiate's Annual FERPA Notification (see below for what must be included in the Annual Notification) or the FERPA website.

Your Rights Under PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning children's privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

1) Consent before scholars are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
    a) Political affiliations or beliefs of the scholars or scholar's parent
    b) Mental or psychological condition of the scholars or her family
    c) Sexual behavior or attitudes
    d) Anti-social, demeaning, illegal, or self-incriminating behavior
    e) Critical appraisals of others with whom respondents have close familial relationships
    f) Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
    g) Religious affiliations, beliefs, or practices of the scholars or parent
    h) Income, other than as required by law, to determine program eligibility
2) Receive notice and an opportunity to opt a child out of the following:

a) Any other protected information survey, regardless of funding
b) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the scholars (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
c) Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others

3) Inspect the following upon request:
   a) Surveys created by a third party before their distribution by a school to its scholars
   b) Instruments used to collect personal information from scholars for marketing, sales, or other distribution purposes
   c) Instructional material used as part of the educational curriculum

The school has developed and adopted policies regarding these rights, as well as arrangements to protect students' privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at the beginning of each school year and after any substantive changes. The school will also both directly notify parents through e-mail, parent meetings, or the Student and Parent Handbook at the start of each school year of the specific or approximate dates (if such events are planned and scheduled) of the above activities and provide an opportunity to opt a student out of participating in them.

Parents who seek additional resources on student privacy under PPRA may visit the US Department of Education's Student Privacy Policy Office website. Parents who believe their PPRA rights have been violated may file a complaint online by selecting the PPRA complaint form option, or by U.S. Post to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW Washington, D.C. 20202-5920

How We Protect Student Data

We take the security of student data seriously. Measures we use include:

- **Secure Storage** – Student records are stored in secure systems with strict access controls.
- **Access Controls** – Only authorized personnel with a legitimate educational need can access student information.
- **Data Minimization** – We collect only the necessary data required for educational purposes.
- **Third-Party Vendor Agreements** – Any third-party service providers we use must comply with strict privacy and security standards.

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 (as the School deems applicable)
- 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.

Five (5) unexcused **late arrivals** or **early releases** will be considered equivalent to **one (1) unexcused absence** for attendance tracking purposes.

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 7:50am, 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 8:30am will not be permitted to participate in athletics practices or games for that day unless the late arrival was previously excused by school leadership.

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.

Excused Absences

Henderson Collegiate believes a key piece of a strong academic education is based upon consistent attendance. The school reserves the right to take extenuating circumstances into account for all of the policies below. The following types of

absences may be considered excused, provided the required documentation is submitted within the designated timeframe (within 5 school days of the absence):

- **Non-Medical Excused Absences**
  Examples include religious observances, bereavement, and family emergencies. These absences must be supported by:
  - A written parent/guardian note submitted within **five (5) school days** of the student's return, **OR**
  - Appropriate supporting documentation (e.g., program, obituary, legal documentation)

  Non-medical excused absences should not exceed five (5) total school days per academic year. After five (5) non-medical absences, these will be denoted as unexcused.

- **Medical Excused Absences**
  Absences due to illness or medical appointments require a **doctor's note** to be submitted within **five (5) school days** of the student's return.

Policy on Medical Documentation for Student Absences

In order to comply with state attendance laws and to support the health and well-being of our students, Henderson Collegiate requires official documentation from a licensed healthcare provider for all medical-related excused absences. This policy clarifies the expectations for submitting such documentation and outlines the consequences for submitting falsified or inauthentic notes.

Authentic Medical Documentation

An authentic medical note must be printed on official letterhead from the healthcare provider's office and must include the following information:

- The student's full name.
- The date(s) of the absence.
- The date the student was seen by the healthcare provider.
- The signature of the healthcare provider.
- The reason for the medical visit (optional, but encouraged to support the absence).

Inauthentic or Falsified Documentation

Submitting a falsified or inauthentic doctor's note, including but not limited to, notes with altered dates, forged signatures, or counterfeit letterhead, is a serious violation of school policy. These actions undermine the school's ability to accurately track attendance, comply with state law, and ensure student safety.

Consequences for Submitting Inauthentic Documentation

If the school determines that a submitted doctor's note is inauthentic, the following consequences will apply:

- The absence will be immediately reclassified from an excused medical absence to an **unexcused absence**.
- The student and their family may be required to meet with School Leadership to discuss the violation.
- Continued or repeated offenses may result in further disciplinary action for the student and may be reported to the appropriate authorities, including local child protective services, if the action is deemed to be a serious violation of student welfare policy.
- Future medical absences for the student may require direct verification from the healthcare provider's office in order to be excused.

Our goal is always to partner with families to support student success and well-being. We trust that families will provide accurate information and documentation. This policy is in place to ensure fairness, transparency, and the integrity of our attendance records.

Unexcused Absences

An absence is considered unexcused if it does not meet the criteria outlined above or if required documentation is not submitted within the specified timeframe.

- Students who accumulate **ten (10)** unexcused absences—whether **consecutive or nonconsecutive**—are subject to the school's **truancy intervention protocol** in accordance with district and state guidelines.

Excessive Absences

When a student accumulates **eleven (11)** total unexcused absences, the school will initiate the **third tier of attendance intervention**. At this stage, the following measures may be implemented:

- A **"Promotion in Doubt" letter** will be issued and sent to the parent / guardian via **certified mail** to formally document the concern regarding the student's academic standing and eligibility for promotion.
- The parent / guardian will be **required to attend a meeting** with the school's **Leadership Team**, which may include the Principal, Counselor, Social Worker, and/or other designated staff members as part of an attendance team, to develop an Attendance Improvement Plan and discuss academic implications.
- The school reserves the right to **restrict students from participating in school-sponsored events** (e.g. field trips, dances, performances, and other extracurricular activities) **until attendance is recovered** and the student demonstrates consistent attendance as outlined in the Attendance Improvement Plan.

Attendance for Students Enrolled in AP Courses

Advanced Placement (AP) courses are rigorous,college-level classes that require a high level of commitment, including consistent and punctual attendance.

Students who accrue more than ten (10) unexcused absences in an AP course may be subject to removal from the course due to the impact on academic performance and classroom engagement.

Students with a history of attendance concerns will be required to submit a written application for enrollment in AP courses for the following academic year. This application may include a review of attendance records, academic standing, and teacher recommendations, and must be submitted to the High School Principal and High School Dean of Curriculum and Instruction.

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 reasons that have 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 not be released within 30 minutes of dismissal, as this interferes with the dismissal process and student safety. Students will only be released to an authorized parent or guardian who arrives in person and signs the student out through the main office.

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.

Student drivers are not permitted to leave campus with another student driver unless written permission from the parent / guardian of the passenger is on file with the school by the appropriate time as designated above. Student drivers will not be permitted to leave early without property documentation or an authorized parent or guardian physically present to sign them out in the front office.

Attendance Recovery

To support students in meeting attendance and academic requirements and maintaining eligibility for promotion and participation in school events, the Henderson Collegiate offers Attendance Recovery Programs at each school level. These programs allow students to make up time for unexcused absences under the following guidelines:

- **Henderson Collegiate Elementary School (grades K-4):**
    - After ten (10) unexcused absences, students may be required to "recover" attendance in remediation and/or summer enrichment.
- **Henderson Collegiate Middle School (grades 5-8):**
    - After ten (10) unexcused absences, students may be required to "recover" attendance in remediation and/or summer enrichment.
- **Henderson Collegiate High School (grades 9-12):**
    - **Recovery Criteria**: Students must recover one (1) unexcused absence by attending a designated Friday session.
    - **Recovery Limitations**: Students may recover up to ten (10) unexcused absences per academic year. This means students with twenty (20) or more total unexcused absences may reduce their record to ten (10).
    - **Recovery Approval**: All attendance recovery must be pre-approved and supervised by designated school personnel. Documentation of completion is required and must be submitted to the Ops Team in order to be counted toward a student's attendance record.

Summer Remediation Program Eligibility: Students who have more than ten (10) unexcused absences in a given school year may become ineligible to participate in the optional summer remediation program, and therefore to use this program to recover grades from throughout the school year at the discretion of school leadership.

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

Standardized Testing:

The grade levels and content areas specified by the State will undergo State-mandated standardized testing. Students who do not pass the state test in which a retest is offered may be required to take the retest.

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. In the event that a student needs more than five (5) business days to complete make-up work, requests must be made directly to the teacher for whom the assignment must be made up. These requests may be reviewed and approved by the teacher on an individual basis in the face of extenuating circumstances.

Students are always encouraged 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.

Artificial Intelligence (AI) Use and Misuse Policy

AI tools can enhance learning and creativity but must be used responsibly. This policy outlines acceptable and unacceptable uses of AI to ensure a fair and safe educational environment.

When it comes to writing assignments at Henderson Collegiate:

1. **Your ideas and words must be your own.** You may use research, quotations, and references, but they must be properly cited.

2. Students should always assume that AI tools are **not permitted** for written assignments unless a teacher has explicitly stated otherwise. AI use is never the default expectation, and misunderstanding this expectation will not excuse inappropriate use.

3. **AI tools** (ChatGPT, Gemini, Grammarly, or similar) **have limited and specific uses** in school and at home writing assignments:
    - **ChatGPT or equivalent:** Only use for brainstorming, idea organization, or understanding concepts. AI use is not permitted to generate sentences, paragraphs, or drafts that will be submitted as your own work.
    - **Grammarly or equivalent:** You may use grammar and spell-checking features, but your sentence structure, word choices, and ideas must remain original.
    - **Flagging Policy:** If a confidence of more than 35% of a paper is flagged for plagiarized or AI-generated content, school consequences will follow.
        - **Allowable Threshold:** Our school uses an AI-detection tool that flags student writing when it estimates with more than 35% confidence that some or all of the work may have been generated by AI. The important thing to understand is that 35% is not an allowed limit or a quota. It's simply the threshold at which the system alerts us that we need to take a closer look. The percentage the tool gives is only a screening metric, it does *not* represent the amount of AI use that is acceptable.

Acceptable Use:

- **Educational Support**: Use of AI for research, study aids, and educational projects.
- **Creative Work**: Employ AI for original creative projects with proper credit.
- **Skill Development**: Utilize AI for learning new skills, such as coding or languages.

Unacceptable Use:

- **Academic Dishonesty**: Do not use AI to complete assignments, essays, or projects for submission.
- **Privacy Violations**: Do not use AI to collect or share personal information without consent.
- **Cyberbullying**: Do not use AI to create or distribute harmful or harassing content.
- **Misinformation**: Do not create or spread false information or manipulated media.
- **Unauthorized Access**: Do not use AI to access school networks or data without permission.

Violations of the above policy may result in:

- Required resubmissions with a reduction in possible assignment score
- 2-5 days of in-school suspension
- Parent or guardian meeting
- Restriction of school-issued technology
- Increased in person monitoring of student work

Academic integrity issues connected with AI will be tracked and consequences will escalate with repeated offenses. Students who are honest and forthcoming about their AI use will receive reduced consequences.

Athletics, Extracurricular Activities and Student Activity Fees:

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 the Athletic Handbook, available at HendersonCollegiate.org, 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 8:30am without prior approval / excusal, 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.

More details regarding participation in Henderson Collegiate's Athletics Program may be found in our Athletic Handbook, which can be found at HendersonCollegiate.org.

Throughout the school year, Henderson Collegiate may offer a variety of school activities including, but not limited to: museum visits, performing arts trips, field trips, and on-campus school activities. Instead of asking families to pay for the full cost of these activities, trips, and supplies, each family is asked to reimburse only a $60 Student Activity Fee to Henderson Collegiate to assist the school with the following:

- Purchasing supplies for special, earned school events
- Paying for expenses related to field trips (such as admissions, room and board, tickets, etc.)
- Offsetting the costs of ongoing technology repairs, maintenance and replacement for student tech devices
- Enhanced cleaning and sanitizing of the school facilities, furniture and equipment to promote health and safety for all students, staff and families

Families with more than one student enrolled at Henderson Collegiate will be offered a discount for the annual Student Activity Fee.

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.)

Except in the event that a student has obtained prior written approval to do so for an extenuating circumstance, students are not permitted to wear AI glasses to school.

The Henderson Collegiate Athletics program operates an HC Fan Store from which students may purchase Henderson Collegiate Athletic apparel. Please check the notes on individual items when purchasing to see whether or not they meet the dress code requirements.

The following pages provide guidance around dress-code-appropriate pants, shoes and belts. Please see each school's appendix for full details and school-specific policies.

Henderson Collegiate Professional Dress Code: Professional Pants

What they are	What they are not
• Professional pants with belt loops • Khaki color • If there are pockets on back, either "slit" pockets OR "sewn-on" pockets • Full length with an appropriate fit • Must not be excessively tight or baggy	• Jeans, corduroy, cargo pants, leggings/jeggings or joggers • Pants with designs, embroidery or decor • Capris, pedal-pushers or shorts

Can I wear this?



Yes! These pants are professional, khaki, appropriate, and have "slit" pockets.



This is an example of a "slit" pocket. The slit pocket may also have a button as well.



Yes! These pants are professional, khaki, appropriate, and have sewn-on pockets.



This is an example of a sewn-on pocket.

Henderson Collegiate Professional Dress Code: Footwear

- **ALL-BLACK sneakers are REQUIRED for every student.**
- Sneakers may be either lace-up or have Velcro closures.
- MUST be tennis-shoes / sneakers.
- No boots, "slip-ons", heeled or open-toed footwear is allowed.*
- Shoes may not have any embellishments, décor or studs.
- If shoes have straps, straps must remain fastened.
- All visible soles, tongues, laces, logos, and fastenings of the shoe **MUST BE COMPLETELY BLACK**.
    - If any part of the shoe is a color other than black, families must either color over it with a black permanent marker or black paint, or the student must wear a different pair of completely black shoes.

Can I wear this?

YES ☑





Every part of these sneakers, including the logos and eyelets, are completely black.

NO ☒






The visible logos, laces, soles, or tongues of these shoes are NOT in dress code because they are not completely black. Additionally, shoes MUST have laces or Velcro, and "slip-ons"/ boots are NOT allowed.

*Henderson Collegiate High School 11th and 12th grade students may wear low, laced, completely black boots. All students in all other grade levels must wear sneakers that meet the description above.

Henderson Collegiate Professional Dress Code: Belts

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.
- May be either canvas or leather.
- MUST have a buckle with prongs; D-Ring buckles and slide buckles are not allowed.

Can I wear this?

YES ☑







These belts…

- **Are all black or all brown.**
- **Are solid-colored with no embroidery, designs, décor or studs.**
- **Have buckles with prongs.**

NO ☒



Although this belt is all black, it has metal grommets all throughout the belt, and is NOT allowed in dress code.



The buckle on this belt is too large and has décor on it, and is NOT allowed in dress code.



This belt is clear plastic with gold décor, and is NOT allowed in dress code.



This belt has metal studs on it, and is NOT allowed in the dress code.

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 may 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
- AI Glasses
- Any distracting technology
- Illegal Substances
- Weapons or replicas*
- Cash beyond what is needed for a special event or function

*****Any confiscated item that resembles a weapon will not be returned to the owner.

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.

Title IX Reporting and Grievance Policy and Procedures:

I. Introduction and Scope

Henderson Collegiate has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging an action that would be prohibited by Title IX or the Title IX regulations.

These procedures apply to complaints involving alleged violations of Title IX occurring within Henderson Collegiate's education programs or activities. These procedures shall be used to address incidents occurring on or after August 1, 2024. These procedures may be modified to comply with the law or regulations.

II. Definitions.

The terms below have the following definitions:

Complainant means 1) A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or (2) A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the recipient (i.e., the School) that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations).

Decisionmaker means an individual or individuals who assess the relevant evidence, including party and witness credibility, to determine whether the school has met its burden of proof showing the respondent to be responsible for the alleged sex-based discrimination.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the recipient's prohibition on sex discrimination.

Recipient means any State or political subdivision thereof, or any instrumentality of a State or political subdivision thereof, of any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and that operates an education program or activity that receives such assistance.

Remedies means measures provided as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred.

Respondent means an individual who has been alleged to have violated the recipient's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the recipient, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any

manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based Harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. Quid pro quo harassment. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. Hostile environment harassment. Unwelcomed sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment); or
3. Sexual assault as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to the complainant or respondent to restore or preserve the party's right to access the education program/activity or to provide support during the grievance procedures or during an informal resolution process.

Title IX Coordinator is the employee designated by the school to coordinate its efforts to comply with the Title IX responsibilities.

Days shall be school days.

III. Requirements of Title IX Grievance Procedures

A. The School will treat complainants and respondents equitably.
B. The School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual; complainant or respondent. The decisionmaker may be the same person as the Title IX Coordinator or Investigator.
C. The School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.
D. The School has established timeframes for the major stages of the grievance procedures set forth below.
E. The School has also established a process that allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that include the reason for the delay.
F. The School will take reasonable steps to protect the privacy of the parties and witnesses during the grievance procedure. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

IV. Timeframes and Extensions of Time.

Generally, the School will adhere to the following timelines for the major stages of grievance process:

1. Evaluation - The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within 10 days of receiving the complaint.

2. Investigation - The investigator will generally complete the investigation within 30 days of the Title IX Coordinator's

decision to investigate the complaint. Once the Title IX Coordinator or investigator provides the parties with access to the evidence or description of the evidence, the parties will have 5 days to respond to the evidence.

3. Determination - After the parties submit their response or the 5-day timeline for doing so expires, the appointed decisionmaker will have 10 days to consider the relevant (and not impermissible) evidence and issue a determination as to whether sex discrimination occurred.

4. Appeal - Either party may appeal the decisionmaker's determination, in writing, within 5 days of receiving the determination. Appeals of dismissal of the complaint must be filed within 5 days of receiving notice of dismissal. Whether the respondent will be notified of the dismissal and the right to appeal will depend on whether the dismissal occurs before or after the respondent receives notice of the allegations.

The above timelines may be extended for good cause, with approval from the Title IX Coordinator and written notice to both parties. The notice to the parties will include the reason for the delay. Thereafter, the Title IX Coordinator will keep the parties informed on a regular basis.

Whether there is good cause for an extension is determined at the discretion of the Title IX Coordinator. An ongoing criminal investigation involving the conduct that is the subject of the complaint may be good cause to extend the above timelines. While the School will not wait for the conclusion of a criminal investigation or criminal proceeding to begin its own Title IX investigation, it may temporarily delay the investigation while the police are gathering evidence and actively investigating.

V. Evidence.

The following types of evidence and questions seeking that evidence are impermissible, meaning regardless of whether they are relevant, they will not be accessed or considered, except by the School, to determine whether one of the exceptions listed below applies:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Henderson Collegiate obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

VI. Filing a Complaint

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that Henderson Collegiate investigate and make a determination about alleged discrimination under Title IX:

- A "complainant," which includes:
    - a student or employee of Henderson Colleigate who is alleged to have been subjected to conduct that

could constitute sex discrimination under Title IX;
- a person other than a student or employee of Henderson Collegiate who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in Henderson Collegiate education program or activity;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- Henderson Collegiate's Title IX Coordinator.

Reports can be made in person, via telephone, or by emailing the Title IX Coordinator. Formal complaints can be made by using this link: https://hendersoncollegiate.org/title-ix-notice/.

The school may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

VII. Notice of Allegations

Upon initiation of the Title IX grievance procedures, Henderson Collegiate will notify both parties of the following:

- Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence.

If, in the course of an investigation, Henderson Collegiate decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the School will notify the parties of the additional allegations.

VIII. Dismissal of a Complaint

The School may dismiss a complaint of sex discrimination if:

- the school is unable to identify the respondent after taking reasonable steps to do so;
- if the respondent is not participating in the school's education program or activity and is not employed by the school;
- the complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school determines that without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX, even if proven; or
- The school determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the school will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, the School will also notify the respondent of the dismissal and the basis

for dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The School will also notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of the complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the School will also notify the respondent that the dismissal may be appealed.

Dismissals may be appealed on the following grounds:

- A procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and/or
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the School will do the following:

- Notify the parties of any appeal, including noticed of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for all parties;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equitable opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the results.

When a complaint is dismissed, the School will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, also offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur with the School's education program or activity.

IX. Investigation

Henderson Collegiate will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the school—not the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigation may include but is not limited to documentary evidence, interviews, statements, video, photos and any other relevant information not otherwise impermissible.

The School will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. The School will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The School will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- The School will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. [If the School provides a description of the evidence, the School will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.];
- The School will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- The School will take reasonable steps to prevent and address the parties' unauthorized disclosure of

information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

X. Questioning the Parties and Witnesses

Nothing in this provision shall require an Investigator who is also serving as the Decisionmaker to reinterview any party or witnesses.

If the investigator and decisionmaker are two separate individuals, the decisionmaker will have the opportunity to question the parties and witnesses to adequately assess a party's or witness' credibility, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. If the investigator and decisionmaker are the same person, then the decisionmaker will have already had the opportunity to question the parties and witnesses during the investigation.

XI. Determination

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the School will:

- Use the preponderance of the evidence standard to determine whether sex discrimination occurred. The decisionmaker must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker must not determine that sex discrimination occurred.
- Notify the parties in writing of the determination of whether sex discrimination under Title IX occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable:
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
    - Coordinate the provision and implementation of remedies to a complainant and other people the School identifies as having had quality access to the School's education program or activity limited or denied by sex discrimination;
    - Coordinate the imposition of any such disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
    - Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur with the School's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent, and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

XII. Appeal of Determination

The School offers the following process for appeals from a determination of whether sex discrimination occurred.

If either party disagrees with the decisionmaker's determination, the party may file an appeal, in writing, within 5 school days

of receiving the written determination.

A party may appeal the determination only on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally, or bias for or against the individual complainant or respondent, which would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence imposed. No new evidence may be submitted during the appeal process.

If a party appeals the determination, the Title IX Coordinator will:

1. Notify the parties of the appeal;
2. Implement appeal procedures equally for the parties;
3. Appoint an appeal decisionmaker, who shall not be the same person as the Title IX Coordinator, investigator, or decisionmaker;
4. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the determination;
5. Provide the appeal decisionmaker with relevant and not otherwise impermissible evidence, any responses submitted to the investigator related to the evidence, and the decisionmaker's written determination; and
6. Notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale. If a party files an appeal, the appeal decisionmaker will establish a timeline for each party to submit a statement in support of their position that they want the appeal decisionmaker to consider in making a decision. Once the appeal decisionmaker receives the statements or the timeline for submitting such statements expires, the appeal decisionmaker will have 10 days to issue a decision. The decision will be issued in writing and sent to the parties and Title IX Coordinator.

XIII. Informal Resolution

In lieu of resolving a complaint through the School's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The School does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary or secondary school student, or when such a process would conflict with federal, state or local law.

Before initiating the process, the School must provide notice to the parties that explains:

1. The allegations;
2. The requirements of the informal resolution process;
3. That prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and initiate or resume the School's grievance procedures;
4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
6. What information the School will maintain and whether and how the School may disclose such information for use in grievance procedures, if the grievance procedures are initiated or resumed.

The person who facilitates the informal resolution process shall not be the same person who serves as the investigator, decisionmaker, or appeal decisionmaker with respect to this particular complaint. Any person designated to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally

or for or against an individual complainant or respondent.

Potential terms that may be included in an informal resolution agreement include, but are not limited to: 1. Restrictions on contact; and 2. Restrictions on the respondent's participation in one or more of the School's programs or activities, including restrictions the School could have imposed as remedies or disciplinary sanctions had the School determined at the conclusion of the grievance process that sex discrimination occurred. Even if the parties reach an informal resolution agreement, the Title IX Coordinator must, to the extent necessary, also take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the School's education program or activity.

XIV. Emergency Removal and Administrative Leave

The School may remove a respondent from the School's education program or activity on an emergency basis during the grievance process or informal resolution process, if the School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. The School's authority to remove a respondent on an emergency basis does not modify any rights the respondent may have under Section 504 of the Rehabilitation. The School may place an employee respondent on administrative leave during the grievance process.

XV. Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, the School will take prompt and reasonable steps to end the sex discrimination, prevent its recurrence, and remedy its effects.

The School may impose disciplinary sanction as set forth in the Student Code of Conduct, school policy, and state and federal laws, as applicable. For Employees, the School may impose the full range of discipline, including nonrenewal or termination, as set forth in the Employee Handbook, School Policy, and state and federal laws, as applicable.

XVI. Students with Disabilities

If a party to a complaint is a student with a disability, the Title IX Coordinator must consult with one or more members of the IEP Team or Section 504 Team throughout the grievance process, including before any emergency removal of the student and when determining appropriate supportive measures and remedies. The School will comply with the requirements of the IDEA and Section 504 in implementing this Policy, including the requirement that a manifestation determination review be conducted within 10 days of a decision to change the placement of a student with a disability because of a violation of a code of student conduct. See 34 CFR § 300.530.

XVII. Training

1. <u>All employees</u> – All Henderson Collegiate employees must be trained on:
    a. The School's obligation to address sex discrimination in its education program or activity;
    b. The scope of conduct that constitutes sex discrimination under Title IX;
    c. All applicable notification and information requirements under Title IX, including: (i) When a student or a person with the legal right to act on behalf of the student informs any employee of the student's pregnancy or related conditions, the employee's responsibility to provide the person with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the School's education program or activity; and (ii) The employee's responsibility to notify the Title IX Coordinator when the employee has

information about conduct that reasonably may constitute sex discrimination under Title IX.

2. Investigators, decisionmakers, and other persons who are responsible for implementing the grievance procedures or who have the authority to modify or terminate supportive measures – In addition to the training for all employees, these individuals must be trained on the following topics to the extent related to their responsibilities, including:
    a. The School's obligations under § 106.44, including the obligation to respond promptly and effectively when the School has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity;
    b. The School's grievance procedures;
    c. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
    d. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.
3. Facilitators of informal resolution – In addition to the training for all employees, all facilitators of informal resolution must be trained on the rules and practices associated with the School's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.
4. Title IX Coordinators and designees – In addition to the training for all employees, the Title IX Coordinator and designees must be trained on their specific responsibilities under Title IX, the School's recordkeeping system, the recordkeeping requirements under Title IX, and any other training necessary to coordinate the School's compliance with Title IX.

XVIII. Recordkeeping Requirements

The School must maintain for a period of at least 7 years:

1. For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome;
2. For each notification the Title IX Coordinator receives of information about conduct that may reasonably constitute sex discrimination under Title IX, records documenting the actions the School took to meet its obligations under Title IX; and
3. All training materials must also be made available to members of the public upon request.

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 antisocial 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, sexual orientation, 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.

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 warrants. 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.

Technology Acceptable Use Policy and Device Agreement

A. Introduction and General Principles:

All students and families must agree to follow the terms and conditions stated in the Technology Acceptable Use Policy and Device Agreement.

Parents / Students: any violation of this contract that results in inappropriate use of technology and/or damage of technology will result in a school consequence in accordance with the student code of conduct and policies set forth in this Henderson Collegiate Students and Families Handbook.

Introduction: Technology as a Tool for Learning and Growth
We are excited to provide you with access to technology that will enhance your learning and help you explore new ideas. By using these tools responsibly, you'll gain valuable skills for success in the digital age. We will learn together how to navigate the digital world safely and ethically, which includes understanding your digital footprint, preventing cyberbullying, and interacting respectfully on social networks.

Responsible Use of Technology
At Henderson Collegiate, you will use school technology to support your learning, complete assignments, and explore educational resources. We encourage you to discover the many ways technology can enhance your academic journey. We strive to create a safe online environment. If you encounter content that makes you feel uncomfortable or inappropriate, please tell a teacher or staff member.

Commercial Use Prohibition
Use of school technological resources for commercial gain or profit is prohibited.

B. Online Safety and Digital Citizenship

At Henderson Collegiate, we provide access to computer networks, equipment, and the internet to support your learning and growth. These resources are designed to help you explore new ideas and expand your knowledge. To ensure a safe online environment, we follow federal and state laws, as well as our school's policies.

Keeping You Safe Online
In compliance with Public Law 106-554, The Children's Internet Protection Act (CIPA), The Neighborhood Children's Internet Protection Act (N-CIPA), Public Law 110–385, Protecting Children in the 21st Century Act, all school computers with Internet access will operate with filtering technology to prevent both adults and minors from accessing visual depictions that are obscene (per 18 USC 1460), inappropriate information (per 18 USC 2256), or are harmful to minors. The technology protection measure is enforced at the system level: all Internet traffic is inspected by the filtering system.

Online Safety and Communication
Your digital footprint is the trail you leave behind as you use the internet. It includes everything you post, share, and like online. We encourage you to build a positive digital footprint that reflects your best self and supports your learning in the following ways:

1. We encourage you to use online resources that are appropriate for learning and that respect the school's educational environment.
2. Treat everyone with respect online. Cyberbullying is never okay. If you see or experience cyberbullying, please tell a trusted adult immediately.

3. Protect your privacy and the privacy of others. Avoid contact with strangers and don't share personal information that could identify you like your address, phone number, student ID number, or full name online. Be mindful of what you share, and remember that once something is online, it can be difficult to remove.

The Internet Safety Policy (3226/4205) is designed to create a secure and productive online learning environment for all students. By implementing protective measures, the school ensures access to valuable educational resources while safeguarding against potentially harmful content. This policy fosters responsible digital citizenship and empowers students to utilize technology effectively and safely. Ultimately, it aims to enhance the learning experience by providing a safe and reliable internet connection for academic growth and exploration.

We will monitor online activity to help keep you safe. This includes looking for signs of cyberbullying or other harmful behavior.

Let's use our online tools to learn and communicate respectfully. To keep our online space safe and positive, please do not create, view, or share content that is harmful or inappropriate. This includes content that is obscene, defamatory, profane, pornographic, harassing, or abusive. If you see something that makes you uncomfortable or seems wrong, tell a teacher or staff member right away.

To protect everyone's privacy, please do not record or share audio or video of classes or meetings without permission.

Responsible Online Behavior
While we generally don't monitor your online activity on personal devices during non-school hours, we do care about your safety and the well-being of our school community. If your online behavior directly and significantly affects school safety, order, or discipline, you may be subject to school policies, including student conduct and discipline policies and more. This also applies to online activity during remote or electronic learning.

Exploring Educational Resources Responsibly
We understand that the internet contains a vast amount of information, some of which may not be suitable for school-aged children. Our goal is to guide you towards educational resources that support your learning while protecting you from inappropriate content. Teachers and staff will take reasonable steps to ensure you have access to appropriate online materials for your lessons.

Respecting School Identity and Environment
Please remember that using the school's name, logo, or trademarks on personal websites requires permission. We may ask for the removal of content from websites that disrupt the school environment or misuse our school's identity.

Using Personal Devices
Please be aware that the school is not responsible for content accessed through personal devices or networks not managed by the school. We encourage you to use your personal devices responsibly and to be mindful of the content you access while not on campus.

C. Maintaining a Safe and Educational Online Environment

Our priority is to provide a safe and productive learning environment for all students. To achieve this, the IT team has installed filtering measures to block access to obscene, pornographic, or harmful content. In certain cases, school officials may temporarily disable filters for adults using school computers for legitimate research or educational purposes. However, we will not restrict access to ideas or viewpoints simply because we disagree with them.

Understanding Monitoring

Because school technology is intended for educational purposes, please understand that there is no expectation of privacy when using these resources. This means that network activity, web browsing, and files stored on school devices may be reviewed by school administrators or their designated representatives. This monitoring helps us maintain system integrity, ensure compliance with school policies and laws, and support your learning.

How Monitoring Works

- **On-Campus Monitoring:**
  - While you are on campus and using school-owned computers, your online activities may be monitored.
  - Software on student devices allows teachers and staff to view student screens during instructional time to support learning.
  - The school reserves the right to monitor and record all use of school technology, including internet and social media access, and communications. This monitoring may occur at any time without prior notice for legal purposes, such as record keeping and investigating inappropriate or illegal activity.
  - Please be aware that most online activity, like web searches and emails, cannot be completely erased.
- **Off-Campus Monitoring:**
  - When you are using school devices at home, parents have the right to set and control what their student views using personal web filtering tools.
  - The school will also continue to filter content based on educational needs on school-owned devices used off campus.
- **Passwords:**
  - Passwords created for or used on school technology are the property of the school. Creating or using a password on school technology does not create an expectation of privacy of the content contained within the account.

Why We Monitor

Monitoring helps us:

- Protect students from harmful content.
- Prevent cyberbullying and other inappropriate online behavior.
- Maintain the security and integrity of our network.
- Ensure that technology is being used for educational purposes.
- Remain in compliance with legal obligations.

We strive to be transparent about our monitoring practices and to use them responsibly to create a safe and positive online learning environment.

D. Device-Specific Policies

Device Distribution and Return

We're excited to provide you with a device to support your learning! Here's how the distribution and return process works:

Distribution:

- **High School:** You'll receive your laptop at the distribution/technology orientation session after the start of the school year, once this agreement is signed by you and your parent/guardian. Since devices are used for multiple years, you may receive a device with some pre-existing marks (ie. scratches or cracks) these are deemed cosmetic and have been thoroughly tested to ensure they do not affect functionality of the device.
- **Middle School & Elementary School**: You will use laptops or tablets during the day that are stored in your classrooms.

- **All students:** A parent or guardian signature is required to use the device and any accounts associated with device usage.

Return:

- **High School:** Please return any school issued-laptops and all accompanying equipment in good condition on your assigned return date. You may be charged for any missing chargers or damage to the device that affects functionality and is beyond cosmetic.

Mid-Year Withdrawal:

- **High School:** If you withdraw from school during the year, please return the laptop and all accompanying equipment, which is the property of Henderson Collegiate, to the High School Front Office in good condition. Transcripts will be released upon return of the device. You may be charged for any missing chargers or damage to the device that affects functionality and is beyond cosmetic.

Unreturned Devices:

- A fee for the unreturned device will be charged as listed in the HC Chromebook Handbook.
- Henderson Collegiate reserves the right to file police reports for any missing devices.

Special Exceptions:

- There may be instances where students from Elementary School or Middle School may be personally assigned a device for certain accommodations. These devices may be used throughout the school but must remain on campus and cannot go home unless expressly requested by a Henderson Collegiate staff member and approved by the Director of Technology.

Device Responsibility and Care

The device provided to you is a valuable learning tool. It is your responsibility, along with your parent's or legal guardian's, to care for and use it properly. While you are the authorized user, the device remains the property of Henderson Collegiate.

Care and Maintenance

- You are expected to follow the Caring for Your Device section in the Henderson Collegiate Chromebook Handbook available upon request at the time of device distribution and available on our website at: hendersoncollegiate.org/technology/chromebookhandbook.
- Please treat the device with care. Damage or negligence beyond normal wear and tear may result in a fee charged to your parents or legal guardians as defined in the Henderson Collegiate Chromebook Handbook and on the IT page at: hendersoncollegiate.org/technology.
- Repair evaluation will be at the Henderson Collegiate IT Department's discretion. Each device will be evaluated based on the damage and its impact on the ability of the device to perform day-to-day functions.
- Failure to pay for repairs will result in restriction or revocation of technology privileges and a "hold" of the student's diploma and/or transcripts if fees are not paid.

E. School Network and Technology Use

System Security and Responsible Use

Take care of school computers and devices. Report any technical problems to a teacher or staff member. Help keep our technology working smoothly by using it responsibly.

Be careful when downloading files. Scan downloaded files for viruses to keep our network safe.
Install only approved software and applications on school devices. If you want to use a new program, ask a teacher or staff member for permission.

Respect the security of our network and systems. If you find a security issue, please report it to a staff member. Accessing or attempting to access information without permission is not allowed.

The use of anonymous proxies to circumvent content filtering is prohibited

Users may not install or use any Internet-based file-sharing program designed to facilitate the sharing of copyrighted material

Use only your own accounts and passwords. Never share your password with anyone, and don't try to use someone else's account.

Respect the privacy of others' files and emails. Access only your own files and emails.

Personal Devices and School Networks
When using school technology, whether on school-owned devices or personal devices, you are expected to follow all school policies, the Code of Conduct, and this Acceptable Use Agreement.

To ensure a consistent, secure, and monitored learning environment, personal student devices such as laptops, phones, tablets, smartwatches, and smart glasses are not permitted to connect to the school network at any time. Creating phone hotspots to bypass this policy is also prohibited and is a violation of the student cell phone policy outlined in the student handbook.

Reasons for This Policy
This policy helps us:

- Provide a consistent and secure learning experience for all students.
- Minimize technical issues caused by unsupported hardware and software.
- Maintain the ability to monitor student web traffic as required by local and federal laws.
- Protect our network from potential security risks.

Privacy Considerations
Please be aware that if you use a personal device to access school technology, the contents of the device and any communications sent or received on the device may be subject to disclosure through a lawful subpoena or public records request.

Use of AI Technology

AI and Learning: Innovating Responsibly
At Henderson Collegiate, we believe AI can be a powerful tool for learning. Let's use AI to explore new ideas, enhance our creativity, and deepen our understanding of the world around us.

Using AI Ethically and Respectfully:

- **Learning with Integrity:** When using AI for schoolwork, let's always be honest and give credit to our sources. Plagiarism is never acceptable, even when using AI. Students will be shown how to properly cite AI in their work and as referenced in the AI Dashboard on the school website.
- **Respecting Others:** AI should be used to create positive and inclusive learning experiences. Let's avoid using AI to bully, harass, or spread misinformation.
- **Following Guidelines:** We will follow school guidelines and teacher instructions when using AI tools. This includes the AI Usage Thermometers indicating the correct level of AI usage in each assignment. This ensures we are using AI in a way that supports our learning and respects copyright and privacy.

- **Using Approved Tools:** Only use AI tools that are approved by our school. This helps us ensure that the tools are safe and appropriate for learning. These are tools that have been vetted and approved by Henderson Collegiate and will be communicated to students by teachers before starting an assignment.
- **Protecting Privacy:** When using AI, let's be mindful of sharing personal information. We will not use AI to invade the privacy of others or provide it with personally identifiable information of anyone.
- **Responsible Creation:** We are responsible for the content we create with AI. Let's make sure our AI-generated content is accurate, respectful, and aligns with our school's values and federal and local laws.

Learning and Growing with AI:
AI is a tool that can help us learn and grow. By using AI responsibly and ethically, we can unlock new possibilities and prepare ourselves for the future.

F. Legal and Disciplinary Matters

Respecting Laws and Intellectual Property
We value creativity and respect the work of others. When using online resources, be sure to give credit to the original creators and avoid plagiarism. Learning how to properly cite sources is an important skill. We will help you understand copyright and how to use online resources ethically.

Students must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited and may result in disciplinary action.

Security Measures
To protect our technological resources, we use various security measures, visual inspections, asset tracking and more.

Understanding Vandalism and Theft
We expect all students to respect and care for school property and technology. Vandalism or theft of any kind will not be tolerated and will result in serious consequences. If you are involved in vandalism or theft, your technology privileges will be revoked, and you will face disciplinary action.

- **Vandalism:** Any intentional attempt to damage or destroy network or computer equipment, or data, is considered vandalism.
- **Theft:** Taking someone else's property without their permission is theft. This includes physical property and digital information. If a theft occurs off-campus, it is the responsibility of the student or their guardians to file a police report and notify the school.

Both vandalism and theft are illegal and can have serious legal consequences. The technology department works closely with local law enforcement to investigate suspected cases of vandalism or theft.

Compliance
Your use of the laptop is subject to Henderson Collegiate’s Code of Conduct and North Carolina law.

APPENDICES

APPENDIX A:

ELEMENTARY SCHOOL POLICIES AND PROCEDURES



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.	● We treat our friends with respect. ○ Use kind words ○ Share ideas and things ○ Solve problems with our minds ● We treat our teachers with respect. ○ 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.	● 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.	● 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.	● 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.	● 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 4:15pm.
- We will do whatever it takes to ensure that the Pride develops the knowledge, skills and character necessary to succeed in the colleges of their choice and to pursue a life of joy and purpose.
- We will constantly work to become better teachers.
- We will always protect the safety, interests, and rights of all the students in the school.
- We will always show care to students, families, and staff to make sure they feel valued and respected.

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

Principal's Signature: _____

Teachers' Signatures: _____

Henderson Collegiate Parent/Guardians' Promises:

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

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

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

Parent/Guardians' Signatures: _____

Henderson Collegiate Student's Promises:

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

- I will arrive at Henderson Collegiate everyday by 7:50am or board the bus at the correct time.
- I will remain at Henderson Collegiate until 3:15pm (Monday – Thursday) and 1:00pm on Friday.
- I will attend the Henderson Collegiate Summer Session.
- I will work hard so I get smarter. This means I will complete all of my homework and classwork.
- I will solve problems with my mind or get help when I have a problem.
- I will follow my teachers' directions to keep myself and others safe.
- I will tell the truth, take responsibility for my actions and apologize if I make a mistake.
- I will show care for my teammates, teachers and school materials.
- I will always be nice to my Pride and show everyone respect by listening to them.
- I will dress professionally by following the Henderson Collegiate dress code.

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

Student's Signature: _____

Elementary School Calendar:

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

Arrival:

The Henderson Collegiate day begins promptly at 7:50am. 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 4:00pm Monday – Thursday and 1:40pm 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**
Car Riders from all Elementary Prides	3:30pm	12:50pm

Curriculum Overview:

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

Literacy	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. Specifically, we do this by: ● 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 how to read is learning how to love to read; and ● Providing numerous opportunities to discuss and write about literature.
Math	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. Specifically, we do this by: ● 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	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. Specifically, we do this by: ● 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	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: ● 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
- Pride Kickoffs
- 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 for grades K through 2nd 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.

Students in grades 3 and 4 will be assigned a homeroom teacher, and will rotate to the different teachers on the grade level team for content-specific classes.

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 will issue quarterly, academic report cards to updated families on students' academic mastery of content. Strands in which students are working to achieve mastery will vary by grade level.

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 at the discretion of school leadership based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Classwork
- Social/developmental characteristics
- State testing data (where applicable)
- 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 Elementary 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. If students wear an undershirt, it must be white.

2) All Henderson Collegiate shirts must be tucked in at all times.

3) All pants/slacks must be khaki-colored, and fit around the waist. All students must wear a solid brown or black leather 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) Uniform pants should only have slit pockets, and should not have sewn-on pockets.

6) Students may wear knee length khaki shorts or khaki skorts.

7) Girls will be asked to remove any headwear and/or hair accessories that are excessive and/or distracting.

8) Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, or capris.

9) 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.

10)Students may not wear hats, caps, du-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.)

11)Boys are not permitted to wear headgear of any kind while in the building.

12)For safety reasons, large necklaces, chains, chokers, multiple-finger rings, and large dangling earnings (larger than one (1) inch in diameter) will not be permitted at Henderson Collegiate.

13)Students may not display a pierced body part other than their ears.

14)Students may not wear excessive makeup.

15)Students are only permitted to wear completely black sneakers / tennis shoes. No other types of footwear are acceptable.

** Please contact the Principal, Ms. 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 Shorts and Skorts

What is permitted within the dress code?	What is not permitted in the dress code?
• Knee length plain khaki shorts (shorts that are no more than 2 inches above the knee or no more than two regular sized paper clips from the knee) • Knee length plain khaki skorts (skorts that are no more than 2 inches above the knee or no more than two regular sized paper clips from the knee) ○ *A skort is defined as a skirt that has shorts attached and is connected through a button or zipper* • Any socks that do not go beyond the ankle (no crew, quarter, or tube socks) • Any colored socks are permitted (must be school appropriate and not have any inappropriate language or images)	• Any material other than khaki (athletic material, jean material, etc.) • Shorts or skorts that have patterns, designs, labels, or any color other than khaki • Wearing a skirt that does not have khaki shorts attached • Wearing athletic shorts underneath a skirt (shorts must be attached) • Wearing tights, leggings, athletic compression pants underneath of shorts or skorts

Can I wear these?

Yes! These shorts and skorts are professional and appropriate for school.







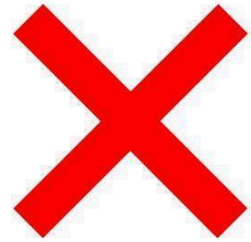




HENDERSON COLLEGIATE
ELEMENTARY SCHOOL

Can I wear these?

NO! These are not considered appropriate or meet the requirements for HC













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.

Paychecks:

Paychecks are used as an evaluation of a student's academic and character habits for students in the 4th grade. 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 individually.

- 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
NS – No Shortcuts Class
Café – Cafeteria
MW – Morning Work
PE – Physical Education
PT – Pride Time

APPENDIX B:

MIDDLE SCHOOL
POLICIES AND PROCEDURES

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.	● 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.	● 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.	● 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.	● 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.	● 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 4:15 p.m. (Monday – Friday).
- We will teach the Pride during the Summer Session for two weeks in August.
- We will always teach the Pride in the best way we know how and we will do whatever it takes for our students to learn.
- We will constantly work to become better teachers.
- We will always protect the safety, interests, and rights of all the students in the school.

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

Principal's Signature: _____

Teachers' Signatures: _____

Henderson Collegiate Parent/Guardians' Promises

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

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

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

Parent/Guardians' Signatures: _____

Henderson Collegiate Student's Promises

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

- I will arrive at Henderson Collegiate everyday by 7:50 a.m. or board the bus at the correct time.
- I will remain at Henderson Collegiate until 3:15 p.m. (Monday – Thursday) and 1:10 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 may be asked to 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 a designated lanyard 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. As part of earning back off of the Bench, students may be asked to share their self-reflection about their actions and the associated consequences in front of their Pride.

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:

	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?**				
DAY	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

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

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
A – Art
B – Band Class
NS – No Shortcuts Class
Café – Cafeteria
MW – Morning Work
PE – Physical Education
PT – Pride Time
T – Technology

Public Displays of Affection:

Henderson Collegiate Middle 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.

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:

- Pride Kickoffs in August
- Parent Pride Night
- *Other School Events as Communicated by the School*

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 7:50am. 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. 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 4:15pm 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**
Car Riders Grades 5-8	3:35pm	12:55pm

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 school leadership.

Students who have an IEP will be promoted to the next grade based on successful completion of the goals on the IEP. Further, for students with IEPs, the school will

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 and 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 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 so long that they drag on the floor.

5) Students may not wear shorts or skirts unless otherwise stated by the Principal.

6) Students may wear headscarves, with or without a pattern / print, but 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 may wear headbands that are a solid color, but are not permitted to wear any other type of headgear, including bandanas, 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. Non-distracting nose rings are OK.

13) Students may not wear excessive make-up.

14) Students are only permitted to wear completely black sneakers / tennis shoes. No other types of footwear are acceptable.

- *Please contact the Principal, 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.*
- *For more guidance on the dress code, please view the visual guide on the following pages.*

Henderson Collegiate Professional Dress Code: Professional Pants

What they are	What they are not
• Professional pants with belt loops • Khaki color • If there are pockets on back, either “slit” pockets OR “sewn-on” pockets • Full length with an appropriate fit • Must not be excessively tight or baggy	• Jeans, corduroy, cargo pants, leggings/jeggings or joggers • Pants with designs, embroidery or decor • Capris, pedal-pushers or shorts

Can I wear this?



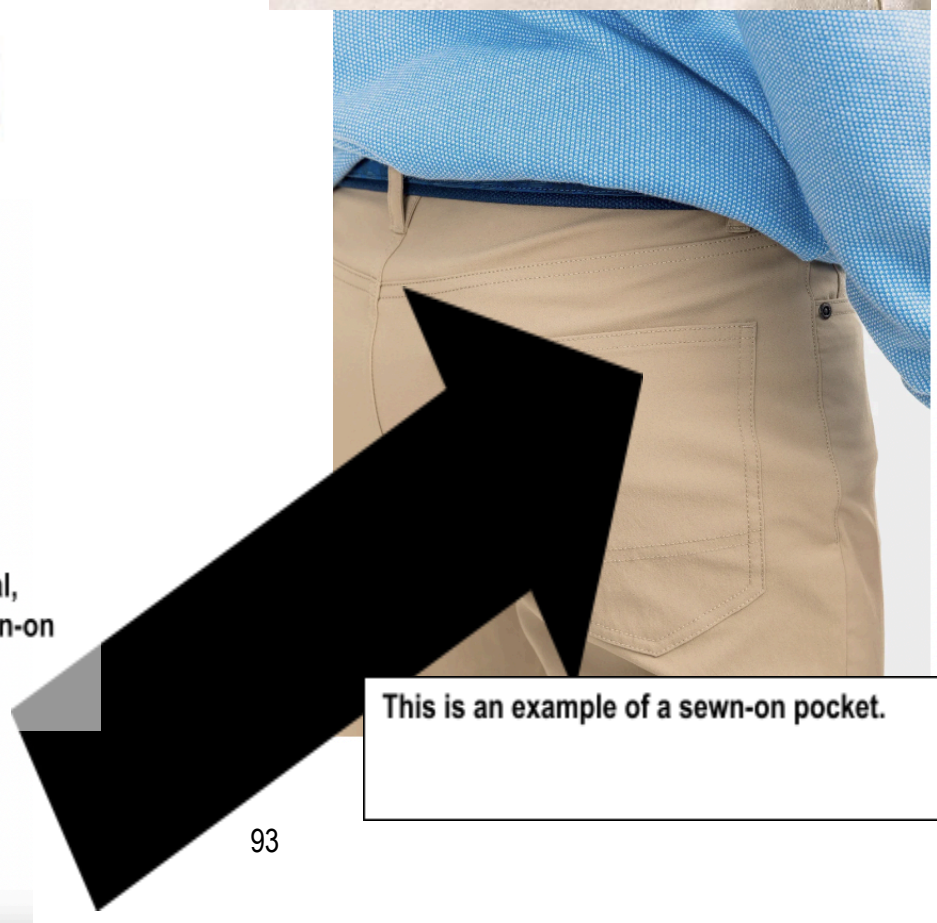
Yes! These pants are professional, khaki, appropriate, and have “slit” pockets.



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



Yes! These pants are professional, khaki, appropriate, and have sewn-on pockets.



This is an example of a sewn-on pocket.

Henderson Collegiate Professional Dress Code: Footwear

- **ALL-BLACK sneakers are REQUIRED for every student.**
- Sneakers may be either lace-up or have Velcro closures.
- MUST be tennis-shoes / sneakers.
- No boots, “slip-ons”, heeled or open-toed footwear is allowed.*
- Shoes may not have any embellishments, décor or studs.
- If shoes have straps, straps must remain fastened.
- All visible soles, tongues, laces, logos, and fastenings of the shoe **MUST BE COMPLETELY BLACK**.
    - If any part of the shoe is a color other than black, families must either color over it with a black permanent marker or black paint, or the student must wear a different pair of completely black shoes.

Can I wear this?

YES ☑





Every part of these sneakers, including the logos and eyelets, are completely black.

NO ☒






The visible logos, laces, soles, or tongues of these shoes are NOT in dress code because they are not completely black. Additionally, shoes MUST have laces or Velcro, and “slip-ons”/ boots are NOT allowed.

*Henderson Collegiate High School 11th and 12th grade students may wear low, laced, completely black boots. All students in all other grade levels must wear sneakers that meet the description above.

Henderson Collegiate Professional Dress Code: Belts

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.
- May be either canvas or leather.
- MUST have a buckle with prongs; D-Ring buckles and slide buckles are not allowed.

Can I wear this?

YES ☑







These belts…

- **Are all black or all brown.**
- **Are solid-colored with no embroidery, designs, décor or studs.**
- **Have buckles with prongs.**

NO ☒



Although this belt is all black, it has metal grommets all throughout the belt, and is NOT allowed in dress code.



The buckle on this belt is too large and has décor on it, and is NOT allowed in dress code.



This belt is clear plastic with gold décor, and is NOT allowed in dress code.



This belt has metal studs on it, and is NOT allowed in the dress code.

APPENDIX C:

HIGH SCHOOL
POLICIES AND PROCEDURES



HENDERSON
COLLEGIATE
HIGH SCHOOL

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

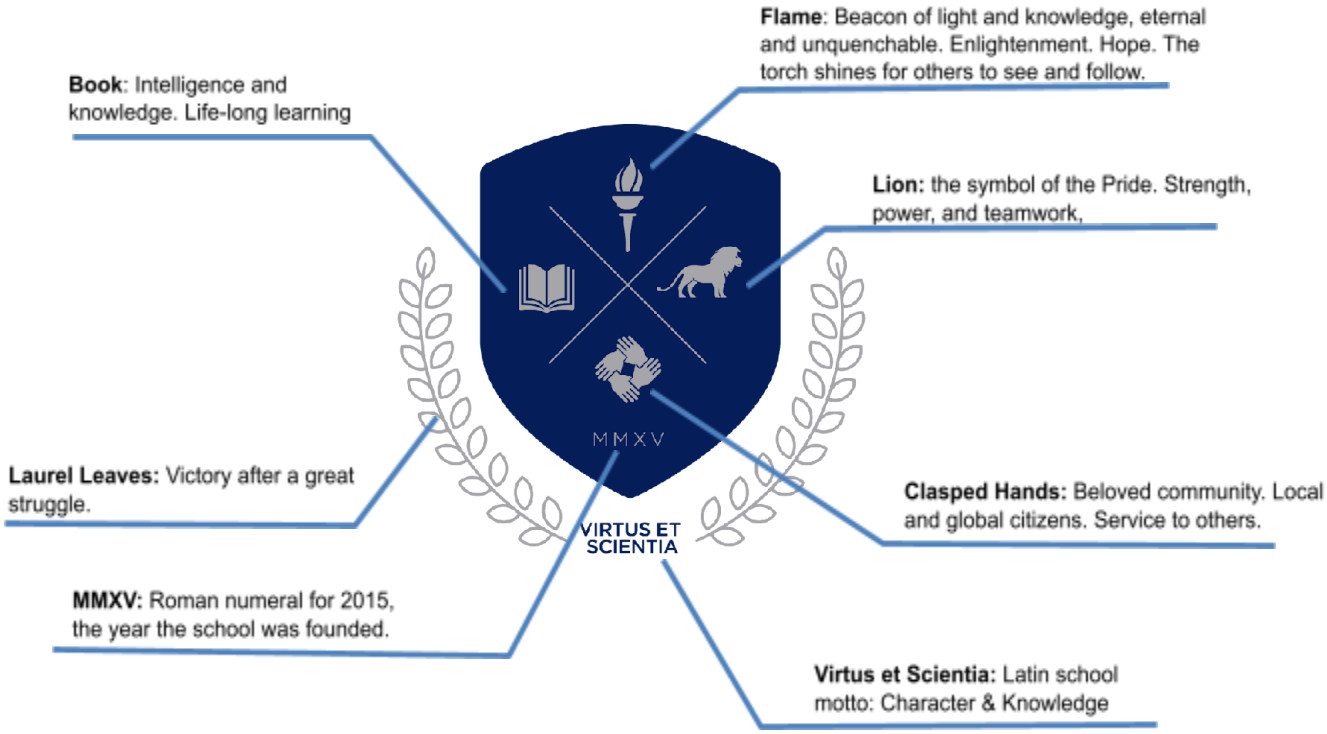
School Colors

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 extra-curricular activities, including athletics, band, auxiliary, clubs, and service opportunities.

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 in accordance with the Athletic Handbook.

Core Values:

Pride	● Students show pride at all times in the way they dress, act, and interact with others.
Responsibility	● Students should be on task, on time, and reflect the maturity that comes with being in high school.
Integrity	● 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	● Students should be vigilant in completing all classwork, homework, and obtaining required parent signatures.
Enthusiasm	● 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, notebooks, 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:

HCHS Student Commitment

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

Attendance

- I will arrive at HCHS every day by 7:50 am or board the bus at the correct time.
- I will remain at HCHS until 3:15 pm (Monday-Thursday) and 1:00 pm 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 do not fall behind academically and will hold myself accountable to turn in all missing work.
- I understand that I must be present at school in order to learn and complete my work.
- I understand that 10 or more absences in a class will result in me failing the course unless those hours are recovered.

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 lunch detention that same day and receive a reduced grade once completed.
- 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 am 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 Henderson Collegiate High School 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 7:20 am.
- We will remain at Henderson Collegiate High School every day until at least 4:15 pm.
- 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 immediately.

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

Principal/ Dean/ Teacher Signature: _____

HCHS Parent Commitment

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

- We will make sure our child arrives at HCHS every day by 7:50 am.

- 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 notify the school in advance if our student will be absent or leave early.
- 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 quiet at home learning environment that is conducive to the heavy reading and studying that is required for high school students
    - Ensure my student is reading, studying or reviewing material at least 30 minutes nightly
- We will make sure that our student wears the professional HCHS dress code every day.
- 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 as 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:

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 Advisory, Forum meetings, and other opportunities to teach on character and give students constructive feedback in service of developing their character skills, 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. The student may be placed in In-School Suspension (ISS) for the rest of the class period.
2. 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.
3. 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.
4. 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, including their personal vehicle if that vehicle is on a Henderson Collegiate campus, 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 and Dean of Students 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 vaping supplies or equipment, as well as 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.

Students in violation of this policy may face escalating consequences including, but not limited to:

- 1st Offense: Search and seizure; phone call to parent / guardian
- 2nd Offense: Search and seizure; phone call to parent / guardian; required meeting with parent / guardian
- 3rd Offense: Search and seizure; phone call to parent / guardian; time assigned to ISS
- 4th+ Offenses: Search and seizure; phone call to parent / guardian; time assigned to OSS

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
- Cellphone Use

The period of time for which consequences will persist will be determined by the Principal, Dean of Students, and Grade Level Dean depending on the severity of the infraction.

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. Further, students who do not complete their homework, or who have incomplete homework, will serve in lunch detention the following day. Students who are missing a parent / guardian signature will serve lunch detention on the day the signature was due. Students on lunch detention will report to their Pride's designated lunch detention room after their name is called. During that time, students will be able to eat, and should also complete homework or read silently.

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 additional consequences, including, but not limited to: extra days of ISS or being sent home for the remainder of the school day. 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 may be required to accompany the student for a conference with school administration. While a student is serving OSS, he or she is not permitted to attend athletic events or other outside / extracurricular Henderson Collegiate activities.

Students are responsible for completing all work while suspended (ISS or OSS). All non assessments should be completed during the suspension. Any missed assessments must be completed within five (5) school days upon returning. Failure to complete assignments will result in missing scores being input into a student's gradebook and cannot be made up. Assessments cannot be made up if a suspension overlaps with gradebook closure, or occurs in the final 15 days of the school year.

High School Calendar:

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

Daily Schedule:

Henderson Collegiate High School operates on a set Monday - Thursday schedule and a separate Friday schedule. Each day's schedule includes six class periods, as well as Community Meeting with the full Pride. From Monday through Thursday, students additionally have POWER Blocks during lunch periods in which they have the opportunity to engage in student clubs and other activities. On Fridays, students additionally attend Advisory meetings with their Advisory group.

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:

- Pride Kickoff in August
- Parent Conferences
- Incoming Freshman: Re-enrollment meetings in late July or early August
- Black History Month Program in February
- College Counseling Events
- FAFSA Events
- Transition Meetings
- LatinX Night

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 juniors and seniors 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, 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. Grouping and colleges visited are GPA-dependent.
- **College Fairs.** Students will attend college fairs, as well as meet with representatives from colleges who come to visit our campus.
- **HCHS Alumni Support.** 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.

Honors Math IV
This fourth-level high school mathematics course deepens understanding of functions, statistics, probability, and discrete math while strengthening algebraic and geometric reasoning. Students apply modeling, data analysis, and problem-solving to real-world contexts, preparing for college-level math and STEM pathways. Key topics include polynomial, rational, and trigonometric functions; sequences and series; probability distributions; and statistical inference.

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.

AP Pre-Calculus
This rigorous, college-level course builds the foundations needed for advanced mathematics, particularly AP Calculus AB and BC. Students develop a deep understanding of functions—linear, quadratic, exponential, logarithmic, rational, trigonometric, and polar—while modeling and analyzing real-world phenomena. The course emphasizes connections among multiple representations: graphs, equations, tables, and verbal descriptions. By exploring rates of change, periodic behavior, and function composition, students strengthen reasoning and problem-solving skills.

Pre-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.

AP Statistics
The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Financial Literacy
This course is designed to introduce the student to basic financial literacy skills to help them make responsible financial decisions. Concepts covered include financial planning, bank accounts, credit and loans, wages and taxes, investments, and insurance. Students will gain the information and skills to implement a life-long plan for financial success.

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 may include The Bluest Eye, When I Was Puerto Rican, Fahrenheit 451, Metamorphoses by Ovid, Metamorphosis by Kafka, 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 To Kill a Mockingbird, Homegoing, Huckleberry Finn, Born a Crime, and Hamlet.

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. Novels they will read include The Great Gatsby, Their Eyes Were Watching God, The Brief and Wondrous Life of Oscar Wao, James, and The Color Purple.

Honors 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, Song of Solomon, Death of a Salesman, Fences, The Grapes of Wrath, and A Raisin in the Sun.

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. Juniors in this course will complete a variety of texts, including: James, The Great Gatsby, The Brief and Wondrous Life of Oscar Wao, Their Eyes Were Watching God, and The Color Purple.

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, Death of a

Salesman, Fences, and A Streetcar Named Desire. 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.

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 organization to the course, along with consistent attention to contacts among societies that form the core world history as a field of study.

Honors U.S. History

This course examines the political, social, cultural, and economic development of the United States from pre-Columbian societies to the present. Emphasizing critical thinking and historical inquiry, students analyze primary and secondary sources, evaluate diverse perspectives, and construct evidence-based arguments and essays. The course highlights themes such as democracy, conflict, reform, and America's role in the world.

AP U.S. History

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

Honors 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.

AP Environmental Science

Students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine

alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

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.

Honors 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 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.

Foundations Band
An introductory performance course for students who are new to instrumental music or want to strengthen their foundational skills. Students will develop proper playing technique, music reading, tone production, rhythm, and ensemble performance while building confidence as musicians. No prior band experience is required.

Advanced Band
A performance-based course for students with prior instrumental experience who are ready to refine their musicianship. Students will develop advanced performance techniques, musical expression, sight-reading, and ensemble skills through rehearsals and performances while continuing to grow as collaborative musicians.

Band
The “Pride of Sound” is the official marching band for Henderson Collegiate High School. Students of the Pride of Sound are expected to learn music from various genres spreading over many decades of compositions. Our student musicians will be seen during the school year performing at many school and community events which will prepare them for collegiate music ensembles.

Percussion Techniques
This course is designed for high school students interested in developing their skills in percussion. Students will explore various percussion instruments including snare drum, bass drum, cymbals, and mallet instruments. The course covers fundamental techniques, rhythm reading, ensemble playing, and proper care of instruments. Students will have opportunities to perform in both solo and group settings, enhancing their musicality and teamwork. By the end of the course, students will be equipped with the foundational skills needed for further study in percussion.

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 the 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.

Designed Thinking

You'll learn how to envision, explain, and evaluate solutions to a wide range of human problems involving information and interaction. These skills include user research methods, visual and interactive design skills, methods for evaluating designs, and skills for communicating your designs. You will approach problems using structured methods of gathering observations, breaking cognitive fixedness, and generating creative ideas for solutions.

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.

Various electives courses will be added or offered to students across grades 9-12 each school year.

AP Add / Drops

Due to the rigor of AP courses, Henderson Collegiate High School has a longer add/drop window for these courses. Students who wish to enroll in an AP must engage in the selection and advocacy process as outlined by school leadership. Students who wish to add or drop an AP must reach out to the teacher, DCI and Principal in writing before the end of Quarter 1. The staff reserves the right to adjust AP rosters based on student attendance during the add/drop window.

Virtual Public School Courses

Students enrolled at Henderson Collegiate High School may not receive credit for courses completed through Virtual Public School (VPS) or another outside virtual course provider. This policy protects the integrity and consistency of HCHS's academic program and ensures that all students' grade point averages are calculated using the same curriculum, grading expectations, and academic standards.

Courses completed through VPS will not be accepted for HCHS credit or included in a student's HCHS GPA.

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. As such, students must adhere to the attendance, tardiness and early pick-up / dismissal policies as outlined in the main body of this handbook, and should additionally note the following:

- 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, that student may forfeit his / her eligibility for grade level promotion at the discretion of the Principal.

Tardies also play a critical role in determining student success. A student is tardy if they are late to class. Transitions between classes are 4 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** – sidelines for at least one class period
- **2nd Tardy** – sidelines for at least one class period
- **3rd Tardy –** Student is on sidelines until lunch, parent/guardian notified
- **4th Tardy –** Student is on sidelines for a full school day, parent/guardian notified
- **5th Tardy –** ISS for a full school day, parent/guardian notified that a meeting is required, student is on sidelines until the parent/guardian meeting occurs (following the day of ISS)
- **6th Tardy –** ISS for a full school day, loss of free transitions for a period of time set at the discretion of the Principal, and other loss of privileges at the discretion of the Principal

Students who exceed six (6) tardies will be subject to further consequences as determined by the Principal, including the loss of independent transitions.

Late Arrival:

The school day starts promptly at 7:50am. 7:50am is the latest a student could arrive without needing to be signed in. After 7:50am, starting at 7:51am, parents will need to sign in their child.

Dismissal:

Henderson Collegiate High School conducts a wide array of after-school activities – clubs, sports, study hall, and tutoring. 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 4:15pm, 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 (Grades 9-12) Car Riders, and Walkers	**3:35pm**	**12:55pm**

Student Drivers	**3:30pm**	**12:50pm**

Building Hours:

Doors open at 7:20am and the building officially closes at 4:15pm 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.

Students with egregious homework data will earn a consequence(s) at the discretion of the Principal or their teachers which may include, but is not limited to: in-school suspension, after school detention, or other loss of privileges.

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. The improper or improperly credited use of Artificial Intelligence (AI) or similar technology would be a breach of academic integrity.

If a student is suspected of academic dishonesty, the School reserves the right to have the student retest or re-complete the assignment in question, and/or to receive a failing grade for the assignment.

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 Remediation 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 at the end of each quarter, 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
- 10 or fewer 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 school leadership.

HCHS Graduation Requirements:

Content	NC Graduation Requirements	HCHS Graduation Requirements
English	4 credits	**4 credits**

Math	4 credits	**4 credits** ***(all 4 credits must be earned IN High School)***
Science	3 credits	**3 credits**
Social Studies	4 credits	**4 credits**
Foreign Language	0 credits	**2 credits**
Physical Education	1 credit	**1 credit**
The Arts	0 credits	**1 credit**
Technology	0 credits	**1 credit**
Junior & Senior Seminar	0 credits	**2 credits**

Students will also have the opportunity to take multiple elective courses to meet the required 25 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 present their findings to their peers.

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. Henderson Collegiate High

School policy states that any student enrolled in an AP course must sit for the exam in order to guarantee that they are eligible to earn credit for that course.

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. To be eligible for credit toward graduation requirements, a summer enrichment program must be completed in person and must be at least two (2) days in duration.

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 must be approved by Henderson Collegiate staff in order to count toward graduation requirements.

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. ***Students with GPAs that are not reflective of college readiness may be placed on Academic Watch or 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.

Interim Assessments:

At the end of each quarter, Henderson Collegiate High School students take Interim Assessments (IAs) which are cumulative exams for their core classes that count for 20% of their total grade for that course. If a student is absent for one or more IAs, they must attend the scheduled make-up IA day. If a student misses the scheduled make-up IA day, they will earn the lowest possible score on the exam.

If the original absence is unexcused and the student misses more exams than can be completed during the scheduled make-up day, the student will earn the lowest possible score on any untaken exams.

A medical or bereavement note is required to be excused if an IA is missed. If a student has an approved excused absence, he or she may be permitted to make up the exam. However, if a student is absent for the make-up day, he or she will earn the lowest possible score on any untaken exams, absent extenuating circumstances, unless otherwise approved by the Principal and DCI.

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 the first block of POWER Lunch, all students will attend tutoring for the courses for which they are invited. Students who have not been invited to any tutoring session for this block will report to study hall. Students will also report to Forum once per week during this time as directed by their Grade Level Dean.

During the second block of POWER Lunch, if students aren't required to attend tutoring or HW 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. For example, they could choose to eat lunch first, then go to a club meeting or a teacher's office hours, or to enjoy outdoor recess.

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) if 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:

HCHS Dress Code 2025-2026

Shirts



- **Monday-Thursday:**
  - HCHS-only Polo shirts (gray, navy blue) tucked in
  - HCHS-only Pullover
    - Conference Championship Pullovers (Non-hooded)
    - Non-hooded HCHS sweatshirts
    - Junior Jacket
    - Senior Pullovers
  - HCHS-only Principal's List Shirts or Hoodies
- **Friday:**
  - College t-shirts tucked in, polos tucked in, 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, gray, or black t-shirts (short or long-sleeved) may be worn under polos or approved t-shirts.
  - Polos must be worn everyday Monday-Thursday regardless of pullover on top

Pants



- **Monday-Thursday:**
  - Khaki-colored pants (non-jean materials)
  - Must be free of designs, embroidery, extra pockets, etc.
  - Proper fit (not too tight, not too loose)
  - Need to wear a belt
  - Cannot wear capris or shorts
- **Friday:** (once jean day is earned)
  - Black or blue jeans
  - No rips or frays (even if covered beneath)
  - Appropriate fit
  - Need to wear a belt (and tuck in)

Belts



- Solid colored black, navy blue, or brown (no studded belts)
- Prong belt buckles only
  - No slider buckle belts (without holes)

Shoes and Socks

- 9th/10th: All black sneakers (lace-ups), sneakers must cover entire foot (no sandals or open-toe shoes)
- 11th/12th: All black shoes (flats, low boots), must cover the entire foot (no Uggs without laces, crocs, high boots, heels, or slippers)
- Must be completely BLACK without any white or color
- Socks are student's choice

Accessories

- Jewelry (necklaces, earrings, watches, bracelets, etc.) may be worn but must not be distracting
- No smart watches
- Professional headbands
- No bandanas, 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, 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 except for upperclassmen (students in grades 11 and 12) who have earned the privilege to use their phones at school.

When this is the case, upperclassmen who have earned this privilege may use their phones during their arrival, lunch, and dismissal times and locations. These students may NOT use phones outside of these specified times and locations.

Phones must not be seen or heard at any time during the school day. If they are, then students will need to turn them in to the Dean of Students or Grade Level Dean.

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 less than 5 infractions

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

5. Students must register all family-owned vehicles on the same parking permit. Parking permits are non-transferrable to other students.
6. Students must provide the front office with proof of license and proof of insurance.
7. The parking permit must be visible at all times (dashboard or rearview mirror).
8. Students must park in the designated student parking lot only, and park in their assigned parking spot only.
9. 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.
10. 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.
11. Students are not to return to their vehicles for any reason once they enter the building. In an emergency situation, a student must obtain explicit permission from the front office to return to their car before the designated time.
12. If a student needs to leave early for an appointment, family emergency, etc., that student must bring in a note signed by a parent upon arrival to school – students will not be allowed to leave without a signed parent note including passengers.
13. 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.
14. Student drivers must observe a 10 mile per hour speed limit on all school property. Any student driving at an unsafe speed may have their driving privileges temporarily or permanently suspended.
15. Careless and reckless driving will not be tolerated.
16. Students should not play radios loudly or sound the horn unnecessarily.
17. Parking Tickets may be issued for students that do not have a parking permit displayed. The ticket fee will be $10.00.
18. Parking permits will be issued at an annual fee of $25.00. The cost of a replacement sticker will be $10.00.
19. 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.

Students can lose the privilege of driving to campus for any of the following violation of driving regulations below:

- Leaving school without permission
- Transporting students off campus who do not have permission to leave
- 5 or more late arrivals to school. Students must check their keys into the front office by 7:50am.
- Improper or unsafe driving
- Excessively loud or inappropriate music
- Possessing illegal or inappropriate substances (tobacco, alcohol, drugs, electronic cigarettes, etc.)

Acknowledgement and Approval of Student / Parent Handbook

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

My signature below acknowledges that:

- Henderson Collegiate has made its Student and Parent Handbook available to me, and has informed me of where, when and how to obtain a copy of this Handbook;
- I have been given notice of and agree to abide by the rules, responsibilities and consequences outlined in the Student Code of Conduct;
- I have been given notice of and agree to abide by the rules, responsibilities and consequences outlined in the Technology Acceptable Use Policy and Device Agreement;
- I have been given notice of and agree to abide by 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;
- I have expressed intent to review and abide by all policies, procedures and agreements contained within this Handbook; and
- I have received notice of Henderson Collegiate's Student Media Usage policy, and understand that any photographs, interviews, or portions thereof will be used for public viewing and that this releases the photographer/interviewer from any future claims, as well as from liability arising from said interview. I further understand that no special compensation or financial remuneration will be provided to me for the use of my child's image or voice and that I may not be informed in advance of specific use of my child's image or voice.

Printed Name of Student: _____ Grade: _____

Signature of Student: _____

Signature of Parent: _____

Date: _____