



HENDERSON
INTERNATIONAL
SCHOOL

2018-2019
Family Handbook

MISSION

Henderson International School cultivates confident, well-rounded students that contribute wisdom, compassion and leadership to a global society.

VISION

Our graduates are prepared to thrive academically, contribute effectively and lead meaningful lives.

Our vision is accomplished through:

Personalization: Small class sizes and a deliberate focus on the individual needs of each learner.

Globalization: Purposeful exchange of worldviews and interaction with other cultures.

Critical Thinking: Emphasis on high-order reasoning, creativity and complex problem solving.

GUIDING PRINCIPLES

We engage, prepare and inspire each student through:

Student-centric Focus: Our greatest commitment is to support, advise and encourage our students. All decisions are considered through the lens of positive impact on student outcomes and achievement.

Collaborative Efforts: We believe that learners are best served when students, families and educators work together. Through joint planning, active listening and respectfully challenging one another, we continually improve and achieve better results for our students.

Purposeful Practice: We are reflective and rigorous in our practice. We deliberately apply lessons learned to improve our curriculum and programs to better serve the needs of our students.

DIVERSITY STATEMENT

Henderson International School is an inclusive community that values diversity among students, staff, and families. In our community, diversity spans race, socioeconomic level, gender identity, sexual orientation, ethnicity, religion, family structure, and other differences.

We believe diversity is crucial to academic vitality. Therefore, we are committed to cultivating intellectual, social, and emotional growth in an inclusive environment where diverse experiences and perspectives are essential to the rigorous education we provide.

Letter from the Headmaster

Dear Families,

The Family Handbook provides the framework for our work together in raising creative, deep thinking young people. It is our Family - School Partnership that provides the essential lessons we want our students to have as they mature from Preschool through High School.

No handbook can be the complete treatise on rules and regulations, especially when the circumstances for behavioral issues are unique to individual situations. So, our handbook provides the guidelines and essential spirit of how we make decisions together, as frequently as possible. By building our social mores, rules become less essential, and if we do not have solid agreement of social mores the rules become unenforceable.

So, it is the focus of this Family Handbook to convey the spirit upon which our school family will operate with the aspiration that when we all conduct ourselves in appropriate ways the rules of common sense will prevail.

Our faculty, collectively, have hundreds of years of experience working with children at various stages of development. Parents with multiple children know that each child is unique and that any developmental recommendations are simply broad generalizations. Together, we can partner to bring your unique understanding of your children and the experience of our nurturing faculty into harmony to best serve each child.

It is with clear intention that I choose “each” here. In our Diversity Statement we lean toward the unique conditions that surround all children, and in particular children in our care. We desire to participate fully in the lives of our students to support their development into participating citizens in the greater community.

As a private school we assemble our enrollment carefully to provide a plethora of experiences and opportunities for learning both inside and outside the classroom. Overcoming challenge, academic and social, is the platform for all learning, because if everything comes easily then we are not stretching the brain.

Critical Thinking, High Order Reasoning and Complex Problem Solving create innovation, the seeds for future success in an integrated world of cultures and rapidly changing social and work environments. Learning how to learn, adapt, and create are essential components of our Primary and Secondary education today. Remember, we are teaching children for their future and not our past!

Thank you for your collaboration and trust,

Seth W. Ahlborn

PHILOSOPHY & GOALS

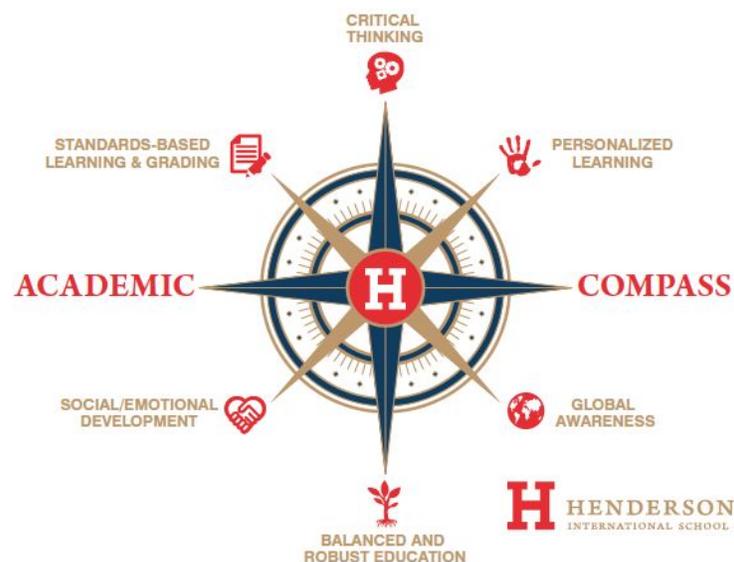
Henderson International School is committed to providing a learning environment in which children can mature and develop to ever-higher levels of personal growth and academic achievement. We believe that developing a strong partnership with parents and guardians promotes an environment of trust that enables young people to internalize strong character traits while excelling academically, leading to a happy and fulfilling adult life.

Our purpose is to:

- Reach each child as an individual in order to help him/her grow intellectually, socially, emotionally, physically and creatively. (personalization)
- Provide each child with an exciting and personal educational experience. (personalization)
- Guide each child to develop a strong sense of self-advocacy, which is essential for satisfying and productive participation in a fast-paced global society. (globalization)

Through our School-Wide Learning we endeavor to produce:

- Active Learners who participate, contribute, and engage in the challenges of our learning environment and who set, pursue, and achieve realistic and challenging age-appropriate goals. (purposeful practice)
- Complex Thinkers that collect data, think critically, demonstrate mathematical skills, recognize and propose options, make decisions, employ technologies, and creatively solve problems. (critical thinking)
- Effective Communicators who are skilled readers, writers, speakers, listeners, viewers, technologists, and artists utilizing their literacy skills to interpret others' and express their own creative responses to the world. (globalization)
- Self Motivators who are responsible, self-directed students who demonstrate self-evaluation, self-reliance, self-discipline, and set defined goals to create personal pathways to success and happiness. (purposeful practice)
- Responsible and Effective Citizens who have the knowledge to access and make informed choices regarding their emotional and physical well-being; who demonstrate collaborative skills and contribute time and energy in a responsible manner in our socially and culturally diverse local and global communities; and who understand and value the environment and interrelatedness of life. (globalization and collaborative efforts)
- Creators of new learning including digital publishing. (critical thinking)



AGREEMENTS

“The Handbook, as well as these Terms & Conditions, also applies during educational or cultural trips as well as during any other school or extra-curricular activity organized by the School and in which the Student participates, in the United States or abroad.

3.1 Compliance with rules & regulations

The Student, and where applicable, the Parents, shall abide by the rules and regulations as set forth in the Handbook, which may be amended by the School periodically, and such other rules as may be promulgated by the School from time to time. **The Parents will ensure the Handbook has been read and reviewed with the Student.** The Parents further acknowledge that any violation of the School’s policies, rules, and regulations may lead to dismissal of the Student, without the refund or reduction of any of the financial obligations owing by the Parents to the School. The Parents expressly understand and agree, on their own behalf and on behalf of the Student, that the decision of the Head of School in regard to any disciplinary matter shall be final, absolute, and determinative in all cases, and expressly and completely waive any and all right to contest such decision for any reason and in any forum whatsoever.” *Enrollment agreement*

COMMUNITY, COLLABORATION, COMMUNICATION

COMMUNITY

SCHOOL DIVISIONS

Primary School

Early Childhood Program - Preschool and Prekindergarten
Elementary School - grades Kindergarten - 5
Middle School - grades 6-8

Secondary School

Grade 9
Findlay College Prep - grades 9-12 boys basketball, funded by Findlay Education Foundation

CITIZENSHIP

Citizenship is the responsibility of all members of our school community. **Everyone agrees to abide by the rules in this Family Handbook.** Teachers work with students to clarify the need for the rules, which promote a safe and inviting learning environment. Students will help to create agreements with peers related to class rights and responsibilities including but not limited to: Empathy, Respect, Responsibility, Kindness, Trustworthiness, Composure.

To maintain good citizenship, students are expected to:

- Follow the school and classroom rules.
- Come to class on time and ready to learn, with necessary materials.
- Model responsible behavior.
- Help those in need.
- Have a positive attitude.
- Work cooperatively with all students, faculty, and staff.
- Demonstrate pride in our school.
- Comply with the conditions of the Acceptable Use Policy when using technology.
- Dress appropriately in school uniform.

All family members are welcome to our flag ceremony on Monday mornings at 7:50.

HONOR CODE

Henderson International School believes that it is each student's personal responsibility to complete work accurately and in a timely manner, reflecting what the student has learned. We trust that all students do their work to the best of their ability, and that parental input on homework will be for oversight and clarification only. When a student struggles the parent should inform the teacher of the specific area(s) that need more support. Henderson International School has established this Honor Code to help all students develop honesty, integrity, and trustworthiness as they learn and grow.

Guidelines include, but are not limited to, the following:

- **Honesty** – Telling the truth is valued. At all times, speak and act in a truthful manner.
- **Personal Expression** – Individuality is valued, with simultaneous respect for others' rights to equally express themselves. Name-calling or other hurtful gestures, either written or spoken, are not tolerated.
- **Plagiarizing** – Copying from a written or electronic source without giving proper credit or using quotation marks around the work, whether from a book, CD-ROM, encyclopedia, Internet site, etc., is never acceptable and will result in appropriate consequences.
- **Cheating** – Accessing materials to aid in a test or assignment (unless otherwise stated by a teacher) is considered cheating and will not be tolerated.
- **Copying** – Taking answers from another student or from another source (copying from a workbook or handout, etc.), or allowing another student to copy one's work or sharing work electronically will not be tolerated.
- **Stealing** – Taking anything that belongs to others is not allowed. Borrowing any materials from a teacher or student without their permission is not allowed. Going into any desk or locker other than your own is not allowed. Not returning school equipment is considered stealing.
- **Consequences** – Each student and each situation will receive individual attention and response. Parents will be informed of inappropriate behavior and the consequences of actions involving their child. Consequences for inappropriate choices may include: restitution; a phone call to the parents; removal from a class or activity; additional work or another assessment; notification that the student must be picked up from school by the parents; a corrective conference; suspension and/or expulsion. The Administration reserves the right to suspend or expel any person for any cause deemed sufficient by the school in its sole discretion.

COLLABORATION

SAFETY

All members of Henderson International School must participate in securing our campus at all times. Therefore, the possession or use of fireworks, firearms, blades, or any other dangerous weapon, item, or substance will be seen as a serious violation of school rules. Any unauthorized use of fire (e.g. cigarettes, firecrackers, etc.) on school property is a potential threat to the safety of others and is not permitted. Any tampering with fire prevention devices puts others at risk and is forbidden. Creating a potential fire hazard is considered a serious violation of school rules and will result in disciplinary action. Nevada law (NRS 202.265) prohibits possession of dangerous weapons on school grounds, which includes our parking areas.

MEDICATIONS

All OTC and prescription medications on campus must be registered with the school and approved to be dispensed by HIS staff. . Please ensure a completed medication authorization form is submitted when handing over student medications. These are available from our reception desks, and online:

https://s3-us-west-2.amazonaws.com/henderson-production/sites/54186192f9e3c7053c002358/public_resources/5aa8237808a7a5b13503afd5/18-19-medical-authorization.pdf

Over the counter (OTC) medications should be in original packaging and clearly labelled with the student's full name and directions for use. Prescription medications should be contained in the original packaging, with a physicians label detailing student's full name, dosage, directions for use and storage requirements. HIS will regularly check that medications have not expired. It is your responsibility to ensure expired medications are replaced as soon as possible. Please note that HIS cannot administer expired medication. Medications should also be collected by an authorized adult on the last day of school.

In rare dire circumstances a student may carry medication on his/her person but **ONLY** with prior conversation between the parents and the school.

INTEGRITY

As a principled learning community, we offer every individual in our school the opportunity to strive and grow both intellectually and personally in the pursuit of excellence. Essential to this growth is an unyielding commitment to personal and organizational integrity both on and off campus. Accordingly, every member must always act with honesty, respect, and empathy. By accepting these core values, our families commit themselves to a bully-free community in which trust can develop as well as a lifelong appreciation for learning.

Truthfulness, even in the face of social pressure, is one of the values the School most wishes to establish. Any situation in which a student lies to an adult in the community is considered a major offense. Lying seriously compromises trust within the community in a way the School cannot tolerate. Students need to be aware that lying includes, but is not limited to, false representation in speech, recordings or in writing.

Everyone is expected to respect community property and the property of others. Therefore, stealing and willful destruction of or damage to the property of others undermines the qualities of trust necessary in our school. Stealing and willful destruction of property will result in suspension or possibly expulsion.

Students who disparage the reputation of the school in any fashion, including on social networking sites, will also be held accountable for their actions at the school's discretion.

DISCIPLINE

From the Latin, discipula – student, we take our approach. Teachers and parents encounter many 'teachable moments' with our students. Primarily, children learn by imitation, and so attention by adults to their own behavior, especially when children can sense what is going on, plays a critical role in our Family/School Partnership. Natural Consequences provide wonderful opportunities for children to reflect on choices they have made and to consider ways to improve.

While on campus when school is not in session parents are responsible for their children, just as you would be at a public park. Students know this safe environment, however the school is not responsible for children's behavior, for example at a PTA event or after dismissal. Please maintain an important level of control over your children and help other parents to be aware of problems should any issue arise. Praising the positive is generally appreciated!

As one of our three "C"s is Communication, we strive for transparency and honesty in our dealings with and between all members of our school community. We encourage staff and families to address concerns openly and respectfully, to refrain from making judgments based on incomplete information, and to look for common ground in difficult matters. We ask parents to understand that we will believe half of what students tell us goes on at home if you will commit to believing only half of what a child reports is happening at school!

As students mature they tend to stretch imposed limits to a greater extent, and the school provides more personal accountability as children earn privileges. As part of the learning process a Student Disciplinary Committee will have the opportunity to hear cases in which students have broken school rules. The Director of Student Experience will oversee the committee, with a faculty chair person, and implement basic consequences. A recommendation will be made to the Headmaster in severe cases.

Adults must always remember that we are role models for our children in the way we behave and treat each other. We want to help students learn to resolve their own conflicts while supporting the development of their self-advocacy and good choice-making. It is essential that staff and family members engage in open dialog to arrive at a true understanding of student challenges at school and at home.

At no time on campus (or at any time by state law) should the driver of a vehicle be holding a cellular device or become distracted. The forward speed most automatic cars provide when shifted into drive is adequate around children. Our neighborhood is home to four schools with children in motion, from walking to bicycle riding.

That said, deliberate infractions of either the letter or the spirit of major school rules are serious matters and may lead to suspension or expulsion without a warning. Persons silently witnessing such violations may also be held accountable.

COMMUNICATION

The most important Family/School Partnership communication is directly between parents and teachers. If assistance is needed, the Division Team Leader will participate in resolving academic issues, the Director of Student Experience with behavioral issues, and the Business Manager will participate in resolving business operations issues. The Leadership Team meets regularly with the Headmaster to address proactively as many communication issues as possible.

Team Leaders

Lizette Augustine	Early Childhood Team Leader	lizette.augustine@hendersonschool.com
Paz Mercado	Gr K - 2 Team Leader	paz.mercado@hendersonschool.com
Molly Heenan	Gr 3-5 Team Leader	molly.heenan@hendersonschool.com
Tara Cadena	Gr 6-9	tara.cadena@hendersonschool.com
Becky Wagner	Learning Support Team Leader	becky.wagner@hendersonschool.com

Leadership Team

Aimee Romero	Dir. of Admissions	818-2122	aimee.romero@hendersonschool.com
Debbie Clement	Executive Assistant	818-2178	debbie.clement@hendersonschool.com
Nick Stamanis	Dir. of Fine Arts	818-2126	nick.stamanis@hendersonschool.com
Riki Seybert	Coord. of Student Activities	818-2125	riki.seybert@hendersonschool.com
John Fogal	Dir. of Student Experience	818-2131	john.fogal@hendersonschool.com
Brandon Lindsey	Dir. of IT	818-2177	brandon.lindsey@hendersonschool.com
Bryan Garofolo	Business Manager	818-2120	bryan.garofolo@hendersonschool.com
John Heffron	Dir. of Teaching & Learning	818-2164	john.heffron@hendersonschool.com
Seth Ahlborn	Headmaster	818-2199	seth.ahlborn@hendersonschool.com

STUDENT AND FAMILY INFORMATION

It is the responsibility of the parents/guardians to ensure the school has updated contact information. This includes, but is not limited to: address, email, phone number, emergency contacts and medical information. Changes in student or family information must be received in writing at your earliest convenience. Please note that if you wish to amend or update individuals authorized to pick up your child, the school must receive written permission before a student can be released. Photo identification will also be requested before a student can be released.

TIMELINESS

Good attendance and punctuality are critical for success in our academic program. If we as adults don't value and prioritize school instructional time, then neither will our children. We expect that students and parents will make every effort to schedule appointments and commitments outside of the school day and to plan family vacations that coincide with school breaks. We all learn from each other so it is important that we adhere to our school calendar.

The Main Gate will close at 7:45 on Mondays for our flag ceremony and 7:50 on other days. The Lower School Gate will close at 8:00 and The EC gate will close at 8:30. Entry to the school will then be via the Front Desk located in the West Administration Building.

ABSENT

Although a student may make up work missed, it is impossible to replicate the original learning experience that took place in the classroom. Excessive absences disrupt the flow of learning for each student, create additional burdens for the student and teacher, and jeopardize promotion to the next grade. Missing 20% or more of a term may disqualify a student from receiving academic credit.

The school recognizes that from time-to-time a child may miss school for a variety of reasons. A week's notice to the teachers respects the partnership we strive to build with parents and students.

Excused absences

An absence is excused when a student misses class due to illness, family tragedy, or the observance of important religious holidays.

When a student is absent unexpectedly, parents should notify the school by 8:30 that morning. If a student is absent because of illness for an extended period of time, or if a student needs a medical procedure, parents should connect with the Team Leader.

When students are absent, they are expected to get their assignments from their teacher(s) or online.

Students are not penalized for family observance of religious holidays. No homework, tests, quizzes, or in-class essays will be expected of students who observe a holiday. They will be provided with an extra day to complete homework, take quizzes and tests, or hand in papers, just as if they had been absent due to illness. Students must arrange in advance with their teachers an acceptable alternative plan for any tests, quizzes, or in-class essays assigned.

Schoolwork is not suspended during religious holidays, and students must make up their assignments in a reasonable period of time, as well as pursuing current studies.

Anticipated absences during the school day

Ideally, medical appointments will be scheduled when school is not in session. However, if a parent knows in advance that the student will need to leave campus before the end of the school day, or arrive late, the parent should explain the reason by email. The student arriving late must be escorted to the reception desk by the parent. In addition, the student should check in with all teachers whose classes will be missed in order to turn in work that is due and to find out what work has been missed. The student leaving early must be signed out in person by the parent at the administration reception desk.

A student will need to be in school by 10 AM to participate in the scheduled athletic event on that particular day.

Unexcused absences

An absence is unexcused any time a student is missing from class with neither a valid excuse nor the permission of the School. There is no reason for a Henderson International student ever to miss a class without an excuse. Our need to implement a Missing Child Search will lead to disciplinary consequences.

TARDY

Tardiness is unacceptable as it interferes with the respectful start to our school day. In order to instill in our students time management skills, personal responsibility, and a genuine respect for school and others' time,

students are expected to be on time for all classes. Passing periods are adequate for students to move from classroom to classroom.

Excused and Unexcused Tardies

Similar to the policy on absences, Henderson International distinguishes between excused and unexcused tardies. Arriving tardy is excused when a student is late due to circumstances that are truly beyond his or her control, such as a car accident. Tardies are unexcused when students and/or parents do not manage time properly. Note that while tardiness due to traffic conditions affecting our community at large will be excused, traffic should not be used as a reason for tardiness on a consistent basis; it is the responsibility of each student and parent to plan their commute in order to arrive to campus before the start of school with a buffer to be in class on time. Getting out of the car at 8 AM is late - each student should be in their classroom before 8.

In addition, students have an obligation to arrive to each class period on time, and each teacher will record attendance for each class meeting. When speaking with a teacher or finishing a test results in delayed departure from a class, middle school students should request a note signed by the teacher in order to be admitted to the next class without penalty.

Unexcused tardiness will affect non-academic grades and eligibility for student recognition.

ILLNESS

A student who has been sick with a fever or vomiting cannot return to school until being fever-free for 24 hours without medication. A parent/guardian will be required to pick up an ill child from school with a fever above 100 degrees. **In the best interests of all involved, please keep your ill child home. When you suspect your child is ill please do not come to school.**

If students need to take a medication while they are at school, it must be brought to the office and a medication authorization form must be completed and turned in at the front desk with the medication in the original packaging as noted on the form. Medication authorization forms are available at the front desks and on the HIS website:

https://s3-us-west-2.amazonaws.com/henderson-production/sites/54186192f9e3c7053c002358/public_resources/5aa8237808a7a5b13503afd5/18-19-medical-authorization.pdf

CONFERENCES

Student/Parent/Teacher conferences will be held three times during the year in all grades. Each student's presence is essential at these conferences, as we will be addressing his/her Personal Learning Plan (PLP), school performance and individual growth. As the year progresses, these conferences will be led more and more by the student. Dates: 9/26; 2/19; 5/22 - there will be no classes or childcare on these days.

BACK-TO-SCHOOL NIGHT and ASSEMBLIES

We will host a formal curriculum orientation in September. All parents are encouraged to attend this important event. It offers an opportunity for parents to meet each teacher and develop a better understanding of our school's academic and co-curricular programs. Town Hall meetings are scheduled throughout the year for the Headmaster to share information with our community. Monthly PTA meetings are also a good venue for staying current with the administration.

We will gather for school assemblies on a routine basis. They generally feature a variety of presentations to enrich the school experience and provide opportunities for student performance. Students are expected to

respond politely and to develop the social skills of an attentive and appreciative audience. Assemblies will occur at various times of the day and parents who attend are expected to participate respectfully.

PARENT TEACHER ASSOCIATION

Our PTA is an active organization open to all our families, providing insights, financial support, and volunteer assistance to school programs. The PTA is a not-for-profit organization, separate from the school, under the umbrella of NV PTA. The PTA provides an excellent opportunity for parents to meet other parents and find ways to become involved in our “Family of Families”. The PTA operates separately from, but in close concert with, our school and thus has its own governance structure.

President - John Delk	johndelkpta@gmail.com
VP Communications - April Winterscheidt	Aprilwpta@gmail.com
VP Operations - Kellie Connors	KConnorsPTA@gmail.com
Secretary - Corina Montoya	cmontoya@lvcoxmail.com
Treasurer - Jessie Gao	jessiegaopta@gmail.com
EC Representative - Jennifer Mittin	jennymittin@gmail.com
Elementary Representative - Jennifer Mittin	jennymittin@gmail.com
Middle School Representative - Bana Tretina	banatretina@yahoo.com
High School Representative - John Pinocci	jfpinocci@aol.com

POLICIES

ACCEPTABLE USE - Technology

Purpose

The purpose of our educational technology program is to enhance student learning through the integration of technology, and to educate our students to be both highly confident users of academic technology and highly respectful digital citizens. The student device is required as part of our academic curriculum and is to be used for educational, rather than recreational purposes.

As members of our collaborative learning community, we ask that both parents and students read the Technology Acceptable Use Policy document carefully as we expect all individual users to abide by the policy expressed. We expect students to behave in a responsible manner in order to maximize the benefit of our educational technology program. In addition, we believe that students who adhere to this Acceptable Use Policy will experience fewer service issues.

We ask that parents and students work in partnership with Henderson International School staff to address any issues, questions or concerns relating to the Technology Acceptable Use Policy.

Online Accounts for Students

A major component of our educational technology program includes the usage of online programs and platforms. As such, the school will create on your behalf, accounts needed for each of the various programs which may include, but are not limited to, Google Apps for Education, MobyMax, IXL, TenMarks, SpellingCity, Hapara, BlackBaud, Writing Practice Program (WPP), Code.org, Khan Academy, Quizlet,

StudySpanish, MinecraftEDU, Adobe and Autodesk. The school hereby notifies you, the parent, on the creation of these accounts and by agreeing to enroll your student into the school, you are agreeing to allow the school to create such accounts.

Consequences of Inappropriate Device, Network or Account Usage

The use of technology is a privilege, not a right. Students are expected to use their devices in accordance with the Acceptable Use Policy. Failure to use devices or accounts in an appropriate manner will result in the following consequences, as determined by the Head of School:

- Cancellation or suspension of internet and account access
- Confiscation of device(s)
- Financial responsibility for damage to another student's device or accessories
- Suspension
- Expulsion

Bullying / Harassment Policy and Protocol

In order for HIS to accomplish our mission of cultivating confident, well-rounded students, EVERY student must feel safe and secure in the learning environment. Our school community strives to provide an environment of respect and support for all students, teachers, staff and families. Therefore, students have the right to be free from bullying and harassment (including sexual harassment), should feel safe reporting incidents to any member of our staff or faculty, and all staff and faculty will be attentive and thoughtful in response.

The following guidelines are designed to help ensure a safe learning atmosphere, create a supportive environment for open, honest communication, help define "bullying", and provide protocols and steps for students, staff and families to follow that promote respect, empathy, and compassion for all involved.

Definitions

What bullying is: Bullying is when someone repeatedly, intentionally, says or does mean, hurtful things to another person who has a hard time defending him/herself - negatively affecting the recipient's physical, psychological, educational and/or emotional well-being.

Bullying includes harassing/intimidating behavior toward another person based on any actual or perceived characteristic such as sex, race, color, ethnicity, national origin, religion, socioeconomic status, age, gender identity, sexual orientation, height, weight, or expression of a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic or sense of "otherness". Cyber bullying is the same as "real world" bullying.

As bullying is in direct opposition to our focus on the social/emotional development of our students, it will be taken seriously and will not be tolerated at HIS.

What bullying is NOT: Bullying is not an argument or disagreement between people, peers and friends. It is not a one-time occurrence, it is not an accidental or incidental cause of harm (real or perceived), and it is not simply disliking or avoiding someone.

Forms of bullying:

- 1) Verbal - name calling, personal comments, racial abuse, gossip, taunting, insulting, making threats, or intimidation
- 2) Social - being deliberately and maliciously excluded by an individual or group
- 3) Material - when possessions are stolen or damaged or extortion takes place
- 4) Emotional - pressure to conform or manipulating social relationships
- 5) Physical - hitting, kicking, pushing, pulling, blocking/impeding student's movement, physically assaulting or any other unwelcome physical contact
- 6) Written -including notes, public displays, text messages, social network sites, email or other misuses of technology

Reporting Strategies

All incidents of bullying or harassment should be reported to faculty, staff, or administration. If such an incident involves physical threats or safety issues, it must be reported to administration immediately. If a student, family member, or staff member is uncomfortable for any reason in reporting an incident to a staff member, the HIS online platform will have a reporting form link that can be used.

Upon receiving and assessing reports, teachers and administration will take appropriate action to communicate with families, investigate, take necessary disciplinary action, and/or establish follow up steps. Every reasonable effort will be made to maintain confidentiality during any investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Student Reporting

Whenever possible, students should report bullying or harassment to the nearest trusted adult - faculty, staff, administration - so that appropriate, effective action can be taken to correct the issue as quickly as possible. Reporting to an adult should always be the first option.

If students don't feel comfortable sharing with an adult, he/she should share with a trusted peer (not for the purpose of gossip but for the purpose of support toward solution). Peers should respectfully support each other in approaching trusted adults and not "worry alone". Students aware of others being bullied or harassed are expected to report it as well.

Students may also use the reporting form on the HIS online platform. Students will be taught what constitutes bullying and harassment and should not use the online form frivolously.

When bullying or harassment is reported, the classroom teacher or staff member shall make every effort to deal with the situation immediately. Further appropriate action and follow-up will then take place as soon as possible.

Role of the Staff

The healthiest and most effective handling of any potential, perceived or real bullying or harassment situation is at the immediate location of the incident. Therefore, it is expected that teachers and staff will make every effort

to address bullying proactively, quickly and effectively to the best of their ability. The following should serve as a guideline for all staff to provide consistent and compassionate leadership to our students:

Staff should:

Anticipate - as you know your students, be aware of potential situations, stay ahead when possible to prevent negative social interactions. Proactively anticipate situations and locations where bullying or harassment may/does happen and set clear expectations, use proximity and active monitoring, and encourage student reflection to decrease the opportunities for negative behaviors.

Be Responsive - act quickly and decisively to show the importance of the social/emotional well-being of each student. Listen to and reassure the student, offer immediate advice and support to the student, take appropriate disciplinary action as quickly as possible, make it clear that such behavior is not tolerated or acceptable. Responsive, immediate action will show all students you care about their learning environment and emotional well-being.

Continue monitoring and addressing the situation. Don't move on too quickly - continue to offer support, continue to enforce any disciplinary action taken, don't assume that the situation will quickly fade and not resurface.

If the situation continues to be an issue, then:

Determine the immediacy of the next step. Does something need to be done right away, before the next day, or over time?

Establish whether the incident is part of an ongoing pattern of behavior/social interaction.

Then report incident to Director of Student Experience for further assessment, disciplinary action and/or next steps.

**The above procedure applies also to incidents of sexual harassment.*

All staff and families should remember these essentials when dealing with bullying or harassment situations:

- **A safe learning environment should be the experience of EVERY student**
- **Respect and compassion should be offered to EVERY student**

LOCKERS and PERSONAL PROPERTY

All Middle and High School students are provided with two lockers – one locker near the classrooms and the other in the gym. Although we enjoy a safe, closed campus, students are to keep their combinations private and store their belongings in their lockers, locking them securely.

Only school-issued padlocks may be used. If a padlock is lost then the family will pay a \$12 replacement fee.

Families should exercise discretion in the non-essential items that students bring to school. Items that distract a student's attention from the serious business of getting an education will be held in the office. Students are responsible for safeguarding their personal belongings; the school cannot be held responsible for lost items. Items left on campus are placed in the lost and found, which are located at the East and South Buildings.

Search of Property: To ensure a safe campus environment for all students, guests and personnel, Henderson International School has the authority to search and confiscate any item(s) that may pose a danger to others. Search of Property includes cell phone data, computer files and other technology items that may be of concern.

The student's parent will be notified of the search as soon as reasonably possible. The administration or other authorized staff members may search a student's pockets, purse, backpack, gym bag, or other personal property. No student may possess any illegal substance, object, or contraband that constitutes a threat to the health, safety, or welfare of any person or persons on the school property. Contraband includes any substances or materials prohibited by school policy or state or federal law, including but not limited to controlled substances, drugs, alcoholic beverages, cigarettes, guns, knives, weapons, or incendiary devices. All items deemed to be illegal, illicit, disruptive, or a general nuisance to the educational process may be taken by the staff. Storage, return, or the destruction of such items shall be at the discretion of the administration. The cooperation of all students, parents, personnel, and guests will ensure a safe environment for our children.

VENDOR DELIVERIES

Student deliveries from external vendors will not be accepted. This includes pizza deliveries, Uber Eats and Postmates. Parents, guardians and trusted contacts are welcome to deliver to campus for these special occasions.

TOBACCO, ALCOHOL and DRUGS

The Henderson International School is a tobacco-free campus. Possession of tobacco products is prohibited while on campus, including the parking lots.

Henderson International prohibits the following:

- The provision, use, or possession of illegal drugs or alcoholic beverages.
- Possession of drug paraphernalia and alcoholic beverage bottles and cans, posters and/or logos associated with school events.
- The misuse of prescription drugs, over the counter medications, or chemical substances.

Students may not share or sell their prescription drugs and must be aware that sharing or misusing prescription drugs is illegal and will result in major consequences. If students need to take a medication while they attend school, it must be brought to the office and a medication authorization form (see attached Appendix B) must be completed and turned in at the front desk with the medication.

Violation of the Tobacco, Alcohol and Drug policy may result in expulsion without a warning.

If the school suspects that an adult who is delivering or collecting a child is intoxicated by any substance (legal or illegal) the school will not release the child from our care until the matter is resolved by the administration. If the adult is operating a motor vehicle we will inform law enforcement.

Henderson International School personnel are mandatory reporters to Child Protective Services and will cooperate fully with Law Enforcement Personnel to protect children.

VISITORS

To maintain a productive tone in class, and for safety reasons, non-Henderson students may not visit for social reasons or for the sake of convenience. Visits for prospective students are arranged through the Admissions Office.

We encourage appropriate and supportive interaction between parents and our school programs. Appropriate parental involvement will be determined by each classroom teacher and supported by the PTA Room Parent. While we welcome parental interest and involvement in meeting the needs of our students, we ask parents to respect the school schedule, which allows students to engage fully with their teachers and peers. Students need

to learn to become increasingly self-sufficient and self-advocating. We strongly believe students need to develop independence, and we ask that parents not loiter on campus after the start of the school day. Likewise, when any particular program has concluded, parents should exit the campus with their child and respect the personal time of our staff. We encourage our school community members to be proactive and schedule appointments with teachers and staff at mutually agreeable times as a concern begins to emerge or important questions arise. **All visitors will sign in and out at the office in West Building.**

School Property and Facilities:

No animals, other than service animals, are permitted on campus without prior authorization from the administration.

Bicycles, scooters, rollerblades, skateboards, and the like are not permitted to be used on campus. If used to arrive they must be walked or carried while on campus and stored appropriately.

ACADEMIC LIFE

Students should arrive on campus by 7:50 AM, at the latest, to be on time for instruction which begins at 8:00 AM. Elementary School classes line up by class at the flag poles and are led in by the teacher. On Mondays at 7:50 AM each week we will conduct a flag ceremony during which we ask you to demonstrate respect by standing still and addressing the flag from wherever you may be walking. When the flag is fully raised and the Pledge of Allegiance has concluded then proceed to your destination.

CARPOOL/DROP-OFF/PICK-UP

See attached (Appendix A) for drop-off/pick-up instructions.

GRADING SCALE

Students in Kindergarten-8th grades receive trimester progress reports, listing academic and non-academic grades. Early Childhood students receive progress reports in trimesters two and three. Secondary school students will receive grades by quarter and semester.

ACADEMIC AND NON-ACADEMIC GRADE MARKS

Henderson International School teachers use four levels of proficiency to assess and report out student achievement on specific academic standards and non-academic performance. HIS uses four grade mark descriptors to indicate proficiency levels:

Exceeding Expectations (EE)

- A very high to outstanding level of achievement
- The student consistently goes above Meets Expectations in the skills and knowledge rubric
- Involves in-depth inferences and applications that go beyond what was taught
- The student has demonstrated clear mastery of the standard, and depending on the type of assessment, has demonstrated work that exceeded expectations

Meeting Expectations (ME)

- A high level of achievement, meeting the standard
- No major errors or omissions regarding any of the information and/or processes that were explicitly taught
- The student has successfully done what the standard is asking by demonstrating understanding of the relevant skill or knowledge

Approaching Expectations (AE)

- A passable level of achievement
- Student is approaching the HIS level of achievement
- Student presents no major errors or omissions regarding the simpler details and processes, but there may be errors or omissions regarding the more complex ideas and processes

Below Expectations (BE)

- An insufficient level of achievement
- Student does not demonstrate understanding of the standard
- With help, student demonstrates a partial understanding of some of the simpler details and processes
- The student does not yet have a grasp of the standard and must strive to learn the relevant skill or knowledge

The school uses omnibus grades (A,B,C,D,F) primarily as a tool in the high school admissions process for Middle School grades 7 and 8 only due to the wide range of high schools our graduates attend. This year Elementary School will provide such grades for social studies.

High School uses omnibus grades solely for the purpose of college admissions. We believe that students should always strive to do their best work and remain inquisitive rather than merely seeking all A's. Appropriate levels of challenge will lead to failure from time-to-time. Staying engaged in each course will stretch current limits and encourage risk-taking to demonstrate very high levels of achievement which will, in turn, be impressive during the college admissions process.

LATE AND/OR INCOMPLETE WORK

Every student is expected to complete all assignments on time. Such timeliness is each student's central expression of personal responsibility and commitment to the academic endeavor. If unforeseen events arise and a student is not able to complete his or her work on time, then a student may petition a teacher for an extension until a specified date to be determined by both the teacher and the student. Students should plan their time using the scheduling tools available, and a student should make all requests for extensions at least one school day before the assignment is due.

Work missed due to an excused absence will be accepted within a time extension equivalent to the number of days missed. When a student's absence has been excused, the student must take the initiative on the first school day back to meet with the teacher to establish a revised due date for assignments missed. Otherwise, the original due date applies. Missing academic work will affect the non-academic grade and eliminate the student's opportunity for recognition.

ACADEMIC RECOGNITION

Headmaster list and Honor roll - Middle and High School

Headmaster and Honor Roll awards will be determined and distributed at the end of each trimester for middle school students and quarter for high school students. The following are the qualifications to earn recognition.

Headmaster List – More Exceeds Expectations than Meets Expectations in core subjects & ME and above in all classes for non-academic grade marks - All A's in high school

Honor Roll – ME in core subjects & ME and above in all classes for non-academic grade marks - All A's and B's in high school

English, Math, History, Science, and Spanish are considered core subjects in grades 6-8. Electives, PE, Computer Science and Fine Arts will also be graded but not count toward academic honors.

Behavior will count in all classes to earn recognition, with all marks of Meets Expectations or better. Students who distract others from learning will not receive school recognition.

National Junior Honor Society

Students who have a grade point average during gr. 6-9 of 3.75 may be offered acceptance into the NJHS chapter for Henderson International School. This high level of recognition requires community service and excellent citizenship in addition to great grades.

Academic Talent Search

Students who achieve scores in the top 10% nationally on the CTP standardized test (or other similar test when entering HIS for the first year) in grades 3-9 will receive the opportunity to register to take well above grade level testing to be recognized by any of the following: Center for Bright Kids (CBK - UC Boulder), Center for Talented Youth (CTY - Johns Hopkins University), or Talent Identification Program (TIP - Duke University). The Center for Sustainable Development and Global Competitiveness (CSDGC - Stanford University) is another wonderful program on the west coast.

STANDARDIZED TESTING PROGRAM

Henderson International School engages the Educational Records Bureau's (ERB) CPAA formative assessment in Pre-School through 1st grades, the CTP 5 in grades 2-9, and the Writing Assessment Program (WrAP) in grades 3-9. Utilizing standardized testing instruments provides instructionally useful information in key areas of the school curriculum such as auditory comprehension, reading, vocabulary, writing, verbal and quantitative reasoning, and mathematics. It is also helpful in determining trends of individual students, grade level classes, and the school as a whole, allowing teachers to make data-driven instructional decisions in conjunction with other methods of student evaluation and assessment.

HIS is a regional testing center for the PSAT 8/9. Students who score 90% and above on ERB tests become eligible through the Academic Talent Search groups (above) to take above grade level tests, the PSAT 8/9 for gr 3-6 and the SAT or ACT in grades 6-9. Online registration by the parent is required to schedule these tests once the student has been identified as eligible.

HOMEWORK

Homework is assigned to enhance student academic and life skills. Assignments support and reinforce the in-school learning experience and encourage the development of independent work habits and time management. Teachers will coordinate assignments at each grade level to ensure consistency and to provide a balanced homework load. Parents must ensure a study environment at home conducive to rigorous pursuit, and

allow each student to struggle and learn from mistakes. Parents should never do the homework for their child, as this is unethical, sends the wrong message to our students about integrity and honesty, and prevents the teacher from receiving important formative information as to what that student has and has not learned. Better for the student's learning to bring in the homework all wrong than for an adult to do the work for the child. Communication with the teacher(s) is important to our Family/School Partnership, and email is a great method to communicate.

Study Hall

Study Hall in Elementary School is an extension of the school day from 3:00 until 3:20pm. This time gives students the opportunity to begin their homework with a grade-level teacher's supervision. The school's behavior expectations continue through afternoon study hall, as it is part of our academic day.

In order to preserve the integrity of Study Hall and to create an environment in which students can work quietly and productively with the support of a teacher:

- Study Halls for grades 1 - 5 are upstairs and a teacher is available in each room to support students.
- Study Hall time will be protected, from 3:00 – 3:20. Students will not be dismissed from Study Hall until 3:20. Infractions of this policy will lead to suspension of Study Hall privileges.
- Parents must fill out and sign a Study Hall admission form, on which they indicate which days of the week their child will attend. A student will not be admitted into Study Hall without this completed form.
- Middle School students will be in study hall or Skyhawks After School Club beginning at 3:25 PM following carline.
- High School students may wait to be picked up in the lounge, study hall, or in the South Building when working with a teacher.

FIELD TRIPS

Teachers utilize the resources of the greater Las Vegas area, the region, and the greater organization to enrich the course of study for our students. Field trips are part of the educational experience and are not optional. For example, our 4th grade travels to Carson City and Virginia City for one day as part of their study of Nevada. Students in grades 6-9 go on a three-day camp trip early in the year, and 8th grade travels to Washington, D.C. in the spring. Students are expected to exercise self-discipline and courtesy, and to observe all school policies during our excursions, including not using electronics or chewing gum unless otherwise granted permission. Parents do not participate in field experiences except as indicated by the teacher and administration.

DRESS CODE

Our school community believes that students should attend school in a uniform in order to learn, not to reflect personal style or family finances. This includes attire that is neat, comfortable, durable, and promotes both a positive self- and school-image.

The spirit of the dress code is to reinforce the teaching and learning environment and not distract from it. Dress code and grooming begin at home before leaving for school as part of our Family/School Partnership.

Aim High is our sole provider for new school uniforms. Some hand-me-downs are available on a first-come, first-served basis. We encourage this community sharing as children outgrow their uniforms. **Please discard in the trash badly worn items with our school logos instead of donating them to charities.**

Uniform *Remember to label all items with your students name!*

Elementary and Early Childhood

Shirts - HIS polo shirt (long or short sleeve); HIS blouse; HIS sweatshirts with HIS polo or button down shirts underneath; a plain, blue or red sweatshirt or sweater with HIS polo or blouse underneath; a plain, white, blue, or red turtleneck worn underneath the HIS polo shirt.

Pants/Shorts - Khaki or blue chino in color. All pants and/or shorts should be conservatively tailored with pants hemmed at the ankle and shorts worn at knee length. All pants must fit at the waist, and be worn at the waist.

Dresses, Jumpers and Skorts must be HIS plaid, blue or khaki. HIS logo dresses may be blue or red. All must be hemmed close to the knee. Leggings may be only plain white, black, red, or blue under an appropriate length dress, jumper, or skort.

Shoes and socks – Athletic style shoes that can be worn in physical education are appropriate for school. Socks (or tights) are to be worn. Please save “wild” socks for spirit days!

Middle School - gr 6-8

Shirts - HIS polo shirt (long or short sleeve); HIS sweatshirts or sweater with HIS polo or blouse underneath; a plain, blue or red sweatshirt or sweater with HIS polo or blouse underneath; a plain, white, blue, or red turtleneck worn underneath the HIS polo shirt.

Pants/Shorts - Khaki or blue chino in color. All pants and/or shorts should be conservatively tailored with pants hemmed at the ankle and shorts worn at knee length. All pants must fit at the waist, and be worn at the waist with a belt.

Skirts or Skorts may be navy or khaki. All must be hemmed close to the knee. Leggings may be only plain white, black, red, or navy under an appropriate length skirt or skort.

Shoes and socks – Athletic style shoes that can be worn in physical education are appropriate for school. Socks (or tights) are to be worn. Please save “wild” socks for spirit days!

Secondary School - gr 9 uniform by season

Professional looking attire required

Warm Weather

August - Nevada Day and March 31 - end of year

Shirts - high school polo shirt - gray, navy or white Ogio

Pants - khaki or light gray slacks with appropriate belt

Skirts and Skorts - light gray or khaki, hemmed close to the knee

Shoes and socks - Athletic style or other casual shoes are appropriate and plain socks are to be worn.

Winter uniform for special dress days or chilly days

Cool Weather

November - March

Shirts or blouse - traditional collar white or light blue Oxford with pocket school logo

Pants - khaki, gray, or plaid slacks with appropriate belt

Skirts, kilts and skorts - high school plaid or khaki, hemmed close to the knee - navy or natural tights are required or uniform socks (mandatory with a kilt)

Blazer - navy with high school logo

Tie - school plaid bow, four in hand or kerchief

Shoes and socks - Casual or dress shoes are appropriate and plain or uniform socks are to be worn.

Warm weather uniform for special days

Unacceptable Attire - Tops with any writing/logos other than HIS; T-shirts (unless otherwise instructed by teachers/administration); oversized, baggy pants and/or shorts (cargo style); pants and/or shorts made out of denim, mesh, nylon, or sweatpants/fleece material; bike shorts, short shorts, and/or cut off shorts; sleeveless tops; mini-skirts or mini-dresses; spaghetti strap shirts or dresses; sweatpants, athletic pants, jeans, stretch pants, velour pants, or pajama pants; torn garments that are ripped, cut off, raveling, or have holes; any lower garment that drops below the waist when a belt is removed; sandals, backless shoes, high heels, and flip-flops. Headbands with any attached adornments like ears, horns, flowers, etc are not permitted.

Appearance – Body piercings (other than earlobes) and/or tattooing are not permitted.

Hairstyles - Groomed hair is expected. Extreme hairstyles, including shaved head (less than #2 blade) or shaved designs in hair, sideburns or eyebrows are not permitted. Students may not have more than two distinctly different hair colors at one time, and the colors may not have dramatically contrasting shades. A minimum of 75 percent of the hair must be natural color. Hair extensions with accent color must not cover more than 25 percent of the overall hairstyle and be used as highlights, not blocks of color. Hairstyles, including ombres, extensions, accents and high/lowlights should be subtle and stay within reasonable expectations of professional dress and color.

Essentially, conservative dress that is worn in a manner that enhances the learning environment is appropriate. Questionable dress and academic distractions will be addressed by the administration. Parents will be expected to correct their student's attire before they are allowed to participate in school. **This emphasizes the need to check grooming, appearance, and uniform dress before leaving home. We believe that students can dress themselves from Kindergarten onward with uniform clothes that are laid out the previous evening.**

Spirit Days

Students may dress in accordance with the stated theme of the Spirit Day. While some allowances will be made on dress code enforcement for these days, please exercise prudent judgment. On Fridays, students may wear any Henderson International or Findlay Prep shirt with their uniform bottoms.

Physical Education uniform

Both boys and girls in grades 6-8 change into PE attire for class. School shorts and PE tee shirts with socks and athletic shoes are the standard. Swim wear must be one piece and conservative.

Caps/Hats/Hoods

No hats may be worn inside any building. When worn, the "bill" of the baseball cap must face forward. Hoods may only be worn outside of the buildings.

Dress Code Violations

Students are responsible for dressing themselves in uniform at home. Parents should ensure uniform attire is in good condition and is worn correctly. Grooming should also be done at home.

The Administration may modify the dress code as needed. In all cases the Administration makes the final determination as to whether or not an outfit meets the dress code standards.

Backpacks

Zuca bags are not permitted.

Bags should be the appropriate size for the child and not be too heavy.

Lost and Found

Lost and found boxes are located in the South Building and by the entrance into the East Building. Students should be reminded to check boxes for all lost items. Remember to ensure all items, including clothing and water bottles are clearly labelled. During Thanksgiving, Winter, Spring and Summer Breaks, the lost and found boxes will be sorted. Items not labelled will either be donated, recycled or trashed.

ATHLETICS

Henderson International's interscholastic athletic programs strive to provide the best opportunities beyond the school day for students to excel in leadership, teamwork, self-discipline, and moral character. The purpose is to provide each participant with experiences that will be positive in their physical and psychological development. Studies show that students participating in athletics have higher GPA's, better attendance, lower dropout rates, fewer disciplinary problems, higher high school graduation rates, and better success in college than non-participants. All students in grades 5-8 will be allowed to participate in Henderson International's athletic teams that compete in the Valley Athletic Conference. High school students will participate in contests in the NIAA, Nevada Interscholastic Activities Association. Being a member of the school's athletic team is a privilege that comes with certain expectations and responsibilities. Spectators, student-athletes and coaches must recognize that their conduct plays an important role in establishing the reputation of our school and that their actions can relate directly to the success of their team. We value the relationship with the other schools that provide us the opportunity to test the many skills that we have practiced. They should be welcomed and treated with the greatest respect when visiting our campus, as well as when we are guests on their campuses.

Skill Assessments/Practices/Games

Henderson International School will have a no cut policy for all sports. That being said, aligning with our mission, vision, and guiding principles, student athletes will participate in skills assessments at the beginning of each season for their chosen sport. These will determine the instructional level for which they are best suited and teams will be divided accordingly. If a student athlete numbers are too high to accommodate everyone on a team, and instructional team will be formed and as students develop their skills be added to game time roster. Student athletes are expected to be at every practice and game. Practices should be treated with the same intensity as a contest. We use practice time to develop our skills that will be applied during our athletic contests. Once a contest is complete student athletes and coaches will reflect on how the skills were applied in the contest to further develop their fundamental skills and knowledge of the game and develop further practice routines for improvement.

Playing Time

All student-athletes are eligible to play in each game of the regular season. The amount of the playing time a player receives is at the coach's discretion. In the post-season or in tournament play, this rule will not apply.

Exceptions to the rule are applied when lack of academic progress, disciplinary issues, injuries, or illness arise.

Uniforms

Coaches will distribute game uniforms to athletes at the beginning of each season. Athletes are expected to wear uniforms in their entirety during contests. It is the responsibility of the athlete to be prepared for practices and games. The practice uniform consists of PE t-shirts, short/pants, socks and athletic shoes. If an athlete does not come dressed completely in their practice uniform, it is up to the coach's discretion if the athlete may participate in practice. Missed practices will affect game time. If they do not come prepared and dressed

completely in their game uniform, they are not allowed to participate in the game. However, they are expected to sit on the bench and support their team for the entirety of the contest. An athlete who has come unprepared is not allowed to obtain an extra portion of a uniform from the storage room.

Transportation

All Henderson International School student-athletes are expected to establish their own safe and reliable mode of transportation to and from all away games.

Code of Conduct Student-Athlete/Parent

As a parents of one or more student athletes, you also have committed yourselves to certain responsibilities and obligations, which are outlined in this Athletic Code of Conduct. Your signature on the Athletic Code, along with the signature of your student-athlete, indicates that you understand and accept those responsibilities and obligations, and agree to cooperate with the school to enforce the Athletic Code of Conduct.

Henderson International School Athletics – Student Code

The essential elements of character building and ethics in athletics are embodied in the concept of sportsmanship and six core principles: Trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

I realize that it is a privilege to participate in athletics at Henderson International School. Accordingly, I accept and will live by the following athletics code.

1. I will work daily during the season of the sport to improve my skills and to be an asset to my team.
2. I understand that my participation is a season-long commitment to myself, my team, and my coach and that if I quit or am dismissed from the team after a roster has been formed, I will not be eligible for any other sport until that team's season is complete.
3. I will conduct myself in such a manner as to bring respect to my team, both at Henderson International and other schools. I understand that my behavior is a reflection upon my team, my coach, my parents, my school, and me.
4. I understand that my decision to compete in interscholastic athletics for Henderson International is completely voluntary on my part and is made with the understanding that I have not violated any of the eligibility rules or regulations.
5. I understand that all practices and competitions are MANDATORY. If for some very important reason I cannot participate, I will contact my coach at the very latest by the morning before the practice or competition.
6. I will organize my time so that my academic responsibilities do not conflict with practices or games. I understand that my team commitment does not excuse me from maintaining academic excellence and that my presence at school is required on days of competition as well as practice.
7. I will be personally responsible for all school athletic equipment checked out to me, and will return it in good condition immediately following the last contest, or I will pay for the replacement of the gear.
8. I understand that the coach has the sole responsibility to decide who will play in a game, match or contest.
9. I understand that any unsportsmanlike conduct or other violation of this code or the rules determined by the coach may result in disciplinary action not only by the coach, but also by the Coordinator of Student Activities or the administration in the form of possible suspension or dismissal from the sport or from school, in the case of a serious infraction.

Henderson International School Athletics – Parent Code

1. I will refrain from coaching my child or other players during games and practices.
2. I will respect the officials and their authority during games, and I will never question, discuss, or confront coaches at the athletic venue, and I will take time to speak to coaches at an agreed time and place.
3. I will remember that student-athletes participate to have fun and that the game is for youth, not adults.
4. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game or his or her performance.
5. I will demand that my child treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, sex or ability.
6. I will promote the emotional and physical well-being of the student-athletes ahead of my personal desire I may have for my child to win.
7. I will not encourage any behaviors or practices that could endanger the health or well-being of the student-athletes.
8. I (and my guest) will be positive support for all players, coaches, officials, and spectators at every game, practice, or sporting event.
9. I (and my guest) will not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent, such as booing or taunting; refusing to shake hands, or using profane language or gestures.
10. I understand that any violation of this code of conduct will be cause for dismissal, suspension, or permanent expulsion from future athletic contests.

(Appendix A)

Student Drop-Off/Pick-Up Procedures

Student identification/car tags will be distributed during orientation and on the first day of school. Each family will receive two (2) identification tags, which can be given to responsible adults who have permission to pick up your child. Questions or concerns should be directed to our Head of Security. **Campus speed limit is 6 mph. Generally, your car will move forward in idle when put into Drive - often this is fast enough! No distracted driving on campus!**

- Tags will show student's first name/last name/grade level
- Please fold and visibly place tag on passenger's side dashboard for afternoon pick-up (tags may also be placed on "outside" of visor)
- NOTE: unfamiliar drivers (i.e. nannies, babysitters, aunts, uncles, cousins, etc.) of vehicles not displaying an identification tag will be asked to park and proceed to check-in at the reception desk, and display valid identification before child will be released
- **Under NO circumstances is the EC parking lot to be used for K-9 pick-up/drop-off purposes**

A.M. Student Drop-Off/Carpool – Early Care Delivery

- Students dropped off early will enter campus through the front administration gate, which opens at 7 AM, and proceed to the East Building for early care

A.M. Student Drop-Off/Carpool – On Time Delivery - **there is no parking in the drive during dropoff or pickup**

- K-5 drop-off will take place at the southeast carpool circle (see enclosed map) gate from 7:30 AM-7:50 AM
- Parents: **please remain in your vehicle at all times**; your child will be assisted out of your car by a school staff member. **If you need to enter campus please park by the administration building and check in at front desk.**
- NO PARKING will be permitted in the carpool circle/right side lane in front of the lower school gate entrance
- Middle and High School drop-off will take place at the main gate between the South Building and administrative offices from 7:25 AM – 7:50 AM
- 5-minute parking spaces are available by the West Building. Please do not park or stand in the fire lane.
- On Mondays we gather for a flag ceremony at 7:50 AM - please be respectful, face the flag, and stop moving during the national anthem

A.M. Student Drop-Off/Walk-In – Tardy

- To escort your child on campus, parking is permitted in the main parking lot at the west end of the campus
- South East gate will be locked at 8 AM – late arrivals may enter the school through the main administrative office at the west end of campus
- Main gate will be locked at 7:50 AM – late arrivals check in at the administration office front desk

P.M. Student Pick-Up/Carpool - **there is no parking in the drive during dropoff or pickup**

- EC gate will be open from 11:30-12:15 for half day and 2:45-3:30 for full day pickup
- Elementary students will be dismissed from the Arts wing of East Building to the carpool line
- Campus security will direct traffic flow; please follow their direction and be sure to have your student identification tag on the dashboard
- **K-5 (LS) pick-up** will take place at the east carpool circle (see enclosed map based on the following schedule:
 - Kindergarten – 5th Grade: 3:00-3:15 PM - middle and high school siblings join at 3:10
 - Studyhall (gr 1-5): 3:20-3:30 PM
- LS Parents: **please remain in your vehicle at all times**; your child will be assisted to your car by a school staff member - it is important to everyone that traffic keep flowing on campus
- LS parents not participating in carline (park in the main lot) are asked to wait outside of the East Building side door, preferably away from the building so as not to block the flow of student traffic coming out the door. A teacher will be stationed there to take your name and call for your child - **you must have your car tag in your hand for pick up**
- **Middle and High School pick-up** will take place at the main gate from 3:10-3:20 - older siblings can meet younger siblings at the East Building for one-stop pickup beginning at 3:10.

Late Student Pick-Up/Walk-In

- Students not picked up during carpool will remain in our care until a parent arrives – **After School Club drop-in charges will apply**

- To pick-up your child on campus, parking is permitted in the main parking lot at the west end of the campus (do not park in the carpool circle); **check in at the front office and proceed to After School Club to sign your child out with a staff member**

(Appendix A, Cont.)

PS – GR 5 DROP OFF AND PICK UP



Gr 6-9 dropoff and pickup

Middle and High School pickup begins at 3:10 PM. No one should arrive early and hang out awaiting dismissal.

Neither parking nor standing are allowed in the drop off/pick up lanes. Active loading and unloading should be occurring. **If you have business to conduct then park in a 5 minute space or another space if staying longer.** Never leave your car running unattended.

Please drive very carefully and attentively near the school as many students are en route to and from four schools in our neighborhood. **On campus speed limit is 6 mph! Idle speed in Drive is generally sufficient.**

Operating a motor vehicle while texting or holding a device is illegal in Nevada. All phone operations should be hands-free. Please be an exemplary role model for your children and their safety!



HENDERSON
INTERNATIONAL
SCHOOL

(Appendix B)

MEDICATION AUTHORIZATION FORM

KINDERGARTEN – 9TH GRADE ONLY

Written permission for administration of medication must be provided for both OTC and prescription medicine. Prescription medicine must be sent to school in the original prescription labeled container showing the child’s name, doctor’s name, and dosing instructions. OTC medicine must show the child’s name on the original container.

Student Name: _____

Medication: _____

Dosage: _____ Time to be administered: _____

of days to be administered: _____ Date from: _____ to: _____

I give permission for school personnel to administer this medication to my child:

Parent/Guardian Print Name: _____

Parent/Guardian Signature

Date

Office use:

Teacher _____ Storage _____

Disposal _____ date _____

Comments:

Glossary of acronyms and jargon

ACRONYMS

ERB - Educational Records Bureau, a not-for-profit organization providing admission and achievement assessment as well as instructional services for PreK – Grade 12.

CPAA - Childrens Progress Academic Assessment, a division of NWEA

NWEA - Northwest Evaluation Association

CTP - Comprehensive Testing Program from ERB

PSAT 8/9 - Pre-SAT test, above grade level testing for gr 3-6

PSAT 10 - Pre-SAT for gr 10

NMSQT - National Merit Scholarship Qualifying Test, generally scored from PSAT in grade 11

ACT - American College Test, a college entrance exam

SAT - Scholastic Aptitude Test, a college entrance exam

SSAT - Secondary School Admissions Test

WrAP - Writing Assessment Program through Educational Records Bureau, twice annual writing growth test

PLP - Personal Learning Plan, developed for each student in collaboration with student, parent, teacher(s)

BTSN - Back To School Night, the opportunity to learn about year-long strategies and hear from teachers

CTY - Center for Talented Youth through Johns Hopkins University

WATS - Western Academic Talent Search, associated with CBK (Center for Bright Kids) and Univ. Colorado, Boulder

TIP - Talent Identification Program through Duke University

WWN - Wolverine Weekly News, usually a Friday summary of the week behind and ahead

PTA - Parent Teacher Association, 501(c)3 organization authorized under NV PTA and National PTA

AUP - Acceptable Use Policy for appropriate and ethical use of technology and our campus resources

AR - Accelerated Reader, a program designed to assist young readers to earn points and recognition gr K-5

NJHS - National Junior Honor Society, gr 6-9

NHS - National Honor Socitey, gr 10-12

NIPSA - National Independent Private School Association, accrediting body (we are dual accredited as of 2017)

AdvancED - Accrediting body (we are dual accredited as of 2017)

NVDOE - Nevada Department of Education, licenses HIS to run a private school

CCL - Child Care Licensing, a division of Nevada Division of Public and Behavioral Health (DPBH), under which we operate Early Childhood Program

ECP - Early Childhood Program

NIAA - Nevada Interscholastic Activities Association

SIS - Student Information System (BlackBaud)

LMS - Learning Management System (BlackBaud)

JARGON

Standards Based Grading - helps school stakeholders focus on building a Growth Mindset, rather than ranking students and “grade-chasing”; students are graded based on levels of performance as described in rubric descriptors

Omnibus Grading - the more traditional grading based on letters (A, B, C, D, F) or percentages

Rubric - an attempt to communicate expectations of quality around a task, or a set of knowledge and/or skills; our rubrics describe four levels of performance

Blackbaud

Tuition

Guiding Principles award - awarded each trimester, teachers nominate each other for one of our three guiding principles, and then school leadership selects deserving recipients from those nominations

Accreditation - official recognition from a national or international organization that signifies a high level of status, and ample qualification, to educate students