

HENDERSON
INTERNATIONAL
SCHOOL

2019-2020
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.

A welcome from the Leadership Team

Dear Families,

The Family Handbook provides a 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 we 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 challenges, 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,

HIS Leadership

PHILOSOPHY & GOALS

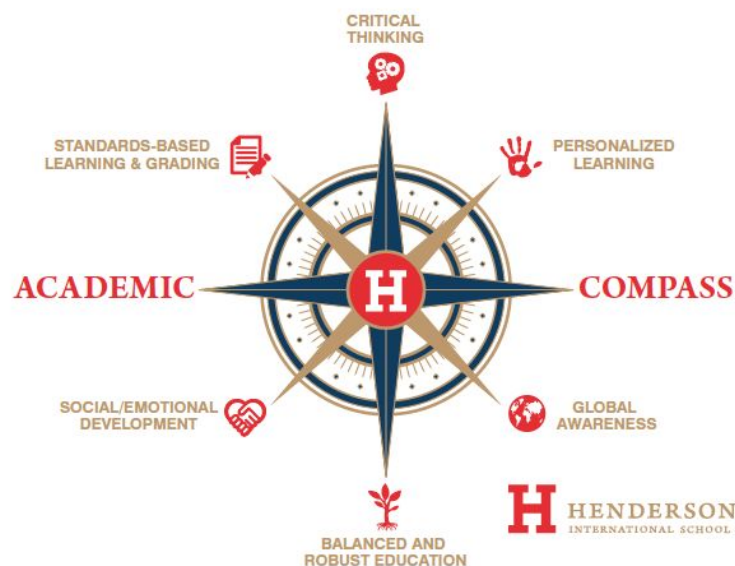
Henderson International School is committed to providing a learning environment in which children can mature and develop to ever-higher levels of personal growth and academic achievement. We believe that developing a strong partnership with parents and guardians promotes an environment of trust that 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 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 Leadership Team 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*

SCHOOL DIVISIONS

Primary School

Early Childhood Program
Elementary School
Middle School

Preschool, Prekindergarten and Kindergarten
Grades 1 - 5
Grades 6 - 8

Secondary School

High School

Currently grades 9 - 10.
Grades 11 & 12 to be introduced in coming years

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 am.

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 Leadership Team 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.

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 quality 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. 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!

In our 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.

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.

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 Principal will participate in resolving both academic and behavioral issues. The Leadership Team will resolve business operations issues. The Leadership Team meets regularly to address proactively as many communication issues as possible.

Leadership Team

Seth Ahlborn	Headmaster Tel: 702-818-2199 Email: seth.ahlborn@hendersonschool.com
Debbie Clement	Director of Admissions & Administrative Services Tel: 702-818-2178 Email: debbie.clement@hendersonschool.com
Bryan Garofolo	Director of Business and Human Resources Tel: 702-818-2120 Email: bryan.garofolo@hendersonschool.com
Brandon Lindsey	Director of Educational and Information Technology Tel: 702-818-2177 Email: brandon.lindsey@hendersonschool.com

Principal Team

Lizette Augustine	Early Childhood Tel: 702-818-2112 Email: lizette.augustine@hendersonschool.com
Emily Mulvihill	Elementary School Tel: 70-818-2164 Email: emily.mulvihill@hendersonschool.com
Sarada Toomey	Middle School Tel: 702-818-2170 Email: sarada.toomey@hendersonschool.com
Joseph Petrelli	High School Tel: 702-818-2171 Email: joseph.petrelli@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. Please use the Change of Contact form which is available on the website:

<https://www.hendersonschool.com/for-parents/his-resources>

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. For appointments and commitments, to be recorded as excused, students must present an excuse note/letter within 3 days of returning to school. Where documentation has not been received after three days, the absence may be recorded as unexcused.

We kindly request families to plan vacations that coincide with school breaks. On the rare occasion that you need to remove your child from school, we ask that you complete an authorized absence request form, available on the website, <https://www.hendersonschool.com/for-parents/for-parents> and return it to the divisional principal.

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

ABSENCE

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. Two 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 a 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 am 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 communicate with the divisional principal.

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. Students 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 or extended absence, and students must make up their assignments within three school days, as well as pursuing current studies. We understand that from time to time, personal circumstances prevent the work being completed within the three allotted school days. Please communicate with your divisional principal for any extenuating circumstances.

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 arrive late or need to leave campus before the end of the school day, parents should provide written communication to the Front Desk (frontdesks@hendersonschool.com). It is the student's responsibility to communicate with all teachers to learn what work should be completed due to absence, including checking class assignments on the Student Information System. The student leaving early must be signed out in person by an authorized contact (listed in the Student Information System) at the Front Desk (West).

A student will need to be in school by 10 AM to participate in the scheduled athletic event on that particular day. Students who are sick on a school day are not permitted to take part in after school sports, activities or performances.

Unexcused absences

An unexcused absence occurs when there is no valid excuse, notification or permission of the school. Truancy will result in 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.

In the Middle and High School, an unexcused tardy will result in a demerit. Accumulated demerits will result in detentions and possible suspensions.

In the Lower School, after three occurrences of tardiness, the principal will contact the family. Further tardies may result in a parent principal conference.

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. Students are expected to arrive on campus no later than 7:50 am and be in class prior to 8:00 am.

In addition, students have an obligation to arrive to each class period on time, and each teacher will record attendance.

Unexcused tardiness will affect non-academic grades, eligibility for student recognition, and students may receive demerits. Please refer to Appendix B for detailed information regarding the behavior policies for elementary, middle and high school.

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, within one hour of receiving communication. For the safety and wellbeing of your child, there may be occasions where you will be contacted to pick up your child due to other symptoms or behavior that we have identified, which result in the child receiving care at home.

If students require OTC or prescribed medication during the school day, a medication authorization form must be completed. The medication, contained in its original packaging, must also be handed to the Front Desk. The original packaging must contain students full name, date of birth, expiry date and doses to be administered. Medication authorization forms are available at the front desks and on the HIS website:

<https://www.hendersonschool.com/for-parents/his-resources>

MEDICATIONS

All over the counter (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://www.hendersonschool.com/for-parents/his-resources>

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 physician's label detailing the student's full name, dosage, directions for use and storage requirements. The school 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 the school year.

Medications are not permitted to be carried with a student. ALL medications, including Epi-Pens and Inhalers, should be handed to the Front Desk for safe keeping. In rare dire circumstances a student may carry medication on his/her person but ONLY with prior conversation between the parents and Leadership.

ALLERGIES

Please notify the Front Desk if your student has an allergy. You may update the Student Information System during the online registration period, and once this period has closed, you will be expected to put in writing your child's allergy/condition, stating any medical care or medication required. If your student's medical condition or allergy alters over the school year, please advise the Front Desk immediately. Your child's health is our priority.

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 increasingly led by the student. Dates: 10/16; 2/19; 5/20 - 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 as it offers an opportunity to meet each teacher and develop a better understanding of our school's academic and co-curricular programs. Please read parent communications for information on school events and important notices.

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

The PTA is a not-for-profit organization open to all our families and 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. Monthly PTA meetings are also a good venue for staying current with the administration.

President:	Jennifer Mittin	jennymittinpta@gmail.com
VP Communications:	Sarah Sled & Lindsay Ehrlich	sarahsled@gmail.com ; lindsay.ehrlich9@gmail.com
VP Operations:	Moonee Lee	mooneeleepta@yahoo.com
VP Events:	Carla Cole	carlaanncole@outlook.com
Secretary:	Kelli Taguchi	kellitaguchi@gmail.com
Treasurer:	Jessie Gao	jessiegaopta@gmail.com
EC Representatives:	Maria Haguel & Allison Gabroy	milu04@hotmail.com ; amgabroy@gmail.com
Lower School Representative:	Riki Seybert	riki.seybert@hendersonschool.com
Middle School Representatives:	Sabrina Seitman & Christina Duke	sabrinawseitman@gmail.com ; christina.duke@aol.com
High School Representative:	Nazia Begum	naziabegumhispta@gmail.com

PHONE CALLS

Students are permitted to use the telephone to contact their parents/guardians in case of emergency. Students are reminded to speak respectfully on the telephone and are expected to ask permission before making the phone call. Phones are allocated at the Front Desk West and East.

SCHOOL LUNCHES and SNACKS

Hot lunches can be ordered through our catering supplier, Better Lunch. For your child to receive a Better Lunch, please ensure the lunch order is placed by 8:00 am each day. You also have the option to pre-order in advance. When placing an online order, please use the following codes which determines your child's division:

Students in Preschool and Prekindergarten: Use code HISPS

Students in Kinder through 10th grade: Use code HIS

For more information regarding lunch orders, payments and menu options, please visit their website for more information: www.mybetterlunch.com. Students may also bring food from home.

Note: If arrangements have not been made for a student to have lunch, an emergency “Lunchable” will be provided. Families are expected to pay the \$10.00 lunch fee within 5 days of the emergency Lunchable being provided. Payment can be made to the HIS Business Office. HIS will notify families if an emergency “Lunchable” was provided.

HIS provides a nut free table in the dining hall; however, students may bring in their own snacks, These products may contain nuts. Please speak to the Front Desk if you have concerns about your child’s allergies.

Sugary snacks and drinks can affect your child’s ability to focus. Please refrain from providing your child sugary snacks and drinks while at school. Water bottles are permitted and water fountains are available, located around campus. Please label your child’s water bottles.

CARPOOL/DROP-OFF/PICK-UP

See attached (Appendix A) for drop-off/pick-up instructions. Carline tags will be provided for students in grades K-10.

WALK HOMES

In the interest of student safety, students who walk home from school must sign out at the Front Reception Desk before leaving campus. Written parental consent must be provided to the Front Desk prior to a student being permitted to walk home. Please advise your child of this procedure if applicable.

POLICIES

ACCEPTABLE USE - Technology

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. A student device is required as part of our academic curriculum and is to be used for educational, rather than recreational purposes. Cellular devices, including but not limited to cell phones, smart watches or similar are not permitted for use during the school day and must be stored in the student's locker at all times.

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 the 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, IXL, SpellingCity, Hapara, Infinite Campus, Writing Practice Program (WPP), Code.org, Khan Academy, Quizlet, StudySpanish, Adobe and Autodesk. The school hereby notifies you, the parent/guardian, 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 Director of Educational & Informational Technology:

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

Bullying / Harassment Policy and Protocol

In order for HIS to cultivate 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 and 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 the incident to the Principal for further assessment, disciplinary action and/or next steps. In certain circumstances, the Principal will then escalate to the Leadership Team.

**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

Middle and High School students are provided with two lockers – one locker near the classrooms and the other in the gym. Students in 5th grade receive a locker, located near their classroom for personal property. Lockers are selected on a first come, first served basis as part of the “Family Orientation” Day. Students will first collect a lock, and then select a locker. HIS lockers are for student personal use. Once assigned, lockers will not be changed or traded with other students. Lockers cannot be shared with others.

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. Locker combinations are private and should not be shared with others. If a padlock is lost then the family will pay a \$15 replacement fee.

These items should not be kept in lockers:

- Liquids of any kind
- Leftover food from lunch, snacks or classroom parties
- Items belonging to others

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, and at the exterior of the West Building.

Lockers may personalize the inside of a locker by adding shelves, bins and decorative items. Decorating the inside of a locker is optional and all decorations should be removed at the end of the school year, returning the locker to its original condition. The outside of the locker should remain free of decoration. Examples of items that are not to be used to decorate lockers include, but are not limited to paint, glue, spray adhesive, magnetic tape, rubber cement, permanent markers, contact paper, items requiring batteries, items that make a noise and any item that would permanently adhere to the locker. If you are unsure of what is permitted, please speak to your principal for guidance.

Having a locker is a privilege. Failure to adhere to locker use policies may lose their locker privilege. Lockers will be checked periodically for neatness by Teachers and Administrators. For middle and high school students, any infractions of the locker policy may result in a demerit.

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/guardian 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 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.

TOBACCO, ALCOHOL and DRUGS

Henderson International School is a tobacco-free campus. Possession of tobacco products, including dipping, e-cigarettes and vaping, is prohibited while on campus, including the parking lots and school fields. Henderson International School 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 must be completed and turned in at the Front Desk with the medication. The medication authorization form can be found here: <https://www.hendersonschool.com/for-parents/his-resources>

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 Leadership. If the adult is operating a motor vehicle, Henderson International School 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

If you need to meet with your child's teacher, parents/guardians are requested to book an appointment. If you are visiting school to assist with an approved classroom activity such as a class party or student performance, please advise the Front Desk of your arrival ahead of your visit. In the interest of safety, all visitors are expected to sign in at the Front Desk, West Building and wear a security pass at all times. Visitors are requested to park in the parking bays and not on the red lines.

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/guardians 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/guardians 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.

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.

VENDOR DELIVERIES

Please note that Henderson International School does not accept third party deliveries, including student lunches and classroom party deliveries. This includes vendors such as Uber Eats, DoorDash, Postmates and companies such as pizza, coffee and fast food deliveries. Parents/Guardians and trusted contacts are welcome to deliver lunches and “celebration” foods to the Front Desk West Building, where your child’s teacher will be notified of the delivery. If your child has forgotten their lunch, our catering provider, Better Lunch, will offer an emergency Lunchable.

SCHOOL PROPERTY AND FACILITIES:

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

Bicycles, scooters, rollerblades, skateboards and the like are not permitted to be used on campus. If used to arrive at school, they must be walked or carried while on campus and stored appropriately. Cycle storage racks are provided for student use.

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. Families are welcome to join us. We ask you to demonstrate respect by standing still and addressing the flag from wherever you may be walking. Usually there are a few announcements made at this time. When the flag is fully raised and the Pledge of Allegiance has concluded then proceed to your destination giving deference to the Honor Guard.

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. Upper 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 an 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 an 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

For 7th grade and 8th grade only, omnibus grades (A,B,C,D,F) will be calculated to facilitate the high school admissions process.

Upper 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 academic recognition.

ACADEMIC RECOGNITION

Headmaster list and Honor roll - Middle and Upper School

Headmaster and Honor Roll awards will be determined and distributed at the end of each trimester for middle school students and each semester for high school students. Behavior will count in all classes to earn recognition. Students who distract others from learning will not receive school recognition.

NATIONAL JUNIOR HONOR SOCIETY

Students who have a grade point average during gr. 6-8 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.

NATIONAL HONOR SOCIETY

Students who have a grade point average during gr. 9-12 of 3.75 may be offered acceptance into the NHS 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 3-10 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 2-10, and the Writing Assessment Program (WrAP) in grades 3-10. 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.

While this third-party assessment provides the school data on programmatic delivery in summary individual tests are not to be confused with "high stakes" testing. Our goal is to familiarize our students with this kind of testing in preparation for college entrance examinations in Upper School. Well-above-grade-level tests may offer students access to college classes in summer or dual enrollment opportunities and HIS supports such learning.

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 6-10. 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. That said, we often offer quick feedback online resources to support accurate understanding rather than practicing doing a skill incorrectly and then having to undo and correct the inaccurate learning. 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 to 3:20 pm. This time gives students the opportunity to begin their homework with a grade-level teacher's supervision. Parents must fill out and sign a Study Hall admission form, on which they will indicate which days of the week their child will attend. Students who do not register are unable to participate in Study Hall. The school's behavior expectations continue through afternoon study hall, as it is part of our academic day. Behavior infractions of this policy will lead to suspension of Study Hall privileges. 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. Students will not be dismissed from Study Hall until 3:20pm.

FIELD TRIPS

Teachers utilize the resources of the greater Las Vegas area, the region, and beyond to enrich the course of study for our students. Field trips are part of the educational experience and are not optional. 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 unless authorized by Leadership.

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!

Early Childhood and Elementary

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

Shirts - HIS polo shirt (long or short sleeve); HIS sweatshirts or sweaters 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.

Dresses and Jumpers 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 or jumper.

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!

High School: Uniform by season

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, Skorts, Shorts - 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.

Please Note: Winter uniform is expected 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

Please Note: Warm weather uniform for special days

UNACCEPTABLE ATTIRE

Tops with any writing/logos other than HIS; T-shirts (unless otherwise authorized 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, traveling 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 except on special days.

APPEARANCE

Body piercings (other than earlobes) and/or tattoos 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 Leadership. Parents will be expected to correct their student's attire before they are allowed to participate in school.

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 shirt with their uniform bottoms.

PHYSICAL EDUCATION (PE) UNIFORM

Both boys and girls in grades 6-10 change into PE attire for class. School shorts and PE t-shirts with socks and athletic shoes are the standard. Swimwear must be conservative, and either one piece or shorts & top.

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 Leadership Team may modify the dress code as needed. In all cases Leadership will make the final determination as to whether or not an outfit meets the dress code standards. A demerit may be issued in grades 6-10.

BACKPACKS

Back bags on wheels 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, by the entrance into the East Building and at the exterior of the West 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 middle school 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 student athlete numbers are too high to accommodate everyone on a team, an 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 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, shorts/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.

AWAY GAMES

Where students have to leave school early, due to away games, a parent, guardian or trusted contact will be expected to present a photo ID in order to sign out a student. Parents, guardians or trusted contacts that are not listed in the Student Information System will not be permitted to sign out a student. Every student must be signed out by a trusted contact prior to leaving campus.

CODE OF CONDUCT STUDENT-ATHLETE/PARENT

As a parent 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; 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 offer 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 DROP-OFF/PICK-UP PROCEDURES

Student identification/carline tags will be distributed during orientation. Each family will receive three (3) identification tags, which can be given to responsible adults who have permission to pick up your child. Returning families should not use carline tags from previous years.

CARLINE DIRECTIONS FOR USE:

Carline tags will show your student's first and last name and grade level. Please fold and visibly place tag on passenger's side dashboard for afternoon pick-up.

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 photo identification before the child will be released.

Under NO circumstances is the Early Childhood parking lot to be used for K-10 pick-up/drop-off purposes.

MORNING DROP OFF

STUDENT ARRIVAL - Early Care

Early care is available for all elementary students between 7:00 - 7:30 am. Students dropped off early will enter campus through the front administration gate and proceed to the East Building for early care.

Middle and high school students arriving early on campus should report to the gymnasium.

Students who are in Early Childhood (PS, PK & Kinder) should proceed to the designated early childhood classroom. Please remember to sign your student in. Times for Early Childhood Early Care begin at 7am and students are escorted to their designated classroom at 7:50 am.

STUDENT DROP-OFF/CARLINE – On Time Arrival

- K-5 drop-off will take place at the southeast carpool circle (see enclosed map) gate from 7:30 -7:50 am.
- Parents/Guardians: please remain in your vehicle at all times; your child will be assisted out of your car by a staff member.
- 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 7:30–7:50 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 7:50am. Please be respectful, face the flag and remain still during the national anthem.

NOTE: Henderson International School provides parking bays, should you require them. If you need to enter campus please park by the administration building and check in at the front desk. Please do not park in the carline lanes.

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.
- The south east gate will be locked at 8:00 am. Late arrivals may enter the school through the main administrative office at the west end of campus.
- The main gate will be locked at 7:50 am. Late arrivals check in at the Front Desk West Building.

AFTERNOON PICK UP

STUDENT PICK-UP/CARLINE

- The Early Childhood gate will open between 11:30 am-12:15 pm for half day and 2:45-3:30 pm for full day pickup. Students in Preschool and PreK must be signed out before they can leave their class.
- Elementary students will be dismissed from the South East wing of East Building to the carpool line.
- Staff will direct traffic flow; please follow their directions and be sure to have your student carline tag visible on the dashboard.
- K-5 pick-up will take place at the east carpool circle (see enclosed map based on the following schedule:
 - K – 5th Grade: 3:00-3:15 pm, Middle and high school siblings join at 3:10 pm
 - Studyhall (gr 1-5): 3:20-3:30 pm
- 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 keeps flowing on campus.
- Elementary school 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 pm. Older siblings can meet younger siblings at the East Building for one-stop pickup beginning at 3:10 pm.
- After 3:20 pm, middle and high school students that have not been picked up, will be escorted by a staff member to the Front Desk, West Building. Front Desk will contact the family to advise a student is still in their care and to discuss pick up options which include transfer into Skyhawks.
- Middle and high school students supervised by a staff member may remain in the South Building. Students may not be in any other location on campus without staff supervision.

NOTE: There is no parking in the drive during pick up

LATE STUDENT PICK-UP

- Students not picked up during carpool will remain in our care until a parent arrives. After School Club (Skyhawks) 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); please check in and sign your child out at the Front Desk, West Building.



DRIVING ON CAMPUS

Neither parking nor standing are allowed in the drop off/pick up lanes. Active loading and unloading could be occurring.

If you have business to conduct then please park in a 5 minute allocated parking bay or another space if staying longer.

Never leave your car running unattended. Never park on the red curbs.

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 5 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 keep music to a low level while on campus. Please be an exemplary role model for your children and their safety!

Appendix B: Behavior Policy

Merit/Demerit Procedure for Grades 6-12

The Merit/Demerit System is designed to reinforce the expected behavior of a Henderson International student. Merits are noted for Citizenship awards and Demerits are given for “low level infractions” that do not rise to the level of disciplinary referrals to the Principal.

All “high level infractions” will be input into the Student Information System. The Family Handbook is our guide for consequences to more serious rules infractions. Merits/Demerits will reset at the end of each grading period.

- Teachers will give a copy of each demerit to the student and a copy to their respective Principal. Teachers will contact parents after issuing a demerit.
- The learning environment will have behavioral expectations clearly posted with students having opportunity for input into the classroom rules based on what works best for the majority.
- Teachers will provide opportunities for behavioral corrections prior to issuing a demerit.
- Demerits for behavior is a self- reflection activity to be completed during the detention time.
- If there is a combination of tardy and behavior demerits, the consequence will be a detention with a self-reflection activity for the behavior.
- Demerits for tardies only, results in a detention without having to complete a reflection activity.
- Upon the third demerit, a message will be sent home to the parents that the student will serve a detention/study hall during an assigned Lunch/Recess Period.
- Upon the 4th and 5th demerits, Principal will meet with the students and students will serve a detention after school for one hour.
- Upon the 6th demerit, a Parent/Teacher/Administrator Conference will be required to determine next steps.
- If a student does not report to detention at the assigned time and date, they will be required to serve an additional after-school detention.

Responsive Behavior Procedure for Grades K-5

The faculty and staff of Henderson International School is dedicated to addressing the needs of the whole child by creating a school environment wherein every child may experience success in social and academic growth, as well as develop an enthusiasm for learning. Children learn to cooperate and take responsibility for their actions. They learn to function with a sense of community while maintaining individuality and creative self-expression. They are treated with kindness and respect, and learn to respect others. In conjunction with the Responsive Classroom approach in each individual grade level classroom, the behavioral guidelines and expectations below will help us achieve this environment.

Be Courteous: It is expected that all students will act in a courteous manner throughout the school day regardless of where they are or what they are doing. Whether they are in the hallways, classrooms, on the playground or during carline, we believe that the rules of courtesy should be exhibited and may simply be defined as respect for and consideration of others.

To Be Courteous Means:

- Using good manners when appropriate
- Holding the doors for others
- Being respectful to all students and all adults in the building
- Being respectful of the school building and all school property
- Adhering to the dress code
- Engaging in quiet transitions between classes
- Not cutting in line
- Not teasing, name-calling or making fun of others – no bullying

Be Safe: It is expected that all students will behave in a safe manner throughout the school day regardless of where they are or what they are doing. If students' efforts are directed to always behaving in a "safe and courteous manner", our school will continue to be a warm and caring educational environment. We believe all children should exhibit self-control and self-respect.

To Be Safe Means:

- Not running
- Not pushing
- Following the rules during carline

Consequences:

1st Offense: Verbal warning

2nd Offense: Written warning to home, possible loss of privileges, i.e. Recess

3rd Offense: Phone call to parents and/or meeting with principal, possible loss of privileges
i.e. Recess

4th Offense: Written reprimand on file, possible in-school suspension or out of school suspension.

GLOSSARY OF ACRONYMS AND JARGON

ACRONYMS

ACT	American College Test, a college entrance exam
AR	Accelerated Reader, a program designed to assist young readers to earn points and recognition in grades K-5
AUP	Acceptable Use Policy for appropriate and ethical use of technology and our campus resources
BTSN	Back To School Night, the opportunity to learn about year-long strategies and hear from teachers
CCL	Child Care Licensing, a division of Nevada Division of Public and Behavioral Health (DPBH), under which we operate the Early Childhood Program
CPAA	Children's Progress Academic Assessment, a division of NWEA
CTP	Comprehensive Testing Program from ERB
CTY	Center for Talented Youth through Johns Hopkins University
EC	Early Childhood
ERB	Educational Records Bureau - A not-for-profit organization providing admission and achievement assessment as well as instructional services for PreK – Grade 12
LMS	Learning Management System
NHS	National Honor Society, grades 10-12
NIAA	Nevada Interscholastic Activities Association
NIPSA	National Independent Private School Association, accrediting body AdvancED - Accrediting body
NJHS	National Junior Honor Society, grades 6-9
NMSQT	National Merit Scholarship Qualifying Test, generally scored from PSAT in grade 11
NVDOE	Nevada Department of Education, licenses HIS to run a private school
NWEA	Northwest Evaluation Association
OTC	Over the counter medications
PK	Prekindergarten
PLP	Personal Learning Plan, developed for each student in collaboration with student, parent, teacher(s)
PSAT 10	Pre-SAT for gr 10
PSAT 8/9	Pre-SAT test, above grade level testing for gr 3-6
PS	Preschool
PTA	Parent Teacher Association, 501(c)3 organization authorized under NV PTA and National PTA
SAT	Scholastic Aptitude Test, a college entrance exam
SIS	Student Information System
SSAT	Secondary School Admissions Test
TIP	Talent Identification Program through Duke University
WATS	Western Academic Talent Search, associated with CBK (Center for Bright Kids) and Univ. Colorado, Boulder
WrAP	Writing Assessment Program through Educational Records Bureau, twice annual writing growth test
WWN	Wolverine Weekly News, a newsletter publication

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 - a statement / a document to communicate expectations of quality around a task or a set of knowledge and/or skills; our rubrics describe four levels of performance

Infinite Campus - Student Information System and Report Card

Tuition - except for optional fees for certain trips, payment is agreed to by signing the enrollment contract

Guiding Principles Awards - 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 or status, and ample qualification, to educate students - NIPSA, National Independent Private School Association, well respected in the USA; AdvancED, the largest global accrediting agency well respected worldwide