



2011-2012 HANDBOOK

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SPECIAL NOTICES

STAFF RESUMES – Horizon Community Learning Center complies with No Child Left Behind (NCLB). Resumes are available in the school offices.

FUNDRAISING – Participation in any and all fundraising activities and the payment of extra-curricular activity fees are not required to have your child enrolled at Horizon Community Learning Center. However, extra-curricular activity fees are required before a student can participate in extra-curricular activities.

2011-2012 CALENDAR

JULY 2011

Meet the Teacher Day (Grades K-6): July 21
"The Eagle Experience" (Grades 7-12): July 21
First Day of School: July 25

AUGUST 2011

ILP Conferences: August 11 & August 12

SEPTEMBER 2011

Labor Day: September 5
Last Day of 1st Quarter: September 23
First Day of Fall Break: September 26

OCTOBER 2011

Grades 7-12 ILP Conferences: October 6 & 7
Grades K-6 ILP Conferences: October 7 & 10
First Day of 2nd Quarter Grades 7-12: October 10
First Day of 2nd Quarter Grades K-6: October 11

NOVEMBER 2011

Veterans Day: November 11
Thanksgiving Break: November 24 & 25

DECEMBER 2011

Last Day of 2nd Quarter: December 16
First Day of Winter Break: December 19

JANUARY 2012

Grades 7-12 ILP Conferences: January 6 & 9
Grades K-6 ILP Conferences: January 9 & 10
First Day of 3rd Quarter Grades 7-12: January 10
First Day of 3rd Quarter Grades K-6: January 11
Martin Luther King Day: January 16

FEBRUARY 2012

Presidents' Day: February 20

MARCH 2012

Last Day of 3rd Quarter: March 9
First Day of Spring Break: March 12
Grades 7-12 ILP Conferences: March 22 & 23
Grades K-6 ILP Conferences: March 23 & 26
First Day of 4th Quarter Grades 7-12: March 26
First Day of 4th Quarter Grades K-6: March 27

MAY 2012

Last Day of Classes for Seniors: May 25
Memorial Day: May 28
High School Commencement: May 30

JUNE 2012

Last Day of Classes for Grades 7-11: June 1
Last Day of Classes for Grades K-6: June 6
ILP Conferences: June 7 & 8

WELCOME

The Horizon Community Learning Center School Board, faculty, staff, and administration would like to extend a warm welcome to all students and parents. Thank you for making HCLC your school of choice! It is often stated that HCLC is in the business of enrolling families, not students. In that light, you are encouraged to read this handbook and become involved! A learning community is most successful when all the partners are involved.

PURPOSE

HCLC Mission

Horizon Community Learning Center is committed to providing a safe learning environment rich in technology where students achieve academic and social excellence while solving real-life problems in a cooperative manner.

HCLC Guiding Principles

Horizon Community Learning Center has seven principles that create a challenging and enriching learning environment for all students. These guiding principles are as follows:

We believe that every student can learn and it's our responsibility to facilitate a process that identifies his or her individual learning style and creates the needed intrinsic motivation empowering the student to strive to do his or her personal best.

We believe that learning can best take place in a "small school" environment where educators,

students and parents share a common set of values and beliefs with a consistent focus.

We believe that students should learn in an environment that reflects diversity of culture, socio/economic status and mental/physical ability providing the means to work together while honoring differences.

We believe academic excellence and personal growth can best be achieved through the combined efforts and direct involvement of students, educators, parents, and the community in the learning process.

We believe that the best means for delivering instruction are constantly evolving. The staff at HCLC is committed to modeling life-long learning by actively pursuing and implementing more effective means of instruction as they are identified and proven valid.

We believe that success in the workplace in the 21st century will require both an in-depth understanding and practical experience with all types of technology. We are committed to the application of technology as a tool in all aspects of the student's learning.

We believe the quest for academic excellence fosters a lifestyle where students develop the inner resources and individual responsibility needed to live purposeful lives, meet the challenges of today and tomorrow, and contribute positively to family, work and society.

Learning Commitment

Horizon Community Learning Center believes that all stakeholders in the learning community must be committed to the success of the students and adults

involved. To this end, a Learning Commitment has been developed that is to be signed by the student, parent, teacher, and principal annually.

The staff at Horizon Community Learning Center will...

- Provide a learning format that is delivered in a non-leveled cluster including students that are traditionally placed in grades K, 1-2, 3-4, 5-6, 7-8 and 9-12.
- Deliver the Arizona State Standards through both a traditional and an integrated format, combining Language Arts/English, Mathematics, Science, Social Studies, and Exploratories/Electives into thematic units.
- Foster a high degree of trust between students/teacher and students/students by celebrating their differences and creating a non-threatening environment that encourages risk-taking.
- Create an environment that fosters a meaningful learning experience that creates a high degree of ownership by the students in the learning process.
- Create a learning format that allows for and encourages adequate time for students to explore new learning.
- Enable students to develop a strong self-concept in an environment that encourages success and recognizes failure as a needed learning experience.
- Allow for individual choice on the part of the students empowering them to control some aspects of their learning experiences; thus, increasing its relevancy and their ownership in the learning process.
- Provide an enriched learning environment by involving our community and the world beyond in learning experiences that have no limits.
- Encourage a high level of input by students while identifying and obtaining the learning necessary to solve problems provided through thematic units.

- Emphasize the communication skills needed to interact with others and share their feelings and beliefs.
- Provide a realistic learning environment that reflects the real problems found in our world, enabling the students to directly apply their newly learned knowledge and skills.
- Demonstrate the mastery of some outcomes by producing an individual and/or group product that reflects their new learnings which are shared with the school and community in a public forum.
- Encourage the skills of working with others to solve problems through cooperative learning activities.
- Foster higher-level thinking skills by allowing students to pursue specific learnings within the thematic unit.
- Create a sense of civic responsibility through ongoing participation in community service projects.
- Create a learning environment previously found in the one-room school by providing a format where students model and mentor for each other.

The students at Horizon Community Learning Center will...

- Learn by seeing, listening, doing, feeling and communicating at school and in the community and world.
- Learn skills and use them in thematic units to explore the world.
- Learn to problem solve.
- Learn to gather information through research.
- Learn to use technology as a tool.
- Learn to use critical and creative thinking to solve real problems.
- Practice learning skills.
- Learn to communicate in many ways.
- Learn to speak Spanish.
- Learn to work together with all students in small and large groups.
- Celebrate each person as unique and special.
- Help with community service projects.

- Learn to make responsible choices.
- Demonstrate learning in a public forum.
- Follow the school’s goals, values and rules.

Parents/Guardians at Horizon Community Learning Center will...

- Be involved in student’s learning.
- Support the activities of the school by regular attendance at all parent and parent/student activities, including attendance at all ILP conferences.
- Participate in the governing processes of the school including the Parent/Community Forum and School Improvement Team functions and surveys.
- Seek out answers to questions (to avoid rumor and innuendo) and address concerns with respect and dignity to those directly involved.
- Seek out means to provide the needed resources for projects and extended learning activities.
- Support HCLC’s Code of Conduct.

HCLC Goals

The Horizon Community Learning Center will create a quality environment where students . . .

LEARN: Students strive to reach their personal best in each of the academic areas, gaining new knowledge and skills while applying them in a real-life setting.

BELIEVE: Students gain confidence in themselves and others through the learning process as demonstrated by their success, recognition of accomplishments, and acceptance of increased responsibilities.

DREAM: Students create a vision for the future that provides the foundation for a learning environment where students are challenged to reach beyond their perceived limitations, creating new paradigms for learning and impacting the world.

DARE: The act of applying oneself to make a difference requires a strong sense of character based upon sound values. This will be achieved as students honor and apply the values of integrity, loyalty, self-discipline, initiative, dedication, perseverance, respect for others, compassion, responsibility, involvement, truthfulness, trustworthiness, a strong work ethic, and a sincere commitment to family and community.

The following will reflect school success:

1. 70% or more of students attending HCLC for one or more years will achieve “Meet and/or Exceed” on all standardized testing (AIMS DPA, TerraNova).
2. 70% or more students attending HCLC for one or more years will achieve one year’s growth in those areas tested.
3. HCLC students in grades K-12 will achieve Average Yearly Progress (AYP) in accordance with the No Child Left Behind Federal Legislation.
4. 70% or more of the parents returning the annual parent satisfaction survey will indicate an approval rating of “Excellent or Good.”

ORGANIZATION

Governance

Horizon Community Learning Center is organized in a manner that maximizes the involvement of all stakeholders including students, parents, support staff, teachers, administrators, school board members, and the community. The key element to

success is the ownership of each stakeholder in how that success is reached. This approach emphasizes a shared process with a sincere commitment to decision making by consensus.

Form of Business

Horizon Community Learning Center, Inc. has chosen to operate as a non-profit 501(c)(3) organization and has formed a corporation in the state of Arizona. The governing body for the corporation is the Corporate Board of Directors and the governing board for the school is the School Board.

School Improvement Team (SIT)

The Horizon Community Learning Center School Improvement Team is comprised of student, parent, teacher and administrative representatives. Representatives will come together on a regular basis to plan for the future, assess progress, and address concerns that arise. The School Improvement Team makes recommendations to both the Leadership Team and School Board as needed. A lottery is held each fall to determine the student, parent and teacher representatives.

School Day Start & End times

- Pre-Kindergarten Foundations (Morning): 8 to 11 a.m.
- Pre-Kindergarten Foundations (Afternoon): 12 to 3 p.m.
- Kindergarten (Half Day): 8 to 10:45 a.m.
- Kindergarten (Extended Day): 8 a.m. to 3 p.m.
- Grades 1-4: 8:15 a.m. to 3 p.m.
- Intermediate School: 8 a.m. to 3:15 p.m.
- Middle School: 8 a.m. to 2:30 p.m.
- High School: 8 a.m. to 2:30 p.m.

School Office Hours

7:45 a.m. to 3:45 p.m.

Drop-Off/ Pick-up

School staff will be present to monitor student drop-off and pick-up 15 minutes before and after the school day begins and ends. Students dropped-off earlier or picked-up later than these times should be enrolled in Club Horizon.

PLEASE NOTE: Students on campus before 7:45 a.m. and after 3:30 p.m. must be in a school sponsored activity or in Club Horizon. Students NOT in a school sponsored activity or in Club Horizon MUST leave campus. There is NO supervision for students before 7:45 a.m. or after 3:30 p.m.

Club Horizon

The Club Horizon Program is offered before and after school for students in grades K-6. Students not in attendance on HCLC’s campus are not eligible to attend Club Horizon. Club Horizon is located at the east end of the campus. Entrance to the program is through the gate next to the activity field; walk north along the building to the second entrance. The entrance is clearly marked.

Proposed Fees:
Before School - 6:15 to 8 a.m., \$6 per day
After School - 3 to 6 p.m., \$12 per day

Camp Horizon

The Camp Horizon Program is provided for students in grades K-6 during the fall, winter, spring, and

summer breaks. The camp meets daily except on legal holidays from 6:15 a.m. to 6 p.m. Camp Horizon is located at the east end of the campus in the elementary wing. Entrance to the program is through the gate next to the activity fields; walk north along the building to the second entrance. The entrance is clearly marked.

Proposed Fee: Starting at \$30

OPERATIONS

Enrollment Procedure

Horizon Community Learning Center is open to all students residing in the state of Arizona on a first come basis unless there are more students registered than there are spaces available for the next school year. A lottery will be held if more students are registered than there are spaces available. The lottery is held annually in March. The lottery will determine the students to be enrolled in the spaces available and the order of the waiting list for each grade level. Per Arizona Education Law ARS 15-184: "Preference shall be given to siblings of a pupil selected through an equitable selection process such as a lottery" (If there are more siblings than there are spaces available, a sibling lottery will be held). Students registering after the lottery will be placed on the waiting list on a first come basis. Enrollment is not limited based upon ethnicity, national origin, gender, income, disability, proficiency in the English language or athletic ability. There is no tuition charged for attending Horizon Community Learning Center.

Waiting Lists

Waiting lists are developed for each grade level. Parents wishing to enroll their children are welcome to stop in the main office.

Extra-Curricular Activity Fees

Extra-curricular fees are paid each year to provide field trips, special assemblies, electives, high school chorus, high school band, art, school sponsored clubs, intramurals, athletics and related supplies. The fees must be paid to participate in the activities. Students not paying for extra-curricular activities will be provided a related alternative learning experience if the activity takes place during the instructional day.

Health Services Policies

Health Services are provided in order to assist students whose health problems may now, or in the future, affect their education. The Health Office staff is trained to support and educate the students in managing their health issues so they may participate fully in their classes.

Health Services is responsible for overseeing and tracking immunizations and routine vision and hearing screening within Arizona state regulations. Parents will be contacted if there is anything missing from their child's health record.

The Health Office coordinator, a health assistant, or designated personnel will provide health services. There are two Health Offices, one in the elementary wing serving grades PreK-6, and one in the main office serving grades 7-12. The Health Office staff will address illness and accidents that occur at school. Health Services only stocks general items needed for basic first aid (see list below). The Health Office is not

a clinic and cannot diagnose illnesses. The goal is to evaluate students' needs and assist them in returning to the classroom as quickly as possible or to get them home.

By law, any student with a temperature of 100.0 degrees or higher or who is vomiting or having diarrhea may not attend school and must be sent home. Students may not return to school until they are fever-free for 24 hours, without the use of fever-reducing medication. Any student with a possibly infectious condition, like conjunctivitis ("pinkeye"), chicken pox, extensive rash, lice, etc., must be sent home until treated or cleared by a personal health care provider.

Health Services is unable to keep ill students at school or provide long-term observation of students. Parents are responsible for picking up their child, or making arrangements for an emergency contact to pick up students who are ill or injured. Health Offices are open for students from 9 a.m. to 2 p.m. in grades PreK-6, and 9 a.m. to 1:30 p.m. in grades 7-12. Health Office staff are available for emergencies or parent communication from 7:45 a.m. to 3:30 p.m.

Parents are required to complete a Student Emergency/Release Card for each child at the beginning of each school year and notify the office staff of any changes as soon as possible throughout the school year.

If both parents will be out of town, or unavailable for contact, a letter must be on file with Health Services designating the person who will be responsible in case of an emergency.

Parents of children with serious health problems (i.e. epilepsy, diabetes, hemophilia, severe asthma or allergy, or other special needs) are requested to report this information to Health Services and provide special health care instructions. If your child has undergone hospitalization, surgery, or severe injury, also notify the Health Office.

If your child comes to school in a cast, boot, or on crutches, please submit doctor's permission to return to school that includes the diagnosis, any specific limitations, and the duration that your child will require them to Health Services.

To minimize exposure to other children, please keep your child home if you see these symptoms. If symptoms persist, you may choose to contact your doctor:

1. Fever of 100.0 degrees and above. Before returning to school, child must be fever-free for 24 hours without the use of fever-reducing medication.
2. Persistent cough.
3. Severe sore throat.
4. Rash with fever illness, such as chicken pox, measles, etc.
5. Nausea, vomiting, or diarrhea.
6. Red, itchy or burning and draining eyes - if conjunctivitis or "pink eye" is diagnosed, the child must be on medication for 24 hours before returning to school.

7. Prolonged headache, stomachache, earache, or toothache.
8. Swelling or pain at a level that may interfere with ability to concentrate and learn.
9. Head lice - child must remain at home until treated with medicated lice shampoo and all the nits are removed. Please notify Health Services if lice have been identified.

Medications to Be Given During School Hours

The Health Office only stocks:

- regular strength acetaminophen (Tylenol)
- chewable junior strength acetaminophen
- hydrogen peroxide
- benzylkonium chloride wound cleanser
- alcohol swabs
- clear anti-itch gel
- “Burn-Free” pain-relieving gel
- sterile eye wash
- saline contact lens solution
- salt water gargle
- petroleum jelly
- hand lotion

Menthol cough drops are available for students in grades 5-12. For safety reasons (i.e. choking), regular

hard cough drops are not allowed in classrooms or the Health Office for students in grades PreK–4. Parents may bring in cough syrup, throat spray, or throat strips for their individual student as long as they follow the over-the-counter medication policy.

Regular strength acetaminophen (Tylenol) will be given only to students who have written permission from a parent indicated by initialing on the student emergency/release card. Acetaminophen will be given as needed within the guidelines and directions listed on the label.

As needed (prn) medications and non-prescription medications, including acetaminophen, will not be dispensed to students during the first and last hour of the school day.

Medications needed by students should be given on a schedule that permits as many doses as possible to be given at home with supervision of a parent/guardian.

If medication must be taken during school hours, the parent/guardian must complete an “Authorization to Administer Medication to Students” form, available from Health Services. Written notes from home **cannot** be accepted **by law**.

By law, medications must not be sent to school with students. All medications, whether prescription or over-the-counter, including refills, **must** be brought to the Health Office by the parent or designated adult.

Prescription medication must be in the original prescription container labeled by the pharmacist. Label must include: name of the student, name of the medication, dosage, frequency, and time to be given (if specified). Prescriptions must be in English.

Doctor's orders are needed for changes to dosage, frequency or time of medication noted on the pharmacy label.

Over-the-counter medication must be in the original container with all warnings and directions intact. Directions and warnings must be in English. Health Services will not give medication beyond the recommended dosage or frequency listed on the medication container without a doctor's order, even if requested by the parent. Doctor's orders are needed to give over-the-counter medications on a daily or scheduled basis.

Doctor's orders must be in writing on physician letterhead or script. Doctor's orders must include: name of the student, name of the medication, dosage, frequency, and time to be given (if specified). Doctor's orders may be faxed to Health Services at: Grades K-6; (480) 659-3082, Grades 7-12; (480) 659-3043. Please write on fax: "Attention: Health Services" and specify student's full name and date of birth.

Medications must be current. By law, Health Services cannot give medications past the expiration date on the label.

Medications no longer being given to students at school cannot be stored at school and must be picked up by the parent and returned home.

At the end of each school year, all medications must be removed from Health Services. No medications will be stored at school over the summer break. A parent/adult must pick up the medications to be taken home. Medications cannot be sent home with students. All medication not picked up by end of the

last day of school will be disposed of by Health Services.

Textbook and Instructional Materials

Texts and materials required for instruction will be provided by HCLC. It is important to note the method of instruction for all subjects is based upon a research model. Therefore, students do not always have a set of textbooks for each class. Instead, a large variety of textbooks and materials are available to all students to serve as references and provide a varied look at each problem to be solved. This will stimulate the students' thinking and enable them to solve problems in accordance to their own thinking after researching a number of sources. High school students enrolled in classes offering dual credit for high school and college are required to purchase all textbooks and required materials. HCLC must be reimbursed for all lost or damaged books or materials checked out or assigned to the student.

Media Center

Students check out all textbooks/instructional materials and independent reading books from the Media Center. Students in grades 5-12 are required to have their ID in order to check out books. ID badges are printed at the beginning of the school year. If a student loses an ID badge, a \$5 fee is required in order to issue a new ID. Independent reading books are checked out for a period of two weeks. If any books are overdue, that student will not be allowed to check out. If a book is lost or damaged, students are to pay a fine. If the lost book is returned before the end of the school year and the fine was greater than \$10, a refund will be issued.

Homework

HCLC does not view homework as a separate activity. Students are assigned projects that will require varying levels of time and energy. Time is provided each day to address these projects. The focus is completing the projects by the required due date. Therefore, like in real life, the students' ability to manage their time and/or apply themselves will reflect the amount of time spent working at home. Parents can expect to see regular assignments in subject areas such as math and language arts that build upon the mastery of previous skills. Middle school and high school students should expect homework on weekends as well as during the week. Dual enrollment or AP courses may require homework over school breaks.

Requirements for Promotion

Students will attend one year of learning at Kindergarten, two years in the 1-2, 3-4, 5-6, and 7-8 levels; and four years at high school, grades 9-12. Promotion from each level will be determined during the required quarterly ILP Conference at which time the student, parents, and teacher will review the student's portfolio. Students MUST master all the state standards at the highest grade within each level before they can be promoted. For example, a 3rd or 8th grade student must master all the state standards represented on the appropriate AIMS test before he or she can be promoted to the next grade.) Promotion/retention is a team decision based on standardized tests scores, current grades, and teacher input.

Requirements for Graduation

Students graduating from Horizon Honors High School must earn a minimum of 24 credits. Please see the

Horizon Honors High School course catalog for a complete description of required courses and community service. Students must achieve a "C" in each class in order to receive credit toward graduation. All high school students must meet or exceed in all areas of the state criterion-referenced test, the Arizona Instrument to Measure Standards (AIMS). In addition, any high school student who has accumulated more than 10 absences in any class per semester is at risk of losing credit.

Attendance

All students are expected to attend school every day school is in session. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Health and family take preference, but families are asked to plan activities on days and times other than when school is in session. Please do not schedule extended trips.

Absence Procedure

When a student needs to be absent, parents should call the attendance line at (480) 659-3062 or e-mail attendance@horizonclc.org before 9 a.m. each day the student is absent. State law mandates that the school record a reason for all student absences. This greatly reduces the need to call you at work or home to confirm the absence. When calling or e-mailing, please give the child's name (with spelling), date of absence, grade level and reason for absence, along with a telephone number where you can be reached in case of questions. Federal law requires that we make every attempt to contact parents on the day the student is absent if the school has not been notified by the parent. The absence will be unexcused if no reason is given within 24 hours of the

absence. Students who are absent 10 or more days in one semester may not be promoted to the next grade level and/or lose high school credit.

Late Arrival and Leaving Early

Any time a student arrives after the official start time, the student and parent are required to sign-in at the front desk. Students risk loss of credit in courses when they are absent more than 10 days in a semester or if they miss a significant amount of instruction due to late arrival. To excuse a late arrival, a parent must sign a student in with the reason or call the office/e-mail within 24 hours. Parents picking up students early from school are required to report to the front desk and sign the student out.

Birthdays, Holidays, & Other Celebrations

Special days in the lives of students and staff are important to them, their families and to the learning community. The manner in which these special days are recognized and celebrated should honor and respect both those who willingly participate or choose not to participate. As students celebrate their birthdays in the elementary school, the event is acknowledged during morning meeting. At the secondary level, gifts such as balloons, flowers, etc. must be delivered at home so as not to disrupt the learning environment. Family may also visit the school during lunchtime to celebrate. However, NO food or drinks may be a part of the celebration. Many students have food allergies and should not have to be excluded from the celebration. In place of a food item, parents are encouraged to donate a book to be placed in the Media Center in the student's name.

Religious and cultural holidays are important to both the individual student and the learning community. Students are encouraged to share holidays they are celebrating and tell the other students about why the day is important to them. This can take place during the morning meeting or advisory period. It is the practice of HCLC to honor diversity in all aspects of our lives. This includes the religious holidays celebrated by the wide span of religions represented in the learning community. The focus of recognizing these holidays will be to educate students as to their origins and to recognize their importance to the students celebrating these events. No one religious holiday will be celebrated school-wide.

Emergency Drills

Emergency drills are held monthly to teach students the safest, quickest route to exit from school buildings. Whenever a class leaves a room for an emergency, students stay with their teachers until staff receives permission to return to their classroom.

In addition, the school has an Emergency Preparedness Plan on file that details student and staff procedures in the event of a school emergency.

Student Lunch

Students may bring their own lunches each day. Parents can also elect to participate in the catered lunch service, providing lunch at a reasonable cost. Forms for ordering these lunches are available in the school offices and must be completed and paid for in advance. Students cannot receive delivered food from anyone other than their parents or a designated emergency contact person.

Guidance and Counseling Services

All staff members are trained in problem solving, which serves as the first step in resolving conflict and providing emotional support. School counselors will assist students whose needs cannot be met by this immediate support. School guidance counselors can help students with all academic and social issues as they relate to school needs. Other community resources can be made available as the needs arise. At the elementary level, parents are asked to contact their student's teacher, master teacher, student advisor, or principal with specific needs or concerns. At the secondary level, please contact your child's counselor or principal.

Student Government

In accordance to the HCLC philosophy, the students will play a key role in the governance of the school. This will include a democratic representative model of student government. Leadership for this government body will be held on a school-wide basis.

Special Activities

Special activities are provided and organized when students exhibit an interest and when a sponsor is available. The activities will vary and may include sports, clubs, speech, debate, and other areas of interest.

Athletics

All students in middle school (grades 7- 8) and high school (grades 9-12) are encouraged to participate in the athletic program. Students in the middle school will compete against other appropriate middle school programs. Students in high school will participate in competition with other high schools in the Athletic

Interscholastic Association (AIA). Any student participating in athletics must have a current physical each year, meet academic eligibility requirements prior to and throughout the season, try out for the team, and have paid their proposed athletic fee of \$220 per sport. Eligibility is determined by evidence that the student is passing all subject areas and demonstrates character on a daily basis. See the HCLC Athletic Handbook for more information.

Intramurals

Athletic Intramurals are available for students in Horizon Honors Intermediate School. Any student participating in intramurals must have a current physical each year, academic eligibility, and have paid their proposed intramural fee of \$65 per quarter. These must be completed and submitted one (1) week prior to the start of practice for each season.

Media Release Information

Student information (e.g., student's name, address, telephone number, date of birth, class designation) as well as photographs or video may be utilized by HCLC or news media for the purpose of informing the public about the school. This information and these images may be used for school yearbooks, internal and external school publications, the school's Web site, social media, as well as local and national newspapers, blogs/news Web sites, magazines, radio, and television stations. IF YOU DO NOT WISH TO HAVE YOUR STUDENT'S INFORMATION SHARED, PLEASE NOTIFY THE SCHOOL IN WRITING.

Transportation

Parents are responsible to transport their child to and from school. The limited funds made available to charter schools are committed to providing transportation for extended learning trips.

Student Parking

Parking spaces are provided for high school juniors and seniors in designated parking spaces on a first come, first served basis. Students are assigned a space and issued a parking sticker after paying the parking fee of \$120. Students must adhere to the rules and regulations on the registration form. The registration forms are available in the main office. Parking stickers must be displayed in the registered vehicle at all times.

INSTRUCTION & ASSESSMENT

Delivery of Instruction

Horizon Community Learning Center strives to provide “a gifted education program for all students” regardless of ability. The focus on student needs, instructional organizational patterns, and classroom strategies will reflect those often reserved for gifted students in the traditional setting. Because of this approach, critical thinking, creative thinking, hands-on learning, integrated instruction, cooperative learning, problem solving, and leadership opportunities are highlighted throughout the curriculum.

Curriculum Standards

Student curriculum standards are derived from the Arizona State Standards and the National Content Standards. In addition, students are expected to achieve standards in the areas of critical thinking, creative thinking and character building.

Program Emphasis or Methodology

Horizon Community Learning Center’s special program emphasis is seen in both the way the school is structured and how students learn. The following characteristics and their descriptions lend to a better understanding of what makes Horizon Community Learning Center a special place to learn.

“I Do and I Understand”

Horizon Community Learning Center believes the basis for real learning and understanding is by “doing”. When students create a product/project to demonstrate learning, it stimulates creative thought and the intrinsic motivation needed to pursue and apply new knowledge.

Small School Environment

Horizon Community Learning Center is designed to provide a “small school” learning environment where all students and staff members know each other and have contact on a daily basis. We believe this increases the students’ confidence both in their importance as individuals and their belief that the school is a safe and caring place to learn. The “small school” environment also allows for well-defined beliefs regarding how the students learn, what the students learn, and a common set of values by which

students will work together. Horizon Community Learning Center has . . .

... adopted a defined style of instructional delivery that is consistent throughout the student's learning career.

... established common pathways for learning that connect all the grade levels with a consistent curriculum focus.

... defined the values by which participants at Horizon Community Learning Center, student and adult, are expected to model at all times. This can only happen in a school where ALL school community members (staff, students, and parents) are involved and meet together regularly to dialogue about these principles and hold each other accountable.

Assessment Plan

The academic progress at Horizon Community Learning Center will be monitored and assessed on an ongoing basis. The assessments used range from standardized criterion based assessments such as the Terra Nova or AIMS-DPA to authentic assessments such as student self-assessment.

Tests of Basic Skills

All students will be assessed on an annual basis. In Grade 2 and 9 the Stanford 10 test is taken; in grades 3-8 the Arizona Instrument to Measure Standards (AIMS) is taken. Reports of the results of these tests will be reported to the Arizona Department of Education at the required grade levels and will be a part of the school report card. These criterion-referenced tests will measure proficiency in the reading, writing and mathematics standards. High school students will first take the test during the

spring of their sophomore year. These students will have opportunities to retake components of the tests twice during their junior year and twice during their senior year. Students must demonstrate proficiency in each of the reading, writing and mathematics standards in order to receive a diploma.

Powerschool

Powerschool is an online software application that allows students and their parents access to student information. Users have the ability to see attendance information, grades, and assignments. Each person using Powerschool is assigned a unique login name and password. These unique logins ensure the retrieval of specific information relating only to the individual user.

Individual Learning Plan (ILP)

An Individual Learning Plan (ILP) for each student will be maintained throughout each quarter. This plan will include a criterion list of learning outcomes the student is expected to achieve by the end of the quarter. This list will serve as both a visual indicator of progress and an agenda for personal conferences with the student's teachers and parents. Progress on the learning outcomes will be noted on the Powerschool program. The final level of achievement on each learning outcome will be a part of the student's ILP.

Individual Learning Plan Conferences

A student/parent/teacher conference will be conducted once each 10 weeks. The conference includes a review of the student's progress and goals for the upcoming quarter. Participation in the ILP

conference is required. Students might not be promoted to the next grade level and/or graduate without this involvement.

Summatives

The student's progress on the tasks assigned to them for projects will be monitored by the teacher and reported on Powerschool. A final summative comprised of a public demonstration of the projects will be conducted as follows: grades K-6 - each quarter; grades 7-8 - end of each semester; grades 9-12 - exhibitions at various times. Each student will be asked to assess the achievements of the overall group and themselves as a part of this process.

Products/Process

The products created by the students and the process used to create those products will be assessed on an ongoing basis. Data gathered will be shared in the progress report, report card and portfolio.

Student Portfolio (K-6)

A portfolio will be developed for each student upon his or her entry into Horizon Community Learning Center. This portfolio will contain progress reports, project assessments, exhibition assessments, Individual Learning Plans, and artifacts representing the student's work chosen by both the student and teachers. Often, this portfolio will be used to conduct the student, parent, and teacher conferences every 10 weeks.

Teacher Generated Criterion and Aptitude Tests

Tests are also used to determine mastery of learning outcomes using tests designed to assess the student's

knowledge and ability to apply that knowledge. The results of these tests will be a part of the 10 week progress report/report card.

Progress Reports/Report Cards

A progress report/report card will be given to parents at the ILP conference at the end of each 10 week session. In an effort to encourage participation in the Individual Learning Plan (ILP) Conference, they will not be mailed home. This report will include assessment on the student's ILP, group products, and other items as determined. Parents are given access to their child's assignments and grades on a daily basis through Powerschool.

SPECIAL EDUCATION

Horizon Community Learning Center provides Special Education in accordance to all federal and state regulations and guidelines.

Identification/Evaluation

Students entering our school with an IEP from a previous placement, the school will begin to implement the plan accordingly or the parents will be contacted for an IEP meeting. When the student's teachers and/or the student's parents suspect a disability, the pre-referral process will be initiated.

Placement Services

After a student has been evaluated, a multi-disciplinary team (MET) meeting will be conducted to determine eligibility. As a result of this MET, an IEP may be appropriately scheduled. Students identified with learning, emotional or physical disabilities are an important part of the school. The primary means of

service is to mainstream these students to the greatest extent possible into the regular program. When needs exist that require a more restrictive environment, the IEP team will reconvene. The student will be assigned to a specific special education teacher to manage his/her IEP.

The Individual Educational Plan will be reviewed annually.

Child Study Team (CST)

The Child Study Team may consist of: the student's parents and teachers, administration, Health Office staff, a special education teacher, and the student, when appropriate.

Special Education Teacher

Horizon Community Learning Center employs teachers certified by the Arizona Department of Education in Special Education. These teachers may or may not provide direct instruction to the student unless it is specified in the student's IEP. However, this teacher will be responsible for managing the progress of the student in consultation with the student's teachers if not directly assigned.

STUDENT DRESS CODE

Rationale

Every student has intrinsic worth based upon who he or she is and not what he or she wears. HCLC wants to create an environment in which each student can develop those innate qualities, focus on learning, and contribute in a positive way to the community. Cultural pressures related to clothing choice can distract students and undermine that positive

environment. The adopted dress code encourages self-discipline, safety, and modesty and will still allow students to be creative in exercising choice.

Dress Code

The following dress code applies while on school grounds and at all school events on or off campus (including field trips) unless otherwise directed by administration.

All clothes will:

- be clean and neat
- be the appropriate size (not skin tight or too large)
- not be torn, tattered, written-on or suggestive
- not be a camouflage pattern, be of a see-through fabric or be gang-related
- not interfere with the educational process or present a safety hazard as determined by the HCLC administration

T-shirts, Shirts, and Blouses Will:

- be worn anytime
- not be skin tight
- have short or long sleeves; not be a tank top, halter top, camisole, or strapless; not be an undershirt
- can be sleeveless but must cover the entire shoulder and underarm
- be buttoned, zipped, fastened or solid to within 4" of the base of the neck
- be free of all numbers, letters, icons, pictures, and logos unless it is a HCLC authorized shirt
- be allowed to be worn out at the waist if tailored to be worn out with a straight hemmed shirt tail that extends no less than 4" and no more than 6" below the top of the pants and does not expose the midriff at all times when sitting, bending, or standing upright

Skirts/Shorts/Pants Will:

- be pulled up and snug above the hips
- be no longer than just above the sole of the shoe
- allow small logos noting the manufacturer that are no larger than the student's thumb
- not be overalls; not be stretch pants, athletic wear, OR lounge wear (workout clothes)
- be no shorter than the fingertips when the hand is extended at the side while standing straight
- tights and leggings cannot be worn alone

Dressers/Jumpers Will:

- be buttoned, zipped, fastened or solid to within 4" of the base of the neck
- cover the shoulders or have the top under the dress that covers the shoulders and underarms
- be no shorter than the fingertips when the hand is extended at the side while standing straight

Sweaters/Sweatshirts/Jackets/

Coats/Hoodies Will:

- be restricted to school appropriate designs that are not vulgar, violent, obscene, or gang-related
- not be worn inside the buildings (APPLIES TO JACKETS/COATS ONLY)
- be free of all numbers, letters, icons, pictures and logos unless it is a HCLC authorized logo (APPLIES TO SWEATERS/SWEATSHIRTS/HOODIES ONLY)
- not be blankets or snuggies

Jewelry/Piercings/Gauging Will:

- be kept to a minimum
- not include any piercing of any body parts other than the ears

Tattoos & Body Art Will:

- not be allowed (including permanent, temporary, henna, or any other types of tattoos or body art)
- will be washed off immediately if temporary; will be covered at all times if permanent

Make-up Will:

- be kept to a minimum and reflect natural skin colors

Hair Will:

- be clean and neat and of natural hair colors (no part of hair will be pink, purple, green, etc.)

Footwear Will:

- be required at all times
- not include shoes/sandals with open backs, including flip flops or slippers
- not have heels higher than 2.5" tall

Headwear Will:

- only be worn outside the buildings to protect from the sun or to provide warmth
- be restricted to school appropriate designs that are not vulgar, violent, obscene, gang- related
- not include "do-rags", bandanas or sweatbands

Physical Education Clothing:

- footwear must be appropriate tennis shoes, fastened tightly at all times, and have non-marking rubber soles
- no jewelry is allowed due to safety issues
- be black gym shorts/athletic pants and a plain white or any color HCLC approved t-shirt (Grades 7-12)
- clothes worn during physical education classes cannot be worn at any other time of the same school day (Grades 7-12)

Backpacks Will:

- be free of any student writing
- be free of logos, symbols or pictures that represent something illegal, violent, illicit or suggestive

Exceptions

Exceptions can be made to this dress code with prior approval by the administration.

Non-Compliance

Students who are in non-compliance with the dress code will be referred to the administration and assigned a consequence in accordance to the Student Code of Conduct and may not be allowed to return to class until they are in dress code. Repeated dress code violations will be considered insubordination.

Interpretation of Dress Code

Interference with the educational process, items that present a safety hazard, and any interpretation of the dress code will be determined solely by the administration at Horizon Community Learning Center.

STUDENT CODE OF CONDUCT

Purpose

The first priority for all decisions and actions taken at Horizon Community Learning Center is a safe and orderly learning environment. This can only happen if all involved are committed to performing their best and respecting the rights of others. This "Student Code of Conduct" provides the foundation for such an environment.

Rationale

The rationale for this code of conduct is based upon the belief that each person wishes to be treated with

kindness, respect, dignity, and fairness. Thus, one simple but profound rule applies, "Treat others the way you wish to be treated."

School & Parent Responsibilities

The responsibility of maintaining a positive and productive learning environment is a cooperative effort, shared by students, parents, and the school. The active involvement of and support by teachers, parents, administrators and other school staff is critical in helping the student to understand and honor the learning community values. Teaching and assisting students to develop positive and productive attitudes and behaviors will enable them to be active learners and valued contributors to the learning community.

Student Responsibilities

Each student is responsible for helping to create and maintain a school environment that is safe and conducive to learning. He/she shall:

- Model acceptable behavior at all times while on school property, attending a school event or on school buses.
- Be responsible for his/her own actions and the consequences of those actions.
- Show consideration and respect to fellow students, parents, community members, school staff members, and school property.
- Display physical and verbal self-control by using the problem-solving methods for addressing concerns.

Parental Involvement

When addressing any violation of the student code of conduct, it is important that both the parents and the school be involved. When an incident is reported, the school staff members will conduct an investigation to

gather the facts and information from those involved. Reasonable effort will be made to contact and involve the parents prior to a consequence being assigned.

Staff Conduct With Students

HCLC Board Policy GBEBG states employees are expected to exercise general supervision over the conduct of students, not only while in the schoolroom, but also before and after school and during recess. At all times teachers and other staff members will accord students the dignity and respect they deserve, and avoid embarrassing any student unnecessarily.

Students are expected to regard all school employees as individuals who are employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choice for themselves, they shall be required to respect the rights of all school employees and other students, and interference with those rights will not be tolerated.

Students shall not have the right to interfere with the efforts of instructional staff members to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students. No student shall have the right to interfere with or disrupt any work activities.

All personnel employed by the school are expected to relate to students of the school in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.

Relationships between staff members and students that include “dating,” “courtship,” or “romantic involvement” are prohibited. These behaviors deviate from ethical or professional standards and shall be deemed unacceptable and contrary to the expectations of school governance.

Staff/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process.

Violations of the above shall be considered serious and may result in severe disciplinary action.

Guidelines for Inappropriate/Forbidden Items

Although this is not a comprehensive list, students are not allowed to have the following items at school:

- aerosol cans
- alcohol
- balloons
- bandanas
- chains of any kind including wallet attachments
- cigarettes
- “do-rags”
- drugs (including illegal, pharmaceutical, or designer)
- energy drinks
- eggs
- glass containers
- firecrackers/fireworks
- gum
- permanent markers/pens
- personal alarms
- pornography
- pepper spray/mace
- shaving cream

- “silly string”
- “slam” books
- petitions
- snap caps
- smoke/stink bombs
- inappropriate stickers
- sunflower seeds
- tie wraps
- toys
- water balloons/water guns
- weapons

Items that interfere with the educational process or present a safety hazard as determined by the HCLC administration will be confiscated. Also, inappropriate use of the following items is not allowed: correction fluid, glue, paint, paper clips, rubber bands, scissors, staples, and felt markers/pens. Students will be assigned an appropriate consequence for possession of these items in accordance with the Student Code of Conduct.

Personal Property

HCLC is not responsible for loss, damage, or theft of personal property. This includes items lost, damaged, or stolen on campus during the school day, at after school activities, athletic events, field trips, social events, etc. HCLC does not assume any financial responsibility for personal property.

Electronic Devices

Electronic devices such as beepers/pagers, cellular phones, personal CD players, ipods, MP3 players, laptops, etc. can be carried at school. Students in grades K-6 may not have any electronic devices on during school. Students in grades 7-12 may use electronic devices during lunch or before and after

school. These electronic devices must be turned off and placed in a backpack or pocket out of sight during the regular school day. They may not be used during transitions or during use of the restroom or locker room. Cell phones are not to be used instead of Health Services or main office involvement. Inappropriate use of electronic devices will result in disciplinary action and confiscation of the items. Electronic games are not allowed during school hours.

Harassment, Intimidation, & Bullying

HCLC Board Policy JLIF states there shall be no harassment, intimidation or bullying, solicitation to engage in harassment, intimidation or bullying or aiding and abetting another who is engaged in harassment, intimidation or bullying of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to the School within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

“Harassment, intimidation, and bullying” encompass a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing; verbal (e.g., making threats, taunting, malicious teasing, name-calling); or psychological (e.g., social exclusion, extortion, intimidation, spreading rumors, manipulating social relationships).

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others may report harassment, intimidation or bullying to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. Failures by a staff member to timely inform the school administrator or next higher administrative supervisor of harassment, intimidation or bullying allegation or their observation of an incident of harassment, intimidation or bullying may subject the staff member to disciplinary action in accordance with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed harassment, intimidation or bullying which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

Disposition of all reports/complaints shall be reported to the Executive Director. The Executive Director will determine if the policies of the School have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

Offenses & Consequences

Level I Offenses:

- Disrespectful behavior including but not limited to: acting out, altercations short of physical contact
- Refusal to follow directions (i.e. work completion, dress code infractions, etc.)
- Minor disruptions of the learning process
- Unauthorized selling or trading
- Bike/skateboard safety or use on campus
- Tardiness
- Public displays of affection
- Tampering with another's food

Level I Consequences:

- Immediate natural consequences
- Apology
- Problem solving (self/peer/staff/parent)
- Written action plan
- Letter of apology
- Detentions
- Repeated and/or serious violations will result in referral for major offenses and will be considered insubordination

Level II Offenses:

- Acts of dishonesty including: lying, cheating, forgery or plagiarism
- Computer/cell phone use violations
- Hazing/initiation*
- Bribery
- Possession/use of forbidden items
- Disrespect/defiance of authority/insubordination
- Petitions
- Invasion of privacy/property of others
- Truancy/ditching*
- Leaving campus without permission
- Gambling
- Speeding/improper operation of a vehicle on school grounds

- Use of obscene, profane or abusive language or gestures
- Acts of physical aggression
- Reckless behavior

Level II Consequences:

- Problem solving (staff/parent)
- Compensation and apology
- Community reconciliation time
- Time-out
- Letter of apology
- Detention
- Saturday School
- Short term suspension (1 to 10 Days)

Level III Offenses:

- Emotional/physical/sexual harassment, intimidation and bullying*
- Use or written display of ethnic/racial slurs
- Obstructing the problem solving process
- Inappropriate use of technology
- Trespassing
- Defacement/destruction of property (i.e. graffiti, tagging, etc.)
- Use/display of gang-related, drug, satanic, or sexual symbols, gestures, or words or one denoting a negative group affiliation
- Presents a physical/emotional threat to self or others (verbal or written) including indirect aggression
- Possession/use/under the influence of alcohol/tobacco products or intent to sell or share*
- Possession/distribution of pornographic material or conducting pornographic searches on the Internet
- Non-Approved possession/use/distribution of over the counter drugs*
- Possession/use of look-a-like drugs/alcohol/tobacco products/paraphernalia
- Possession/use of a look-a-like weapon
- Spontaneous physical assault *
- Fighting or striking*

- Extortion
- Sexual misconduct or indecent exposure*
- Endangerment
- Theft
- Bus/van misconduct

Level III Consequences:

- The first violation of any of the offenses listed will result in a suspension from school and school-related events. Participation/completed counseling for the student or student/parent may be required prior to re-admittance to school.
- The second violation of the offenses listed will result in an automatic recommendation by the principal to the school board for expulsion from Horizon Community Learning Center. A formal hearing will be conducted by the school board to determine if the student will be expelled.
- Letter of apology
- Retribution

Level IV Offenses:

- Endangerment through the use of fire alarm, calling 911, or bomb/chemical/biological threat **
- Sexual assault**
- Premeditated physical assault**
- Aggravated assault/assault on a staff member**
- Arson/reckless burning**
- Possession/Use/Distribution of explosive or destructive devices (including firecrackers and fireworks)**
- Possession/Use/Distribution/Purchase/Under the influence of prescription, designer or illicit drugs**
- Possession/Use/Distribution/Purchase of a deadly weapon**
- Possession/Use/Distribution/Purchase of a dangerous item*
- Threatening to cause physical injury to an employee at HCLC or any person attending HCLC**
- Threatening or causing damage to HCLC, the property of HCLC, the property of an HCLC

employee or the property of any person attending HCLC**

- Burglary**
- Robbery*

Level IV Consequences:

- The first violation of the offenses in Level IV will result in an automatic recommendation by the principal to the school board for expulsion from Horizon Community Learning Center. A formal hearing will be conducted by the school board to determine if the student will be expelled.
- Letter of apology
- Retribution

* Offenses will be reported to the Arizona Department of Education

** Offenses may violate a federal or state law and may include the involvement of the appropriate authorities. In addition, offenses will also be reported to the Arizona Department of Education

Excessive Suspension in Levels I, II, III

- Repeated offenses will result in doubling the suspension (i.e. 3 detentions)
- Excessive Suspension: Upon earning the 5th suspension, students in grades 5-12 will be recommended to the HCLC board for expulsion.

Dress Code Violations

Grades PreK-6: Consequences assigned at the discretion of the principal.

Grades 7-12: Violations will result in a consequence. Students may not be allowed to return to class until they are in dress code.