J.T. Henley
Middle School

2019-2020

Student and Family Handbook
Dear Students and Families,

Welcome to what we hope is a phenomenally memorable year at Henley Middle School. Our staff has done a lot of preparation to be ready for this year and we look forward to all of the things we will do together.

I start my fifth year as Henley principal. One of the most important aspects of my job is to keep all kids safe, both physically and emotionally. To that end, we have adopted the Developmental Designs framework and we have aligned our whole Response to Student Behavior to the principles of Developmental Designs. Our goal is to “assume nothing, teach everything,” when it comes to our students developing important social skills and behaviors. These skills include working with others, developing empathy (understanding other people’s situations), building independence in yourself, etc. We’re not just here to teach you about world wars and solving for X. We’re here to develop strong relationships with all kids, we’re here to help you develop your passions, and we’re here to help you become your best self.

When I tell you about my highest priority of keeping all kids safe, I also share that responsibility with every child and adult in this building. It’s our collective responsibility. We have created this handbook as a guide for establishing norms for our behavior at Henley.

Be kind to one another. We all need more kindness in our lives!

Love, Dr. Costa
HENLEY’S STUDENT BEHAVIOR PHILOSOPHY

It is important for everyone to be a part of making Henley Middle School a safe and comfortable community for learning. Learning can best occur where there is a sense of orderliness. We expect students to conduct themselves in an appropriate manner throughout the school day.

Our school-wide expectations or social contract are intended to promote:
1. A safe, healthy, positive, nurturing school climate for optimum student learning
2. Respect for the staff, students, faculty, and administration
3. Student self-respect and respect for peers
4. Respect for school and personal property
5. Student acceptance of responsibility for actions
6. Cooperation among students, parents, and staff.

Henley’s Social Contract:

1. Respect yourself, each other, and your surroundings.
2. Be a flexible, positive, and responsible learner.
3. Include others in all aspects.

Henley Discipline Referral System

The Henley Response to Student Behavior can be viewed as tiered system, much like a staircase that includes a variety of interventions that gradually become more restrictive to match behaviors. It will help to understand this approach by referring to the “Henley Response to Student Behavior” on the following page. The response to these behaviors run a range from brief teacher interventions to interventions that involve families and administration.

Empowering and Encouraging Language: This positive and inclusive language is something all Henley staff have committed to. This everyday intervention is how we talk with and address students. This language is comprised of reinforcing language, reminding language, redirecting language, and reflecting language.

TAB: TAB stands for “Take A Break.” During class, a student or teacher may get to a point where he or she needs to take a break from their peers and reflect on what is happening and how to best be a member of the classroom community. At such a time, a student may self-select or be directed to “take a break” in the TAB chair.

TAB OUT: TAB out is similar to TAB but it is a break in another teacher’s classroom. This classroom-to-classroom arrangement is designed and modeled for all students to access it successfully as the student is using another classroom space. TAB out is utilized when TAB is not working to help address a need.

Problem Solving Conference: A problem solving conference is a conversation with a student or multiple students and an adult to address either an ongoing or strong need that TAB or TAB out may not be able to solve. These will occur when deemed necessary by staff and at the best time in the schedule to help a student or students
with needs. The goal of this conference is to help a student or students resolve issues so academic success can be achieved and unencumbered.

**Refocus:** A student may be asked to go to the Refocus room when the prior strategies are not helping. A student may spend a variable amount of time in the Refocus room. While there, the student will work through an issue with an adult, prepare for restoration, and either return to class or spend time completing work for the remainder of class in the room. If a student is sent to the Refocus room, a staff member will get in touch with his or her parents and depending on the infraction may get the administration involved and/or request a parent conference to address the issue.

**LONG FORMS for MAJOR INFRACTIONS:** Consequences for an office referral that results from a major infraction (Disruptive, Defiant/Dangerous Behaviors) may range from conferencing to out-of-school suspension and/or referral to the Superintendent depending on the seriousness of the incident. A long form does not mean the student will get in trouble, but that an administrator will investigate the situation. The administration will deal with each situation on a case-by-case basis. Parent contact is extremely important in seeking a solution to the problem. Teacher and school counselor involvement will be utilized when appropriate.
<table>
<thead>
<tr>
<th>Level 1 Productive Student</th>
<th>Level 2 Productive Classroom</th>
<th>Level 3 Orderly Environment</th>
<th>Level 4 Safe Environment</th>
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<tbody>
<tr>
<td><strong>DESCRIPTION</strong></td>
<td>The student’s behavior inhibits his or her own progress or work in the classroom (or in a public setting). The student is not behaving respectfully, but isn’t necessarily disturbing others. (ex - talking, tardy, being unprepared, off-task, out of seat, misuse of technology)</td>
<td>The student’s behavior disturbs or disrupts the progress/work of others in the classroom (or in a public setting). The student’s behavior disturbs others in close proximity and/or at a low level. (ex - disruptive behavior, horseplay, keeping hands to yourself, refusal to work)</td>
<td>The student’s behavior is undisciplined, unruly, disorderly, and/or explosive or contributes to and/or contributes to a dangerous or unsafe classroom or public setting. (ex - verbal or physical confrontation, blatant defiance and/or disrespect of teacher)</td>
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<td><strong>RESPONSE</strong></td>
<td>In most cases, the teacher can handle <strong>Level 1</strong> transgressions with appropriate classroom redirection. Student behavior is guided and reshaped within the context of the classroom. Teachers may keep personal notes or a log to better communicate with families. <strong>Empowering Language</strong> <strong>Redirection</strong> <strong>Pathways to Self-Control</strong></td>
<td>If appropriate classroom interventions are unsuccessful, a TAB or TAB Out and Back sheet should be given to the student for reflection. This behavior will be documented by the classroom teacher. If the behavior continues after TAB Out and Back, the teacher should use Level 3 interventions.. A ReFocus sheet should be issued; depending upon the situation, the student can be sent to the ReFocus room (to wait for an available administrator*) or the office (if/when deemed more serious). <strong>TAB Out and Back</strong> <strong>Repair and Return</strong></td>
<td>The student should be sent - and in most cases escorted - to the office. The behavior should be documented on a Student Behavior Form (google form). <strong>BACK UP-Admin orally goes through reflection/”Fix It” form with student; loss of privilege</strong> <strong>Repair and Return</strong></td>
</tr>
</tbody>
</table>
| INTERVENTION | The range of interventions on the part of the teacher can include (and is not limited to):  
**Options:**  
Redirection  
Empowering Language  
Regrouping/Moving the student’s seat  
Take a Break (TAB)  
Reflective mini-conference (aside or outside of classroom) | The range of Interventions can include but is not limited to the following:  
**Options:**  
Problem Solving Conference  
Loss of Privilege  
Parent Contact  
Parent Conference | The range of Interventions can include but is not limited to the following:  
**Options:**  
Problem Solving Conference  
Loss of Privilege  
Parent Contact  
Parent Conference  
Variable time in ReFocus room  
Parent Contact  
Success Conference with parent and administrator  
Lunch Detention (by grade level)  
ReFocus room  
Variable time in ReFocus room  
Parent Contact  
Success Conference with parent and administrator  
Extended ReFocus  
After School Detention  
ISS  
Behavior Contract  
Saturday School  
Loss of Activity (Dance, activities, etc.)  
Overnight Suspension  
OSS  
Disciplinary Hearing |
<table>
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<tbody>
<tr>
<td>RETURN</td>
<td>N/A</td>
<td>The return is very important. Conducted by the teacher w/student. May be facilitated by the counselor or an administrator</td>
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Absences

Parents/guardians need to call 434-823-4393 (preferred), send in a note, or email jwilkes@k12albemarle.org when their child is absent from school.

The following information is necessary for our attendance records:

- Date of absence
- Reason of absence
- Parent/guardian signature

Requests for homework can be made through the counseling office when a student has missed three or more consecutive days of school.

Repeated absences will be addressed on an individual basis.

Alcohol, Tobacco, Drugs, and Weapons

Students who violate these guidelines are subject to severe disciplinary action. (See School Board Policy)

- Use, possession, or being under the influence of alcohol, tobacco, E-cigarettes, and/or drugs (including look-alikes) is strictly prohibited within the building, on school property, or while attending any school function.
- Weapons (including look-alikes), knowledge of weapons, possession, and/or use of weapons is strictly prohibited within the building, on school property, or while attending any school function.

Backpacks

- Backpacks, shoe-bags, or purses will be kept in student lockers until STING.

Cafeteria

School lunches are prepared daily and consist of a variety of items:

- Students are expected to remove trays and trash from their tables.
- Students are expected to follow the rules of the cafeteria.
- It is against county policy to have food delivered to the premises.

Cell Phones and Electronic Devices

ACPS Middle School students will not be permitted to use cell phones during the school day between the hours of 9:00 am - 4:05 pm.

Prior to the tardy bell to start the day, all cell phones, iPods, and other personal electronic devices (excluding personal laptops approved in place of a school laptop) should be turned off and placed in student lockers.

If a member of the family needs to contact students, they should call the main office number at (434) 823-4393 or email the student.

We will review this practice and related procedures with all students in the beginning of the school year. Repeated non-compliance will be treated as defiance on an individual basis.

Clinic/Medication

Students may obtain a pass from their teacher to go to the clinic. The health clinician will determine students’ needs.

- Parents/guardians need to bring any medication to the clinic directly.
- These students must have a school medication form signed by their physician and parent/guardian on file in the health clinician’s office prior to taking the medication.
Counseling Office
Henley provides a counseling program that assists early adolescents in making self-directed, rational, and responsible decisions that affect their lives.
- In order to meet the needs of the emerging adolescent, a variety of techniques are used including classroom guidance, individual and small group counseling, and consultation with appropriate personnel.
- The school counselors are important contacts for students, parents/guardians, and staff and are vital to having a positive middle school experience.
- Information regarding enrollment, withdrawal, and transfer procedures may be obtained from the counseling department.
- If a student would like to see a counselor, he/she should sign up for an appointment between classes.
- Teachers may write a pass for a student who needs to see a counselor immediately.

Dances
Dances are held throughout the school year for Henley students
- Students who are absent from school, assigned In-School or Out-of-School suspension on the day of the dance will not be eligible to attend.
- Students are expected to be picked up promptly by a parent/guardian at conclusion of the dance and will not be permitted to walk home unless prior notice has been provided by parent/guardian and approved by an administrator.
- No student may leave a dance early unless accompanied by a parent/guardian.

Dress Code
Students who do not follow the dress code will be asked to change into their P.E. uniform/other clothes or will stay in Refocus until a parent/guardian can bring appropriate clothing.
- Clothing that demonstrates modesty is appropriate for school. Clothes that cause disruption will be dealt with and at the judgment of the administration.
- Hoods worn on heads are not permitted
- Clothing or buttons with words, pictures, or innuendos imprinted that suggest vulgarity, racial slurs, obscenity, and gang symbols or gun/alcohol/drug/tobacco use are not permitted.

Early Dismissals/Late Arrivals
Students will need to be signed in and out of school in the main office by a parent or guardian.

Fire Drills, Tornado Drills, and Lockdowns
At regular intervals, drills are required by law and are an important safety precaution.
- Exits for fire drills, tornado drills will be posted in each room, and verbal directions of how students should respond to the fire drill will be given during the first week of school.
- Students are to follow adult directions and move silently and quickly.
- Tampering with an alarm box or reporting a false alarm is a felony.
- We will communicate procedures for tornado drills and lockdowns as those situations occur.

Grading Procedures
Henley Grading Scale:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>50-59</td>
<td>F</td>
</tr>
</tbody>
</table>

Report cards are available through Parent Portal or they will be mailed to parents who request a copy through the counseling office.
- Teachers will communicate general classroom grading procedures to students and parents.
- Parents are urged to contact teachers or counselors to request progress reports as needed.

Homework
Homework may be assigned at the discretion of the teachers and shall be in accordance with the needs of the class and the ACPS Homework Policy.
- Homework will be a review and/or enrichment of the material taught in class.
- If a pattern of missed homework or classwork emerges, students may be pulled during STING, students may be assigned to academic
probation during lunch, complete work before or after school, or on Saturdays.

**Library/Media Center**
- The library is open to students each school day.
- Books in the library circulate for two weeks and may be renewed.
- Reference books and newspapers are available online. See Mrs. Guerrant for a Green Sheet with usernames and passwords.
- Checkout privileges are dependent upon returning library materials on time. Students with overdue materials still have access to a limited number of resources.
- It is expected that students will pay or replace lost or damaged books. See librarian to make arrangements for taking care of this responsibility.

**Lockers**
Lockers are intended for the storage of an individual’s books and clothing.
- If a student has difficulty with a locker, he/she should report the problem to the counseling office.
- Students may not share lockers with another student.
- Each student is responsible for the care of his/her locker.
- Locker combinations should be kept private.
- The locker remains the property of Henley Middle School and may be opened and inspected by school officials at any time.

**Lost And Found**
The lost and found is located outside the cafeteria.
- We will donate unclaimed items to charity periodically.

**Recess**
Students are to behave in accordance with school rules. While at recess students are expected to stay within the designated recess zone and follow all adult directions and redirections. As in the building, horseplay that could result in bodily harm is not permitted. Failure to comply to the expectations may result in loss of privilege.

**S.C.A.**
The Student Council Association is an organization that sponsors a variety of activities throughout the year. All students are a part of the SCA and grade levels will have representatives.

**School Hours**
School hours - 9:00 a.m. - 4:05 p.m.
You may arrive at school at 8:00am. Any student who arrives between 8:00am and 9:00am must enter through the cafeteria or front doors. From 8:00 to 8:35, all students must be in the cafeteria for supervision.

At 8:35, students will have the opportunity to either stay in the cafeteria or go outside for morning recess. Similarly, at 8:35, students will have the opportunity to either stay on their bus or go to morning recess outside, not the cafeteria. All students will enter the building just before 9:00am to begin their day.

Please see separate handout titled: “Early morning drop-off and morning recess expectations.” This is a privilege and one that can be taken away from any student who is not adhering to the expectations.

**School-Wide Expectations**
We will follow our Henley Social Contract.

**School Bus**
Riding the bus is a privilege.
- Students are expected to follow all school rules while on the bus.
- Failure to do this will result in the loss of the privilege to ride the bus.
- Permission to ride a bus other than the one that you are assigned must be submitted via parent or guardian written note to an administrator during lunch in the cafeteria.
- If an alternate bus stop is needed during the school year, an *Alternate Bus Stop Request Form* may be obtained from Ms. Fisher.

**Tardies (per 9-weeks)**
School-wide tardy policy will begin the Wednesday after Labor Day. Prior to it beginning, teachers and staff will work with students to solve any problems of getting to class on time through problem solving conferences. This tardy policy is per class not per schedule.

- 1st – Warning and problem solving conference
- 2nd – Lunch detention
A chronic pattern of lunch detentions for tardies will be reviewed and given appropriate consequences as deemed by the administrator.

**Technology**
As stated in the Albemarle County Public Schools’ Acceptable Use of Technology Policy, each student is responsible for using the school’s computer technology and Internet access in an ethical, responsible, and legal manner for school-related use only.

- Violation of the acceptable use of technology policy will result in disciplinary action up to and including suspension or expulsion.
- Lost or Damaged chargers must be replaced at a cost to the student/parent. New chargers must be ordered from the school library.

**Telephone Use**
Students are allowed to use the office phone before and after school or during lunch with adult permission.

- Students must have a pass from a teacher or an administrator to use the phone at any other time.

**Ten-Minute Rule**
Students will not be dismissed during the last 10 minutes of class.

**Refocus Referrals from Same Classroom**
- 1st – A chance for student correction
- 2nd - Refocus coordinator calls parent / guardian
- 3rd - Refocus coordinator and teacher calls parent / guardian
- 4th - Refocus coordinator calls and teacher logs an admin managed referral on Power School