

Stuart Hall for Boys
Student - Parent Handbook 2018-19

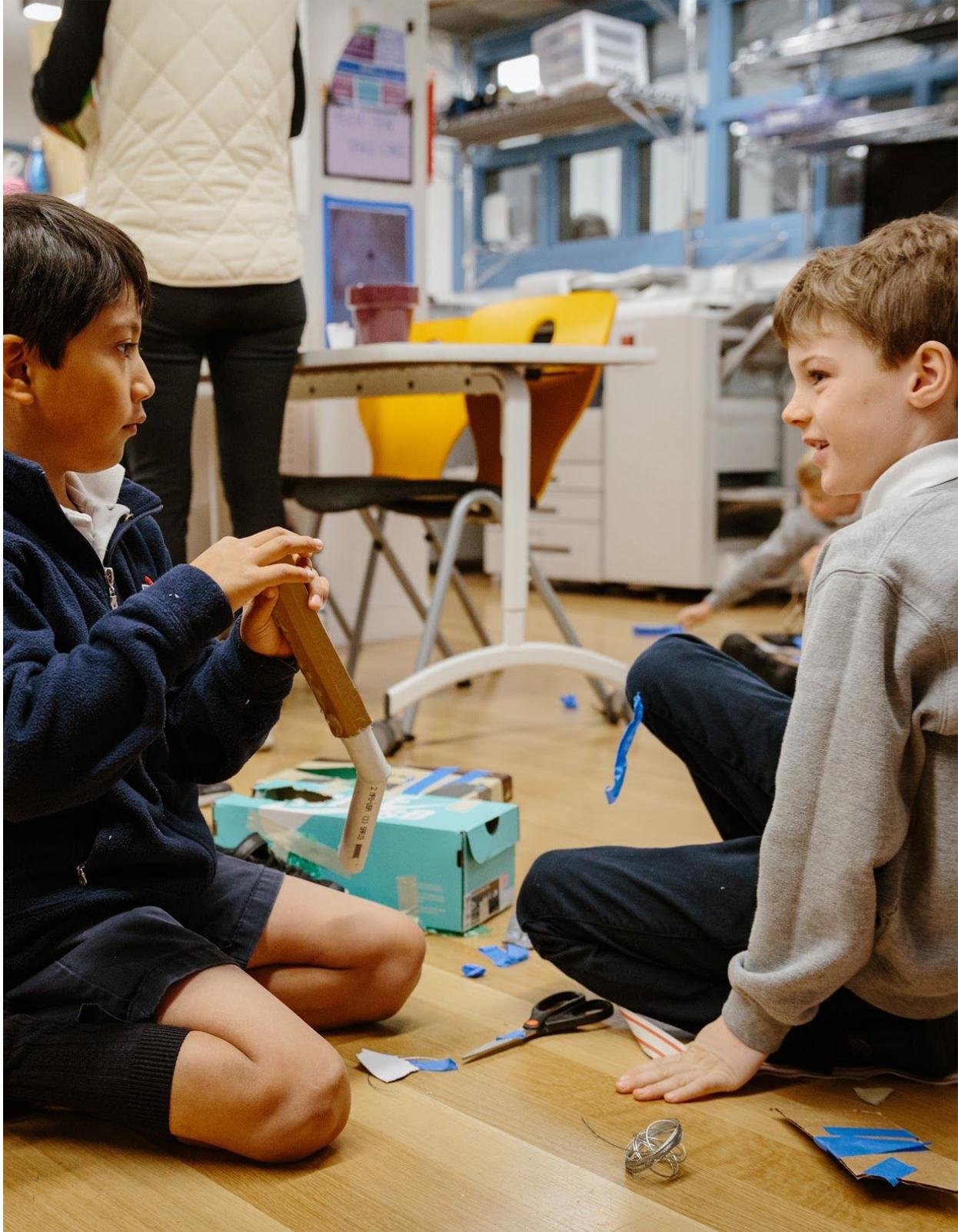


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About Us

Introduction

Communication is a critical component of the parent-school partnership. The purpose of this handbook is to outline a number of the salient policies and procedures that explain how the school operates. As you read this handbook, please keep in mind that the Handbook does not intend to cover all aspects of daily life at Stuart Hall for Boys.

Naturally, as the needs of the school community are further identified, this Handbook will be revised. Should you have questions about any of the details outlined, please do not hesitate to contact your Dean or the Head of School.

Mission

Founded in 1887 as an independent Catholic school, Schools of the Sacred Heart San Francisco carries on the educational mission of the Religious of the Sacred Heart of Jesus. We share with the other members of the nationwide Network of Sacred Heart Schools the five Goals & Criteria and the commitment to educate to:

- a personal and active faith in God;
- a deep respect for intellectual values;
- a social awareness which impels to action;
- the building of community as a Christian value;
- personal growth in an atmosphere of wise freedom.

This K–12 experience offers the unique experience of single-sex education within a co-ed community. Students are expected to achieve their highest level of scholarship while learning to assume leadership roles as responsible, compassionate, and contributing members of society.

Vision Statement

Schools of the Sacred Heart San Francisco is a preeminent center for learning, teaching and creativity that launches purposeful, globally engaged young minds and hearts on paths of excellence.

Parent-School Partnership

We believe that in sending your son(s) to Stuart Hall you have entered into an exciting partnership with professional educators who are deeply committed to educating the whole child. To develop this partnership, the School relies upon parent support of our philosophy of education and its expression in the day-to-day school and classroom programs.

This partnership includes supporting the Schools' policies, procedures, traditions, and decisions and/or being willing to communicate directly with appropriate school personnel whenever concerns or questions arise. Part of the School's belief is to help children act with wise freedom

(Goal Five) and become their own advocates. To enhance this communication, the School urges students and parents to speak first to the teacher with whom one is having a concern. In the Middle Form, it is also very beneficial to speak to the student's advisor with or after speaking to the teacher, and prior to communicating with the Dean. If that communication is not successful, it is best next to speak to the Dean of the form. If there is a concern that is more general, it is best to work closely with the Dean. If the concern or difficulty is still not resolved, then it is appropriate to meet with the Head of School. The goal of communication is to resolve problems and clarify misunderstandings. Another aspect of good communication is to model for children effective ways of dealing with difficulties.

There are many ways for parents to take an active interest in their son's life and work at Stuart Hall:

- Get to know your son's classmates, teachers and advisor by making plans in advance to spend some time volunteering for a field trip, celebrating birthdays, helping out in the classroom, volunteering for a community service project or other projects, such as Field Day, Celebrate Spring and holiday celebrations.
- Encourage creative individual projects, independent inquiry and extra reading at home.
- Be alert to any difficulties your son may be having or changes in his routines and patterns. Notify the teacher, advisor, counselor or learning specialist as soon as a concern arises.
- Read the weekly email, Thursday Notes, so you will be aware of school activities, sports, special events, student achievements and dress uniform days, and general news from teachers and administrators.

Mutual Respect

The Goals & Criteria call each of us — administration, faculty, staff, students and parents — to a deep and abiding respect for the dignity and worth of each person. Goal Four, in particular, stresses the importance of “building community as a Christian value.” It is imperative, therefore, that each member of the community treat other members with thoughtfulness and charity. Most families are supportive of the School. In situations of frustration or disappointment, however, there may be behavior not aligned with the values inherent in Goal Four. If a parent develops a pattern of approaching administration, faculty or staff in a manner contradictory to the values reflected in the Goals & Criteria, the administration will invite the parent to meet and evaluate whether the values and mission of this School are consistent with those of the family. Should this pattern continue, the family may be asked to leave the School.

Communication

Contacting School

Stuart Hall Office (415) 292-3143 or (415) 292-3144

Email shboffice@sacredsf.org

Main Switchboard (415) 563-2900

Use the switchboard to contact teachers and for after school service.

Fax (415) 292-3165

SHB Athletics Office (415) 292-3105

Faculty & Administration

2018-2019

Jaime Dominguez	Head of School
Talbot Moore	Dean, Middle Form
Alexa Johnson	Dean, Lower Form

Student Support

Megan David	Counselor
Jennifer Mills	Enrichment Specialist
Mary Ann Warrington	Math Specialist
Cathy Cannon-Corea	Learning Specialist, Lower Form
Mary Beth Cecchini	Learning Specialist, Middle Form
Paul Harvey	Director of Athletics, Middle Form
Kristin Monfredini	Spiritual Life Director
Kelly Scannell	High School Transition Coordinator
Vitti Salmoiraghi	Administrative Assistant
Myra Alcaide	Administrative Assistant

Lower Form Faculty

Jacquie Escher	Kindergarten (K-E)
Natalie Ohanessian	Kindergarten (K-O)
Lisa Schneider	Associate (K-O)
Alexis Cuellar	Floating Associate (K)
Glenna Wiley	Grade One (1-G)
Julia Ripperton	Associate (1-H)
Mary Welday	Grade One (1-W)
Domonique Riojas	Associate (1-W)
Willa Via	Grade Two (2-V)
Anne Warda	Associate (2-V)
Melissa Spear	Grade Two (2-S)
Vanessa Cuellar	Associate (2-S)
Fiona MacDonald	Grade Three (3-M)
Marybeth Forteza	Associate (3-M)
Christina Sangiacomo	Grade Three (3-S)
Ben Tan	Associate (3-S)
Sarah Baum	Grade Four (4 -B)
Emily Michalak	Grade Four (4 -M)
Hannah Tacke	Associate (4)

Lower Form Specialists

Lina del Roble	Spanish/French (Lower Form)
Ghislaine DeYoung	Art (K-2)
Anita Harmon	Music (K-2)
Phillip Harris	Music (3-8)

Ashley Johnston	Mandarin (K-2)
Will Jagers	Art (3-8)
Jose Larusso	Spanish (Lower Form)
Charlene Murphy	Physical Education (K-4)
Marie O'Regan	Religion (K-4)

Middle Form Faculty

Tilo Artiga-Purcell	Physical Education 5-8
Mary Blum	Latin 5-8
Annie Cai	Science 5
Kendyl Eriksen	Science 6
Dennis Estrada	English 5, 6
Carlo Fiatarone	Religion 5-8
Bonnie Fraenza	Instrumental Music 5-8
Daniel Fishman	English 6,7
Patrick Galvin	Instrumental Music 5-8
Chad Gardner	History 7-8
Ann Gigounas	English 8
Eric Gordon	History 5-6
Linda Gutierrez	Spanish 4-8
Paul Harvey	MF Athletics, Health 7-8
Will Jagers	Art 3-8
Phillip Harris	Music 3-8
David Lee	Mathematics 7, 8
Caroline Logan	Mathematics 7, 8
Arnaz Raj	Science 8
Matthew Renzi	Instrumental Music 5-8
Nina Romero	Mathematics 5, 6
Masha Sheinina	Science 7
Jo Anne Whitman	French 4-8
Christine Yuen	Mathematics 5, 6

Educational Innovation Coordinators: Krista Inchausti and Liam Carey
Hoffman Learning Commons: Amanda Walker and Kathleen Esling

Kindergarten Team	Grade One Team	Grade Two Team
Jacque Escher (K-E) Susana Barajas (K-E) Natalie Ohanessian (K-O) Lisa Schneider (Assoc. K-O) Alexis Cuellar (Assoc. for both K)	Mary Welday (1-W) Domonique Riojas (Assoc. 1-W) Glenna Wiley (1-G) Julie Ripperton (Assoc. 1-G)	Melissa Spear (2-S) Vanessa Cuellar (Assoc. 2-S) Willa Via (2-V) Anne Warda (Assoc. 2-V)

Grade Three Team	Grade Four Team	Grade Five Team
Fiona MacDonald(3-M) Christina Sangiacomo (3-S) Ben Tan (Assoc. 3-S)	Sarah Baum (4-B) Emily Michalak (4-M) Hannah Tacke (Assoc. 4)	Mary Blum, Latin Mary Beth Cecchini, Academy Annie Cai, Science Dennis Estrada, English Carlo Fiatarone, Religion Eric Gordon, Social Studies Nina Romero, Mathematics Christine Yuen, Mathematics

Grade Six Team	Grade Seven Team	Grade Eight Team
Mary Blum, Latin Mary Beth Cecchini, Academy Kendyl Eriksen, Science Dennis Estrada, English Carlo Fiatarone, Religion Daniel Fishman, English Eric Gordon, History Linda Gutierrez, Spanish Nina Romero, Mathematics Christine Yuen, Mathematics Jo Anne Whitman, French	Mary Blum, Latin Mary Beth Cecchini, Academy Carlo Fiatarone, Religion Daniel Fishman, English Chad Gardner, History Linda Gutierrez, Spanish Paul Harvey, Health David Lee, Mathematics Caroline Logan, Mathematics Masha Sheinina, Science Jo Anne Whitman, French	Mary Blum, Latin Mary Beth Cecchini, Academy Carlo Fiatarone, Religion Chad Gardner, History Ann Gigounas, English Linda Gutierrez, Spanish Paul Harvey, Health David Lee, Mathematics Caroline Logan, Mathematics Arnaz Raj, Science Jo Anne Whitman, French

Specialists	Support Team	Information Technology
Tilo Artiga-Purcell, P.E., 5-8 Ghilly DeYoung, Art (K-2) Bonnie Fraenza, Instr. Music (5-12) Anita Harmon, Music (K-2) Will Jagers, Art (3-8) Phillip Harris, Music (3-8) Charlene Murphy, P.E., K-4	Cathy Cannon-Corea, Learning Specialist, LF Mary Beth Cecchini, Learning Specialist, MF Megan David, Counselor, K-8 Jennifer Mills, Enrichment Specialist Mary Ann Warrington, Math Specialist	Krista Inchausti, Unkefer Liam Carey, Unkefer Kathleen Esling, Hoffman Library Amanda Walker, Hoffman Library

The Academic Program

Homeroms, Curriculum and Schedules

Each boy in Grades K-8 is assigned to a specific homeroom. In Grades K-4, students have the homeroom teacher for a majority of their subjects and spend the greater part of their day in that classroom. Grades 5-8 learn in a departmentalized program where students change teachers, rooms and sections on a regular basis. Homerooms are heterogeneously grouped with academic, cultural and social factors all taken into consideration.

The curriculum for Grades K-8 includes English, mathematics, science, social studies, religion, health, the fine and performing arts, and physical education. Stuart Hall introduces foreign language instruction in Kindergarten. All Grade 5 boys take Latin only and have the option after Grade 5 of taking Latin, French or Spanish in Grade 6-8.

In order to be promoted to the next grade or to graduate from Stuart Hall, students must successfully complete all of the courses in the prescribed curriculum.

Advisory

The National Association of Middle Schools reports that a teacher-student advisory program is almost universally recommended as an essential component of a true middle school. It symbolizes that place where the student is both anchored and free. An advisory can be defined as “an organizational structure in which one small group of students identifies with and belongs to one educator, who nurtures, advocates for and shepherds through school the individuals in that group.” The advisory also provides a place for the student to belong, meet needs of affiliation and gain a sense of power.

Advisory is cross-graded, composed of students in Grades 5-8. As a general rule, a student remains with his advisor throughout Middle Form. Presently, advisory meets several times a week a week. Advisory periods take on the personality of the individual advisor. Although there are general guidelines for and expectations of our advisory program, the individual advisor has most influence on the way time is spent during the advisory period.

An advisor is an advocate for the student in his dealings with other teachers and administrators. An advisor will generally have a broader perspective on a student’s performance than an individual subject teacher. Parents are urged to contact advisors with any issues and concerns they might have related to their child.

Books and Materials

The instructional materials budget of the school covers all required classroom texts and supplementary materials. Students are expected to take good care of their books. Students are

strongly encouraged to label their books and materials and cover hardbound textbooks. If a book is lost or damaged, it becomes the student's responsibility to pay for a replacement copy.

ePack 1-to-1 iPad Program

The ePack program is a K-12 initiative to support, enhance and extend student learning by providing daily access to a wide range of digital tools, including school-owned individual digital devices, currently the Apple iPad. All K-3 classes have their own supply of iPads, enough to support small group and centers-based work. Each Grade 4 class has a dedicated cart of iPads, enough to enable 1-to-1 access for in-school use only. Beginning in Grade 5 students are issued school-owned iPads and are able to earn take-home privileges. Parents in Grades 5-12 are asked to sign the ePack Device Agreement and to read and understand the Acceptable Use Policy. The school offers a list of third party web-based services either in use or planned to be in use in Grades K-8 that require student information in order to have functional access. This is provided both as a service to parents and educators, as well as part of our [COPPA Policy](#) to help protect the privacy of students under 13 years of age. These policies and resources are provided in more detail in the Addendum section of this Handbook.

Homework

Homework is an important component of Stuart Hall's program. It is an extension of the regular school day and is a time for thoughtful, independent application. Stuart Hall's commitment to its students and parents is to assign work that will have the greatest benefit to the boys and their education. We believe the following points are essential in understanding how and why homework is assigned:

- Research indicates that schools in which homework is regularly assigned and evaluated tend to have higher achieving students and more positive attitudes towards learning.
- When approached properly, homework helps students develop independence, responsibility, organizational skills, time management and overall good study habits.
- Homework is used by teachers not only to reinforce and expand upon concepts taught in the classroom and as a way to evaluate student mastery of the subject matter, it also affords students the opportunity to reflect upon the lessons and ideas that they have encountered during the day.
- Homework is not busy work, and it should never be used as a punishment.
- School-wide homework guidelines are a challenge to define because of individual student needs and different teacher and grade level expectations.
- The SHB faculty has studied various components of homework and has formally surveyed faculty and parents, has informally surveyed students, and has agreed to the following guidelines, knowing that there may be exceptions now and then through the normal course of the school year.

Amount of Time on Homework

Amount of time students are expected to devote to homework will vary each night from class to

class, grade to grade, and individual to individual, but generally the average amount of time spent on homework is as follows:

Kindergarten: Optional (5-10 minutes)

Gr. 1-2: 10 – 20 minutes

Gr. 3: 20 – 30 minutes

Gr 4: 30 – 40 minutes

Gr. 5: 60 – 90 minutes

Gr. 6-8: 90 – 120 minutes/30 minutes per core subject

This does not include independent nightly reading, which is encouraged at all grade levels.

- Homework is assigned in Grades K-8.
- Depending on the grade, long-range projects and short-term assignments are given throughout the year.
- Teachers may set a maximum time limit for homework. If a student cannot complete his work in the time allotted, he should come to school the next day with a note from a parent briefly explaining the situation.
- Individual students may qualify for modifications on homework assignments based on recommendations of the Stuart Hall for Boys Child-Study Team. These modifications will be accommodated as needed in coordination with teacher and learning specialist.

Homework Responsibilities

Students:

- Complete assignments thoroughly and hand them in on time.
- Take responsibility for make-up work if absent.
- Print and prepare all homework assignments at home. You should not rely on printing out your homework at school. Printing problems will sometimes occur, but these should not be excuses for incomplete work. Forgetting a file required for class is like forgetting a textbook or homework; the work will be considered late.
- Use your assignment notebook and organize your binder daily.
- Focus on homework and suspend all other activities (e.g., phone calls, text messaging, instant messaging, surfing the internet).
- Keep your study area clean and orderly.
- Develop self-advocacy skills; ask for help when you need it.

School/Teachers:

- Create meaningful assignments and avoid assignments that require adult help.
- Clearly post homework on classroom boards, handouts, study guides, and web pages.
- Clearly state the consequences of late or missing work to students and parents through study notices (Middle Form).
- When long-term projects are assigned, support students in the use of a written management plan to help manage the different components of the project.
- Collaborate with other teachers by using the internal Middle Form online calendar, which outlines quizzes, tests and long-term projects assigned to the students.

- Encourage boys to develop self-advocacy skills around finding clarity in assignments.
- Emphasize that the learning process happens through effort and commitment and not perfection.
- Encourage students to take risks in their learning and learn from mistakes.

Parents:

- Take an interest in your son’s school work; however, the best approach is to be the “guide on the side,” leading your child towards a solution, not providing it. If you find you have the scissors, paste, crayons, laptop, pen or pencil in your hands, then you are doing too much. Remember that homework is the child’s domain, not the parents’.
- Let your son be responsible for completing work and returning it to the teacher in a timely manner. “Rescuing” your son if he leaves homework at home is neither helpful nor necessary. It is important to allow your son to face the consequences and be held accountable for late/missing homework.
- Check your son’s assignment book (Grades 4 -8) and online calendar to keep informed as to when assignments are due.
- Clarify directions when asked.
- If your child asks you to look over written work, go ahead and give him helpful feedback, but don’t go through the work with a fine-toothed comb. Ask what it is your son would like you to look for. Guide your son in his homework; don’t edit it or do it for him. Remember, the teacher needs to see the types of errors your son is making in order to successfully teach to his specific needs. In the end it is about stepping back and letting your child succeed.
- Provide space, materials and a consistent time for homework to be done...that includes an ending time. A space free of unnecessary and repetitive distractions is usually a better place for concentrated study.
- Don’t allow homework to become a source of constant stress or a battleground at home. If your son is experiencing difficulties or you have questions, be sure to communicate directly with your son’s teacher and/or advisor.

Portions of this homework policy have been adapted from other homework policies. Specifically, we would like to acknowledge Seven Hills School & Delano Middle School.

Originality of One’s Work

Learning to do original work, especially in research projects, is a difficult lesson. Part of the learning process is to introduce children to the concept of plagiarism and how one can use another’s work or ideas if one gives appropriate credit to the originator of the work. Part of the library program is learning about citations. Cheating includes the copying of other students’ homework, the submission of other’s work as a student’s own and the taking of information from an outside source during a test or quiz. The internet has presented scholars and educators with a host of new challenges regarding citation. The library has already addressed this with the students and has taught them proper citation for internet research. Learning that plagiarism is cheating is a vital lesson for all students.

The School does not permit students to copy another’s work and will, when appropriate, take action when this happens. Students who are caught cheating or plagiarizing (this is with intention and thus applies to older students) may receive a failure on the homework, quiz, exam or project. Cheating in testing and/or examinations may result in a more serious consequence.

Achievement Grades

Students receive achievement marks in Grades 5-8. The letter and numerical grades have numerical equivalents and are computed to determine a grade point average (GPA). The following conversion chart explains the equivalents with any number .5 and above rounded up:

Letter Grade	GPA	Percent
A	4.0	93-100
A-	3.7	90-92
B+	3.5	88-89
B	3.0	83-87
B-	2.7	80-82
C+	2.5	78-79
C	2.0	73-77
C-	1.7	70-72
D+	1.5	68-69
D	1.0	63-67
D-	0.7	60-62
Failure	0	0-59

- A Performs in a superior fashion in class, homework, tests and quizzes; exhibits exemplary effort, focus and participation; generally achieves in the 90 - 100 percent range.
- B Performs well in class, homework, tests and quizzes; exhibits strong effort, focus and participation; generally achieves in the 80 – 90 percent range.
- C Meets standard expectations in class, homework, tests and quizzes; exhibits satisfactory effort, focus and participation; generally achieves in the 70 –80 percent range.
- D Does not meet standard expectations in class, homework, tests and quizzes; exhibits inconsistent effort, focus, and participation; generally achieves in the 60 –70 percent range.
- F Fails to meet minimal expectations in class, homework, tests and quizzes; exhibits poor effort, focus and participation; generally achieves below the 60 percent range.

All courses are included in the GPA calculation on a weighted scale. For example the core courses (English, Science, Math/Algebra, History, Religion, Foreign Language) are given full weight. Other courses (PE, Music, Art, Contemporary Issues, Health) are given a defined weight depending on the frequency of the class meetings per week.

Citizenship and Work Habits Grades

The citizenship and effort grades are a formal method of assessment for every Middle Form boy. At the conclusion of every quarter, a student receives an effort grade and citizenship grade along with his academic letter grade. The citizenship grade is not included in the student's GPA for each semester.

Academic Honors

At the end of each semester, students in Grades 6-8 who receive a GPA from 3.67 to 4.00 earn First Honors. Students with GPAs from 3.33 to 3.66 receive Second Honors.

Study Notices

Study notices in the Middle Form are a direct form of communication between school and home and are emailed to parent(s) with copies to the dean, student and advisor. Teachers issue study notices when Middle Form students do not complete assignments, have difficulty with a class or lesson, perform poorly on a quiz or a test, fail to come to class with materials, or arrive tardy to class. Multiple study notices from a teacher will result in a parent conference.

Homework Club

ASP Homework Club is designed for students who have not completed or turned in a homework assignment, or if a student would like a quiet place to work after school. Homework Club is available to all Middle Form students who wish to work on upcoming assignments. Homework Club meets Mon-Thurs 3:45-5 p.m., (Friday 2:45-4:30 p.m.). In the event that a student needs to make up an assignment or assessment as required by a teacher, students and parents are given one day's notice that the student is advised to attend Homework Club. Once communication has been made between home and school, the student reports to homework club the following day.

One-Month Notices

One month prior to the end of the grading cycle, parents of a Middle Form student who is presently earning a grade of C or lower will receive a One-Month Notice from the teacher. Upon receiving this notice student and parent(s) should arrange a conference to attend to the specific academic concerns. This contact often results in a student improving his grades.

E.R.B. Tests

Each year in the fourth quarter, students in Grades 3-7 are given the ERB (Educational Records Bureau) test. Several sections are completed each day and the computerized results are sent to the school during the summer. These results are sent to parents in the fall. Please keep in mind that these scores represent only one aspect of a student's academic performance; some students test better than others, and the "graph" of a student's performance from year to year is more significant than any single score or single year's performance.

The school's learning specialists are available to discuss the test results if parents have questions that the report does not answer.

During testing week (in spring), parents are reminded to make sure their sons get a good night's sleep and eat a healthy breakfast. Accommodations are offered to those students that the Child Study Team determines have a qualifying educational evaluation noting the specific accommodation (e.g. extended time, reader, etc.). The Learning Specialists will contact the parents of students who have been determined to have a qualifying educational evaluation on file prior to the testing dates to ask for their authorization (in writing) of the use of the accommodation.

Examinations (Grades 5-8)

End of the quarter or semester examinations may be given at the end of each grading period to students in Grades 5-8. Exams will be given during the regular academic day and schedule. No more than two exams and one quiz will be given during a school day.

Promotion and Graduation Requirements

Students in K-8 are expected to make satisfactory progress in their studies and be promoted to the next grade each year. In some instances, a student's social or academic development may make tutoring or repetition of a grade necessary.

Every student in Grades 5-7 must complete what teachers determine to be a satisfactory level of class work, homework and consistent attendance. Year-end failure in any two academic subjects can be reason for dismissal. Tutoring or summer school may be required by the school before the student is issued a re-enrollment agreement for the next grade.

Secondary School Placement

The High School Placement counselor and the Middle Form Dean facilitate the placement and re-enrollment process in collaboration with the Head of School. They work closely with faculty, specialists and student advisors in completing recommendations and application materials. The placement process involves student, dean and high school placement counselor meetings, parent and student meetings, application for and facilitation of standardized testing, written recommendations, distribution of transcripts and other application materials, and finally helping families choose an option best for the student. Parents of Grade 7 students will meet as a group in May to clarify the placement process for the upcoming year; additionally, 7th grade families desiring a private appointment will meet with the placement counselor in May as well. Risen 8th grade students and their parents will again meet as a group in early September to further clarify the application process for high school. Finally, private appointments with the individual parents and the placement counselor begin in September, with longer meetings comprising parents, 8th grade student and placement counselor to occur in November of Grade 8.

Grade 8 students who wish to visit other schools during school time must have a written note from home at least a week in advance. Visits to other schools should be planned carefully so that the effect on a student's academic performance is minimal. Students who visit other schools are expected to make up any work that they have missed in class. Parents are encouraged to plan ahead and use in-service and other Stuart Hall holidays to schedule visits. All Grade 8 students are permitted four excused absences to shadow a high school.

Report Cards

Students in Grades 5-8 receive report cards four times a year: in November (mid-semester assessment), January (semester I averages), March (mid-semester assessment) and June (semester II averages). The Middle Form operates on a two semester marking period with mid-semester assessments, which provide parents and students information about how the student is doing at the midpoint of the term. Information on these report cards includes academic, work habits/effort and citizenship grades and the grade-point average (for Grades 5-8), as well as absence and tardy information. Errors may occur in the reporting process. Please call the school office if you note discrepancies on the report card.

Lower Form students follow a semester system of reporting. In addition to the end of semester report cards, teachers and parents will meet for a conference in the fall and spring. Lower Form does not issue achievement grades.

Parent-Teacher Conferences

Formal parent conferences are scheduled online for parents of boys in Grades K-8. Conferences are held with the homeroom teacher, classroom teachers and/or advisor. The purpose of the conferences is to review academic progress and discuss social and emotional development. On some occasions, parents, teachers or administrators may request an interim conference should concerns arise or extra support seems necessary. In Middle Form, students attend conferences for part of the time.

In addition to these formal conferences, teachers or parents may request a meeting to discuss academic or social concerns.

Academic Probation

Students in Grades 5-8 who have a semester grade point average lower than 2.0 (C) will be placed on academic probation for the subsequent semester. It is during this time that student, parent, teachers and administrators design a program to assist the student in improving his marks. Because this is a serious matter, it may also mean that a student's re-enrollment contract may be held until the student makes the desired improvement.

Academic Resources

Child Study Team (CST)

Stuart Hall has a Child Study Team composed of the Head of Stuart Hall, the Dean(s), the Learning Specialist and/or the Learning Resource Teacher, the Counselor and the Explorations Coordinator. Teachers who have academic, social or emotional concerns about a student write a referral to the CST and then present to the CST their observations. It is the responsibility of the CST to respond to the referral with an action plan that may involve a parent conference, remediation, enrichment, evaluation or visits with the counselor.

Tutoring

1. Teacher Recommendation
 - a. Teacher makes a request for tutoring to the Child Study Team (CST)
 - b. CST reviews the request
 - c. If CST approves the request, CST will also recommend a list of tutors for the family to pursue
 - d. CST will coordinate a conference with parents to make recommendations for tutoring

2. Parent Requests for Tutoring
 - a. Teacher explains the CST process and will facilitate the request
 - b. Teacher will follow the process outlined in point #1

3. Teacher Tutoring Policy
 - a. Teachers may not tutor a child in his/her class or grade.
 - b. Teachers may tutor an SHB boy only after discussion with the CST and with approval of the administration
 - c. Teachers may not tutor an SHB boy during the academic day

4. Outside Tutors on Campus
 - a. Outside tutors may tutor an SHB boy on campus, after school and with the approval of the Dean and Director of After School Programs
 - b. Outside tutors may not tutor an SHB boy during the school day, nor may an SHB boy leave school for tutoring during the school day.

School Counselor

The school counselor assists the parents and faculty with the emotional and psychological development of the students. The counselor helps children whose families are in a time of crisis, such as a divorce, a death or a disaster. The counselor also supports and guides children with such issues as low self-esteem, teasing and aggression. If the problem seems to be a long-term one, the counselor makes appropriate referrals. The counselor is the liaison between outside therapists and the School. The counselor conducts parent education classes throughout the school year.

Hoffman Learning Commons

The new Hoffman, RSCJ Learning Commons expands our notion of “library” to encompass a far wider range of student use for Convent & Stuart Hall elementary students. The new space, opened in 2015, is on the lower wing of the Grant House and is under the direction of K-12 Lead Librarian Amanda Walker and Librarian Kathleen Esling. Students have access to a thoughtfully curated collection of physical and digital resources. Books are due on Fridays, between 15 and 21 days after checkout. Although the Hoffman does not charge overdue fines, students receive reminder notices of overdue books through their homeroom teachers. Bills for lost books are sent

on a quarterly basis, in September, December, March and May. Parents may also obtain their own Hoffman circulation numbers and check out up to 10 books.

Hours: The Hoffman Learning Commons opens at 7:30 a.m. and remains open throughout the school day. From 4–6 p.m., the Library is a supervised site for the Middle Form After School Program and is a quiet study and research area.

Unkefer Spark Studio

The Unkefer Spark Studio, next to the cafeteria in the lower wing of Grant House, provides space for tinkering, coding, robotics, design thinking and discovery. The lab is open to students during lunch and serves various classes all day long. The space was refurbished in 2014 to move away from the computer lab model it had been for years, recognizing the school’s emphasis on the “use to learn” rather than “learn to use” ed-tech model.

Attendance

The school opens, with supervision available starting at 7:30 a.m. Lower Form boys arriving between 7:30–8 a.m. must sign-in to the cafeteria and follow the instructions of the teacher on duty.

At 8 a.m., Kindergarten and Grade 1 boys should report directly to their homeroom classes. Kindergarten boys are often taken to their classrooms by their parents during the first semester. Students in Grades 2-4 should report to designated play courts until 8:15 a.m., from which they are escorted by their teachers. Students in Grades 5-8 go directly to their lockers in the SHB building beginning at 7:50 a.m. All Middle Form boys then proceed to their first class or homeroom which begins at 8 a.m. Middle Form students attending an early morning class, rehearsal or extracurricular activity should report directly to the teacher’s classroom.

Students arriving after 8:15 a.m. are late and marked tardy for that day. Middle Form students who arrive after the homeroom period (8–8:10 a.m.), should report to the SHB Office. Both absences and tardies are noted on the report card and become part of each boy’s permanent record.

Early Dismissal

If a student has to leave school early, the parent must write a note/email to school, clearly stating the child’s destination, his time of departure from school, where the parent will pick him up and what time he will return to school (if he will return). Students must sign out from the SHB office prior to leaving campus early. Students who leave school with someone other than their regular carpool driver should notify the teacher in writing of the proposed change.

Regular Dismissal

Remember that we can only release your child to those adults that you have authorized on the Family Information Form. Please keep your child's emergency contacts updated.

Students are to be picked up on the Flood Mansion side of Broadway. Students in Grades K-4

who do not have siblings are walked outside where they sit on the short wall in front of 2222 Broadway.

Dismissal With Siblings

If a kindergartner has a sibling in Grades 1-2, they will be dismissed to Broadway and wait with teachers, who will help connect them with their older siblings.

If a kindergartner has a sibling in Grades 3-8, he may wait with the After School Program staff until his sibling is released, at which time ASP staff will connect the students. Kindergartners with siblings in the Middle Form are released about 50 minutes before their older sibling.

Students in Grades 1-2 who have siblings in Grades 3-4 are dismissed to Broadway; students in Grades 1-4 with Middle Form siblings check in to the Cortile until their Middle Form sibling is released.

Drop-Off and Pick-Up Schedule

Revised Fall 2016

Morning Drop-Off		
Broadway Campus* and Pine/Octavia Campus Open (*Hoffman Learning Commons is staffed for K-8 students)		Monday-Friday 7:30 a.m.
Morning Escorts/Traffic Commissioners On Duty		Monday-Friday 7:50 a.m.

Afternoon Dismissal		
Kindergarten	Monday-Thursday Friday Midday Dismissal	2:45 p.m. 2:00 p.m. 11:45 a.m.
Grades 1-2	Monday-Thursday Friday Midday Dismissal	3:00 p.m. 2:15 p.m. 12:00 p.m.
Grades 3-4	Monday-Thursday Friday Midday Dismissal	3:15 p.m. 2:30 p.m. 12:15 p.m.
Grades 5-8	Monday-Thursday Friday Midday Dismissal	3:35 p.m. 2:55 p.m. 12:25 p.m.
Grades 9-12	Monday-Friday	3:15 p.m.

After School Program/ Music Conservatory		
All Grades*	Monday-Friday	4:00-6:00 p.m.

* Vehicles must have permits displayed for ASP faculty. Notify ASP faculty if someone other than the parent or authorized adult is picking up. Before 4 p.m., ASP/Music pick-ups may not use the normal queue; you must park legally in the neighborhood and walk to campus.

Athletics & Drama Practice		
When picking up your student from athletics, drama practice or any after school activity, all pick-up rules still apply . In many cases, you will need to circle the block if your child is not outside waiting. A note about the Pine/Octavia Campus: Athletic teams often use the gyms on Octavia/Buddhist Center. Octavia is busy and narrow and double-parking will create a hazardous situation. If you arrive early, either drive around the block or find a legal parking space. Do not use any lane of Pine Street for pick-up.		

The purpose of an early dismissal on Fridays is to provide parents time for medical and dental appointments so that students will not miss critical instructional time.

Absences

Regular school attendance is essential for success. When a child is absent, please contact the school office (292-3143 or 292-3144) before 9 a.m..

Please schedule appointments after school or on Friday afternoons (early dismissal time: 2:55 p.m.) when possible.

Parents of absent students may call the office between 8–9 a.m. to request homework assignments for that day. These assignments should be picked up in the office between 3–4 p.m. Parents may also check faculty homework via PowerSchool.

If a child misses more than three consecutive days, the School requests that a doctor's note accompany the student's return to school.

If a pattern of frequent absences develops, the school will arrange for a conference to evaluate what is the best academic setting for the student.

Tardiness

How a student begins the morning sets the tone for the entire day, thus arriving on time is important. Students who are tardy must get a late slip from the office before they are admitted to class. Patterns of chronic tardiness may require a parent-teacher conference or disciplinary action. Please make sure your sons are on time!

Extended Vacations

The school calendar is designed to provide ample vacation time and is published in advance to provide families the opportunity to arrange for family vacations. Because school attendance is critical to a student's success, the School discourages both additional vacations and the extending of vacations before or beyond the listed dates. These extra vacations burden the student, who misses explanations, discussions and other class activities that cannot be made up or replaced. In the event of a family emergency, and whenever possible, the School will make every effort to provide materials needed for makeup work as well as a time period for students to complete their missed work.

Procedures for Requesting Excused Extended Absences

1. Contact the Dean in writing with the request well in advance of the planned absence and include specific dates and/or times your son needs to be absent.
2. Parents of Lower Form students should contact teachers to coordinate work. Students in Middle Form are responsible for contacting their teachers to get their missing assignments. The Dean will discuss the request with appropriate teachers and with the Head of School. From these conversations, the Dean will determine the necessary assignments to be completed during the absence.

Make Up Work

In all cases of absence, it is the student's responsibility to ask teachers about work missed and to make it up by getting class notes, taking tests and quizzes, completing written assignments or making up labs. In the Middle Form, make up work done as a result of excused absences must generally be completed in a two-week period. Students receiving a grade of "I" (incomplete) must have all work completed by the end of the following quarter. Failure to complete assigned work may result in a failing grade.

In cases of excessive absence (ten or more days per semester), particularly when makeup work is not completed in a timely manner, the school reserves the right to use a "pass/fail" grading system as necessary.

Student Life

The Uniform

Students are expected to be in complete uniform at all times, except on Free Dress days or when otherwise notified. Students have a Regular Uniform and a Dress Uniform, both of which can be purchased at Dennis Uniform.

The P.E. shirts and Stuart Hall sweatshirts are now sold through Dennis Uniform. Gently worn uniforms can be purchased at Seconds To Go, the school-sponsored resale shop on Fillmore Street.

Free Dress

Occasionally, the students have Free Dress days. They are notified of these days in advance, usually at Thursday morning assembly. Students are reminded that their Free Dress is expected to be in good taste and consistent with the values of Stuart Hall. At all times, Free Dress should be simple and age-appropriate

Appearance/Personal Hygiene

Students should attend school well-groomed and clean. Hair should be clean and short enough so that it does not obstruct vision. A student may be asked to change his hairstyle should it become distracting or disruptive. Students are encouraged to refrain from wearing jewelry. Earrings are not permitted.

The Lower Form Uniform

Regular Uniform:

Kindergarten and Grade 1: Navy shorts, white short sleeve polo shirt with embroidered Stuart Hall crest, navy v-neck sweater, black shoes with non-marking soles worn with dark socks, navy Stuart Hall fleece jacket or gray Stuart Hall sweatshirt (optional).

Grades 2-4: Navy pants*, white short sleeve polo shirt with embroidered Stuart Hall crest, navy v-neck sweater, dark socks, dark belt, low-top black shoes (e.g. Oxford, loafer, rubber soled shoes) or all black leather or vinyl athletic shoes, navy Stuart Hall fleece jacket or gray Stuart Hall sweatshirt (optional).

Dress Uniform:

Kindergarten and Grade 1: Gray shorts, white short sleeve polo shirt with embroidered Stuart Hall crest, navy v-neck sweater, navy knee-socks and black shoes.

Grades 2-4: Gray pants, white oxford button-down shirt, school tie for Grades 2-4, navy blazer with crest, dark socks, dark belt, brown or black dress shoes.

*Navy shorts (with belt loop) will be allowed on designated hot days as announced by Administrators.

Please note: If a Lower Form boy does not wear his dress uniform on the appointed day, the Dean will also send a note home with a reminder dress uniform calendar.

Physical Education Uniform:

Kindergarten and Grade 2: No P.E. uniform is required

Grades 3-8: Stuart Hall physical education shirt, change of pants (e.g., shorts or sweatpants — only for physical education)

Grades 5-8: Athletic shoes (all black, all white, or black & white)

The Middle Form Uniform

If a Middle Form boy does not wear dress uniform on the appointed day, he will be required to wear his dress uniform on the day following. All dress uniform days are published on a special dress uniform calendar that is mailed to parents at the beginning of the school year. Any changes to the dress uniform calendar will be announced in Thursday Notes.

Regular Uniform:

Grades 5-8: Non-cargo khaki pants*, tucked-in white short sleeve polo shirt with embroidered Stuart Hall crest, navy v-neck sweater, white calf length socks, belt, low-top black or brown shoes (e.g., Oxford, loafer, rubber soled shoes/dark socks) or athletic shoes (black or white/ or black and white) with white socks.

Dress Uniform:

Grades 5-8: Gray pants, white Oxford button-down shirt, navy blazer with crest, dark calf-length socks, dark belt, brown or black dress shoes.

Grades 5-7: Stuart Hall striped tie

Grade 8: Red tie with Stuart Hall gold lions

T-shirts:

Only **plain white t-shirts** may be worn under uniform shirts.

Optional Wear:

All boys have the option of wearing a white, long sleeve polo shirt with embroidered Stuart Hall crest on non-dress uniform days. Boys may also wear a Stuart Hall crew neck sweatshirt (without hood), navy Stuart Hall fleece jacket (with school name written on it) or black SHB jersey long-sleeved athletic jacket.

* Khaki shorts (with belt loop) will be allowed on designated hot days as announced by Administrators.

Not Permitted:

Sweatpants, turtlenecks, shirts without the Stuart Hall crest/logo

Physical Education Uniform:

Grades 3-8: Stuart Hall physical education shirt, change of pants (e.g., shorts or sweatpants — only for physical education)

Grades 5-8: Athletic shoes (all black, all white, or black and white)

School Lunch

SAGE is the school's food service provider on both campuses. They provide our school community with delicious, dietitian-approved meals that are cooked from scratch using fresh, locally-sourced ingredients.

How it works

SAGE offers an all-inclusive lunch meal plan that provides daily access to the food items described above and is not limited by portion size. Students are able to go back for seconds and choose from multiple offerings during lunch. The plan requires that families purchase a meal plan for the year or semester. The program does not have a daily purchase option. The plan covers lunch for participating students and includes all food and beverage items offered in the cafeteria on both campuses.

Students in Grades 1-4 eat lunch in the cafeteria. Middle Form students eat at special table in the Foyer outside the Little Theater.

Kindergarten

For our youngest students, the school lunch option is slightly different because students do not eat in the cafeteria. Based on the list of students who have signed up for the program, SAGE will deliver lunch to the classroom. If you have concerns or questions about your Kindergarten student's lunch, please contact your teacher directly.

Breakfast

Breakfast will be offered for K-12 students on the Broadway Campus starting Monday, September 10, 2018. Prepaid punch tickets can be purchased with cash or check in \$20 increments from the SAGE office located in the Broadway Café. **Tickets are also available online.** All tickets will be available for pick up in the SAGE office.

Lunch From Home

Parents should send their son's lunch in a labeled bag/lunchbox or plan for him if he will not be ordering hot lunch. Food from home needs to be able to remain at room temperature. A wide

mouth thermos works well to keep food warm. (Middle Form students may use the microwave at lunch time.) Beverages must be in unbreakable containers. Carbonated drinks, gum and candy are not allowed. For safety reasons, glass bottles and instant noodles (requiring hot water) are not allowed.

Nut Policy: There are times when we ask a specific grade level to be “nut free” due to a severe nut allergy within the grade. At this time, the entire Lower Form at Stuart Hall is nut free due to the severity of allergies. There are also “nut free” tables and zones within the cafeteria.

Lockers, Desks, and Cubbies

Stuart Hall develops in its boys a respect for property of others as well as their own property. Students in Grades K-4 keep their books in their classroom desks and their supplies in their classrooms.

In Grade 5-8, students are assigned a locker in September and issued school locks. The boys are encouraged to keep them locked at all times. No lock other than that issued by the school is allowed on lockers. When not in use, lockers should be locked. The locks must be returned to homeroom teachers at the end of the school year or the student will be responsible for replacement costs. Only school-supplied combination locks are allowed. Lost locks can be replaced at a cost of \$10.

Lost and Found

Because of space constraints, the SHB Lost and Found area is limited. There is an area in the SHB building designated for Lost and Found, and there is also an area outside of the After School Program for Lost and Found. It is imperative that all clothing and miscellaneous items are clearly marked with both the boy’s first and last name. More personal or expensive items, such as watches and wallets, are turned in to the office.

Birthdays

The boys usually celebrate their birthday in school by arranging for a special treat to be shared with their classmates. If parents want to invite boys to an out-of-school party, the School recommends that less than one-half or all of the class be invited to the party. If all of the boys are not invited to the party, invitations may not be brought to school.

Communications and Electronic Devices

Telephones and Messages: Students should ask permission before using a school telephone. Messages from home to students are accepted only on an emergency basis. Reminders of appointments and various after school activities should be between parent and child; parents cannot rely upon the office to intercede.

Cell Phones: Students should not use cell phones during school hours. Any student using a cell phone during school hours will have it taken away by the teacher. Parents will be contacted if the student ignores this policy.

Electronic Games: Recess is a time for students to play together. In addition to being a valuable time for students to have fun with each other, recess also develops a sense of community among the boys. To that end, the School does not permit students to have electronic games in school. In addition, the School discourages students from having iPods and other audio devices. Any personal devices found on the student during the school day will be taken by the teacher and returned to them after parents are contacted.

Toys, Weapons or the Appearance Thereof

No toy weapons are to be on school property or on a school field trip. These include but are not limited to: toy guns, water guns, plastic knives, toy knives or pocket knives.

Student Community and Activities

The Goals & Criteria of Sacred Heart education remind us that education extends far beyond the boundaries of the classroom. Students are invited to build upon natural talents by enhancing the school curricular activities with extra-curricular activities, such as fine arts, sports, outdoor clubs and leadership development opportunities. Some of these opportunities include student government, all-school orchestra, chorus, vocal ensemble and drama, as well as a variety of sports teams and clubs. Students should keep in mind that such activities should remain balanced and supportive of their academic activities.

Student Council

To be eligible to run for Student Council officer (Commissioner General, Assistant Commissioner, Religion Commissioner), a student must have a minimum of a 3.0 GPA and be in good standing with the faculty.

Spiritual L.I.F.E.

L.I.F.E., in this case, means Liturgy, Interiority, Faith and Engagement. This is a term new to Convent & Stuart Hall since 2015. Rather than focusing narrowly on what has historically been known as "Campus Ministry," our Spiritual L.I.F.E. Directors are charged with finding ways for students to encounter spirituality in a way that is personal to them and helping students and adults in the community to appreciate that they are part of something larger than themselves. Students and adults may find L.I.F.E. through helping to plan a Chapel, providing acts of service to the community, embracing the work of the Eco-Council or interviewing ancestors.

Community Service

Goal Three: to educate to a social awareness which impels to action.

Mission: The mission of community service is to foster within the total community Goal Three of the Goals and Criteria of Sacred Heart Education which calls for all to commit "to a social awareness which impels to action."

Vision: The goal for community service begins with the developing consciousness of the student. The student will begin to discover through classes, lessons, peer interactions, service

project interactions and community knowledge that change is called for in places where oppression and injustice exist.

Growth: Service projects will incorporate three phases: preparation, implementation and reflection in order to impress upon students the due diligence, commitment and personal investment involved in the pursuit of lasting change.

Students motivate each other and the community by creating change in the classroom and the community. Students are made aware of specific populations that can benefit from assistance and support. Students experience firsthand how serving those in need can affect real change in lifestyles as well as society and its values.

Metamorphosis: A student's journey begins a life-long time of service and caring for the needs of others. Through the three phases of service, students will acquire an understanding of society that helps them to see that resources can be shared for the good of all and do something to effect change.

Proposals for Community Service Projects

Proposals for community service projects are submitted to Kristin Monfredini and Marie O'Regan:

1. Explain your community service project.
 - ◆ Who will be helped by this project?
 - ◆ What is the need of this constituency?
 - ◆ How will students meet this need?
2. Explain how this project will be implemented.
 - ◆ Who will be primarily responsible for the coordination of this project?
 - ◆ Who is the contact person for the constituency receiving service?
 - ◆ What arrangements have been made for this constituency to receive the service being offered?
 - ◆ What resources from the School will be required to facilitate this project? Students? Parents? Staff? Transportation?
 - ◆ How long will the project last?
 - ◆ What are the itemized budgetary needs for the project? How will you acquire this funding?
 - ◆ Who will provide the service?
 - ◆ How will the community learn of this project?
3. Will this project create an experience in keeping with the Schools' community service philosophy?
 - ◆ Explain how the three phases of community service will be fulfilled in this project.
 - ◆ Is this project in keeping with the School's' philosophy?

Reception of First Reconciliation and First Communion

At the beginning of Grade 2, Catholic students have the opportunity to receive the sacraments of First Reconciliation and First Communion at Stuart Hall. Students whose families elect to have

them receive the sacraments at school will be prepared by the Lower Form religion teacher. Prior to the reception of the sacraments, the following must be submitted to the school:

1. Baptismal certificate
2. The name and address of the Catholic parish where First Reconciliation/Communion certificates will be sent and officially filed

Athletics

Athletics Philosophy

Athletics plays an important part in educating the whole child. In order for a healthy, competitive experience for our students-athletes, we strive to provide a positive atmosphere of sportsmanship and learning, both at practice sessions and at athletic events. We believe in the idea of muscular Christianity as a vehicle to reinforce and develop positive character traits in preparation for the boy's growth into the adult world. Honoring the game, teammates and officials is a priority for our athletes and coaches at all times. We welcome the partnership with our parents to insure that the experience of our student athletes is a positive one.

Participation in the Stuart Hall athletics program provides the opportunity to live out the Goals & Criteria of the Network of Sacred Heart Schools, which fosters the balance in education between academics and extracurricular life. Because of this, each student is encouraged to make athletics part of his life and strive for excellence while making a commitment to his team members, coaches and community.

Each boy will be given the opportunity to compete in any activity offered and will be placed into an athletic environment that will help that student benefit most from the experience. Student-athletes are taught using the fundamentals of each sport and the rules of the game.

Program Overview

Different activities are offered during three coinciding athletic seasons: fall, winter and spring. Activities are offered to all boys in the grades the sport is available. Stuart Hall athletic teams compete in the Bay Area Interscholastic Athletic League (BAIAL), Catholic Youth Organization (CYO), the San Francisco Schools and Parishes Baseball League (SFSPBL) and the Northern California Junior Lacrosse Association (NCJLA).

BAIAL: Independent School League is a competitive league. Tryouts are held for these teams, but not all boys are guaranteed a position on the team, and players are not guaranteed a certain amount of playing time.

CYO: Participation is the focus of the CYO League. Every player is guaranteed time on the court. If there are too many participants for one team, another (or more) will be formed so that all can play. Teams are divided according to skill level so that they can compete against other teams in the league. Team composition is made so as to place the boys in an athletic environment that will best suit their development and experience.

Fall Athletics

The fall season runs from the start of September through the middle of November.

Soccer-BAIAL and CYO: Grades 5, 6, 7 and 8

Cross-country-BAIAL: Grades 6, 7 and 8

Winter Athletics

The winter season runs from the middle of November through the end of February.

Basketball-BAIAL and CYO: Grades 5, 6, 7 and 8

Spring Athletics

The spring season runs from February to the beginning of June.

Baseball, SFSPBL and BAIAL: Grades 5, 6, 7 and 8

Lacrosse, NCJLA: Grades 6, 7 and 8

Golf, Non-competitive Club: Grades 6, 7 and 8 (one club with Convent)

Team Selection and Participation

Competitive after school sports begin Grade 5. Participation is voluntary and highly encouraged. The athletic department supports a general no-cut policy. Additional teams will be added each season as numbers dictate. Team selection is based on:

- Practices (evaluation/try-outs) before the start of the season.
- Performance in physical education class in relation to that particular sport.
- Experience on teams in previous years.
- The selection of players for BAIAL and CYO is done jointly by the Athletics Director, the physical education teachers and the individual coaches. In selecting teams, Stuart Hall has the option of grade-level or mixed-grade-level teams if the situation warrants it.

Games and Practices

Signing up for a sporting activity at Stuart Hall means that the students, as well as their parents, have made a commitment to that sport and are expected to make every effort possible to fulfill the team obligations. Game schedules will be provided for the students and parents as soon as the League releases them. All efforts will be made to adhere to these schedules, but due to the number of teams and gym/field availability, schedule changes may occur. Additional practice games and tournaments may be added to the schedule. Coaches will make every effort to adhere to the schedule. If a coach is sick or has an unexpected emergency, all efforts will be made to get a substitute coach for that day. When games or practices are affected by weather conditions, the Recreational & Park Department will make field condition determinations by 1:30 p.m. daily as needed. Should a game or practice be canceled because of weather, the Athletics Director will leave a message on his phone (292-3105).

Commitment

When a student joins a team, he has a responsibility to his teammates and to the school to play that sport for the entire season (season start and finish dates are highlighted above). Players who miss games or practices or have serious discipline issues may lose the privilege to participate. It is the student's responsibility to inform his coaches and the Athletic Director well before missing

a practice or game. Excuses must be made in writing. Communication through a friend is not acceptable. A student who does not attend a game and has not given prior written notice may be suspended for one game (unless illness or a family emergency precluded him from doing so). Failure to attend a second game without written notice may result in dismissal from the team.

We encourage students to participate in other outside sports or activities. However, a commitment to SHB sporting activities takes precedence over other outside activities. Parents and students need to determine before the season begins if participating in more than one activity is possible. The Athletic Director can usually help determine what may or may not be possible. Boys should be available to both practice and play in competitive games of each athletic season.

Player Conduct

Sportsmanship and honoring the game are very important components of Stuart Hall Athletics. Emphasis is placed on respect of teammates, coaches, referees and the opposing team. During and after games, all players need to behave in a respectful manner regardless of the result. Fair and honest play will be expected, and any decision made by the referee or umpire should be accepted in a graceful manner. After a game, regardless of the outcome, opposing team members should be congratulated and thanked.

Policies

Concussion Policy

A student-athlete who is suspected of sustaining a concussion or head injury in a practice or a game shall be removed from competition at that time for the remainder of the day. A student-athlete who has been removed from play may not return to play until they are evaluated by a licensed healthcare provider trained in the education and management of concussions and receives written clearance to return to play from that health care provider.

Facebook, Twitter, and Internet Policy

Profiles are a representation of the student and their school when pictures or comments are posted about the student's athletic activities at SHB. The student will be held responsible for anything that appears under his/her profile, which includes anything the student writes or posts and is deemed improper or unacceptable according to SHB policies governing student conduct and behavior.

Transportation

Transportation during the school week will only be provided for games outside of San Francisco or if numbers require it. All practices and games in the City during the week will utilize parent carpools. Team parents will be expected to assist in organizing carpools at the beginning of the season.

Parents of Student-Athletes

Stuart Hall teams have a designated team parent who assists the coach/team with communication and organization. All parents of team members have the opportunity for some team duties, such as bringing snacks or refreshments to the games. The team parent usually organizes this for the coach. Parents are welcome and encouraged to attend the games.

Parent Communication

Appropriate issues for parents to discuss with coaches:

1. The treatment of your child, mentally and physically.
2. Ways to help your child improve.
3. Concerns about your child's behavior.

Inappropriate issues for parents to discuss with coaches:

1. Playing time.
2. Strategy.
3. Play calling.
4. Other student-athletes.

If any issues are not resolved when talking to a coach, a parent may talk to the Athletic Director.

The Role of Parents in Athletics

Parents of athletes at Stuart Hall are expected to support and encourage in positive ways at all times. The role of the parent is very important if your child is to have a positive experience while taking part in athletics.

- Always be supportive of your child by giving encouragement and showing an interest in his team. Positive reinforcement encourages learning and fun. Research has shown that a ratio of five positive statements for each negative statement is ideal for helping young athletes do their best.
- Attend games whenever possible. If you cannot attend, ask how your child did, not whether the team won or lost.
- Be a positive role model by displaying good sportsmanship at all times to coaches, officials, opponents and your son's teammates. Always honor the game as a spectator.
- Let your son set his own goals and play the game for himself.
- Let the coach coach. Refrain from giving your child advice when he is playing. Use positive reinforcement with your son's coach. Let the coach know when he or she is doing a good job.
- Respect the decisions of the referee or umpire.
- Read the rulebook. A full understanding of the rules will help you enjoy the game and educate others.

Coaches

Coaches are very much aware of their obligations and responsibilities as extremely visible representatives of Stuart Hall. Each coach is given a Stuart Hall coach's handbook, which highlights the details and expectations of coaches. Each coach is expected to honor the game (just the same as players or parents) and be a positive role model to players.

The Role of the Coach

- The coach should be a positive motivator and should not use fear, intimidation or shame during coaching.
- The coach should treat all athletes with respect regardless of how they perform.
- The coach should focus on mastery rather than victory, which s/he sees as a by-product of the pursuit of excellence.

- The coach should encourage an environment in which players are willing to risk making a mistake. Mistakes are an important and inevitable part of learning and should not be feared.
- The coach should respect their opponents, recognizing that a worthy opponent will push their team to do their best.
- The coach should demonstrate personal integrity and would rather lose than win by dishonoring the game.

Communication in Athletics

For the athletics program to be successful, various members of the school must be in good communication. Ultimate responsibility for the program is that of the Head of Athletics and the Division Athletics Director. Once boys are assigned to the team, the key communication comes from the coach to his/her players. Team parents are also available to assist in communicating schedules, team expectations, changes, etc.

If a player or a parent has a concern, it is best for the student to communicate directly to the coach. If that proves ineffective, it is critical that the parent should contact the Division Athletics Director and or the Head of Athletics.

In Summation

Many would agree that one of the best classrooms for life's myriad of lessons and authentic character building happen in practices and on the playing field. While skill development and winning are intrinsic parts of any good athletic program, what distinguishes the Stuart Hall program from others is its deep and abiding commitment to character formation on and off the field.

One last thing that each of us must remember is that we are a K-8 division, and the boys are, in fact, children. With that in mind, having fun, learning various sports, and developing character and sportsmanship can be enjoyable. Let us not bring the tensions and disappointments we see at the professional or even collegiate levels.

Athletic Calendar for Stuart Hall for Boys

Fall Sports

Cross-country

- Six organized meets during the season and 2-3 practices per week. Boys are able to take part in cross-country and soccer if they so choose. If they decide to do soccer, they will need to attend 1-2 practices for cross-country per week.
- Start date: First week back at school in September
- End date: Final meet will take place last week in October
- Practice schedule sent out second week of June
- Meet schedule sent out second week of June

Soccer

- Two practices per week plus games (weekdays and Saturdays)
- Start Date: First week back at school in September
- End Date: Second week in November
- Practice schedule sent out last week of August
- Game schedule for BAIAL league sent out first week of June
- Game schedule for CYO league sent out first week of September

Winter Sports

Basketball

- Two practices per week plus games (weekdays and weekends)
- Start Date: Third week in November
- End Date: Third week in February (playoffs may run into winter break)

*Please note that there will not be any games scheduled during the weekend closest to Christmas and New Year's. Games will start up again the first week in January.

- Practice schedule sent out third week in November
- Game schedule for BAIAL sent out first week of November
- Game schedule for CYO sent out last week of November

Spring Sports

Lacrosse

- Two practices per week plus games (weekdays and weekends)
- Start Date: Second week of February
- End Date: Third week of May
- Game schedule sent out last week of January
- Practice schedule sent out last week of January

Baseball

- Two practices per week plus games (weekdays and weekends)
- Start Date: last week of February
- End Date: First week of June
- Game schedule for BAIAL sent out last week of January
- Game schedule for SFPSBL sent out second week of February

Club Golf

- One practice per week at the Presidio driving range
- Start Date: First week of March
- End Date: Last week of May
- Practice schedule sent out last week of January

After School Program

As a school that is rooted in community, Convent & Stuart Hall's After School Program (ASP) serves K-8 families and the student experience by providing supplemental programming until 6 p.m. on school days, including midday dismissal days. ASP is a unique coed opportunity that provides time for homework if desired and facilitates a combination of free choice activities and structured play, including free play on outdoor playgrounds and courts, imaginative play and reading in the Hoffman Learning Commons and design and tinkering in the Unkefer Spark Studio.

For more details, please visit the [ASP website](#).

Discipline and Behavior

Goal 5 of the Sacred Heart Goals & Criteria is the desire “to promote personal growth in an atmosphere of wise freedom.” This growth comes from self-discipline within each boy. To that end, the School's understanding of discipline is the fostering of responsibility and independence. In the Lower Form, a Stuart Hall boy begins to understand what the acceptable limits of his behavior are and what consequences may follow when he “over-steps” a limit.

Sacred Heart Expectations

It is not possible or desirable to list every situation for which a disciplinary response is appropriate. In general, faculty and administration will address conduct unbecoming a Sacred Heart student and apply consequences consistent with the Goals & Criteria, which guide all members of the Network of Sacred Heart Schools.

Respect and Concern for the Property of Others

We expect all members of the school community to treat the personal property of others with care:

- Taking articles to the Lost and Found.
- Asking permission to borrow or use others' belongings, including clothing and school materials.
- Leaving other people's lockers and cubbies alone.
- Leaving other people's lunches and backpacks alone.
- Not hiding the belongings of others.

We expect all members of the school community to treat school property with care:

- Cleaning up locker and lunch areas.
- Picking up litter on campus without being asked.
- Keeping restrooms clean for others to use.
- Reporting graffiti.
- Assisting with classroom, gym and campus cleanliness.

Student Harassment

Each person at Stuart Hall for Boys has the right to participate fully and happily in the life of the school without harassment.

We believe that Stuart Hall for Boys is enriched by the diversity of its members. The school recognizes and respects individual differences in regard to physical appearance, ability, culture, ethnic origin, race, religion and sexual orientation.

In order to provide an atmosphere of mutual respect, acceptance and sensitivity, it is important that every member of the community recognize certain guidelines for appropriate behavior. Inappropriate and unkind behavior toward another, whether verbal or physical, is not acceptable at Stuart Hall for Boys.

Some examples of this unacceptable behavior are:

- Verbal abuse, intimidation, insults or threats.
- Obscene, sexist or suggestive remarks, jokes or gestures.
- Physical advances, verbal remarks, derogatory statements or discriminatory comments.
- The writing or passing of demeaning notes, letters, e-mail, graffiti or postings on the internet.
- Display of explicit, offensive or demeaning materials (physically or verbally).
- Hazing, threats, name-calling, cyber bullying.
- Comments which are demeaning with respect to economic status, physical appearance or ability, race, religion, ethnic origin, gender or sexual orientation.

- Offensive or threatening phone calls, emails, texts or threats, postings on social networks.
- Undue pressure to use alcohol or drugs, or to engage in behavior with which the other person does not feel comfortable.

Students should follow this procedure if they feel they are being harassed:

1. Let the offending person or people know that you want the behavior to stop. Look directly at them to give a clear message about how you feel. Do not apologize for your feelings.
2. Contact an adult at school about the situation: your homeroom teacher or advisor, a teacher, an administrator or the counselor.
3. Keep a record of when, where and how you have been mistreated. Include witnesses, direct quotes and any written or electronic communication.

Electronic, Internet and Other Forms of Aggression

Teachers work with students to help them understand that phones and tech devices are not toys. Students may not use phones, computers or other media for pranks, hurtful or obscene phone calls, texts, letters or emails to anyone. Such activity generally occurs at home, on evenings or weekends; parents and guardians are asked to very carefully monitor their son's use of phone and electronic communication.

Internet Etiquette

Improper use of electronic messaging, YouTube and social networking sites causes hurt feelings and/or worry. This can include bullying, "borrowing" another person's screen name or password or using obscene or mean language. We educate toward responsible internet use (being a good digital citizen).

We ask that parents also please take time to let your sons know that "anything we wouldn't hang with a magnet on our refrigerator at home" should not be put in an electronic message. Adolescents sometimes do not fully understand the ramifications of hitting SEND. It is our adult duty to be their guides.

What Not to Bring to School

- Expensive jewelry or large amounts of cash.
- Magazines or books not considered acceptable reading material.
- Chewing gum is never allowed at school.
- Knives, firearms, matches, e-cigarettes, cigarettes or lighters.

Drugs and Alcohol

Every member of the school community is concerned with the promotion and safeguarding of the physical, emotional and mental health of each student. The use and/or abuse of drugs, alcohol and other hazardous substances causes grave danger to student stability and has a negative effect on student life as a whole. Therefore, possessing, selling, giving away, using or being under the influence of drugs, alcohol or other hazardous substances on campus, or at a time or place that directly involves the school, renders a student liable to immediate expulsion from the school.

Students who are known to be drug/alcohol users (by reputation or their own admission) will be counseled, and every effort will be made to work together with parents and outside help towards

wise choices. In certain cases, assistance might be sought from the Police Juvenile Bureau and the Narcotics Bureau. Any student's use of drugs, alcohol, tobacco or related items on school property, in school uniform or at school functions, is prohibited and is cause for suspension or expulsion.

Philosophy of Lower Form Discipline

Concern for each other and other's personal property

- A. Following classroom rules set by the teacher and the class
- B. Following the playground rules
 - 1. Being careful of others and avoiding rough play
 - 2. Not making fun of others
 - 3. Not teasing or bullying
 - 4. Giving another a chance to apologize for a mistake
 - 5. Not using foul language
- C. Following cafeteria rules
 - 1. Using inside voices at all times
 - 2. Cleaning up lunch areas
 - 3. Remaining seated
 - 4. Standing in an orderly and quiet line when entering and leaving the cafeteria

Disciplinary Notice

When a student has a difficulty, a teacher may send a disciplinary notice to the parents or have a student meet with the Lower Form Dean. The purpose of the disciplinary notice is to keep parents informed about a boy's conduct. The overarching goal of the Lower Form's disciplinary system is to help the students focus on acting and choosing in an atmosphere of wise freedom. Boys who are involved in physical aggression will be sent home.

Playground Rules:

- 1. Balls will be allowed only during mid-morning and lunch recesses.
- 2. Wrestling is not permitted at any time.
- 3. All playground equipment (balls, jump ropes, basketball goals, etc.) is to be used only for its intended purpose.
- 4. Students may not climb fences, buildings, etc.
- 5. Students may retrieve stray balls only with adult permission.
- 6. During recess, classes are to stay on their designated courts.
- 7. Students must ask permission before leaving the playground. Boys in Grades K-2 must travel with a buddy.

If a student fails to follow these playground rules, he may be asked to have a time-out on the bench during recess. All major playground infractions, such as physical fighting, will be referred to the Dean.

Philosophy of Middle Form Discipline

The Goals & Criteria remind us that every student is a child of God and therefore possesses created worth, dignity and a vocation. All discipline at Stuart Hall for Boys is grounded in the dignity of each child and a fundamental understanding that discipline is not primarily punitive in nature but educational. Students are taught that a consequence follows every choice we make, and when we choose an action, we must then take responsibility for the consequence. Choices that have negative consequences are opportunities to learn and grow. Disciplinary actions are always an attempt to facilitate such learning.

The Middle Form employs a referral system that is intended to give classroom teachers more control over their individual classroom discipline. It is a process in which an individual teacher may:

- Give consequences (consistent with school policy) for disciplinary problems within the classroom. Teachers will make an attempt to use “reparation” where appropriate without making service a punishment.
- Make a written referral to the dean, which in some cases would merit a Friday detention, a conference with the student and his advisor, a conference with parents, student and advisor, disciplinary probation or suspension. Advisors will receive a copy of all disciplinary referrals and will be expected to conference with the student. A copy of all written referrals will be sent home to parents (in an email message) regardless of other consequences. A copy of the referral will remain in the student’s school file for one academic year.
- In cases where a student received two disciplinary referrals in a quarter, he and his parents would be notified that the next referral would result in an “in-school suspension.” Should a student receive more than three referrals in one quarter, he would be placed on disciplinary probation.
- When a student is suspended, parents receive a written and verbal notice from the school outlining the reasons for suspension and the terms of the suspension. Students can be suspended for one to three-days depending on the incident. It is a student’s responsibility to coordinate with his teachers for assignments that may be missed as a result of the suspension.
- A teacher may send a student to the dean for a conference without a written referral.
- Some disciplinary referrals may result in a student being referred to the school counselor for appropriate intervention, such as conflict resolution.
- Disputes regarding disciplinary notices should first be taken up with the teacher or administrator who signs the referral note.
- Disciplinary referrals are given by teachers and administrators when a student chooses not to follow the guidelines of appropriate behavior in the classroom and on school grounds. Such offenses as blatant disregard for classroom rules or using inappropriate language are examples of a violation of school guidelines and will result in a Friday detention for 90 minutes.
- If a student is issued a detention, it may take priority over all extra-curricular activities taking place during the scheduled detention time.
- More serious offenses such as physical or verbal harassment, theft or damage of property, cheating and plagiarism, and continual repetition of minor offenses may

result in a loss of extracurricular privileges for one week. This includes the loss of participation in all Stuart Hall athletic activities.

Notice of Suspension

When a student is suspended (in-school suspension or out-of-school suspension), parents receive a written and verbal notice from the school outlining the reasons for suspension and the terms of the suspension. Also, in the event of a suspension, parents and the student will be asked to meet with the administration to discuss the incident and develop a plan for the future.

Disciplinary Probation

When other forms of referrals or disciplinary actions have failed to bring about a positive change in a student's attitude or behavior, he may be placed on disciplinary probation by the Head of School. The terms of probation will be outlined specifically in writing and will be agreed upon by the administration and parents. Students not responding to the terms of disciplinary probation are subject to expulsion from school.

School Safety

Of primary importance in our disciplinary procedure is a belief that Stuart Hall for Boys must be a safe place for everyone. Students are educated to expect a safe environment for their physical, emotional and spiritual well-being. Threats or perceived threats to another person's safety are treated as a significant disciplinary offense. (See Serious Allegations below and Disciplinary Probation above)

Serious Allegations

Stuart Hall has adopted the following protocol in investigating allegations that suggest that a student may be harmful to himself or to others:

1. Meet with the student who may have made a threat or comment.
2. Contact the parents if the School believes there may be something substantive in the allegation(s).
3. Ask that the student remain off campus until the School can satisfactorily answer the allegation(s).
4. Continue to work with the school community in understanding that talk of any violence is of a very serious nature.

When such an incident occurs, it is critical that all understand that no one is being accused of any overt action. This procedure is cautionary. It is designed to ensure that all children are safe and secure in our school and on our campus.

Bullying

The Goals & Criteria make clear the dignity and worth of every person. As such, bullying strikes at the basis of Sacred Heart life. It is the responsibility of the administration and the faculty to create a safe school environment — physical, intellectual, spiritual, social and emotional safety.

The School defines bullying as the misuse of power, position or privilege that it is done to intimidate, coerce, engender fear and/or to control. In addition, it observes three main parameters of bullying: it is repetitive (prolonged over time); it involves an imbalance of power; it may be verbal, physical, social or psychological. Bullying that takes place in cyberspace (e.g., cell phones, email, instant messaging, etc.) falls under a violation of our school policies and will be dealt with in the same way as other forms of bullying.

Stuart Hall has outlined the following protocol in responding to allegations of bullying:

1. Investigate the matter.
2. If bullying is occurring, parents of both the victim and the bully(ies) may be informed.
3. Parents and students will meet with the Dean and the Head of Stuart Hall.
4. Suspension may follow.
5. If, after that, the situation does not correct itself, a bully may be put on behavioral probation or may be expelled from school.

There are clear steps parents can take if they suspect a child is being bullied:

1. Watch for signs of distress in your son.
2. Inform your son's teacher, advisor or dean.
3. Advise your son to confide in a trusted teacher, administrator or the counselor.
4. Assure your son that there is nothing wrong with him.
5. Discourage your son from retaliation.
6. Schedule a meeting with the Dean or Head of Stuart Hall.

Parent Community

Contracts

Schools of the Sacred Heart has contracted with you for the education of your children for the current school year. These contracts or enrollment agreements are renewable annually. Unless you are otherwise notified, you can expect to receive the renewal contract sometime in late winter/ early spring.

If students do not perform well academically or if their social and/or emotional development is a concern, the enrollment agreement may be held until appropriate action has been taken or until it becomes clear what the best situation for the child will be. Delinquent tuition is also a cause for withholding the enrollment agreement.

Financial Aid

Schools of the Sacred Heart strives for excellence in education and for diversity in the student body. The administration and faculty of the Schools of the Sacred Heart are dedicated to the belief that a vital part of education in a pluralistic society is the opportunity to grow up with students from different social, cultural and economic backgrounds. Financial aid is extended to those students whose need for such aid is established and who otherwise could not afford to

enroll. Financial aid is need-based and awarded without regard to race, color, religion, nationality or ethnic origin.

All financial aid requests are handled through the Admissions Office. All information regarding financial aid is kept in strict confidence. Parents complete a confidential statement, which is processed by School Scholarship Service (SSS) in Princeton, New Jersey. Parents also submit to the school their most recent 1040 (IRS) as part of their application process. The Admissions Office informs parents about any grant they may or may not receive. For more information about financial aid, please contact the Admissions Office.

Parent Absences

When parents are away from home, the school must be notified in writing who is responsible for the child, who will be picking the child up from school, and whether or not the child will be at home or staying at another address.

House and Babysitting

The School strongly discourages hiring teachers to baby sit and/or house sit.

Visitors and Guests

If a boy wishes to bring a friend or relative to attend classes or visit the campus, he or his parents should let the Dean know in advance so that teachers can be notified and preparations can be made to welcome guests and help them feel at home.

Non-School Sponsored Activities/Trips

Parents may, from time to time, organize events for parents and students in a class that are not school-sponsored events. The School has no responsibility for the planning or execution of these activities/trips. Participation is not required by the School and is voluntary by the participants. The safety or appropriateness of these activities/trips should be determined by the parent or guardian of each participant, as they are optional activities/trips organized by parents. Families that choose to participate assume all responsibility for itinerary, transportation and all activities and supervision related to these activities/trips.

Health and Safety

The office is equipped with first aid supplies and is used as an emergency center to give care in case of accident or sudden illness at school. The office is not a clinic or treatment center. Children who are ill will be sent home after contact with parents or other persons identified on the student's emergency card. It is important for parents to keep emergency cards accurate.

A Student Medication Form is required for all students needing medication during the day. The school office issues these forms and is also responsible for keeping and dispensing the medications for which parents have given their signed permission.

It is of great benefit for the School to know of any sudden, chronic or communicable diseases contracted by the children. They may include chicken pox, measles, conjunctivitis or head lice.

Emergency Contacts

The school office has for each student a physical Emergency Card created based on information provided by parents and guardians on the Family Information Form over the summer. This card is important to your child's safety and welfare. We understand that any instructions given by parents remain in force until revoked by the parent or guardian. The Family Information Form can be revised at any time and must be confirmed annually during the summer. It is suggested that parents keep track of the information provided and **notify the office to update information on your son when changes occur. To update information [click here](#).**

A. Illness or Accident

1. In cases which appear to be of minor nature, first aid will be administered at the school. Medication **may not** be administered without a completed *Waiver and Release From Liability* form.
2. In cases which are apparently serious, the School will make every effort to carry out parents' instructions.
3. Parents who file Exemption Cards are asked to give directions to be followed in the event of an emergency.
4. **Parents will be expected to make provision for taking a sick child home.** The School does not have facilities for transporting children nor facilities for caring for children who are ill.
5. If parents/guardians do not supply adequate instruction, or if the instructions given cannot be followed at the time of an emergency, school authorities will act according to their best judgment for the health and well-being of the child.

B. Leaving the School Premises:

1. Children must never leave the building/campus without permission from school authorities.
2. Parents should not take children from the school yard or other areas without notifying the school office.
3. The school will not permit children to leave campus in a taxi (or Uber/Lyft) sent by parents. Parents who intend to send transportation pick up for their children must notify the School in writing in advance of the planned departure or have a permanent request on file in the school office.
4. Parents or guardians should not send persons whose names are not on the emergency card for release unless such persons are identified by prior telephone call and written instructions.

C. Telephone Messages for Children

1. Parents are asked **not** to telephone the school office asking that children be directed to various places after school. Such requests must be **written** and given to the child's teacher at the beginning of the day.
2. The School will not accept a telephone request to call for transportation for a child.

Head Lice

Head lice cases are relatively common and a nuisance, though not a health hazard.

Stuart Hall for Boys has a *no lice and no nits policy*. Your son will have to go home should lice or nits be discovered in his hair. Since transmission among a group of children occurs quite easily, it is imperative that you notify the school immediately should you be the person to discover lice or nits in his hair. Upon receiving this information the school office will send home a Head Lice Notification form to the parents of all children in your son's grade. This form requests that all parents check their son's head and sign and return the form to the school the next day.

Participation of 100% of parents is essential! The School will follow up with a head lice check of the entire grade and siblings of those in the grade, and Convent Elementary School will be notified for siblings in their school.

- About Head Lice:
 - Head lice — parasitic insects that live on the head. A louse becomes capable of laying eggs in approximately seven days and is considered an adult. Adult head lice are grey or brown wingless insects approximately 1/8 inch in length. They are difficult to find as they scurry on a child's head. Adult females lay eggs (nits) by gluing them to hair near the base. Lice are passed from head to head, head to hairbrush to head, head to clothing to head. They do not fly or jump.
 - Nits — If your child has nits this means that your child has had head lice even if you have been unable to locate the insect(s). Head lice eggs take seven to ten days to hatch. Nits are firmly attached to hair shafts, quite small (a speck) and usually yellow to white. You cannot “flick” a nit off of the hair. This is one way of distinguishing between a fleck of dry scalp and a nit.
- The Department of Public Health recommends a combination of treatment and nit removal.
 1. Treatment
“The current product of choice is permethrin (i.e., Nix). There is no conclusive scientific evidence to support the use of products like vinegar, isopropyl alcohol, enzyme-based compounds, tea tree oil, or other alternative products advertised to dissolve the glue on the nits or kill the nits. Similarly there is no conclusive scientific data to support claims that mayonnaise, olive oil, melted butter, petroleum jelly or other current commercial products on the hair suffocate the nits and lice.”
 2. Nit Removal
Use a fine-toothed metal nit comb to remove the nits. Flea combs (from pet stores) also work well. Continue to check for nits/lice daily as remaining nits may not have been killed by the treatment and can hatch seven to ten days later.

***You may wish to discuss the Department of Public Health recommendations with your pediatrician.

The School will conduct head lice checks of all K-5 students at the beginning of school, and all K-4 students after each subsequent vacation period: Thanksgiving, Christmas, Winter Break and Easter. We have a list of experienced “head checkers” who will be called upon to conduct scheduled or unplanned checks of students.

Emergency Preparedness

We are deeply committed to taking care of our students and adults at all times, particularly in emergency situations.

Fire drills are held monthly, and drills for lockdown and earthquake are held twice yearly.

The Convent & Stuart Hall faculty and staff are trained in First Aid procedures and knowledgeable about the school’s comprehensive emergency plan:

Staying Connected to the School

- We have contracted with an emergency broadcast system called Blackboard Connect, which can send voice, text and/or email messages to our contacts.
- To the extent possible, updates may also be posted on the homepage of the school website www.sacredsfs.org.

First Response

- Both campuses are equipped with trauma kits and emergency supplies.
- Most faculty and staff are First Aid certified; all employees are offered a free First Aid course each year to stay current on their certification.
- We have employees on both campuses who have also taken First Responder training and who have been trained in triage, security, rescue and communications.
- Teams of adults on both campuses are trained to quickly assess the stability of our buildings. These teams will evacuate students and adults out of compromised buildings/areas as soon as they can do so safely.

Student Release

- Unless the building is compromised or other hazards make the immediate surroundings unsafe, students and adults will shelter in place in most situations.
- Both campuses of Convent & Stuart Hall are equipped with food and water, as well as comfort and waste necessities, for every student and every adult for five days.
- Faculty and staff will stay with your children until they are picked up by you or an authorized adult named on your emergency form. Keep your student’s [Family Information Form](#) up to date at all times. You can also email any updates or changes to roster@sacredsfs.org.

How You Can Be Prepared

- Keep your child’s [Family Information Form](#) up to date.
- Talk to your child about the importance of taking fire/earthquake/lockdown drills seriously.
- Talk to your child about your family’s emergency plan. These resources may help you develop one: <http://72hours.org> or <http://quakequizzesf.org/>.

Fire Alarm Policy

1. Students are advised of the serious nature of any action which violates the proper use of fire alarms.
2. Students who set off a fire alarm either intentionally or unintentionally will be held accountable for their actions. Unless the alarm has been activated for an emergency, setting off the fire alarm is cause for disciplinary suspension from the school.

Please contact these administrators if you have any questions or concerns:

Convent Elementary School	Angela Taylor
Office	415-292-3136
Stuart Hall for Boys	Jaime Dominguez
Office	415-292-3144
Convent High School	Rachel Simpson
Office	415-292-3130
Stuart Hall High School	Tony Farrell
Office	415-345-5811

Our primary concern is the safety of our community, and to that end we have the structures in place to keep us confident, secure and prepared.

Addendum

History & Traditions

The Society of the Sacred Heart

The Society of the Sacred Heart was established in Paris in 1800 by St. Madeleine Sophie Barat in response to the educational needs that followed in the wake of the French Revolution. In its subsequent development as a congregation now associated with 200 schools and colleges throughout the world, the Society has remained dedicated to the education of youth, adapting its program to the requirements of specific times and places but concerned always with “the value of the student as a person growing into full Christian participation in a democratic society.”

The Convent of the Sacred Heart in San Francisco opened in 1887 at 1713 Bush Street. As the school grew, it moved from one location to another until it was established at 2700 Jackson

Street, where it remained for 31 years. In 1939, Mrs. Maude Lee Flood gave the “Flood Mansion” at 2222 Broadway to the Religious of the Sacred Heart, who subsequently acquired three neighboring mansions as well. The Grant home became Convent of the Sacred Heart Elementary School for Girls in 1951; the Hammond home became Stuart Hall for Boys in 1956. In 1986, the Herbst House was purchased to provide additional space for both elementary schools. In fall 2001, Stuart Hall High School opened a new campus at Pine and Octavia Streets.

Religious Heritage

Schools of the Sacred Heart in San Francisco continue the strong international tradition of the Religious of the Sacred Heart founded over two centuries ago by St. Madeleine Sophie Barat. In our endeavor to educate the whole child, we are guided by the Goals and Criteria of the Network of Sacred Heart Schools in the United States. At the core of this Catholic tradition is faith in God and in Jesus Christ who reveals to us the love of God for all people. Students and families of all faiths are welcomed and embraced at Sacred Heart, where approximately one half of our students are from faith traditions other than Roman Catholic. Believing the family is the primary educator in matters of faith and spirituality, we seek to support both parents and students in their religious identity and in the faith foundations established in the home. By providing opportunities for community service, classes in religious studies and multicultural celebrations, and by encouraging participation in various prayer forms and liturgies, we celebrate our religious heritage and help to form in our students deep human values, wise freedom and an informed active faith.

Accreditation

Stuart Hall for Boys is fully accredited by the California Association of Independent Schools (CAIS) and the Western Association of Schools and Colleges (WASC). The WASC-CAIS is a six year accreditation current until 2024. In addition, Schools of the Sacred Heart fulfills all criteria designed by the Provincial Superior of the Society of the Sacred Heart to be a Network of Sacred Heart School.

Traditions

Schools of the Sacred Heart is rich in tradition. Religious celebrations are an important part of the Schools’ traditions. The year begins with a school blessing and is shortly followed by a welcome Mass of the Holy Spirit. The Schools celebrate two Sacred Heart feasts, Saint Philippine Duchesne (first Religious of the Sacred Heart in the USA) and Saint Madeleine Sophie Barat (foundress of the Society of the Sacred Heart). In the autumn, the students also celebrate Mater Admirabilis, a story about a fresco of the Virgin Mary in a pink gown, whom children of the Sacred Heart learn about and enjoy.

As a special sweet treat, children will celebrate with *goûter*, which is French for “a treat.” Once a year and in secret, the oldest class plans a surprise day of games and festivities called *Congé*. This is often celebrated in the spring.

Field Day is a day of sports and games when children are divided into four teams — green, red, blue and gray — and compete in various “olympic” games. Field Day is often held during the

last week of class in June. Prize Day and Commencement are days when students receive awards for academics and other honors. Prize Day finds its roots in the first Sacred Heart schools and in Goal 2, “a deep respect for intellectual values.” These prizes include Promotion and Recognition Cards, books, certificates and pins. Prize Day is an exciting day for students.

Goal 1 invites each member of the school community to “a personal and active faith in God.” Weekly chapel is a vital part of life at Stuart Hall. In addition to special one, two and four-school Masses and celebrations, Stuart Hall boys attend weekly chapel; they listen to a scriptural lesson, hear a homily or reflection, offer prayers of petition, reflect quietly and often sing. The chapel program has its roots in the liturgy of morning prayer but is also inclusive as it celebrates major Christian and non-Christian holidays, as well as the sacredness of ordinary days. Students play an active role in worship by public reading, speaking and singing.

Très Bien is a special chapel when teachers give special recognition to students for work, conduct and actions that best exemplify the *Goals and Criteria* of Sacred Heart education, especially Goal V, which fosters “personal growth in an atmosphere of wise freedom.” *Très Bien* has its roots in the Sacred Heart tradition of *Primes* when students received cards from the Reverend Mother recognizing very good (*très bien*), good (*bien*) and good enough (*assez bien*) cards. Today, only the *très bien* cards remain.

Once each week the Stuart Hall community gathers for assembly. Led by the Student Council, assembly is a time for an opening prayer or reflection, the Pledge of Allegiance, announcements from students, teachers and administrators, and, on occasion, presentations from classes, the arts or guests to Stuart Hall. These assemblies are Stuart Hall’s “town meetings” and help the school develop “the building of community as a Christian value” (Goal 4).

Graduates of Stuart Hall remember first their experiences of community service and the direct connection it has to Goal 3, “a social awareness which impels to action.” Individual classes develop various community service practices.

Special Grade 8 traditions include wearing the traditional Stuart Hall red tie, the eighth grade class sweatshirt, using the blue stairs, planning Congé and other special events that the faculty offer during the year. These privileges acknowledge our eighth graders as school leaders.

Network Resources Acceptable Use Policy (AUP)

2018-19

Definitions

- School — refers to Convent & Stuart Hall (Schools of the Sacred Heart San Francisco).
- Network Resources — refers to school computers and other digital technology resources and services, including but not limited to: computers (as defined below); software and operating systems; email, voicemail and all related storage and retrieval systems; data and database storage and retrieval systems including local and cloud-based services; and

all other internal and external networks and internet services made accessible by and for the School.

- Computers — refers to all devices that store digital data including desktop and laptop computers, iPads and other tablet-based equipment, data capture and/or storage devices such as cameras, audio recorders, hard-drives, flash-drives and other digital storage devices.
- Users — refers to school students, staff, employees, trustees, volunteers and any other individuals utilizing school network resources.

Schools of the Sacred Heart reserves the right to amend this statement at any time with or without notice.

Overview

Schools of the Sacred Heart expects all users to conduct themselves ethically and in accordance with the [Goals and Criteria](#) , whether they are using School resources on or off campus. Among the most relevant [Goals and Criteria](#) include:

GOAL TWO: A deep respect for intellectual values.

- Members of the School community model and teach ethical and respectful use of technology.

GOAL FOUR: The building of community as a Christian value.

- The School promotes a safe and welcoming environment in which each person is valued, cared for and respected.

GOAL FIVE: Personal growth in an atmosphere of wise freedom.

- All members of the School community show respect, acceptance and concern for themselves and for others.
- School policies and practices promote self-discipline, responsible decision-making and accountability.
- Network Resources are important tools for furthering the educational mission of the School. Using these resources is a privilege, not a right. This policy outlines the School's' expectations for exercising this privilege responsibly.

These guidelines serve as an outline of expected behavior and delineate some unaccepted behaviors, however, these lists are not exhaustive. Users must abide by all school policies such as individual school, grade-level or classroom rules.

Users must refrain from any activity when in doubt about the legality, ethics or applicability to the rules contained herein. When an action is unclear, users agree to seek advice and/or permission from those with greater authority and knowledge about computer and network services.

Violation of these guidelines may result in disciplinary or legal action as deemed appropriate by representatives of the School.

In general, users are responsible for:

- Behaving courteously, ethically and legally in accordance with the [Goals and Criteria](#) , whether they are using Network Resources on or off campus;
- Reporting policy violations promptly to school administrators;
- Cooperating with school personnel when policy violations are suspected or confirmed.

Legal and Ethical Use of Network Resources

Legal Use

Users are expected to protect the School's investment in Network Resources. Theft, vandalism, tampering, destruction or disregard for the intended use of Network Resources are not acceptable. Users agree to:

- Not steal, destroy, deface or otherwise cause harm to School Network Resources;
- Not download, copy or share works, such as music, videos or software without payment and/or the owner's permission;
- Not plagiarize;
- Report others' abuse of Network Resources to school administrators.

What this means to students: You must know and follow all laws since violating law puts you, your parents and the whole school community at legal risk.

Finite Resources

Understanding that the School's' resources are finite and that responsible, academic and school-related creative use must be given priority, users agree to refrain from activities that hinder network access to other users. Individual prohibited activities include, but are not limited to, streaming video, audio or other digital files for entertainment, such as those delivered through Netflix, Hulu, Pandora, television and other media apps or gaming sites. Chats or video conferencing through Facetime, hangouts or other means are restricted to academic pursuits.

What this means to students: No watching or listening to video or audio entertainment while at school as this slows down access for everyone.

Ethical Use

Understanding that the use of School Network Resources involves exercising care and ethical treatment of all, users agree not to engage in unethical activity, including, but not limited to:

- Accessing or tampering with another person's account or gaining unauthorized access to resources by evading or purposefully breaking into protected content. All users are expected to keep their passwords and personal information private.
- Distributing or posting other people's information without their knowledge or agreement, such as forwarding email or other messages, photos, audio and video.
- Recording others with still photos, video or audio in situations in which they have an expectation of privacy.
- Knowingly accessing inappropriate content, such as pornography, profanity, racist, sexist or otherwise unethical material, unless conducted as part of teacher-supervised academic study.

What this means to students: Before sending any information to others or posting online, ask yourself, "Might this hurt the feelings of others?"

Using Networked Resources

Non-Managed Internet Services

The School cannot be responsible for the security or accessibility of content stored on internet servers not managed by the School. Users who choose to use remotely hosted services for School-related purposes may do so but with the following conditions:

- They do not represent in any way that these are school-owned or managed resources;
- The posted content conforms to this Acceptable Use Policy and other published school guidelines for appropriate conduct;
- Teacher chosen services for use by students must be submitted to and cleared by the administration prior to purchase or use.

What this means to students: Use websites, apps and other internet-connected sites wisely and in accordance with school rules. When in doubt, ask a parent or teacher for advice.

Identity Management

Anonymous or pseudonymous electronic communications are inappropriate when used to dissociate users from responsibility. Publishing anonymously or with an invented name for malicious purposes is prohibited. Anonymous or pseudonymous electronic communication may be appropriate when used to maintain appropriate online security when publishing school-related online content to an audience beyond the school community.

Users may not use Network Resources to transmit, view or publish material inappropriate for a school environment. Users must take appropriate security precautions when posting online content. Users may not send or post messages anonymously or posing as another person to mask inappropriate behavior. Users may post school-related messages anonymously or with an invented name to remain appropriately secure online or for faculty-directed academic purposes.

It is never appropriate to pose as another real person online.

What this means to students: Do not use services that hide your real identity unless this is part of a teacher-led activity.

Intellectual Property Rights

Copyright Infringement

The School's Network Resources may not be used to steal content owned or copyrighted by others. Fair use laws regarding copyright apply; in general, a single copy made for personal use falls within fair use laws, while multiple copies do not. The various school libraries and librarians will provide resources and guidance. In cases where the law is unclear, users should assume that anything published on the internet is copyrighted.

The School's technology personnel actively monitors network activity, investigates network behavior when it appears that illegal file sharing may be taking place and communicates suspected or confirmed violations to the appropriate administrator responsible for the user(s) in question.

What this means to students: Seek advice from your teachers or librarians before making copies of any material.

Software and Licensing

Software piracy occurs when one installs and/or uses software for which proper payment has not been made. Protected software may not be copied into, from or by any school facility or system, except by license. Copying software from School Network Resources is prohibited, as well as copying software between school and home computers. Exceptions include instances in which specific license agreements provides software licenses for home, work-related use. Users should consult the Director of Educational Innovation to determine which software programs are eligible for home installation.

The School enters into a variety of software licensing agreements, some of whose terms are complex. Users are expected to consult Technology Department support staff when considering purchasing or installing software to certify that doing so will comply with vendor licensing agreements.

The Director of Educational Innovation is responsible for ensuring that the School's Network Resources are fully compliant with vendor licensing agreements. All school-owned software licenses acquired by donations, departmental or grade level purchases, or promotional programs must be registered with the Director of Educational Innovation so they can be inventoried. Technology Department staff may remove unregistered software from school devices until proper licensing can be verified. User owned software installed on School Network Resources must abide by all the above and all copyright laws.

What this means to students: Do not copy and distribute any songs, videos, software or other media. For example, owning a song or video does not give you permission to send copies to others.

Legal Documents

Computers and associated peripherals such as printers and scanners may not be used to create fraudulent or counterfeit documents, such as IDs, currency, tickets, legal documents, etc.

What this means to students: Do not photograph or copy money or legal documents.

Commercial and Political Activity

The School's Network Resources are not to be used for commercial or political advocacy purposes, such as marketing, reselling bandwidth, or business transactions between commercial organizations, or political lobbying. Commercial advertising is forbidden. Any content created for personal financial gain using the School's Network Resources may belong to the School.

What this means to students: If you are developing a product or service using any school device, seek permission first from the President of Convent & Stuart Hall.

School Access, Monitoring and Security of Network Resources

The School owns all data stored on school-owned Network Resources, including but not limited to the data network, computers, tablets, mobile data storage devices, connected peripherals and school contracted internet-based services.

Users must abide by School Technology Department directives such as mandated software installation, de-installation and required system upgrades.

Individuals using these resources are subject to having their activities monitored and recorded by authorized School Technology Department personnel as directed by The Director of Educational Innovation or other senior administrator. Anyone using this system expressly consents to such monitoring. When monitoring reveals possible Acceptable Use Policy violations, school personnel may provide this data to school administrators.

The School maintains the right to monitor Network Resources electronically to ensure that system performance, management and maintenance functions, policy compliance, and system security are intact and that problems can be diagnosed and resolved quickly when disruptions to normal service occur. This extends to services the School provides to you. Users are prohibited from installing software designed to breach security measures, including software to crack or capture passwords or break encryption protocols. Use or possession of hacking software is strictly prohibited.

Any attempt to deliberately degrade or disrupt system performance or to interfere with the work of others is a breach of this policy.

Limits may be set on certain Network Resources such as digital storage space, printing access, bandwidth priority for specific applications, computer login time, etc. Users may not attempt to bypass these limitations.

What this means to students: Hacking into any system designed to keep you out is wrong. The School can monitor your actions.

Privacy and Personal Security

Information you have not been invited to use is not yours to access. Even if a user's files are unprotected, it is improper for another user to read them unless the owner has given permission. Any attempt to access another user's files by any means constitutes a violation of this policy.

Users are expected to safeguard their data, authorization codes and passwords by choosing passwords difficult to guess and changing these passwords frequently. You may not attempt to bypass password security features in any manner. Users are responsible for all activity on accounts assigned to them and must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of their accounts by unauthorized persons.

It is inappropriate and inadvisable to use school-owned computers for conducting sensitive or confidential personal business or storing such data. Users are advised that all data on school computers belongs to the School; technical support personnel at Schools of the Sacred Heart may access other's files when necessary for the maintenance of computer systems. When performing this maintenance, every effort is made to ensure the privacy of a user's files. However, users cannot reasonably expect the same level of privacy as they would on a computer they own.

Conversely, it is inadvisable to use personally owned accounts for conducting school-related business. Conflating personal and professional accounts when using electronic tools and services may expose personal accounts to unwanted scrutiny by legal entities investigating possible malfeasance involving school employees.

School provided accounts and services may only be used by the individual to whom the account is assigned. Users may not authorize anyone, including family members other than their parent or legal guardian, to use school equipment or account(s) or login information for any reason. Parents reserve the right to access their child's school-provided equipment and school-provided accounts.

What this means to students: Never attempt to access someone else's account. Don't provide your login information to others. Assume anything you write or post might be viewable to others.

Consequences

The user in whose name a system account and/or computer hardware is issued will be responsible at all times for its appropriate use.

Noncompliance with these and other school policies may result in suspension or termination of Network Resources privileges, other appropriate discipline including expulsion, termination and/or legal action. Violations of applicable state and federal law will result in criminal prosecution, as well as disciplinary actions by the School.

The School cooperates fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications are governed by State and Federal laws; proper authorities will be given access to any content as warranted.

What this means to students: If you break the rules, expect serious consequences.

Exceptions

All requests for exceptions or clarifications should be directed to the Head of School, Director of Educational Innovation, or the President of Convent & Stuart Hall.