

Convent Elementary School

Student-Parent Handbook 2018-19



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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 it is not intended to cover all aspects of daily life at Convent Elementary School.

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 any member of the school leadership team.

About Us

Mission

Convent & Stuart Hall educates mind, Heart and body, animating a zeal for discovery, inspiring a passion for justice and nurturing the strength to transform.

Sacred Heart Goals & Criteria

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 that impels to action;
- the building of community as a Christian value;
- personal growth in an atmosphere of wise freedom.

Parent-School Partnership

We believe that in sending your daughter(s) to Convent Elementary you have entered into an inviting 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 School's 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. 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 daughter's life and work at Convent Elementary:

- Get to know your daughter'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 daughter may be having or changes in her 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, as well as 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:

Convent Elementary Office: (415)292-3136 or (415)292-3105

Main Switchboard (415) 563-2900

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

2018-19 Convent Elementary Faculty List

Head of School: Angela Taylor
Dean of Students: Bill Jennings
Director of Studies: Sharanya Naik
Administrative Assistants: Karen Glaub and Cody Lee Fusco

Kindergarten:

Kellie Irish and Associate Moriah Geller
Andrea DeVille-Collins and Associate Tara McLaughlin

Grade 1:

Belle Akers and Associate and Chelsey Paulsen
Leah Richardson and Associate Maggie Campbell

Grade 2:

Betsy Wise and Associate Claire Cordon
Diane Holland and Associate Aarin Dutton

Grade 3:

Katy Hill and Associate Audra Jones
Zoe Scott and Associate Erin Minuth

Grade 4:

Scott Tay: Math & Science
Associate: Sydney Brunner
Corinne Corrigan: Literature, Language Arts & Social Studies
Associate: Krystal Mendez

Grade 5 & 6:

Casey Vogel: Social Studies
Catherine Ballard: Long term substitute/Social Studies
Marcia Weiss: Grade 6 & 7 English
Jeanne Whatmore: Grade 5 & 7 English
Annie Cai: Grade 5 Science
Kendyl Eriksen: Grade 6 Science
Brenda Davis: Math
Nicole Hogan: Math

Grade 7 & 8:

Charity Baranowski: Math
Jack Sheehy: Math

Michael St. Marie: Social Studies
Masha Sheinina: Grade 7 Science
Arnaz Raj: Grade 8 Science
Marcia Weiss: Grade 6 & 7 English
Jeanne Whatmore: Grade 5 & 7 English
Katherine Baker: Grade 7 & 8 English

Specialists:

Art, Gr. K-2: Ghilly DeYoung
Art, Gr. 3-8: Suzanne Miazga
French, Gr. 4, 6-8: JoAnne Whitman
French, Gr. 3: Lina del Roble
Spanish, Gr. 3, 6-8: Jose Larusso Valcarce
Spanish, Gr. 4: Linda Gutierrez
Spanish, Gr. K-2: Lina del Roble
Latin, Gr. 5-8: Michelle Pasicatan
Mandarin, Gr. K-2: Yuan Zhou “Ashley” Johnston
P.E., Gr. K-4: Katie Mulder
P.E., Gr. 5-8: Kristen Manson
Music, Gr. 3-8: Miranda Mallard
Music, Gr. K-2: Anita Harmon
Religion, Gr. 2: Kristin Monfredini
Religion, Gr. K-1, 3-4: Kelly Monfredini
Religion, Gr. 5-8: Valerie Zander
Science, Gr. 1-2 Raina Cohen
ASP Director: Joey Elftmann
Athletic Director: Ren Marquette
Middle School Associate Athletic Director: Paul Harvey
L.I.F.E. Coordinator: Kristin Monfredini
Library Faculty: Amanda Walker and Kathleen Esling
Technology Faculty: Krista Inchausti and Liam Carey
Theater: Margaret Hee

Educational Resource Team:

School Counselor: Heather Rael
Educational Therapists: Kristina Sears and Paul McNees
High School Transition Coordinator: Kelly Scannell

The Academic Program

Lower Form Program

Homeroom Assignments, Curriculum and Scheduling

Each girl is assigned to a specific homeroom. Homerooms are heterogeneously grouped with academic, cultural and social variables taken into consideration. In Grades K-3, students have the homeroom teacher for a majority of their subjects and spend the greater part of their day in that classroom. In Grade 4, homeroom teachers specialize in either Math & Science or Language Arts & Social Studies; thus each Grade 4 student has both core teachers.

The curriculum for Grades K-4 includes: Language Arts, Literature, Math, Science, Social Studies, Religion, Digital Media, Art, Music and Physical Education. Exposure and some instruction in the world languages begins in kindergarten. Students in Kindergarten and Grade 1 learn Spanish and Mandarin. Students in Grade 2 learn French and Mandarin. In Grades 3–4, students take a semester each of Spanish and French, and in Grade 5, they choose to pursue one of these for the following year and beyond. Throughout the Lower Form experience, girls may have exposure to design thinking challenges as well as Digital Literacy and Design (encompassing many types of coding and digital languages). Age-appropriate components of a formal Social Emotional Learning program have been thoughtfully woven into the curriculum.

Books and Materials

The instructional materials budget of the school covers all required classroom texts and supplementary materials for Lower Form. Students are expected to take good care of their books and must pay for lost or damaged books/items. Textbooks should be covered (but not with contact paper) and should not be written in.

ePack 1-to-1 iPad Program

The ePack program is an all-school 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-2 classes have their own supply of iPads, enough to support small group and centers-based work. Each Grade 3 class has a dedicated set of iPads, enough to enable 1-to-1 access for in-school use only. Grade 4 students all have a dedicated iPad for both in-school and at-home use at the discretion of the classroom teacher.

Please visit [the ePack Program section](#) of our school website to learn more about the ePack program for students in Grades 4-8, the Acceptable Use Policy and the Children's Online Privacy Protection Act (COPPA). You will also find 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 as a service to parents and educators and is part of our COPPA policy to help protect the privacy of students under 13 years of age.

Homework

Homework philosophy and "rule of thumb" guidelines:

Work sent home with your child is meant to strengthen her study and work habits and to reinforce lessons and material covered during the school day. As your daughter advances through grades, to provide her with a sense of agency, she will be given longer term multi-disciplinary projects to both engage her curiosity and to practice time management skills.

The times below represent the amount of time your daughter can expect to spend, on average, on her homework. If she is spending significantly longer on homework, that is valuable information for her teacher to know and should be shared. If she finishes in less time, please have her spend the remaining time reading any book of her choice.

- First Grade–up to 20 min.
- Second Grade–up to 30 min.
- Third Grade–up to 40 min.
- Fourth Grade–up to 50 min.

In the Middle Form, the amount of homework will vary with the time of year. On "light" homework nights, please have your daughter spend the extra time reading a book of her choice.

You can support your daughter with homework by:

- Providing a space that is conducive to productive work and free from distractions.
- Checking to see that her assignments are neat and thorough.
- Helping to plan ahead for long-range assignments.
- Budgeting your daughter's time between extracurricular activities and school assignments. Do not allow her to become overtired or "stretched too thin."

Lower Form Assembly

Lower Form students have a special assembly in the Little Theater once quarterly beginning in October. These are dress uniform days, and sweatpants should not be worn. Kindergarten begins attending these assemblies in January. The assemblies have two parts: student presentations and the awarding of certificates and medals. Girls have multiple opportunities throughout the year to participate. Girls in Grades 2-4 receive a recognition certificate and a medal to wear for 3-4 weeks to recognize a personal accomplishment, an area of improvement or a developing personal/study habit.

Co-ed Time

One day each week, boys and girls in Grades K-4 have the opportunity for weekly scheduled "co-ed" time (typically a 40-minute period). Faculty plan activities, some of which are curriculum-based and some of which are just for fun. In addition, boys and girls in Grade K-4 sometimes share various performances, events and activities throughout the school year.

Middle Form Program

Section Groupings

Each girl in Grade 5-8 is assigned to a specific class section. These assignments are meant to create a heterogeneous grouping, taking into account academic, social and cultural balance. Students in Grades

5-8 are departmentalized and change teachers and classrooms for each subject.

Advisory

Each girl in Grade 5-8 is assigned to a faculty advisor. Advisors meet with their students for 10 minutes each morning and for 45 minutes twice per week. Advisors lead Social Emotional Learning lessons, act as student advocates and run parent-teacher conferences.

Curriculum

The curriculum in Grades 5-8 includes Literature, Language Arts, Math, Science, Physical Education, Social Studies, Religious Studies and Theology, Modern and Classical Language and the Arts. Throughout the Middle Form experience, girls are encouraged to develop ideas of entrepreneurship and become fluent in Digital Literacy and Design. Age-appropriate components of a formal Social Emotional Learning program have been thoughtfully woven into the curriculum.

Books

The instructional materials budget of the school covers all required classroom texts and most supplementary materials, including assignment books. Students must take good care of their books and must pay for a lost, damaged or defaced text.

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. Please visit [the ePack Program section](#) of our school website to learn more about the ePack program for students in Grades 4-8, the Acceptable Use Policy, services for students under age 13, and the Children's Online Privacy Protection Act (COPPA).

Homework

Homework assignments are meant to reinforce material covered that day in the classroom and to foster the development of responsibility, organizational skills, and good study habits. Middle Form students generally receive homework assignments daily. From time to time, they can also expect long-term projects and assignments. The amount of homework varies from grade to grade and subject to subject. Please consult each instructor's course offering handout for homework policies. Students are expected to complete all homework assignments carefully and on time.

Summer Work

The long summer break can become a learning gap. It is important for Middle Form girls to read during the summer break. We supply summer reading lists in early June, and we recommend that students supplement the summer reading with books that they read for pleasure.

Assessment

We have transitioned to a standards-based grading system in the Middle Form in order to communicate more clearly what students have learned and to what degree they have learned the standards. With a standards-based approach, teachers evaluate student learning using classroom observation, student classroom work and formative and summative assessments. All aspects of performance are integral to the assessment of a student: reading, writing, connecting, inferring, discussing, listening, presenting and staying on task. The combination of these pieces of evidence when

reviewed with parents provides a more detailed picture of student progress. It tells the parent what the student can do and to what degree. This, in turn, leads to identification of direction for the student and future learning goals.

Academic Probation

Any student whose semester GPA falls below 2.0 is automatically placed on academic probation for the following semester. Academic probation leads to a family meeting with the Educational Resource Team to determine next steps.

Honors, Awards and Prizes

Middle Form students have an Honors Assembly at the end of the school year. At that time, we recognize some girls in each grade for academic interest and mastery in specific subject areas, attention to studies, spirit, service and general excellence. Not every student is presented with an individual honor, but the assumption is that anyone can receive an honor, and that the Honors Assembly gives us a chance to reflect on our own accomplishments and rejoice in those of others.

Those who have participated in extracurricular athletics and performing arts receive certificates at a special recognition assembly in June.

Each girl is recognized individually at the start of the year when her name is called at Opening Day Assembly, and in June at Prize Day, when she receives her Promotion card from the Head of School. Additionally, students are acknowledged regularly throughout the year, such as during Morning Assembly for other individual and team accomplishments.

Standardized Testing (Educational Records Bureau - ERB)

Each spring, there is a week for students in Grades 3-7 to participate in the Comprehensive Testing Program. The school receives the results and sends them with the June report card. Parents may call the Director of Studies or Educational Therapist to further discuss and review scores.

Promotion and Graduation

Every Middle Form student must complete a satisfactory level of classwork and homework. Year-end failure in any two academic subjects can be reason for dismissal. A student in Grade 8 who fails any course is not eligible for a diploma at commencement. Diplomas cannot be issued if outstanding financial obligations to the school exist.

Academic Integrity

Cheating and plagiarism are forms of academic dishonesty and considered serious offenses. Cheating includes:

- Copying other students' homework or allowing another student to copy your homework.
- Submitting somebody else's work as your own.
- Passing information to, or receiving information from, another student during an assessment.
- Using any kind of outside source for information during a quiz, test or examination.

Plagiarism, the taking of any wording from another source (e.g., books, magazines, Internet) and submitting it as one's own, is a form of cheating. With the increased use of the Internet for research, students can be tempted to "copy and paste" passages, or even entire papers, especially as there is a plethora of websites offering essays for downloading.

Cheating and plagiarism can have serious consequences, possibly including:

- Completing an Academic Integrity plan, in conference with the teacher, the student and the advisor.
- The opportunity to complete the assignment honestly and make up the work.
- A grade of F on the assignment, quiz, test or examination.
- A conference with the student and her parents.

Report Cards

Lower Form

Parents receive copies of their daughter's evaluation two times a year, via email, in November and June. Parent/teacher conferences are held in November and March. Parents are asked to interpret their child's report card according to the key below. Remember that grade-level expectations and the pace of learning increase as the school year progresses. The letters (M, P, N, NA) used in the key are shorthand for the text below; they are not the equivalent of letter grades.

Key:

M: Mastery

P: Progressing

N: Needs Support

NA: Not applicable at this time

Middle Form

Parents receive report cards quarterly. In each subject, a student earns a content achievement letter grade as well as information about her mastery in content-area standards and a checklist of work habits. The school consolidates standards-based information and aligns content mastery to a grading scale with equivalent letter grades. The grading scale maps to the content-area categories that are key learning outcomes of the course work.

Information on the report card includes academic grades, absences, tardies and, at the semester, the student's Grade Point Average (GPA). The subjects of Art, Music, and Physical Education are included in the calculation of the GPA at a reduced weight, since those classes meet less often.

The letter grading scale is:

93-100 – A

90-92 – A-

88-89 – B+

83-87 – B

80-82 – B-

78-79 – C+

73-77 – C

70-72 — C-
68-69 — D+
63-67 — D
60-62 — D-
0-59 — F

Standards scale:

M = Mastery

P=Progressing

N = Needs Support

NA = Not Assessed in this Grading Period

Work Habits and Personal Development Key:

C = Consistently

I = Inconsistently

R= Rarely

8th Grade Transcripts

Transcripts are prepared for students in January and June of Grade 8. These transcripts include the semester grades for all of 7th grade as well as the first semester of 8th grade (in January) and the second semester of 8th grade (in June). The transcript does not include any quarter grades. The transcript does show absences, tardies and the GPA for each semester.

Parent-Teacher Conferences

The purpose of the conferences is to review academic progress and discuss social and emotional development. Formal parent/teacher conferences take place in the fall and in the spring, two days for Lower Form and one day for Middle Form each time. We ask that parents be available during conference days. Parents schedule their conferences electronically (the school office is available to assist if you run into problems once the system opens). The child's homeroom teacher conducts conferences for Grades K-4. In Grades 5-8, conferences are held with the student's advisor. Middle Form students lead their conferences with parents and teachers. Special parent conferences outside the regular conference time are called when a student is experiencing academic or emotional difficulties or to discuss a student's individual learning profile.

Academic Resources

Counseling and Advisory System

The School Counselor assists children, parents and faculty with students' emotional and psychological development. She also checks in with new students regularly during their first semester at Convent to see how they are getting along. Heather Rael, Convent's School Counselor, is available at 415-292-3180 or heather.rael@sacredsf.org.

Classroom teachers, by the nature of their jobs, also provide many counseling related services, among them conflict resolution, discussion of developmental issues, development of self-help skills, consultation with parents and re-direction of student behavior.

In Grades K-4, girls belong to a homeroom grouping. In Grades 5-8, each girl is part of an advisory group with a faculty member as advisor. Homeroom teachers and advisors track growth and progress and also lead age-appropriate Social-Emotional Learning lessons.

Educational Resource Team (ERT)

The Educational Resource Team includes the Head of School, the K-8 Director of Studies, the K-8 Dean of Students, the Lower Form and Middle Form Educational Therapists, the K-2 Enrichment Teacher and the Counselor. The team meets weekly to introduce, review and track specific questions or concerns about students' academic, social, behavioral and/or emotional development. The ERT accepts referrals from faculty and parents for services. Some accommodations that might be conducted or recommended by the ERT include:

- Assistance to classroom teachers on learning strategies, classroom accommodations and supplemental methods or materials that best meets the needs of a student.
- Diagnostic teaching support for students. This may include educational screening pertinent to specific academic areas.
- Schedule adjustments for those demonstrating a need for specific organizational or academic assistance.
- Small group instruction for students demonstrating a need for additional support in a specific academic area.

Members of the ERT work closely with families and, should further services be advisable or required, assist them in acquiring outside resources. Although Convent does not provide educational or psychological testing, or intensive one-on-one therapy, administrators work diligently to ensure effective communication of support services both in and out of school.

When the ERT recommends outside support, parents receive a follow-up letter containing professional references (with names and phone numbers) and an explanation of the particular evaluation, testing, and review that is being recommended or requested. Convent makes accommodations for students with learning differences as is appropriate. However, if modifications and accommodations are not sufficient to provide successful progress in class, the ERT will confer with the student's family to discuss additional support and alternatives, including other school placements.

Enrichment

The CES Enrichment Program is committed to implementing a program that meets the unique social, emotional and intellectual needs of students whose achievement in a specific subject area exceeds and has accelerated beyond the mastery level of the discipline at that particular grade level. For more information, contact the K-8 Director of Studies, Sharanya Naik, at sharanya.naik@sacredsfs.org or the K-2 Enrichment teacher, Kelly Monfredini, at kelly.monfredini@sacredsfs.org.

Tutoring

Convent & Stuart Hall believes that early external intervention strategies can set students on a path to success. It is our goal to implement in-school strategies as an initial step. When classroom teachers

and/or learning specialists identify areas that suggest that tutoring should become part of the students learning profile, that recommendation is sent to the Educational Resource Team. After reviewing the recommendation, the team notifies parents and a match is made with a tutor. Communication plans for all parties is determined, including student goals and reciprocal responsibilities.

It is imperative for teachers and administrators to know of outside, off-campus tutoring arrangements that our students may have. In the case that parents have selected an outside tutor, the Dean and Educational Therapist should be aware of the tutor's name and the specific area(s) in which the tutor is working with the student. For the sake of the student, family, school and support professionals need to work together.

Many Convent teachers are generous with their own time in offering extra help or review sessions to their students. However, no students may have a current teacher of her own as a paid tutor.

Hoffman Learning Commons

The Ellen Hoffman, RSCJ, Learning Commons expands our notion of "library" to encompass a far wider range of student use for Convent & Stuart Hall elementary students. This space is on the lower wing of the Grant House, and is under the direction of Amanda Walker, K-12 Lead Librarian and Kathleen Esling, Librarian. 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 "use to learn" rather than "learn to use" ed-tech model.

Attendance Policy

Parent Note Regarding Attendance

Your child may surprise you one day by saying "I don't want to go to school today" or "I want to stay home with you." It is important to pay attention to the "hidden message" behind her verbal message. Something may have occurred to shake her confidence. It may have been a confrontation with another child, a dislike of a school routine or something your child feels she will be missing out on at home. This may also occur after an extended absence or illness. Do not keep your child home; to do so only confirms your child's fears and makes the return more difficult. Assure your child that you are listening and that together you will talk to the teachers. We want to know immediately if this should occur so that the teachers and school counselor can help.

Student Arrival

Supervision at school begins at 7:30 a.m. Escorts for helping younger students exit vehicles begins at 7:45 a.m. Between 8 – 8:15 a.m., students gather in different locations:

Gr. K-1 in their respective classrooms

Gr. 2-4 in Campbell Yard

Gr. 5-8 with their advisors.

On **rainy days**, Grades 2-4 gather in the cafeteria before 8:15 a.m.; Middle Form girls go to the Main Hall of the Flood Mansion.

Students begin their day at 8:15 a.m. with a full K-8 assembly in the Little Theater every Tuesday; students go straight to their homeroom on Mondays, Tuesdays and Thursdays (Middle Form students have Chapel on Thursdays). There is Lower Form singing practice at 8:15 a.m. most Fridays.

Tardy Policy

Please have your daughter at school by 8:10 a.m. (if she is in Lower Form) or 8 a.m. (if she is in Middle Form). When a student is late to school or to class, she misses important announcements and class work. She also interrupts others. This creates a difficult beginning of the day for your daughter. Students arriving after 8:15 a.m. are late for school and marked tardy for that day.

Late students need to check in at the School Office before going to their homerooms.

Please adjust your morning schedule to ensure that your daughter arrives on time to school. The number of times tardy is indicated on each report card and becomes part of a student's transcript

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. Updates can be made by emailing roster@sacredsfs.org.

K-4 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. Students in Grades 5-8 assemble on Highlands and are dismissed when cars arrive or parents walk up.

Dismissal With Siblings

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

If a kindergartner has a sibling in Grades 3-8, she may wait with the After School Program staff until her 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 the Cortile; students in Grades 1-4 with Middle Form siblings check in to the Cortile until their Middle Form sibling is released.

Middle Form and High School students may be picked up from both sides of Broadway, either in front of the Flood Mansion or in the white loading zone in front of Herbst House.

Pick-Up Schedule

Kindergarten	Monday-Thursday: 2:45 p.m. Friday: 2 p.m. Midday Dismissal: 11:45 a.m.
Grades 1-2	Monday-Thursday: 3 p.m. Friday: 2:20 p.m. Midday Dismissal: 12 p.m.
Grades 3-4	Monday-Thursday: 3:15 p.m. Friday: 2:35 p.m. Midday Dismissal: 12 p.m.
Grades 5-8	Monday-Thursday: 3:45 p.m. Friday: 3:05 p.m. Midday Dismissal: 12:30 p.m.

Early Dismissal

If your daughter has to leave school before normal dismissal time, please write a note to her homeroom teacher clearly stating your daughter's destination, her time of departure from school, who will pick her up and what time she will return (if she will). You may also email your daughter's teacher, but please remember to copy the School Office cesoffice@sacredsfs.org.

Students in Middle Form who leave school early must check out with the CES School Office before they leave campus. If they return to school from an appointment, students must check in with the CES School Office before returning to class.

Leaving School Premises

- Children may not leave the building or grounds without permission of school authorities.
- Parents should notify the School Office if taking children from the cafeteria, gym, Campbell Yard, Little Theater, Cortile, Syfy Theatre, classrooms, or other areas.
- Parent or guardians should not send persons whose names are not on the Family Information Form to ask for release of children from school unless such persons are identified by prior phone call and written instructions.

Absence

Regular school attendance is imperative. Note that your daughter's attendance record (absences and tardies) becomes part of her permanent school transcript. On a day when a student must be absent from school, parents should call the School Office (415-292-3136) or email cesoffice@sacredsfs.org before 8 a.m. Another option is to leave a voicemail message before the office opens (same number). Where possible, parents are asked to avoid making doctor and dentist appointments during school hours.

Three-day weekends - as well as Thanksgiving, Christmas, Winter, and Easter Breaks - are provided for family trips. Please do not schedule additional vacations during the school year. We realize that a family emergency may necessitate an absence.

Please notify the Dean and teacher in writing if you know in advance of a required absence. Students in Grades 5-8 should contact their teachers directly, or work with their advisor, to make up missed work. The Dean will arrange meetings with parents of students who are absent eight (8) or more times during a semester.

Requesting Extended Vacations/Absences

Every day at school is important if a student is to derive maximum benefit from her educational program. The school calendar is designed to provide ample vacation time. We strongly discourage families from leaving a day early or missing the first day back from a break. Such absences are unfair to the student who misses instruction, discussions and other class activities that cannot be recreated. It also creates difficulty for the teacher(s).

In the unusual event that family plans necessitate a student's extended absence from the regular school program, the parent is required to **notify the Head and Dean in writing at least two weeks in advance.**

Make-Up Work

When possible, teachers will provide students with materials needed for make-up work. Parents and/or students have the responsibility to inquire about make-up work and to complete such work as soon as possible after returning to school. Teachers will do their best to help a student make up missed work after she returns. However, since each lesson is a "living lesson" and so much interactive learning goes on in the classroom, much of the teaching cannot be duplicated in a handout. Much learning is accomplished in small or large group discussions in class and cannot be made up.

High School Placement Visits

Students in Grade 8 observing high school classes during a regular school day must notify Ms. Scannell, their teachers and the School Office, in writing, at least one week in advance of their visit. E-mail is an appropriate way to do this: Ms. Kelly Scannell kelly.scannel@sacredsfs.org and cesoffice@sacredsfs.org. Students visiting other schools are not exempt from work they have missed during the school day. They are expected to discuss the absence with their teachers before they leave, as well as when they return.

Inviting Visitors to School

If a student wishes to bring a close friend or relative to attend classes or visit her on campus, she or her parents should contact a school administrator at least a week in advance to discuss arrangements.

School Life

The uniform is designed to promote simplicity, non-competition in dress, school spirit and a focus on school. While we have outlined our expectations below, administrators reserve the right to make the final determination if a student violates the spirit of the school's dress code policy.

Students are expected to wear the complete uniform at all times, except on Free Dress days and Birthday Dress Days. The uniform provider is [Dennis Uniform](http://www.dennisuniform.com) (www.dennisuniform.com, 415-206-0111 or 415-206-0102). Students may wear any combination of their uniform pieces at any time, except on Dress Uniform days, which typically include liturgies and special assemblies. Dress Uniform applies to Grades 1-8. The P.E. Uniform is always required for physical education class in Grades 4-8.

Label Your Uniform Items

Your child's name should be written on every personal item that comes to school: shoes, sweaters, coats, jackets, capes, lunch boxes, water bottles, snack containers and any spare clothes. The likelihood of being reunited with lost items is greatly increased if you've taken the time to personalize them.

Non-Uniform Items

Accessories:

The following are not allowed at school:

- Colored nail polish (**Grade 5-8 privilege only**)

Outerwear:

These outerwear items may not be worn in the classroom during the school day though they may be worn outside:

- Non-uniform jackets, sweaters, vests or sweatshirts
- Scarves
- Hats or gloves

Free Dress

Occasionally, students have Free Dress days. They are notified of these days well in advance, usually at Morning Assembly, through grade level newsletters, or Thursday Notes. On such days, clothing appropriate for school must be worn. Field trips are not necessarily Free Dress days. The destination determines the appropriate attire. At all times, free dress should be simple and age-appropriate. There is no need to purchase a new outfit for a Free Dress day.

Birthday Free Dress

Each student has a Free Dress day on her birthday. Children who have summer birthdays may enjoy free dress on their half birthdays. Should a birthday fall on a scheduled Dress Uniform day or on the weekend, the student should arrange for Birthday Free Dress with her homeroom teacher or advisor.

Grade K Regular/Dress Uniform

Dubonnet Trigger Smock Jumper

White Polo or Turtleneck

Maroon Jersey Knit Shorts

White Ankle Socks or White Opaque Tights

Plain White Leather Velcro Athletic Shoes

Grade K Optional Wear

Burgundy Cape, Convent Fleece, Cardigan Sweater, Sweatshirt, or Vest

Ankle-Length White or Maroon Leggings or Maroon Sweatpants

Grades K-3 P.E. Uniform: Burgundy cotton gym shorts, leggings or sweatpants, school shirt

Grades 1-4 Regular Uniform Options

Burgundy Glen Plaid (shadow plaid) Bib front jumper

White cotton polo

White long sleeved turtleneck

Convent fleece, sweater, cape, sweatshirt or vest

White socks

White tights/ leggings

Plain white leather or canvas athletic shoe (No logos or design)

Grade 4 P.E. Uniform: Red PE shirt, shorts (no volleyball shorts, worn under the uniform skirt), socks, tennis shoes.

Grades 1-4 Dress Uniform

White middy with burgundy tie in place of regular uniform shirt

Burgundy Glen Plaid (shadow plaid)

Grades 5-6 Regular Uniform Options

Short-sleeved white polo

White oxford button-down

Plain white turtleneck Navy plaid skirt at least middle-fingertip length

Khaki pants

White socks

Black opaque tights (no runs)

White, grey, navy, or black leggings or sweatpants with no logo may be worn under uniform skirt

School sweatshirt or sweater, solid navy, black, white or grey, no logo

School logo navy jacket or vest

School issued and approved sweatshirts (CYO, Student Council, Athletics, Chorus, Peer Leaders, etc.)

Plain white "classic" tennis shoe in leather or canvas. Predominantly white tennis shoe with minimal color.

Outerwear (including non-uniform vests, winter jackets, hats and gloves) is not appropriate classroom attire.

Grades 5-6 P.E. Uniform: Red PE shirt, shorts (no volleyball shorts, worn under the uniform skirt), socks, tennis shoes.

Grades 5-6 Dress Uniform

Middy with navy tie

Navy plaid skirt (at least middle-fingertip length)

White socks

Plain white "classic" tennis shoe in leather or canvas. Predominantly white tennis shoe with minimal color.

Grades 7-8 Regular Uniform Options

Short-sleeved white polo

White oxford button-down

Plain white turtleneck

Navy plaid skirt (at least middle-fingertip length)

Khaki pants

White socks

Black opaque tights (no runs)

White, grey, navy, or black leggings or sweatpants with no logo may be worn under uniform skirt

Sweaters, solid navy, black, white or grey, no logo

School logo navy jacket, sweatshirt or vest

School issued and approved sweatshirts (CYO, Student Council, Athletics, Chorus, Peer Leaders, etc.)

Plain white "classic" tennis shoe in leather or canvas. Predominantly white with minimal color.

Outerwear (including non-uniform vests, winter jackets, hats and gloves) is not appropriate classroom attire.

Grades 7-8 P.E. Uniform: Red P.E. shirt, athletic shorts (not volleyball), socks, tennis shoes.

Grades 7-8 Dress Uniform

Navy blazer

White button down oxford shirt

Navy plaid skirt (at least middle-fingertip length)

Black opaque (not sheer) tights

Black or Navy leather flat shoes

Middle Form Uniform Privileges

All Middle Form students may wear nail polish.

Weather appropriate rain-boots, rain-coats, and winter coats are approved for wearing to school and when outside. On cold days, come to school with layers.

Hats, gloves and scarves are OK for wearing to school and when outside, but should be put away in the classroom.

Grade 8 privileges

8th graders may wear light makeup.

8th graders may wear any sweatshirt to school when it is a regular uniform day. High School sweatshirts may not be worn to school until after the Grade 8 class trip in May.

Non-Uniform Items

These items may not be worn in the classroom during the school day:

- Non-uniform jackets or sweatshirts
- Non-uniform shirts, sweaters or shoes
- T-shirts (except at P.E.)
- Hats or gloves

Middle School Free Dress

Leggings, yoga pants, and sweatpants are permitted for free dress, while pajama pants or onesies are not appropriate. No bare midriffs (when arms are lifted) or spaghetti straps. Underwear should never be visible and clothing should be free from rips or tears.

After School Uniform

For security and safety reasons, students are expected to remain in school uniform if they are on campus after school, and therefore should not change into street clothes at dismissal. If they have a team practice or game after school, they may wear their P.E. uniform or team uniform with warm-ups at that time.

Middle Form Uniform Expectations

Students are expected to be in full uniform every day, including the PE uniform at PE class. Students in Grades 5-8 who are not in uniform will be asked to remove non-uniform sweaters/sweatshirts, and may be sent to the office to change into the appropriate uniform item or possibly call home. If a student needs to borrow a uniform item, she needs to return it, laundered, the next day, with a signed copy of the Uniform Ticket, which she can get from the office. Students who fail to follow our uniform policy face the loss of free dress privileges.

	Convent & Stuart Hall <small>Schools of the Sacred Heart San Francisco</small>	Middle Form Uniform Ticket
Issued by: _____		
Student Name: _____		Date: _____
Advisor: _____		Grade/Section: _____
Reason: _____		

Student's Signature: _____		Advisor's Initials: _____
Parent's Signature (3rd offense): _____		
<input type="checkbox"/> Checked loaner uniform piece from office		

Snack & Lunch

Snack

Please send a morning snack with your daughter each day. We encourage all students to bring healthy snacks like fruit, vegetables or crackers. Lower form students who do not bring a snack to school will be provided one from the school office and a reminder note will be sent home to parents. If your daughter attends the After School Program, an afternoon snack is provided by the school around 4 p.m. daily.

Kindergarten parents: consider sending smaller amounts of those foods that your daughter enjoys eating; kindergartners seldom eat a whole orange or apple, so we ask you to send fruit sections in a container.

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. 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.

For Kindergarten Students: Lunch options include serving sizes that are tailored toward our youngest students. If you have concerns or questions about your kindergarten student’s lunch, please contact your teacher directly.

Students in Grades K-4 eat lunch in the cafeteria. Breakfast purchases must be made between 7:30 - 7:50 a.m.

Middle Form students eat at special tables in the Foyer outside the Little Theater.

Breakfast

Breakfast is offered for K-12 students on the Broadway Campus. 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 daughter’s lunch in a labeled bag/lunchbox or plan for her if she 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 may come a time when your daughter’s grade level is asked to be “nut free” due to a severe nut allergy in the grade and we thank you in advance for honoring the restriction. However, as a general rule, there is no restriction unless (or until) that is the case. There will always “nut free” tables and zones within the cafeteria.

Backpacks, Cubbies & Lockers

Backpacks

Each student should have a backpack that is at least 14 inches wide and 16 inches tall to organize her work folder and personal items. For students in Grades K-3, roller backpacks are unnecessary and are not allowed since they will not fit in their cubby spaces. Please write your child’s last name on the inside

of her backpack or outside in a space not visible when she's wearing it in public.

Cubbies and Lockers

Students in Grades K-4 leave coats, lunches and backpacks in their classroom cubbies. Students have various times during the day when they may go to their cubbies.

Students in Grade 5-8 will have cubbies and hooks in the Herbst House, the Grant Building and in the Siboni building where they can leave their belongings between classes.

Students are expected to keep the cubby areas clean and free of food.

Birthdays

We ask that you mail private birthday invitations. Please be sensitive to the feelings of all children since most home birthday parties may include a part of the class rather than the whole grade.

Student Community & 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 the 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.

Spiritual L.I.F.E.

L.I.F.E., in this case, means Liturgy, Interiority, Faith and Engagement. 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 researching their ancestry.

Student Government

The Student Council fosters school spirit through varied activities, raises money and awareness for social justice at home and abroad, and conducts Morning Assembly. All Student Council activities promote the year's school theme. There are six Student Body officers who serve for the entire academic year; they are elected the spring before they assume office: The President (Grade 8); the Vice President of Goal One (Grade 7-8); the Vice President of Goal Five (Grade 7-8); the Secretary (Grade 7); the Treasurer (Grade 7-8); the Spirit Coordinator (Grade 7-8). Additionally, Class Representatives from each Middle Form section are elected to serve for one semester. Those wishing to run for Student Council offices must maintain a GPA of 2.5 and have excellent attendance and behavioral standards at all times. During Student Council election campaigns, all campaign materials must be homemade, and campaigning must be in the spirit of positive cooperation. Candidates are not allowed to distribute treats, candies, stickers or any other "gifts" to the electorate.

Red and White Teams

Every girl in Grades 5-8 is a member of either the Red or White Team. Her team membership is decided (by lot) during the second semester of Grade 4. In the case of new students entering in Middle Form, membership is determined in September of their first year. Students remain on that same team through Grade 8. There are various team activities throughout the year, enabling each team to accrue points. The team with the most points in combination with Field Day points has their team name placed on the school plaque in June.

Beaux Arts: Fine & Performing Arts

Convent offers many opportunities for our students to participate in the visual and performing arts.

Choral Music

Students in Grades K-8 have music as part of their curriculum. Students have an opportunity to perform at school during the year.

Instrumental Music

The All-School Orchestra, under the direction of Ms. Bonnie Fraenza (bonnie.fraenza@sacredsfs.org) is an exciting musical concept bringing together students and faculty for two concerts a year. High school and elementary school girls and boys join with faculty members and some parents to create lively and innovative orchestral performances.

Drama & Musical Theater

Convent & Stuart Hall together present two co-ed theater productions each year: a play in January with participants from Grades 7-8, and a musical in May showcasing students in Grades 6-8. Parts are assigned after auditions, and there is an intensive rehearsal period during the three months leading up to each production. Students not actively participating on stage can enjoy being crew members, learning how to stage manage, be assistant directors, run sound and lights, construct and change sets, and apply stage makeup.

Studio Art

Students in Grades K-8 have art classes as part of their curriculum. Every student who takes art is represented in the Art Show. There will be two Art Shows happening each year.

Heart to Heart

The Heart to Heart program is designed to build mutually beneficial relationships with those in our community who experience material need, need for tutoring that is beyond their means, etc. Over the years many of our families have participated in this program in many ways. Students in Grades 7-8 who are interested in becoming peer tutors can contact coordinator Erwin Wong at erwin.wong@sacredsfs.org.

Athletics

Contacts

Convent and Stuart Hall Head of Athletics and Physical Education: Ren Marquette
ren.marquette@sacredsfs.org

Middle Form Athletics Coordinator: Paul Harvey paul.harvey@sacredsfs.org

Athletics Philosophy

Our athletics program at Convent is an integral part of the overall educational program because the development of the whole child is at the core of our philosophy. We incorporate the Goals & Criteria within our program, specifically Goals Two, Four and Five. We value and respect the diverse communities with whom we compete. Our girls make wise choices while taking responsibility for their style of play. Athletics complement the work that takes place in classrooms, and emphasis is placed upon the teaching through athletics, in addition to teaching the skills of athletics. Students are taught the fundamentals of each sport and learn the value of cooperation in team play. Our girls develop appropriate skills and learn the rules of the game. Our athletics program provides a positive experience of sportsmanship, opportunities for personal growth and the development of leadership skills.

Program Goals

The staff strives to increase students' knowledge, to teach moral and ethical values, to help students mature in a responsible manner and to motivate them in their pursuit of excellence so that they may realize their self-worth and full potential. The athletic program offers unique situations outside of the classroom but within the school environment. The goals of the program are as follows:

- To present athletic participation as a part of the total educational process and provide an opportunity for physical, mental and social growth.
- To protect, promote and preserve the health and physical well being of participating students. To help students understand and practice the principles of sound health, safety and physical fitness.
- To help students learn new skills beyond those acquired in physical education classes and to improve upon those already acquired.
- To provide opportunities for the physically-skilled student at each grade level to compete with students of similar skills at other schools in our league or other appropriate leagues, and to experience activities with children of other backgrounds and academic abilities.
- To give each student the opportunity to be a member of an organized team and to play at a level that is consistent with her abilities and to fulfill the obligations of her team, including regular attendance at practices and games.
- To provide students with the experience of working as a member of a team in order to achieve a goal, and learn that cooperation and competition are not mutually exclusive concepts.
- To give parents the joy of seeing their children compete on a school team.
- To offer each player a forum to build self-esteem, show respect for teammates, opponents, coaches and officials, and to compete in a manner consistent with the Goals and Criteria.
- To provide students with the opportunity to practice self-discipline, sacrifice and dedication as a means of achieving goals.
- To provide students with the opportunity to exemplify good sportsmanship as a means for learning good citizenship.
- To provide students with the opportunity to experience both winning and losing. Students should come to understand that losing provides opportunities to learn and to make adjustments.

- To demonstrate to students that real and lasting satisfaction comes not so much from “winning” per se as from doing the job to the best of one’s ability.
- To develop self-confidence and foster a feeling in students that as individuals they are capable of achieving more than they may have thought possible.
- To provide students with the opportunity to practice problem solving, decision making, and time management.

Team Selection and Participation

Competitive after school sports begin in Grade 5. Participation is voluntary and highly encouraged. Team selection is based on:

- Evaluation or tryouts before the start of the league 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 Athletic Director, the physical education teachers and the individual coaches.
- In selecting BAIAL teams, Convent has the option of grade-level or mixed-grade-level teams.

CES Athletic Offerings

Fall

Cross-Country, BAIAL Grades 5-8

Volleyball, BAIAL Grades 6-8

Volleyball, CYO Grades 5 and 6 (Grades 7 and 8 based on interest)

Winter

Basketball, BAIAL Grades 6-8

Soccer, CYO Grades 5-8

Spring

Basketball, CYO Grades 5-8

Soccer, BAIAL Grades 6-8 (usually one team)

Golf, Non-competitive Club Grades 6-8 (one club with SHB)

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

CYO: Catholic Youth Organization League is focused on participation. Every player is guaranteed time on the court. If there are too many participants for one team, another team (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 of the same skill level in the league.

Club Sports: Club teams do not compete against other schools/teams. The focus of club teams is twofold: to learn the sport and begin to develop skills necessary to play it successfully.

Commitment

Signing up for a sport at Convent means that the students, as well as their parents, have made a commitment to that sport and are expected to make every possible effort to fulfill team obligations. We encourage students to participate in other outside sports or activities. However, a commitment to school sports 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 Athletics Director can usually help determine what may or may not be possible.

Practices and Games

Practice schedules will be distributed either at the start of the season or on a weekly/biweekly basis. 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. 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. When games or practices are affected by weather conditions, the Recreational and Park Department will make field condition determinations by 1:30 p.m. of that day, as needed.

Coaches

Our dedicated coaches are very much aware of their obligations and responsibilities as extremely visible representatives of Convent & Stuart Hall. They are cognizant of the tremendous influence their position wields and will continually strive to instill the highest desirable ideals and character traits in our student athletes.

Player Conduct

Sportsmanship is a very important quality that we keep at the forefront of our athletics program. This includes students in both physical education classes as well as after school sports. Emphasis is placed on respect of teammates, coaches, referees and the opposing team. Convent prides itself on being the team to set the example for proper behavior. At game time, fair and honest play will be expected and any decision made by the referee or umpire should be accepted, even if the player disagrees with the call. The students are taught that referees are human and that mistakes will be made. After a game, regardless of the outcome, opposing team members should be congratulated on the game.

Parent Involvement in Athletics

Generally, our 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.

Parents are expected to continue to be supportive in the way they conduct themselves during all games. In the event that a parent disagrees with a call made by an official, or a decision made by a coach, the parent must first remember that the coaches and officials are trying to do the best job possible. The appropriate follow-up action is to discuss the issue with the Athletics Director privately, not during the athletic contest. The Athletics Director will take up the issue with the coach or league officials as needed. Inappropriate parent behavior (unruly, complaining) will likely result in the team being penalized, or the parent may be asked to leave the gym/playing area. Our school and our leagues stand firm on this behavior policy and the Athletics Director and/or Head of School will take action as

needed. Gratefully, this rarely happens with our parents.

Athletics Rules

- Players/adults are not to argue with coaches, referees or officials.
- Players/adults are not to use improper language.
- Players suffering from minor illnesses while in school, such as a cold, must still attend practices even though they may be excused from strenuous activity at practice (only if they attend school that day).
- Players who are too sick to attend school are considered ineligible for competition after school.
- Players will be dismissed from classes for athletic competitions if, and only if, the Dean of Students has notified the teachers.

Parent Concerns

If parents have a concern regarding athletics, the appropriate procedure is to speak first to the Coach, the Middle Form Athletics Coordinator and then the Head of Athletics.

After School Program

Convent & Stuart Hall's After School Program offers programming and specialty classes for Lower Form students and space for homework for Middle Form students. To see the full list of options available, visit the [ASP page online](#).

Because the school buildings are locked at 6 p.m., the school asks that parents carefully note dismissal times for sports, rehearsals and after school classes.

Discipline & Behavior

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.

Privileges

Some of our older students have special privileges. Student privileges are conditional and may be revoked by the Dean of Students or Head of School, both for individual students and for classes as a whole. Special student privileges are as follows:

Grade 8 only:

- 8th graders may wear any sweatshirt to school on regular uniform days. High School sweatshirts may not be worn to school until after the 8th grade class trip in May.

Grades 5–8:

- Students may wear nail polish.

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.

Honor Code

The Student Government is working together with the Head of School on an Honor code.

Disciplinary Process

Middle Form students and faculty work together in advisory to come up with shared classroom agreements on appropriate behavior. When a student breaks one of those shared agreements, there are certain steps that can happen, depending on the situation. A relatively minor infraction might be dealt with in the moment by a conversation with an adult, possibly with a behavior consequence. More serious infractions might require coming up with a plan to repair any physical or emotional damage caused by the behavior, possibly including completing a written document that needs to be signed by the advisor and the parent. In-school detention, usually taking place during lunch-recess, can also be a consequence, as can in-school conferences with the parents and the Dean.

Suspension and Expulsion

Certain very serious disciplinary infractions may warrant immediate suspension or expulsion from the school. The decision to suspend or expel a student is made by the Head of School.

A student who is suspended may not make up tests or quizzes missed or assignments due while she is away from school; instead she receives an "F" for those tests, quizzes and assignments. The timeline and conditions for a suspended student's re-admittance to school are determined by the Head of School.

Student Harassment

Each person at Convent of the Sacred Heart has the right to participate fully and happily in the life of the school without harassment.

We believe that Convent of the Sacred Heart 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 Convent of the Sacred Heart. 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, e-mail, 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 & Other Forms of Aggression

Convent 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 e-mails to anyone. Such activity generally occurs at home, on evenings or weekends; parents and guardians are asked to very carefully monitor their daughter'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 daughters 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, cigarettes, e-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.

Parent Community

Parent Involvement

Together, the whole Sacred Heart Community maintains the excellence of our programs and facilities. Our parents consistently demonstrate their commitment through volunteering, fundraising and financial support. Your daughter is the beneficiary! You are encouraged to contact the Constituent Relations Director in the Advancement Office (415-345-5822). This is one of the best ways to become involved in the life of the school and meet other parents at the same time. The teachers and class parents will inform you of opportunities to share your time and talents in the classroom. Look for opportunities in Thursday Notes or other teacher communications.

****Your focus and attention are required when volunteering at school. Younger siblings may not accompany you. The time you spend with your child is very special to her!****

Class Parents

Class parents help to coordinate involvement with field trips, Celebrate Spring and Field Day, among other things. They are linked to the Parents Association.

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.

CES Parent Education

Over the course of the year, we meet with the parents of each grade to discuss student developmental issues and parenting approaches. Parents are highly encouraged to watch for the Parent Education dates in Thursday Notes, and to participate in fruitful discussion regarding your daughter's development. We seek a strong bond between home and school; parent education sessions with the Dean, Head and Counselor help us to be a strong adult team.

Business Office

Tuition bills are sent in early June and early December. Families with past-due tuition bills will not be issued re-enrollment contracts. Accounts of those in Grades 8 or 12 need to be paid in full by the February winter break for the student to continue attending Schools of the Sacred Heart. For information regarding payment plans, please contact the Chief Financial Officer, Trisha Peterson at 415-292-3138 or trisha.peterson@sacredsf.org.

Financial Assistance

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 the 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.

Seconds To Go

Seconds To Go is our "school store" located at 2252 Fillmore Street (between Clay and Sacramento). All sales from Seconds To Go directly support the Tuition Assistance Program. Marketable donations are tax deductible. Contributions may be brought to the shop, a white zone for drop-off is provided. Volunteers welcome! Some new/used school uniform items are available. Contact the store at 415-563-7806.

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 Blackbaud 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.

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 415-292-3136
Stuart Hall for Boys	Jaime Dominguez 415-292-3144
Convent High School	Rachel Simpson 415-292-3130
Stuart Hall High School	Tony Farrell 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

Sacred Heart Language & People

Acronyms

ASP: After School Program

BAIAL: Bay Area Independent Athletic League (formerly GISAL)

CAIS: California Association of Independent Schools

CES: Convent of the Sacred Heart Elementary School

CHS: Convent of the Sacred Heart High School

CTP4: ERB standardized test administered annually in Grades 3-7

CYO: Catholic Youth Organization

ERB: Educational Records Bureau (annual standardized testing)

ERT: Educational Resource Team

FSDC: Faculty/Staff Development Committee

HSPT: High School Placement Test (for Catholic High Schools)

NAIS: National Association of Independent Schools

RSCJ: Religious of the Sacred Heart of Jesus (réligieuses du Sacré-Cœur de Jesus)

SHB: Stuart Hall for Boys

SHCOG: Sacred Heart Commission on Goals

SHHS: Stuart Hall High School

SOFIE: Schools Online For Interactive Education (www.sofie.org = website for the Network of Sacred Heart Schools)

SSAT: Secondary School Admissions Test (for Independent High Schools)

WASC: Western Association of Schools and Colleges

Sacred People

Saint Madeleine Sophie Barat (1779-1865): Founder of the Religious of the Sacred Heart of Jesus. Her feast day is May 25; her birthday is December 12. Canonized in 1925.

Saint Philippine Duchesne (1769-1852): Missionary and founder of Sacred Heart schools in the United States (1818). Her feast day is November 18 and is usually celebrated with a special liturgy. Canonized in 1988.

Janet Erskine Stuart: British RSCJ (1857-1914) who brilliantly articulated the tenets of education for girls and the mission of the Society of the Sacred Heart. She was Superior General of the Society from 1911 to 1914.

Mater Admirabilis: Latin translation of Mother Most Admirable; title refers to a fresco painting in the Trinita dei Monti in Rome. The image of this fresco is replicated in every Sacred Heart School; annual Feast of Mater is October 20.

Sacred Heart Traditions

Congé: an annual surprise *play day* organized by the 8th grade for the rest of the CES community

Goûter: a snack traditionally served after certain liturgies (e.g., Mater Admirabilis)

Lower Form Assembly: a monthly gathering where some classes make special presentations and medals are presented to students in Grades 1-4 who have excelled at a task named by their homeroom or specialist teachers

May Crowning: annual prayer service in the Chapel for K-4. 2nd graders receive special Mater medals at this event.

Middle Form Honors Assembly: a once yearly event at which students are honored in both academic and non-academic areas

Noëls: (Broadway campus tradition) annual 4-school gathering in the Herbert Center, featuring International Christmas songs.

Prize Day: annual final day of the year formal ceremony at which students are promoted.