



Kensington Hall

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Student Handbook

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“Life faces you with courageous challenges at every step of the way...from here, you can only go forward.”

Janet Erskine Stuart, RSCJ

Kensington Hall Student Handbook

The following information and policies are written to guide families in Kensington Hall in understanding the student experience and expectations of members of the school community.

Academy of the Sacred Heart reserves the right to make changes to the Kensington Hall Student Handbook during the school year. The handbook has been written in good faith to be as comprehensive as possible, and is intended to be a guide in regard to a majority of information and issues; however, it cannot predict all issues that may arise in the school year and therefore it does not supersede good judgment or formation of solutions and or consequences.

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SACRED HEART EDUCATION

History

The Society of the Sacred Heart (R.S.C.J.) has its origins in Paris where it was established in 1800 by Saint Madeleine Sophie Barat. She responded to the educational needs that followed in the wake of the religious, intellectual, political, and social upheaval of the French Revolution. In its subsequent development as an order, now associated with some 200 schools and colleges throughout the world, the Society has remained dedicated to the education of young women and young men. Adapting its programs to the requirements of specific times and places, the Society maintains its concern with “the value of the student as a person growing into full Christian participation in a democratic society.”

Academy of the Sacred Heart is part of the Schools of the Sacred Heart that were founded by the Religious of the Sacred Heart in 1887. The first schools established were for the purpose of educating young women. Academy of the Sacred Heart is the oldest independent school in Michigan, founded in 1851.

OUR MISSION

As a Catholic, Independent, Sacred Heart school for students of all faiths, Academy of the Sacred Heart educates students to learn, serve, and lead with confidence, self-awareness, and integrity.

OUR VALUES

The *Goals and Criteria* outlines the essential principles and values of Sacred Heart education. Each Sacred Heart School promotes the educational mission of the Religious of the Sacred Heart. We share with the other members of the nationwide Network of Sacred Heart Schools five common goals and a commitment to educate to:

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

With a belief in the capacity of each student, Academy of the Sacred Heart students are expected to achieve their highest level of scholarship while learning to assume leadership roles as responsible, compassionate and contributing members of their community and their world.

OUR VISION

Academy of the Sacred Heart graduates are collaborative problem solvers and transformative leaders. We accomplish this by fostering a community of learners who are purposeful, authentic, knowledgeable, inquisitive, analytical, creative, discerning, empathetic, humble and resilient.

The following information and policies are written to guide the student and partner with family in mission. We hope that each student will make the *Goals and Criteria* his own and become more responsible for himself, his work, his spiritual growth and his world. These values are expected to be lived, learned and loved each and every day, in and out of school. Academy of the Sacred Heart is a community, and as such, the atmosphere of the school depends on the sense of responsibility and the self-discipline of each member. The school community depends on trust and the wise use of personal freedom.

Kensington Hall Commitments

Student commitment:

- To be a contributing member of the class and work to build a peaceful community
- To act with integrity, respect and responsibility
- To work hard, use time wisely, and complete each learning cycle
- To participate in experiential activities with positive attitude and vigor
- To work towards mastery and advocate for his needs
- To complete daily homework and bring necessary materials for each class
- To prepare and lead scheduled family conferences and plan educational goals
- To be guided in his or her dealings with others by the principle of humanity, which is respect for all living things
- To abide by the rules and expectations of Kensington Hall using the *Goals and Criteria*

Teacher commitment:

- To create an atmosphere for learning to occur
- To facilitate the students in their learning
- To offer adolescents opportunities for challenging and meaningful work
- To meet with each student to review progress and discuss any concerns
- To be available by appointment for students who need to finish work during study hall and/or immersion week
- To schedule two family conferences each year and any additional ones as needed
- To mentor students in their growth, faith life, and development

Parent commitment

- To allow their adolescent to experience feedback in learning organizational, decision-making, and time management skills
- To support and endorse the philosophy and mission of our school as expressed in the *Goals and Criteria*
- To support participation in outdoor education activities and class travel activities
- To review the weekly progress reports and end of cycle report cards, and to contact the teachers if there are concerns
- To attend scheduled family conferences and to participate in establishing the student's educational plan
- To provide a time and place at home conducive to completing homework on a daily basis

Academic Program and Expectations

Committed to educating to a deep respect for intellectual values, Kensington Hall seeks to inspire students to a lifelong love of learning. Our academic program across all divisions is founded upon our mission: to inspire young men to lead and serve, through lives of purpose that integrate faith, intellect, community, social action, and personal growth in an atmosphere of wise freedom. The middle school program is designed to nurture and inspire young men and women to develop their gifts, to build empathy and compassion for their world, and to gain confidence in the knowledge that their lives have meaning, promise, and purpose.

Academic Integrity

Academy of the Sacred Heart expects our students to embrace rigor and challenge as essential to their education and that they respect ownership of their own work and the work of others at all times. The school expects students to be independent in producing their own work and to rightfully acknowledge when the work of others has contributed to their own. We are convinced that neither pressure for grades, inadequate time for studying or completing an assignment, nor unrealistic parental expectations justify students acting dishonestly.

Academy of the Sacred Heart recognizes these facets of intellectual life as fundamentally necessary for the self-respect and thriving of each individual student, as well as for the health of our community, which is premised on respect, honesty, dedication to work, and trust. Students should carefully follow the teacher's instructions for specific assignments, and if they ever have a question on an assignment, assessment, or what sources have been permitted for them to use, they should always ask the teacher for clarification before the assignment is due.

Academic dishonesty is using artificial intelligence (AI) or a person's work, concepts, designs, data, ideas, research, or documentation, without giving proper credit to the source. It goes beyond plagiarism to also include lying, cheating, using or providing unauthorized materials in preparation for an exam/test/quiz, or using or providing unauthorized materials during an exam/test/quiz, and other acts, such as stealing or falsifying documents.

Academic dishonesty includes, but is not limited to:

FORMS OF ACADEMIC DISHONESTY

FORMS OF ACADEMIC DISHONESTY	
Academic dishonesty is an act in which a student:	Examples include but are not limited to:
Commits plagiarism	<ul style="list-style-type: none">• Copying any work assigned to be done independently.• Copying or closely paraphrasing sentences, phrases, or passages from an un-cited source while writing a paper or doing research.• Using the views, opinions, or insights of others without proper acknowledgment.
Submits falsified or invented work/information instead of actually doing the work, research, or task themselves	<ul style="list-style-type: none">• Changing or creating data in a lab experiment.• Writing up a fake interview.• Lying about attendance or ability to complete assignments and/or assessments.• Lying about other people being responsible for low grades or missing scores/assignments.• Claiming credit for work in a group project when work was done by others.• Attempting to misrepresent the authorship of student work, i.e., having AI or someone else write a paper.

Uses unauthorized tools or materials in any academic work	<ul style="list-style-type: none"> • Accessing and/or using copyrighted test bank questions or any materials designed for instructors' use only. • Looking at someone else's work product, during an exam, test, or quiz. • Collaborating on an exam, test, quiz, or assignment with any other person without prior approval from the teacher. • Using any kind of "cheat notes" during an exam, test, or quiz. • Using an electronic device (calculator, cell phone, camera, laptop/tablet, or other gadgets) to give or receive or copy information before, during, or after an exam, test, or quiz. • Having unauthorized access to or using stolen exams, tests, or quizzes. • Providing or selling exam, test, or quiz information to other students. • Using an online translator for more than words or phrases.
Misuses or falsifies academic documents	<ul style="list-style-type: none"> • Signing another person's name.
Purposefully damages or hinders the work of others	<ul style="list-style-type: none"> • Hiding books or reference materials needed to complete an assignment. • Tampering with lab experiments, art projects, or electronic files of another student. • Fabricating or altering laboratory data.
Assists other students in any of these acts	<ul style="list-style-type: none"> • Knowingly allowing someone else to look at one's work product during an exam, test, or quiz. • Letting others copy one's work.

Consequences for Academic Integrity Policy Violations

Violations of the Academic Integrity Policy are serious offenses. Violations are cumulative from class to class and from year to year. Due to the seriousness of the offense, violations of the academic integrity policy will be managed by the Learning Community Leader in collaboration with the student's teacher. Any student found to be in violation of the [Academic Integrity Policy](#) will face disciplinary action.

Appropriate Use Policy (AUP)

The Academy of the Sacred Heart is committed to the effective use of technology to enhance the quality of student learning. We believe this can best be accomplished within the context of our stated *Goals and Criteria*. The [Appropriate Use Policy](#) is published separately and must be signed annually by the student and parent to ensure that students make appropriate and ethical use of technology. Violations of this policy and inappropriate use of technology will be handled by the Learning Community Leader.

Internet access is provided by the school. Students are required to review and sign the Appropriate Use Policy and Contract before using the school's internet service and are expected to adhere to the Appropriate Use Policy at all times when using a device on campus.

The Appropriate Use Policy is written to incorporate many types of technology, not limited to the computer. The use of cameras, cell phones, webcams, or recording devices of any kind to photograph, video, or share an image of anyone on campus without the permission of the person being photographed and/or recorded is prohibited.

Conferences

A family conference is held before school starts in August for students to develop their education plan for the year. The teachers will advise parents and students of the grade level requirements. The teachers' and parents' role is to guide the student in setting realistic goals, and then support the student to meet his commitments. Additional family conferences are held after Cycle One and Cycle Four. Students will discuss areas of both growth and challenges. Students, parents, or teachers may request additional conferences throughout the year.

Field Trip and Travel Expectations

Outside of the classroom experiences and travel experiences are a vital part of the Kensington Hall curriculum. These experiences reinforce classroom learning, build community, and foster independence. All students are encouraged and expected to attend these class activities. If for any reason a student is unable to attend, an alternate assignment will be given that covers the experience the student missed.

Grading and Report Cards

Student assignments, projects, and tests will be graded using percentages. Students learn to evaluate their work, learn from their mistakes, and take advantage of opportunities to make corrections in order to gain mastery of the material covered. Weekly progress reports will come home with the students each Monday for the student and parent to review progress. Report cards will be issued at the end of each six-week cycle.

Homework Expectations

Students are expected to come to class prepared. If the student has questions about an assignment, it is the student's responsibility to ask the teacher for clarification.

- Students will typically have 45-90 minutes of homework each night. Please notify the teachers if homework consistently exceeds this time frame – as this is something we can address.
- Set aside at least one hour each night for studying. Help your student find a quiet, comfortable space to work.
- Be aware that i-Pads, phones, and computers can be a distraction and increase the time your student spends on “homework”. Encourage your student to **turn off** notifications, Tik Tok, Instagram, Snapchat, etc. while doing homework.
- Check your student's planner regularly if he is having trouble getting assignments done on time.
- Be aware of any large projects that have been assigned. Students receive plenty of time to complete large projects, but they may need help organizing and budgeting time.
- A weekly progress report is sent home with your student each Monday. Be sure to talk about this with your student and ask him questions about his work and progress. These reports need to be signed and returned each Wednesday.

Reach out to the Kensington Hall team if your child is struggling to complete homework. Learning time management and organization skills is a process and is a challenge for most middle school boys. We can work together to help your child be successful.

Completion of Work Policy

Middle school students are expected to honor due dates. This expectation fosters responsibility, strengthens time-management skills, is necessary for academic success, and is a practical life skill for the real world.

Results and Consequences

Students who have not completed work at the end of a cycle will:

- Spend time during Immersion Week to complete any incomplete cycle work
- Not participate in Immersion Week activities until the work is completed to standard
- Not participate in school sports practices or events until the work is completed to standard
- Schedule a time with the teachers to submit work

- Not take the cycle test in the incomplete subject area and receive an *Incomplete* (INC) on their report card
- Reflect and create an action plan for improved behavior and performance
- Have a scheduled conference with parents and teachers

Make-up Work

The responsibility for make-up work is with the student. The student should notify the teacher and ask about missed lessons and/or assignments and make a plan for how to complete missed work.

NOTE: If a student is absent when a final project or presentation is due, he must contact the teacher and group members to submit the completed work

Summer Assignments

Reading and reviewing math skills over the summer are important for student retention and growth. For this reason, we do ask the students to complete summer assignments. These assignments will be posted on the ASH website at the beginning of the summer and are expected to be completed by the first day of classes.

Kensington Hall Curriculum

Kensington Hall is designed as an integration of the current research in adolescent development, the trends and issues in education, Montessori philosophy and the *Goals and Criteria*. Both the structure of the academic program and the classes that are taught were carefully researched to provide boys with what they need to succeed during these developmental years. In keeping with the *Goals and Criteria*, religion classes, retreats, liturgies and an active service program set the cornerstone of the curriculum.

The curriculum is designed to help students develop independence, self-awareness, effective communication skills, personal responsibility, and leadership skills, as well as inspire confidence and a life-long love of learning. Kensington Hall strives to provide a disciplined atmosphere in which to learn, while still providing a safe place to make mistakes. Character development is stressed on a daily basis, focused on fostering respect for others and the environment, compassion, kindness and courtesy, and acceptance of others' differences.

Language Arts

The language arts program promotes an understanding and appreciation of literature and strengthens writing skills. Boys develop critical thinking and communication skills while reading various genres of fiction and non-fiction. Students read short stories, plays, poetry, and novels. Students learn to write across the curriculum through purposeful writing assignments. Boys are taught pre-writing strategies and practice writing skills by writing initial drafts, and then editing and revising their documents. Within the Amplify CKLA curriculum, students read sets and sequences of compelling texts that support deep engagement, allowing them to reach literacy standards. The units target what is most powerful about each text, engaging students in a variety of reading, writing, speaking and listening activities. Students explore text structures and elements across a broad range of genres- including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances.

Mathematics

The math program utilizes the Big Ideas curriculum and focuses on the development of pre-algebra skills culminating in the study of algebra in Grade 8. Areas of emphasis include rational number concepts and computation, data

analysis, probability, geometry, and measurement as well as instruction in the use of graphing calculators. Problem-solving activities promote growth in critical thinking and form an important part of the mathematical experience by providing students with the opportunity for intelligent risk-taking, independent thinking, reflection, and self-direction.

Science

Through experiential learning, both off-site and on-campus explorations, and interactive lab activities, students will be exposed to all areas of science, including earth science, basic physics, biology and chemistry. There is a focus on science as inquiry, laboratory skills including conversions, measurement, keeping a lab notebook, and the role of science in society. An emphasis on the scientific method includes making observations, developing and implementing their own experiment, data analysis and communicating the results.

Humanities

The four-year social studies program covers the classical world through modern times. Students learn to recognize, analyze and evaluate major events and trends in American and world history with an emphasis on the concepts of change and interdependence within a global perspective, including current events. Students will cover topics including but not limited to: world and U.S. geography, North American and world exploration, ancient civilizations and culture, early U.S. colonization, civics, U.S and world economic systems, U.S government, revolutions, social justice and the United Nations, and characteristics of war and peace.

Theology

Through the lens of the Catholic faith and the *Goals and Criteria*, KH students will experience and explore their faith life. KH encourages students to engage in the sacramental life of the school, prayer and daily reflection (using the Jesuit Examen), and meaningful and sustained service. Using *The Catholic Connections Handbook for Middle Schoolers* by St. Mary's Press, Kensington Hall boys will be challenged to learn and demonstrate what it means to be Catholic in a changing world.

Study Skills

The Study Skills curriculum is a unique and integral part of the KH program. Students are taught skills that help them navigate middle school as well as prepare them for high school. Students learn time management and organizational skills that help them plan for both daily and long-term assignments. They are expected to use a planner. They are taught how to extract important information from both textbooks and lectures, as well as effective note-taking strategies that work for their individual learning style. Students learn a variety of study strategies and test-taking skills and strategies, including how to navigate standardized and high school placement tests. Students also learn research and report writing skills, appropriate use of technology, how to avoid distractions, and academic integrity. This class meets weekly, and the skills learned are reinforced daily.

Advisory

Middle school is a time of tremendous growth - physically, emotionally, and socially. The Advisory program creates a safe and supportive start to the day that helps students cultivate strong relationships with their teacher, peers, and school community and to develop social-emotional competencies that enable them to positively progress through the academic program and accomplish their goals. Students in Grades 7 and 8 read and reflect on *The 7 Habits of Highly Effective Teens* by Sean Covey and *What Do You Stand For* by Barbara A. Lewis. Students in Grades 5 and 6 read, reflect and journal in

The Big Life Journal and work on *Habits of Mind* and the *Goals and Criteria*. Advisory topics covered include: belonging, friendships, adolescent development, collaboration, leadership, effective communication, goal setting, stress management, self-esteem, peer pressure, and balanced living.

Electives

Students have the opportunity to explore their interests and choose from a wide variety of elective offerings during their middle school years in KH. Offerings include but are not limited to art, music, ASHWorks, performing arts, coding, personal finance, forensics, cooking, and robotics.

Physical Education

Physical Education provides the cornerstone for lifelong learning and health and provides the basis for the skill-building necessary for the athletic program and future competitive participation. Half of each daily PE class is spent on strength and conditioning activities. The second half is spent playing games such as basketball, ultimate Frisbee, floor hockey, kickball, tennis, pickleball, and lacrosse.

Health

Health class serves as a means to educate students in all of the areas that affect their lives on a daily basis. Topics include nutrition, the media, Internet safety, physical development, smoking, sexuality, etc. Health class is a forum to bring these topics out into the open and to discuss them in a way that allows students to make sure they are receiving educational information, rather than relying on rumors and conjecture.

Service Learning

Service learning goes beyond community service. It is a method by which young people learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. The young people participate in the planning and decision-making. Service learning is integrated into the academic curriculum and includes time for thinking, talking, or writing about their experiences. It provides opportunities to use newly acquired academic skills and knowledge in real-life situations in their community. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others. This philosophy links social justice, service, and peace.

Adolescents are going through immense physical and emotional changes. They are struggling with their sense of identity. They need opportunities for the exploration of self, their emerging interests, and the immediate, wider world around them. Service learning provides projects where students:

- Have meaningful contact with adults
- Develop a sense of responsibility
- See that their participation makes a clear difference and they feel valued and gain self-confidence
- Develop decision-making skills dealing with real problems
- See the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom
- Cooperate with others to realize a goal and see the concrete outcome of their effort
- Develop the ability to interact and work with people different from themselves
- Prepare to become contributing citizens by learning habits and skills of active citizenship that foster an ethic of service
- Become aware of community needs
- Gain a sense of belonging and community membership

- Develop empathy and a sense of caring

Community service has great transformational promise for both young people and society now and in the future.

FOUR-YEAR CYCLES OF STUDY OVERVIEW

SCIENCE AND HUMANITIES CURRICULUM		
YEAR "A"		
Cycle 1 - Connections		
	Grades 5 and 6	Grades 7 and 8
Humanities	World and U.S. maps	5 Themes of geography
	Physical geography	Land and water forms
	Native Americans/Colonial America	Native Americans
Science	Plate tectonics/Pangea/Volcanoes/ Earthquakes	Cells - structure/types/parts of
Cycle 2 - Exploration		
Humanities	Age of Exploration	Exploration of North America
	North American and European Explorers	Exploration of other continents/space/ocean
Science	Solar System/Space History/Stars and Moon	Classification of Living Things
		Kingdoms/Domains/Virus
Cycle 3 - Identity		
Humanities	Timeline of humans/Timeline of life	Immigration
Science	Basic heredity	Genetics
	Plant and animal cells	
Cycle 4 - Systems		
Humanities	Timeline of civilization	Economic systems
	Ancient cultures	
Science	Organization of the human body/body systems	Gifts of the Phylum
		Invertebrate/Vertebrates systems (dissection)
Cycle 5 - Interdependence		
Humanities	Michigan study	World social problems and solutions
	State Government (Lansing trip)	United Nations
Science	Climate/Weather/Ecosystems	Ecosystems
	Water, Carbon and Nitrogen cycles	Environmental problems and solutions
YEAR "B"		
Cycle 1 - Forces		
Humanities	Founding Fathers	American Revolution
	American Revolution	Historical Revolutions
Science	Motion/Forces/Energy/Property of Matter	Chemistry
Cycle 2 - Structures		
Humanities	Thirteen Colonies/Structure and Expansion	Forms of Government
		U.S. Constitution
		Branches of Government
Science	Matter/Atoms/Chemical elements (beginning)	Matter/Atoms/Chemical Elements

		Periodic table
Cycle 3 - Power		
Humanities	U.S. Government	Social injustice
	Presidential elections	Human rights
	Voting process	
Science	Waves - sound, electromagnetic spectrum, light and color	Energy/Power/Energy Transformations
	Electric circuits	Properties of waves
Cycle 4 - Changes		
Humanities	Fundamental human needs	American Industrial Revolution
	Ancient cultures	
	Fertile crescent	
Science	Geology - rocks, minerals and fossils	Physics - simple machines/Motion/Forces/Energy
Cycle 5 - Balance		
Humanities	Ancient cultures/Cooperation and Conflict	Characteristics of war and peace
Science	Earth's resources	Alternative energy
	Fossil fuels	Fossil fuels
	Alternative energy	Technology

The School Community and Expectations

Key elements of community building in all Sacred Heart schools are mutual respect for others and demonstrated responsibility of self. Students are to be polite and courteous, and to respect themselves, their peers, the adults, and their surroundings. As a result, adults in the community take on the responsibility to assist with the instruction of and maintenance of personal responsibility, respect, and conduct.

Personal Integrity

Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom as well as the building of community as a Christian value. The basis for any caring and productive community is respect and trust among its members. Honesty is a primary value of the ASH community and personal integrity extends to every aspect of a student's life at the school – the classroom, the playing field, co-curricular activities, off-campus trips, relationships with friends and classmates, interactions with faculty and staff, and communicating information between home and school. Though a simple commitment to telling the truth is a central component of personal integrity within the community, the concept of integrity extends to the entire Kensington Hall community. The community agrees to be honest and forthright in their dealings with one another and with the school; to obey the guidelines of the school; to be guided at all times by the *Goals and Criteria* and by the spirit of God's teachings in treating others the way they would choose to be treated.

The school community commits itself to developing and upholding policies and practices that promote self-discipline, responsible decision-making, and accountability. Students are expected to treat themselves with respect, treat each other with respect, and respect the materials in the environment. The books and materials in the environment will need to be treated with care.

Behavior Expectations

Academy of the Sacred Heart incorporates the Positive Discipline program into our school culture. It is a program that encourages the development of healthy social and other life skills that is mutually respectful to adults and children. Positive Discipline uses both kindness and firmness at the same time and is neither punitive nor

permissive. Interpersonal and intrapersonal skills, judgment and the ability to respond to the limits and consequences of everyday life with responsibility and integrity are emphasized by our faculty and staff in their daily interactions. Positive Discipline is preventive: as individuals in the community develop more skills to self-regulate and problem-solve, disciplinary incidents are reduced.

Student Conduct

Students are expected to engage in the spirit of the *Goals and Criteria* of a Sacred Heart education. Unkind and disrespectful behavior is seen as a violation of the *Goals and Criteria* inherent in the mission, which must be addressed with the school in partnership with the parents. Conduct that detracts from the educational experience includes verbal and physical altercations, harassment (defined below), disruption of class activity, illegal activity, willful and deliberate disrespect or disregard for authority of faculty or staff, vulgarity, and obscene language. Such conduct may result in disciplinary action.

Learning, particularly in regard to choices and behavior, requires feedback to support student growth. The intent for such feedback is that it be educational; in most cases, the correction will take the form of a verbal correction, redirecting conversation and reflection. Some infractions warrant consequences that promote greater accountability and may involve detention, parent meeting, social probation, suspension, or expulsion.

Detentions and Behavior Reflections

Lunch detentions will be issued to students who chose not to abide by the rules and expectations of Kensington Hall. The goal is not to be punitive, rather to teach students discipline and respect. All students in Kensington Hall deserve to be in a positive learning environment where they feel safe and free from unnecessary disruptions and disrespectful behavior.

If a student receives a lunch detention for inappropriate behavior, he will write a Behavior Reflection on why the behavior was not appropriate and what he can do to improve. He will then have a conversation with the Director about his choices. Behavior Reflections allow the student the opportunity to improve, correct, or change inappropriate behaviors.

Harassment

Bullying, intimidation, or harassment at Academy of the Sacred Heart is prohibited. This includes but is not limited to bullying or harassment on the basis of a person's gender, sexual orientation, race, color, religion, ethnicity, national origin or disability.

Examples of this type of conduct include but are not limited to repeated incidences of:

- explicit and offensive references or gestures
- unwelcome physical contact
- intimidating interference with personal space
- unwelcome verbal, written or physical advance or suggestions
- name-calling or taunting, including the appropriation and distribution of another's image, messages, or likeness.
- language of any kind which is disparaging or demeaning

This policy prohibits harassment whenever it is related to school activity or attendance and includes school grounds, travel to and from school, and/or school activities. Should substantiated conduct outside the school environment – including use of social media - come to the attention of school officials, the student may also be

subject to disciplinary action including suspension and dismissal from school.

Bullying or harassment is prohibited through any electronic communication including but not limited to social media, cell phone, computer, e-mail, instant messaging, text messaging, blogs and websites. A student who has complaints of offensive conduct is encouraged to report such conduct to the Dean of Students or Learning Community Leader. Charges of offensive conduct, bullying or harassment will be promptly and thoroughly investigated. If it is determined that this type of conduct has occurred, appropriate disciplinary action will take place. Any student who engages in this type of activity will be disciplined as determined by the administration. This discipline may include suspension or expulsion. Academy of the Sacred Heart will not tolerate retaliation against any student who reports, in good faith, offensive conduct, bullying or harassment or provides in good faith, information in connection with any complaint.

Suspension

Suspension will be assessed for serious violations of the *Goals & Criteria* and student handbook. Suspension means that a student shall be prohibited from attending classes for a period of time deemed necessary by the Learning Community Leader and/or the Dean of Students. In addition, suspension may be imposed because of a prolonged pattern of repeated lesser violations. During suspension, the student will not be allowed to attend classes. When a suspension is served, any class missed will be considered an official absence.

Uniform

The wearing of the school uniform reflects a sense of pride and identification with the Academy and must display a standard of appropriateness and neatness. All students are expected to follow the uniform policy each school day except for non-uniform days. The Learning Community Leader will make final decisions on any questions which may arise.

Uniform items may be purchased at any time directly from Dennis Uniform Manufacturing Company located at 1532 North Opdyke Rd., Suite #450, Auburn Hills, MI 48326, (248-340- 8890) or toll free (800-854-6951). Their website to order is www.dennisuniform.com, enter our school code which is (HAS) to make your selections and process your order.

Daily Uniform

- Official charcoal heather dress slacks
- Light blue oxford dress shirt
- Undershirt
- School tie
- Black belt
- Black dress shoes
- Black dress socks
- Navy sweater vest, navy uniform sweater, or navy blazer
- Chino shorts/khaki (no cargo shorts) may be worn in September, and May 1 through June

P.E. Uniform

- Navy blue Kensington Hall P.E. shorts and gray t-shirt (both must be purchased from the Spirit Store)
- Winter option: navy blue sweatpants in place of the navy-blue P.E. shorts

Friday ASH Wear

On Fridays, students can wear Academy of the Sacred Heart/Kensington Hall spirit wear, jeans, khakis, or sports pants, and tennis shoes.

Non-uniform Days

Students are expected to look neat and comply with the expectations set by the non-uniform day.

Appearance

At all times during the school day and at school functions, hair should be kept neat and combed away from the face. No extraordinary styles or unnatural colors will be permitted. No facial hair is permitted. Should any questions or changes relating to the uniform policy occur, interpretation and final decision authority will be left to the discretion of the Learning Community Leader.

Labeling

It is imperative that all school clothing, shoes, P.E. clothing and gym shoes are clearly and permanently labeled. Students should also label all personal possessions including book bags, calculators, lunch containers and water bottles.

Attendance Policy and Procedures

The general expectation for attendance is that students respect the community by respecting class time. Attendance is directly related to success, fostering community and instilling a sense of responsibility. Each student is expected to show this respect by arriving promptly to school, to all scheduled classes and to required meetings or assemblies. When there is a special schedule or program, all students are expected to attend.

Attendance Reporting

If a student will be absent for any reason, a parent/guardian is required to report the absence to the school no later than 9 a.m. by calling 248-646-8900 ext. 220 (or emailing attendance@ashmi.org) and indicating the reason for the student's absence. In the event an absence is not reported, the assistant will call the student's parents.

Attendance and After-School Activities

Students absent for more than 50% of a school day (students need to arrive before lunch) may not participate in athletic or extra-curricular activities for the day or weekend should the absence occur on a Friday.

Communication Between School and Families

When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issues first with the student. If the teacher feels it necessary for the parent to have specific information, the student will make a phone call home with the teacher or director. At that time, a meeting may be set if necessary.

Weekly Reports

Weekly progress reports go home each Monday. Work completed, average scores, and quiz and test scores are indicated for the family to review. This document is signed and returned to Kensington Hall weekly to complete the communication cycle. The purpose of these procedures is to encourage the student to communicate with his parents.

Weekly Communications

Weekly email communications are sent to families each Wednesday highlighting the student experience and providing reminders for upcoming school events or changes to the daily schedule or uniform. The weekly message also includes all-school reminders and a monthly communication from the head of school.

Discussion of Concerns

Parents are asked to contact the appropriate teacher about any concerns that they have regarding their sons and their son's education. If their concerns are not resolved through discussion with the teacher, the Learning Community Leader will meet with both parents and teacher to assist in the resolution of the concern.

Cell Phones

Cell phones are not needed in Kensington Hall. Our goal is to improve student well-being and remove an element of distraction and disruption while at school. Please make after-school arrangements with your child before the school day begins. If there is a change of plans or an emergency, you can call administrative support at 248-646-8900 ext. 220. Parents should not expect students to respond to a text or voicemail during the school day. If a student is not feeling well, he should report to the main office. ***If a student needs to bring a cell phone for any reason, it must be off and turned in to his advisor upon arrival to school and will be returned at dismissal.***

The following guidelines should also be respected and followed:

- Use is prohibited in locker rooms and restrooms, even in other schools. At no time may a camera phone be used in a locker room or bathroom, per Federal regulations.
- On buses, cell phones may be used at the discretion of the adult supervisor (moderator, coach, etc.).
- Phones must be put away while at off-campus events, service, or activities.

If a student does not follow this policy, his phone will be taken and given to the Director. A parent can retrieve it at the end of the school day.

PAASH

All Sacred Heart parents are members of the Parents Association of the Academy of the Sacred Heart (PAASH). The Parents Association objectives are to promote community building among parents of students attending the Academy of the Sacred Heart, faculty, staff and students; and to initiate and support projects that aid the Academy spiritually, socially and financially.

PAASH meetings and events are held throughout the school year and can be found at <https://www.ashmi.org/calendars/paash-calendar>. To contact the PAASH Officers, you may email paash@ashmi.org.

Health and Wellness

Health and wellness policies are developed in accordance with Goal V, Criterion 2: All members of the school community take personal responsibility for health and balance in their lives supported by a school culture that promotes spiritual, intellectual, physical and socio-emotional well-being.

Allergy Policy

In recognition of the growing number of students enrolled at the Academy of the Sacred Heart with potentially life-threatening allergies, this policy has been developed to establish consistent, systemic practices by which students with allergies may be cared for during the school day. We emphasize the essential partnership between the school, families and medical personnel to maintain the health and safety of the students with life-threatening allergies. Our goals are to protect individual students with life-threatening allergies from exposure to specific allergens and to increase awareness and compassion in the school community.

Exclusion to Illness Policy

The Academy of the Sacred Heart follows the recommendations of the Oakland County Health Division, Centers for Disease Control and Prevention (CDC), and the Michigan Department of Health and Human Services regarding communicable diseases. The exclusion period recommended is the minimum amount of time and applies to uncomplicated cases. Often the school will require a letter of clearance from your child's pediatrician in addition to keeping your child home during the exclusion period.

We understand the need for parents to return to work. However, we are responsible for the well-being of all students under our care. Therefore, the school reserves the right to request a clearance note from a physician at the school's discretion. The full exclusion to illness policy can be found in the handbook appendix.

Snack

Adolescent boys need healthy food as this is a period of rapid physical growth. Students will have time for a snack in the morning and afternoon. They may have only *fresh fruits, vegetables, granola or protein bars, and water* during these times. In accordance with our all-school allergy guidelines, classrooms are nut-free zones.

Physical or Psychological Well-Being

If a student is suspected of endangering his or her physical and or psychological well-being in any way, the school has the right to require that the student receive a physical and/or psychological evaluation immediately. Prior to returning to the school, the evaluation would need to be reviewed by a designated staff member and the family would need to meet with the Learning Community Leader. If a student needs to leave the school for an extended period of time due to personal illness, psychological issues, or family needs, the school will work closely with the family in making arrangements for a student's leave and re-entry into the school.

Backpacks

Students are to carry only their school-issued computer inside their school-issued computer bag. All other bags, including backpacks, are to be stored in the student's locker during the school day.

Glossary of Sacred Heart Terms

For a list of common and unique words used at Sacred Heart Schools worldwide and specifically at Academy of the Sacred Heart, Bloomfield Hills, please refer to the [Glossary of Sacred Heart Terms](#) document.