



# **Student Handbook**

## **2025-2026**

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## **DIVERSITY STATEMENT**

In order to live the Sacred Heart goals, Duchesne Academy welcomes students and staff of any faith, race, color, national or ethnic origin and admits to all the rights, privileges, programs, and activities generally accorded or made available to students and staff at the school. Duchesne Academy does not discriminate on the basis of faith, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

## **POLICY ON HATE SPEECH**

With love as our mission, we at Duchesne Academy of the Sacred Heart do not and will not tolerate hate speech in any form including racial slurs, derogatory terms, or demeaning and hateful language. We cultivate an environment for educators, students, families, and all members of the Duchesne Community to learn in love, faith, intellect, and action, where community as a Christian value and wise freedom, as inspired by our Sacred Heart Goals, is lived daily. We live our values inside and outside our school building and day.

First offense- education and restorative work will be offered to the offender and offended parties. An agreement based on good faith intentions will be established.

Second offense- potential removal from the Duchesne community. All cases are dealt with individually.

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”

Martin Luther King, Jr. – Civil Rights Leader and Nobel Peace Prize winner

## **HERITAGE**

The history of Duchesne Academy of the Sacred Heart begins in 1800 when the Society of the Sacred Heart was founded. Madeleine Sophie Barat, the foundress, was a French peasant girl who grew up during the French Revolution and received an extraordinary education. Her great

desire was to spread the love of Jesus Christ. For this purpose, she and her first companions opened a school in response to the needs of the chaotic times in which they lived. As the Society grew, its apostolic works extended into other countries. Mother Barat was a courageous leader, a farsighted educator and a most lovable person. She died in 1865 and was declared a saint by the Church in 1925.

One of her first companions was another French girl named Philippine Duchesne, the Society's pioneer missionary. She started the first Sacred Heart School in America (1818) in the frontier village of St. Charles, Missouri. The Church declared her a saint in 1988.

The year 1881 marked the opening of the Convent of the Sacred Heart in Omaha.

#### Saint Madeleine Sophie Barat

Madeleine Sophie Barat was the foundress of the Society of the Sacred Heart. Born in Joigny, France in 1779, she founded the Society in 1800 and sent the Religious of the Sacred Heart to establish schools in America in 1818. She was canonized in 1925 and her feast day is celebrated on May 25.

#### Saint Rose Philippine Duchesne

Saint Philippine Duchesne was the first Religious of the Sacred Heart to bring the Society to the United States. She stopped in New Orleans in 1818 on her way up the Mississippi to St. Louis. From there, Bishop DuBourg sent her to St. Charles, Missouri where she founded the first Sacred Heart School in North America. She then fulfilled her life-long dream of working with Native Americans when she joined the Potawatomie at Sugar Creek reservation in Kansas. Our school is named in her honor. She was beatified in 1940 and canonized July 3, 1988. Her feast day is celebrated on November 18.

#### Mater Admirabilis

Translated, Mater Admirabilis means “Mother Most Admirable” and describes the representation of Our Lady as a young Jewish girl. Pauline Perdreau, a young Religious of the Sacred Heart, painted the original Mater fresco in the Trinita dei Monti in Rome. Sacred Heart Schools throughout the world have statues or paintings honoring Our Lady in this way. The painting contains several symbols: the lily, representing Mary’s purity; the distaff, her work; the open books, her life of prayer and study; her downcast eyes, her humility. Mater’s feast is celebrated October 20 and is of special significance to sophomores at Duchesne.

### **SCHOOL PHILOSOPHY**

Duchesne Academy, a member of an international network of schools operated by the Society of the Sacred Heart, is an independent Catholic girls’ school in Omaha, Nebraska. Duchesne offers a unique education focusing on commitment to: faith in God, academic excellence, development of social responsibility, formation of an inclusive community and personal dignity. This education reflects the values given priority by St. Madeleine Sophie Barat, foundress of the Society of the Sacred Heart.

Duchesne strives to meet the intellectual needs of the whole person by providing an atmosphere where students and faculty discover truth and appropriate this truth individually. The community recognizes the contemporary world as a field of learning experiences and incorporates this dimension in the educational thrust. Self-discipline and experiences reflected upon bring about the integration of mind and heart.

Importance is placed on skills necessary for living in the present and future world, on friendships that are life-long, on significant memories and on an underlying faith which permeates all. Reflection on personal choices leads to a growing awareness of one's relationship to God and concern for others.

Duchesne strives to give each person a sense of dignity and self-worth which liberates her to become a morally responsible human being who

can confront issues intelligently and work to bring about necessary and constructive change in world and human conditions.

## **GOALS AND CRITERIA OF SACRED HEART SCHOOLS IN THE UNITED STATES**

Today, the Society of the Sacred Heart has schools, colleges and other educational and apostolic missions in 35 countries, including 24 schools in Canada and the United States. Through the years, Sacred Heart schools have been characterized by strong academic programs, emphasis on character formation, a family spirit, special traditions and above all a Christ-like concern for each student.

The American schools of the Sacred Heart have undergone many changes since the mid-sixties. Since then, to clarify and strengthen their common purposes, they have formulated national objectives. The 2020 revised Goals and Criteria express the philosophy and direction of this network of schools. The five broad goals, each of which is expanded into more specific criteria, are as follows:

### **GOAL ONE**

**Schools of the Sacred Heart commit themselves to educate to a personal and active faith in God.**

- The school identifies itself to the wider community as a Catholic-independent-Sacred Heart School and embodies the mission of the Society of the Sacred Heart.
- The school forms its student and adult members in attitudes of the heart of Jesus, such as gratitude, generosity, compassion and forgiveness
- The school community reflects an ethos of joy, hope and celebration and its programs assert that there is meaning and value in life.
- The school community welcomes and respects persons of all faiths and educates to an understanding of the religions and spiritual traditions of the world.

- School leadership prioritizes space and time for silence and contemplation for its members to deepen their interior life.
- Members of the school community, open to the transforming power of the Spirit of God, engage in personal and communal prayer, discernment and reflection which inform their actions.
- The school community, rooted in the love of Jesus Christ, nurtures the spiritual lives of its members through the exploration of one's relationship to God, to self, to others and to creation.

## **GOAL TWO**

**Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.**

- Sacred Heart educators and students engage in challenging experiences that inspire intellectual curiosity, a global mindset and a life-long love of learning.
- Sacred Heart educators develop and implement a dynamic curriculum, effective instructional methodology, current educational research and ongoing evaluation.
- Sacred Heart educators and students utilize a variety of teaching and learning strategies to support their growth and development.
- The school curricular and co-curricular programs integrate innovation and collaboration, critical thinking and problem solving, the exploration of emerging technologies and critical evaluation of information.
- The school utilizes space and the physical environment in alignment with best pedagogical practices.
- The school cultivates aesthetic values and the creative use of the imagination.
- Sacred Heart educators assume responsibility for their professional growth, supported by resources and a culture that promotes life-long learning.

## **GOAL THREE**

**Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action.**

- Sacred Heart educators prepare students to serve the common good in an interdependent world.
- Sacred Heart educators immerse students in diverse global perspectives, developing competencies such as critical consciousness, language facility and cultural literacy.
- The school, drawing from Catholic Social Teaching, educates students to analyze and work to eradicate social structures, practices, systems and values that perpetuate racism and other injustices.
- All members of the school community accept accountability for the care of God's creation, practice effective stewardship of the earth's resources and work to alleviate the climate crisis.
- School programs promote informed active citizenship and civic responsibility on the local, national and global level.
- The school community engages in direct service, advocacy, outreach and partnerships to work for justice, peace and the integrity of creation.
- Sacred Heart educators work to develop in the students a life-long commitment to service

**GOAL FOUR**

**Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value.**

- The school, affirming that all are created in the image and likeness of God, promotes the inherent dignity of the human person and strives for relationships characterized by inclusion and mutual respect.
- The school implements an ongoing plan for educating all members of the community to the charism, mission and heritage of the Society of the Sacred Heart.

- The school engages with the Network of Sacred Heart Schools in the United States and Canada and Sacred Heart schools around the world.
- All members of the school community support a clean, healthy and safe environment.
- Members of the school community practice and teach with a spirit of peace and reconciliation the principles of non-violence and conflict management.
- School leadership demonstrates a conscious effort to recruit students and employ faculty and staff of diverse races, ethnicities and backgrounds.
- School leadership allocates financial resources to support socio economic diversity both in the admissions process and in the daily life of students.

## **GOAL FIVE**

### **Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.**

- Student and adult members of the school community grow in courage and confidence as they discover new abilities, cultivate strengths, learn from mistakes, develop empathy and exercise resilience in meeting challenges.
- 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 social-emotional well-being.
- Members of the school community model and teach respectful dialogue in support of clear, direct, open communication.
- All members of the school community endeavor to practice informed, ethical decision-making and accountability.
- Student and adult members of the school community model, practice, and teach safe, ethical and responsible use of technology.
- Sacred Heart educators cultivate in the students' life skills, such as initiative, creativity and agility.

- Sacred Heart schools recognize and educate to motivational inspirational, and transformational leadership.

## **Sacred Heart Foundations**

The foundation of communication within our community is rooted in the values of Kindness, understanding, intentionality, equality, and empathy.

### 1. Kindness

Practice unconditional love to respond to adversity in a patient and productive way.

### 2. Understanding

Practice conversation rooted in an openness to growth.

### 3. Intentionality

Practice entering conversation with both good intent and the belief that others will do the same.

### 4. Equality

Acknowledge the dignity of each person while respecting the value and importance of differences.

### 5. Empathy

Practice recognizing that worldviews differ based on personal experience, to foster genuine connections and compassionate interactions.

## **The Duchesne Academy of the Sacred Heart Graduate**

“Your example, even more than your words, will be an eloquent lesson to the world”–St. Madeleine Sophie Barat

### **Discerning**

Duchesne women aim to be attuned to God’s presence in themselves as they seek truth and work for justice. They practice self-reflection and strive to act with purpose from a strong moral compass that allows for courageous decisions.

### **Inquisitive**

Graduates seek life-long learning born of curiosity. They have developed skills of discipline in analysis, critical thinking, and problem-solving, that help each to understand complex contemporary issues and appreciate many viewpoints. Understanding God's ever-present grace in the world, Duchesne graduates use their imagination to build God's kingdom on earth.

### **Kind**

Duchesne women understand the power of civil discourse and respect the dignity of those with whom they disagree. Graduates display courage and confidence as they meet challenges and uncertainty with poise and grace.

### **Empathetic**

Graduates of Duchesne seek to show compassion and respect to others. They develop a personal commitment to service inspired by the principles of Catholic Social Teaching. They foster human rights and protection of creation.

### **Authentic**

Graduates of Duchesne hope to be true to their principles and values. They understand their own culture and history as well as how they differ from other people's culture and history. A Sacred Heart alumna knows all are created in God's image and we are all brothers and sisters in Christ.

## **LIFE AT THE SACRED HEART**

You are a student of the Sacred Heart.  
Some of you are here for the first time,  
some have been here for many years.  
The duration does not matter.  
What is important is that you are a  
"child of the Sacred Heart,"  
and will always thus be known by God.

This name reminds you that you are a part of a  
Network of schools in the United States,  
and are bound to Sacred Heart students on all continents.

Saint Madeleine Sophie Barat, foundress of the  
Society of the Sacred Heart,  
once said, “for the sake of one child,  
I would have founded the Society.”  
In a true sense, you are that one.

Coming to a Sacred Heart school,  
you have entered into a family  
and have come to a home.  
“Make your home in me,” He told his followers,  
“as I make mine in you.”  
By coming to a school of the Sacred Heart,  
you have become a part of a family.  
Accept with gratitude all those in your school community.  
From them and with them,  
you can learn what love is.  
Through giving and receiving,  
you will foster the caring atmosphere  
that permeates your Sacred Heart home.  
Be grateful for all – the Head of the School,  
the staff, your classmates, your teachers.  
Be thankful and show your gratitude by being attentive to  
all with whom you share life daily.  
Let God speak to you in people and in events.

Faith in God is the foundation of your education.  
In faith you will recognize God in your life -  
your joys, your sorrows, your struggles,  
your decisions and your choices.  
With faith you will be convinced that  
the meaning of your life and of our world

is most fully given in  
the person of Jesus.

Through faith you will communicate  
hope and confidence, for you know that  
nothing can separate you from God's love.

There are special days at the Sacred Heart  
on which you will celebrate the mystery of God's goodness.

Eucharistic liturgies commemorate the great love  
of our God

who became a human being and lived among us.  
The symbol of this love which is openness, invitation,  
and unlimited space for others is  
the Heart of Christ.

Several days in the school year are marked by  
commemorations of persons special in  
Sacred Heart history.

The Feast of Saint Madeleine Sophie is cause for you  
to remember and to rejoice in her vision,  
the heritage that is yours today:  
an education that is strong in its studies,  
serious in its principles,  
and rich in the spirit of life and of love.

The Feast of Saint Philippine Duchesne celebrates  
the courage of this pioneer missionary who first brought  
Sacred Heart schools to North America.

The Feast of Mater Admirabilis commemorates  
the place that Mary has in your life.

Prayer will be essential to your life.

You will come to know God  
through scripture, through worship,  
in your classes, in your service to others.  
You will discover ways to pray through a  
variety of prayer experiences.

You will learn to listen to

the Word of God spoken in your life and  
through the ideals of your education,  
and thus be led to “walk humbly with your God.”

Centered in God,  
your response will be to  
act in justice and love.

Genuine love always takes the form of service.  
in a world plagued by injustice,  
torn by violence and fear,  
you must stand by the most wounded and needy.  
At a school of the Sacred Heart,  
you will learn to take little steps and big steps  
in order to set God’s kingdom right.

Social justice issues are studied  
at every level as part of your curriculum.  
Your studies will help you to attain knowledge  
about social and moral issues.  
But knowledge of injustices is not enough.  
You will be given opportunities  
to reach out directly to the needy –  
collecting food for the hungry,  
working with the elderly,  
tutoring the young, comforting the sick.

Sacred Heart education aspires to make you  
open-eyed, alert to the needs of others,  
generous and courageous in service.

“If anyone asks you to walk a mile,  
walk two,” Jesus told his disciples.  
This attitude of generosity is the end  
of your education.

The schools of the Sacred Heart emphasize studies  
which nurture the desire for truth.  
You will be challenged by the intellectual dimension  
of your education.

Great emphasis is placed upon your capability  
for critical thinking and reasoning.  
Recognizing the distinction between what you do  
and why you do it is an essential  
element in your education.

You will grow in your appreciation of various  
modes of thought and ways of thinking.  
Your imagination and creativity will be stretched,  
because without these, you cannot become a  
well-informed, thinking, sensitive person.

Your learning takes place not only in the classroom,  
but also in all your relationships and all your experiences.

You will have the opportunity to be a member of student government,  
join clubs of your interest,  
participate on athletic teams.

These opportunities will be sources for you  
to discover and develop your own talents,  
to learn to share your gifts,  
and thus build your school community.  
Traditions such as Conge, Gouter, and Prize Day  
strengthen relationships which are marked by  
affection, warmth, and joy.

Helped by adults and peers to be  
truthful and honest with yourself,  
you will grow in self-confidence  
by dealing realistically with  
your gifts and limitations.  
Not all are leaders, not all are athletes,  
not all are artists.

Do not grieve what talents God did not give you,  
but recognize and rejoice in the worth of others.  
Discover your particular gifts  
and develop your unique potential.  
If you are sensitive to people, care for them.  
If you are a scholar, share your love of learning.  
If you can create with your hands, give the world beauty.  
When you find humor and laughter in your life,  
give others your joy. “The gift you have received, give as a gift.”

The intention of Sacred Heart education is to address the whole person.

You come as you are  
and are cared for with great love.  
The hope is to implant in you a sacred love for yourself,  
to challenge you to be more honest,  
to lead you along the road of integrity.

Through growth in self-discipline,  
you will learn how to accept the consequences  
of your choices and actions.  
At times you will have to refuse yourself what you like;  
at other times you will have to act independently  
of what others think or say of you;  
in all your actions become free to live  
face to face with yourself under the eyes of God.

Life of the Sacred Heart is rooted in Christian love.  
The spirit is one of courage and generosity.  
The educational philosophy of Sacred Heart is  
rooted in the message of Jesus Christ  
and the vision of Saint Madeleine Sophie.

Your Sacred Heart education is a way of life  
which calls you to change and, like Jesus,  
grow in “wisdom, age, and grace.”  
wherever you go, whatever road you may travel,

you will always find a home at the Sacred Heart.  
Your relationships will endure and  
transcend all confines of time and space  
because they are founded on faith, hope and love.

As a “child of the Sacred Heart,”  
by living in the mystery of your name,  
you make known to others the love of God  
as shown forth in the heart of Christ.

“By the love you have for one another,  
everyone will know you are my disciples.”

(written by Reverend Mother de Lescure and revised in 1985 by Sister  
Jan Dunn RSCJ)

## **COOPERATIVE ROLES IN STUDENT FAITH DEVELOPMENT**

Duchesne Academy provides for all students:

- instruction in the Catholic faith
- opportunities for prayer and worship
- community-building and service activities
- knowledge and understanding of Catholic moral values
- encouragement to grow in virtue
- encouragement to live as disciples of Christ

All that Duchesne Academy provides is meant to complement the efforts of parents/guardians in providing similar faith development experiences at home. When both the family and the school community make continuous efforts to assist students in the formation of their faith, students grow in and become committed to their faith. The Church is strengthened in its mission of proclaiming the Gospel.

We ask that you, as parents/guardians, continue your efforts in all the above areas and continue to model for your children the discipleship of Christ that is the fruit of our adult faith. Your own commitment to prayer, to the Eucharistic liturgy, to the Sacrament of Reconciliation, to service of others and to compassion and assistance to those in need will

form your children in ritual and practices that will enable them to deepen their relationship with God.

## **I. COMMUNITY LIFE**

### **Traditions**

The purpose of tradition is to help us remember, celebrate, relive, and revitalize who we are in relation to the past. In remembering we explore more deeply the meaning of our lives and reflect upon our hopes, ideals and our future. All Sacred Heart Schools share many of our traditions.

- Mass of the Holy Spirit: a celebration in which we ask for God's blessing at the opening of the school year.
- Feast of Mater Admirabilis (October 20): a special liturgy honoring Mary during which the sophomores receive their Mater medals
- Feast of St. Philippine Duchesne (November 18): a Mass honoring the first Religious of the Sacred Heart to come to North America
- Ring Ceremony: a prayer service during which the juniors receive class rings from the seniors, symbolizing their upcoming new responsibility in the school.
- Honors Assemblies/Honors Day: formal recognition of academic excellence, efforts in the arts, sports, community involvement
- May Crowning: a special prayer service in honor of Mary.
- Prize Day: a formal gathering at the end of the year when students receive prizes, distinctions, and recognitions for outstanding work and contributions to the school.
- PRIZE is awarded to the student(s) in an individual class who has the highest yearly average (with a minimum average of 90%).

DISTINCTION is awarded to the student(s) with the next highest average.

RECOGNITION is awarded to the student(s) who might not have the highest average but has consistently worked hard and deserves recognition.

Distribution:

Classes at/under 15:

1 prize, 1 distinction, 1 recognition

Classes at/under 30:

2 prizes, 2 distinctions, 2 recognitions

Classes at/under 45:

3 prizes, 3 distinctions, 3 recognitions

Classes at/under 60:

4 prizes, 4 distinctions, 4 recognitions

Classes at/under 75:

5 prizes, 5 distinctions, 5 recognitions

Classes at/under 95:

6 prizes, 6 distinctions, 6 recognitions

- **Feast of St. Madeleine Sophie Barat** (May 25): a Mass or prayer service remembering the founder of the Religious of the Sacred Heart
- **Congé**: a surprise holiday at school when all participate in games and special events.

### Special Honors

- **Barat Service Award** – St. Madeleine Sophie Barat, who founded the Religious of the Sacred Heart, was a person who responded to the needs of her time. Whether it was helping those who were persecuted during the French Revolution or opening schools for the education of young women, she was a person who always had before her the needs of others. The Barat Service Award is given to those students who have made service a part of their lives and who have generously shared with others on an on-going basis. This award is given to those students who participated in Sacred Heart Network and school-sponsored service projects during the summer, those who have made significant contributions to the success of Operation Others, and those who have shown extraordinary commitment to community service in the first semester (exceeding double the amount of required service hours per year: 9th Grade 20 hours; 10th Grade 30 hours; 11th Grade 40 hours; 12th Grade 50 hours).

- **Duchesne Prize** – The Duchesne Prize is awarded at Prize Day to a senior whom the students, faculty, and administration feel has expressed the values of Duchesne Academy throughout her years in the school. She is a student who has, in her own way, lived out the Goals and Criteria. Through her faith, this student communicates her hope and confidence and recognizes God in her life.
- **Mes Amis** – At a Sacred Heart School, relationships and the building of community are very important. In “Life at the Sacred Heart” we are told that in coming to a Sacred Heart School each person becomes part of a family. We are asked to accept with gratitude all those in the school community because it is from others and with others that we learn the importance of love. The Mes Amis Award is given to those students who continually reach out to others in their class and strengthen our school community. These students consistently work within their own class and are willing to go the extra mile. This honor is strictly non-academic in nature.
- **Spirit of Kindness** – The Spirit of Kindness Award is given to a senior at the first semester honors assembly. The recipient of this honor is nominated by the seniors and chosen by a faculty committee. It is to be given to a student who has an unusually kind spirit and that kindness marks her as a special student within the Duchesne community.
- **Spirit of the Rebecca-** In March of 1818, Rose Philippine Duchesne boarded a leaky ship bound for New Orleans, to fulfill her mission to bring the love of the Sacred Heart to the Americas. Despite the rickety ship and high seas, she never wavered in her faith or commitment. The hardships she faced never deterred her. We all have our Rebecca moments – the ones that challenge our courage and test our faith.  
The Spirit of the Rebecca Award honors a student or group of students who face adversity but never lose sight of their mission.
- **Stuart Creativity Award** – This award is given at Prize Day to a senior who is creative in many areas, and this extends beyond

creativity in fine arts. The name Stuart comes from Janet Erskine Stuart, a Religious of the Sacred Heart who lived at the beginning of the 20th century. She had a profound influence on the direction of education and saw that all aspects of life had an important part to play in education.

- **Success in Studies** – This honor is given to the senior who has the highest cumulative grade point average in her class.
- **Tres Bien** – The Tres Bien Award has its origin in a very old Sacred Heart tradition called Prime. Each week, the students would come together in a formal assembly and those who made progress or improvement the previous week were recognized for their efforts. Our award follows this tradition by recognizing those students who, during the past semester, have raised an average in at least one academic class by five or more points while maintaining averages in all other classes. A student may not have a grade of 74% or below.

## Weekly Activities

### DAILY BELL SCHEDULE

#### **"A" (Monday)**

1 <sup>st</sup> block	8:45 – 9:25
2 <sup>nd</sup> block	9:30 – 10:10
3 <sup>rd</sup> block	10:15 – 10:55
4 <sup>th</sup> block	11:00 – 11:40
5 <sup>th</sup> block	11:45 – 12:25
<b>Lunch</b>	<b>12:25 – 12:50</b>
6 <sup>th</sup> block	12:55 – 1:35
7 <sup>th</sup> block	1:40 – 2:20
8 <sup>th</sup> block	2:25 – 3:05

#### **"B" (T/R)**

1 <sup>st</sup> /2 <sup>nd</sup> block	8:45 – 10:05
3 <sup>rd</sup> /4 <sup>th</sup> block	10:10 – 11:30
Mass/PS	11:35 – 12:15
<b>Lunch</b>	<b>12:15 – 12:40</b>
5 <sup>th</sup> /6 <sup>th</sup> block	12:45 – 2:05
7 <sup>th</sup> /8 <sup>th</sup> block	2:10 – 3:30

#### **"C" (W/F)**

Advisory	8:45 – 8:55
1 <sup>st</sup> /2 <sup>nd</sup> block	9:00 – 10:20
3 <sup>rd</sup> /4 <sup>th</sup> block	10:25 – 11:45
ASH/WINN	11:50 – 12:15
<b>Lunch</b>	<b>12:15 – 12:40</b>
5 <sup>th</sup> /6 <sup>th</sup> block	12:45 – 2:05
7 <sup>th</sup> /8 <sup>th</sup> block	2:10 – 3:30

There are activity blocks to accommodate club and class meetings, advisory groups, Masses, prayer services and special assemblies. Attendance at these is required. For the most part, the period on Tuesdays is used for Mass or prayer services. Duchesne is a God-centered institution and therefore puts a high priority on communal worship and the spiritual growth of each person.

In keeping with our goals to deepen faith and build community days are set aside during the year that focus on these aspects of our personal lives and our life together as a school community. Through the input of outside speakers, reflection and discussion, each person (adult and student) is given the opportunity to look at her/his relationship with God and others. Various activities planned by the individual classes focus on building community and strengthening unity among the members.

Weekly Activity Outline- subject to change depending on needs of Duchesne community.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One		Mass	ASH	Class Mtg	Reading Time in Advisories (“Stop, Drop, and Read”)
Week Two		Goal One choice (“Take Care Tuesday?”)	ASH	Goal 4 Clubs/Peer Facilitators/Student Amb.	Pep Rally/ All School Activity (e.g., recess)
Week Three		Prayer Service	ASH	All School Activity	Goal 3 Leadership Meetings/Freshman and NHS Tutoring Time/Structured WINN
Week Four		Goal One	ASH	Mes Amis/ Winn/goal 5	Joyful Hearts Activity or Yoga

### International Sacred Heart Exchange Program

The schools of the Sacred Heart in the United States participate in an exchange program through which eligible students may spend a period of time studying at another Sacred Heart School. Students being considered for exchange must uphold all school rules and maintain a good attendance record. Information regarding this program may be obtained from the Assistant Principal.

### **Duchese Travel Opportunities**

Procedures and Policies for Proposing and Planning Duchesne Student Trips

Chaperone Responsibilities—

#### · Proposed Trips

o All trips should be approved by the principal. Before notifying students or planning any part of the trip, obtain approval for the trip and confirm the dates of the trip.

#### · Selecting Students

o During the school year:

§ All students missing school for travel must complete the travel application form available from the principal. Selection of students will also require: Administrative Approval from the principal, dean and business office.

§ Students/families must also complete liability waiver and code of conduct agreements as well as medical forms.

o Summer:

· All forms required during the school year are also required for school trips (travel application form, code of conduct form, liability waiver

form, medical information form). For summer travel, there is less concern with academics.

### · Pre-Trip

- o Meet with an administrator to develop a budget and plan the cost of the trip.
- o Update all Required Paperwork
- o Hold a student interest meeting
- o Set a payment plan around due dates for trip costs (airline fees, down payments).
- o As needed, plan meetings with student travelers to prepare for the experience
- o Hold a parent meeting

### · During Trip

- Keep all medical forms and copies of student passports with one chaperon at all times
- Maintain a means of communication to families with trip updates and emergency contact.

### · After Trip

- Offer opportunity for reflection

### Student responsibility

#### · Attendance

o Students traveling during the school year and missing classes must make a concerted effort to avoid other absences during that grading period. While school travel will not “count” to school absences, the loss

of instructional days will create stress and extra work for both the student and the teacher that should be avoided.

· Contacting/Notifying Teachers

o Contact teacher 1-2 weeks prior to the trip to let them know you will be absent and the days you will be gone

· Make Up Work

o Follow teacher's make up work policy.

National Honor Society Requirements

- Potential students are selected from the 10th, 11th, and 12th grades. Transfer students need to be in Duchesne at least one semester.
  - The baseline requirement for being considered:
    - not less than a 3.1 cumulative GPA
    - successful completion of community service requirements for the preceding year(s)
  - Positive leadership and character displayed at Duchesne and within the community
  - Willingness to uphold the requirements and expectations outlined in the Duchesne Membership Handbook (available on our website)
- \*Current members must maintain these requirements each year they remain in National Honor Society.

Selection Process

The chapter advisor will notify those students meeting the GPA and service requirements above. Each candidate that responds with interest in membership will receive chapter information regarding requirements. Students who desire to commit to these requirements will provide the chapter advisor the necessary paperwork by the due date. Their membership will be discussed and voted upon by a faculty council.

\*Membership is an honor bestowed upon a student. A student may be removed from National Honor Society if she does not maintain the standards by which she was selected.

\*For removal process, please refer to the NHS Handbook.

### Duchesne Cum Laude Society

Potential members will be selected from the National Honor Society students in the senior class who have a cumulative average of not less than 3.8 and no grade lower than a 84/B in every class junior year as well as the first semester of senior year. (weighted/transcript grades) All service hours must be fulfilled.

Candidates must also show a commitment to either service or leadership with either:

\*Service hours: A record of doing service in excess of 1.5 times the required hours each year (67 hours by the end of junior year) and successful completion of the senior immersion experience.

\*A specific leadership position within the school during junior or senior year (class/club leader, sports team, student governance such as but not limited to SALT, Operation Others, Student Council, National Honor Society, etc.)

Automatic disqualifiers for Cum Laude include but are not limited to:

- Any behavior that warrants suspension or expulsion
- Any grade below a B-/80 during the review process
- Suspension or removal from NHS during the selection process
- Use of illegal substances including alcohol, tobacco/vaping, drugs or MIP (Minor in Possession) charge
- Plagiarism or cheating on any school assignment either as recipient or as sharer of information
- More than 3 detentions during any one semester of junior year or 1st semester of senior year for behavior, uniform, tardiness to school, or suspension.

### Sacred Heart Sodality

As a member of Sodality, each student tries to bear witness to Christ's values and takes Mary as a model of generous response to God's call.

Regular attendance in CLC is required in order to develop friendship and a community spirit by praying, sharing some of life's experiences together, and supporting each other in our Christian faith and our daily

lives. Our Sacred Heart Sodality is open to all students. Seniors who have been members with regular attendance for at least one year may request permission to receive a Sacred Heart Sodality Medal in the spring at an all-school liturgy.

### Ministers of Holy Communion

Ministers of Holy Communion for Duchesne Academy are chosen from the junior and senior class. The role of the student is to: serve as a representative of the Christian community at Duchesne as a person who is actively striving to live her Christian ideals as a way of life; distribute Holy Eucharist at Eucharistic Liturgies when needed; meet on a regular basis with fellow Duchesne ministers as a faith sharing support group; and help with the planning of various Masses and prayer services. Students who express an interest are asked to respond in writing to a series of questions. The Camus Minister makes the final selection. The required training session and mandation ceremony take place in the fall of each school year.

## **II. ACADEMIC RESPONSIBILITIES**

The educational program calls for serious and consistent effort. While some assignments can or must be done at school, there is regular homework in most courses. The counselors and teachers will help students plan their time effectively.

### Cooperative Roles in the Student's Academic Achievement

The school's curriculum identifies the knowledge and skills which students are expected to master, and teachers provide instructional experiences to assist the students in such mastery. Teachers assess each student's level of performance during the school year and encourage each student to achieve to the maximum of her potential.

Teachers know that diligence and self-discipline are essential to academic success and the full realization of each student's potential. Parents who expect diligence and self-discipline of their students, who require development of good study habits, well-done assignments and supplementary reading, greatly enable the academic achievement of their

daughters. We ask that you continue to expect from your children diligence and self-discipline, that you require of them good study habits, well-done assignments, supplementary reading and acknowledge their need for a healthy balance between academic and personal time.

### Tutoring

It is the desire of every teacher to help his/her students succeed in school. Duchesne teachers encourage students who struggle with new material to seek their assistance outside of class time. Students should make appointments with teachers to seek this extra assistance with content. Furthermore, an academic counselor is available to work with students on test-taking strategies, time management skills, and to develop behaviors of successful learners.

Students who require individualized tutoring or who seek a teacher's assistance in excess of twice a week on a regular basis may require the services of a professional tutor. The academic counselor maintains a list of tutors for reference.

### Grade Portal Policy and Rationale

Parents and students will be given access codes to view certain information via the Student Information System:

- daily attendance
- daily schedule
- grade reports including progress reports.

A grade report is posted every 4 weeks or 8 times a year: midterm, quarter, semester.

The decision of how to open the school information system portal is grounded in the school's mission both as a Sacred Heart School attempting to live the vision of St. Madeleine Sophie Barat and our namesake St. Rose Philippine Duchesne, as well as our mission to prepare our students for college. In light of these guiding principles, the decision is based on:

Goal V: Personal Growth in an Atmosphere of Wise Freedom, which calls for students to assume personal responsibility for their academic progress in a supportive atmosphere of encouragement

and guidance. This Goal calls Schools of the Sacred Heart to develop policies and practices that promote self-discipline, responsible decision-making and accountability.

- There is a need for communication between teachers, students and parents. We are in partnership with parents to educate our students. A student's progress in a course must be transparent, but understanding true progress goes beyond numbers on a spreadsheet. Every grading system requires explanation and can only be truly understood with dialogue. Our small student to teacher ratio makes this communication possible.
- Each student needs to be aware of her grades and be empowered to improve. No student should be able to honestly say she does not know her grade.
- Educational goals supersede a grade; we hope to teach the whole child and to instill a love of learning that goes beyond the grade. Through dialogue, a teacher can give a student feedback that recognizes her strengths and offers constructive areas for improvement.
- We have a desire to strive for a relationship with our students. No student should see her test score on-line before it is discussed in class.

### Parent-Teacher Conferences

At the end of the first quarter and during mid-third quarter, Parent-Teacher Conferences are held. All parents and guardians are welcomed and encouraged to attend. Dates and times are listed on the school year calendar as well as on the appropriate monthly calendar included with the newsletter.

### Progress Reports

If a student's grade falls below a "C" average or if a student fails to submit a major report or paper, parents are notified mid-term. All freshmen and transfer students receive progress reports at the mid-

quarter of the first quarter of their first year. A teacher may also submit a progress report to parents if any other concerns arise.

### Completion of the Semester

Students are not given extensions on course work or exams beyond the end of the semester without the approval of the Principal. Any unfinished work is counted as a zero on the last day of class.

### Examinations

At the end of each semester, examinations are given. Prior to examinations, each student must obtain from the Dean of Students office an ADMIT TO EXAM CARD verifying that all financial and other obligations have been cleared. These cards will be handed out in classes before the first day of exams. Entrance to exams is NOT allowed without an admit. If a student needs a replacement card during exams, the cost is \$1.00. Admit cards will be handed to the proctor prior to both tests on the first day. Admit cards will be collected by the proctor of the first exam on day two. Admit cards are not needed after the third exam.

If a student has no test scheduled at a given examination period, she does not need to come to school at that time.

It is expected that all students take their examinations at the scheduled time, the only excuse being serious illness, family emergency, or scheduled athletic competitions. If for these reasons a student is unable to take an examination, the Principal should be contacted and make up examinations will be scheduled.

Any type of communication with other students during the examination is considered serious and could warrant forfeiture of the examination.

### Senior Exams/Exemptions

- All seniors need admits in order to take exams
- There are no official review days for seniors.

- All students are expected to be in class the two days prior to exams.
- If a student in grades 9-11 is enrolled in a senior class (determined by the Principal and the respective department chair), she may take the exam when it is scheduled during senior exam week.
- Seniors who are enrolled in junior classes or lower must take exams during the course's scheduled exam time and be present for classes and review days in May. No early exam arrangements for seniors will be allowed.
- To be exempt from an exam a senior:
  - will have at least a 90% average or higher in that class for Semester II
  - will have no unexcused absences (including 3+ tardies) for quarters 3 and 4.
  - will have no absences in excess of 5 per quarter.
- Seniors may be exempt in any class at any level. Additional criteria must be clearly stated in the syllabus by the course instructor.

### **Academic Integrity**

Schools of the Sacred Heart teach a deep respect for intellectual values (Goal 2) as well as personal growth in an atmosphere of wise freedom (Goal 5). The love of learning coupled with the development of a personal code of ethics built on honesty and integrity are some of the most important educational objectives of a Duchesne education. Every member of the school community must ensure that academic integrity is maintained to the highest standards at all times.

*The following definitions are borrowed with the permission of University of Pennsylvania*

### **Academic Dishonesty Definitions**

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are

prohibited. Examples of such activities include but are not limited to the following definitions:

### **A. Cheating**

- Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. For example, but not limited to: using a cheat sheet in a quiz or exam, taking a picture of a quiz or exam, using an answer key or teacher's manual, altering a graded exam and resubmitting it for a better grade, copying answers off the test of another student, etc.

### **B. Plagiarism**

- Using (as paraphrase or quote) the ideas, data, or language of another without specific or proper acknowledgment. For example, but not limited to: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc. Plagiarism can be intentional or unintentional. For ways to avoid both kinds of plagiarism reference Diane Hacker's Rules for Writers or the OWL at Purdue:

<http://owl.english.purdue.edu/owl/resource/58901/http://owl.english.purdue.edu/owl/resource/58901/>

- If generative AI is used for any part of a creative or research project/writing assignment, etc. it must be correctly cited or will be considered plagiarism. See Purdue OWL for guidelines <https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>

### **C. Fabrication**

- Submitting contrived or altered information in any academic exercise. For example, but not limited to: making up data for an

interview or experiment, changing data, citing nonexistent articles, contriving sources, etc.

#### **D. Facilitating Academic Dishonesty**

- Knowingly helping or attempting to help another violate academic integrity. For example, but not limited to: working together on a take-home exam, offering answers on graded homework assignments to a classmate, sharing test answers between classes, etc.

#### **E. Unfair Advantage**

- Attempting to gain unauthorized advantage over fellow students in an academic exercise. For example, but not limited to: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, etc.

#### **F. Unacceptable use of AI:**

- Using Artificial Intelligence (ex. Copilot, ChatGPT, etc.) in part or in whole for a creative project, artwork, writing assignment, research, or homework assignment (this list is non-exhaustive), that was intended to be independently produced by the student. Examples of unacceptable use include, but are not limited to, using AI to write an outline, draft, or essay; using AI to generate quotes to support analysis in writing; using AI as a primary source for academic research; using AI to initially answer a mathematic or scientific problem therefore bypassing the learning process.

### **Duchesne Policy on the use of Artificial Intelligence**

This policy outlines the guidelines and principles for the ethical and responsible use of artificial intelligence (AI) technology within Duchesne Academy of the Sacred Heart. AI refers to the development and deployment of computer systems that can perform tasks that would typically require human intelligence, such as speech recognition, decision-making, and problem-solving.

This policy aims to provide clarity on the acceptable uses of AI, protect student privacy, and promote transparency and accountability in the implementation of AI systems.

### Acceptable Use of AI

- Educational Enhancement: AI technology may be used to enhance the educational experience of students such as tutoring, further concept explanation, review, and quizzing.
- Research and Innovation: AI technology may be employed for fostering innovation and encouraging exploration of emerging technologies within the high school curriculum.

#### 1. Policy Compliance

Consequences: Violations of this policy may result in disciplinary action in accordance with Duchesne's established academic honesty policies.

**\* If a student is unsure whether her action(s) constitutes a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.**

**Collaborative work** is vital to the spirit and intellectual life of Duchesne Academy. In some classes, you will be encouraged to collaborate with other students on problem sets, projects or papers. The amount of collaboration will vary from class to class. **Find out from your instructor how much collaboration is permitted.** The details may be clearly stated in the course handouts. If they are not, ask your instructor to be specific about how much collaboration he or she allows. Make sure you know where to draw the line between collaboration and what could be considered cheating.

You will be asked to do assignments that require critical thinking, analysis, and research. You will also be asked to solve problems that require original thinking. These activities, if done for a grade, are by definition independent exercises and should not be done in collaboration unless specifically allowed by your instructor.

*The following is adapted from: Avoiding Plagiarism. Purdue University OWL Online Writing Lab. Retrieved May 31, 2013 from <http://owl.english.purdue.edu/owl/resource/58901/http://owl.english.purdue.edu/owl/resource/58901/>*

Sometimes the goals of academic writing may seem contradictory.

On the one hand, we ask you to...		
Find what is written on a topic and report it, demonstrating you have done your research,	<b>BUT</b>	write about the topic in an original way.
Bring in opinions of experts and authorities,	<b>BUT</b>	do more than simply report them; comment on these opinions, add to them, agree or disagree with them.
Notice articulate phrasing and learn from it, especially if you are trying to enhance your capability in English,	<b>BUT</b>	use your own words and/or quote directly or paraphrase accurately when you incorporate this into a paper.

Academic writing is a challenge. It demands that you build on work done by others but create something original from it. The foundation of good academic work – in research and in writing – is honesty. By acknowledging where you have used the ideas, work or words of others, you maintain your academic integrity and uphold the standards of Duchesne.

### **CONSEQUENCES OF ACADEMIC DISHONESTY**

As in all academic work, the standard of proof is “clear and convincing” not “beyond reasonable doubt”. The burden of proof is on the student if a teacher finds clear and convincing evidence of cheating, plagiarism, fabrication, facilitation or any attempt to take academic advantage.

On the other hand, where the teacher feels that a student’s plagiarism is due to pure negligence (a typo or miss cited source), leniency will be encouraged. This leniency should not be confused, however, with willful disregard for the standards of academic honesty. Diligence in work is expected at all times, as is each student’s responsibility to understand the rules of citation.

Furthermore, it is the student’s responsibility to protect herself at all times from the appearance of cheating. A notebook left open during a test is clear and convincing proof of cheating, even if the student claims to have left it there by accident.

A council made up of the teacher, the Principal, the department chairperson of the class or one other member of the department and a member of the media department will review all incidents reported by a teacher or brought to the attention of an adult by a student. The decisions of the committee may be appealed to the Head of School, but all decisions of the school are final. The committee has the discretion to level any or all of the consequences outlined for each level. The consequences at each level are based primarily on the importance of the work in the quarter grade and secondarily on the first or second offense.

#### **Levels of Incident**

#### **Examples (but not limited to) and Consequences**

#### **Level III**

Click here to enter text.

- Copying a significant portion of a major assignment (worth 25% quarter grade or more) from any source or using AI to write a significant portion of a major assignment
- Giving or receiving answers during a final exam
- Taking or receiving an unauthorized copy of testing materials prior to any exam
- Accessing or altering grade records
- Giving or receiving academic advantage on any major assignment or test.

### **Level III Consequences**

- Zero on assignment or test
- In-school suspension (number of days determined by administrator)
- Conference with parents
- Student will be asked to self-report to her college/university.
- NHS membership may be forfeited

### **Level II**

- The repeat of any Level I offense (not necessarily the same kind of incident or the same class or the same academic year)

### **Level II Consequences**

- Zero on assignment or test
- Conference with parents
- Student will be asked to self-report to her college/university.
- NHS membership may be forfeited

### **Level I**

- Giving or receiving answers on a quiz or other daily graded work worth less than 25% of the quarter grade
- Erroneously citing a small portion of a major assignment
- Unethical use of AI on a daily graded assignment
- First offense of giving or receiving unfair academic advantage on a daily assignment

## **Level I Consequences**

- Any or all parts of the work will be assigned zero credit or a grade deduction will be assigned. This will be determined by the teacher and Principal.

## Study Hall

All freshman and sophomore students have supervised study hall during unscheduled class time. During the first week of school, specific behaviors appropriate for study hall, as well as general study skills guidelines are discussed with the freshmen. Study hall proctors receive written guidelines for behaviors and skills that are expected. After quarter I grades are finalized and students are notified directly by the Dean, AFTER the Honors Assembly, study hall becomes a self-monitored free period for sophomores who:

- maintain a 74/C in each subject per quarter
- have completed the required 10 hours of community service freshman year

This is reviewed again at Quarter II and Quarter III of the sophomore year.

Any student for whom there is academic or disciplinary concern may be placed in study hall at the discretion of an administrator until the student's grades or behavior improve.

## Procedures for Study Hall

Study halls are places for quiet study. Faculty members assist students and see that these areas remain quiet. Certain basic rules apply to study areas:

- Students are to be quiet.
- Once there, students should not leave except to see a teacher (or for a good reason, a student may leave study hall to go to the library). Students should plan ahead (in other words, arrange an appointment if possible), because students may only leave and return once. Students may request to leave after the moderator has taken roll.

- Students should collect their books and materials ahead of time.
- Students should sit according to the seating chart of their moderator.
- If a student chooses to leave the study hall for some approved purpose, she must return two minutes before the end of the scheduled period and check in without disturbing the work of others. She must give the moderator the signed study hall pass upon her return.

### Graduation Requirements

Duchesne Academy is a college preparatory school. Twenty-six (26) credits are needed for graduation. These credits are so divided:

- 4 credits in History/Social Studies
- 4 credits in English
- 4 credits in Theology + Community Service
- 4 credits in Science
- 4 credits in Mathematics
- 2 credits in Language
- 2 credits in Fine Arts
- 2 credits in Physical Education

.25 credit digital citizenship (for students graduating after 2026)

A student is required to take the equivalency of six (6) academic credits a semester. If a student wishes to take more than 8 credits, she needs to consult with her advisor.

A student enrolled in more than two honors/AP courses should take into consideration her class load when asking to schedule more than seven classes. No student may take more than 4 AP courses.

A student may withdraw from a non-required course within the first week of the course with the written approval of her teacher, parents, and her advisor. She may not withdraw from a course after the first week without incurring a withdrawal/failure on her quarter report card unless the teacher initiates the withdrawal.

The school reserves the right to drop a course for which there is insufficient registration.

### Academic Probation

A student who has a GPA under 1.6 for a semester or has two F's in any class is placed on academic probation. She is given one trial semester to raise her average in all classes to 1.6. If she achieves the 1.6 within the trial semester, she will be removed from academic probation and retained in the school; if she does not achieve the 1.6 within the trial semester, she will not be retained in the school for academic reasons. Any student on probation will not be allowed to participate in extra-curricular activities or run for leadership positions.

### Extracurricular Activities

Any student planning on participating in extracurricular activities cannot have a grade of F in any class on her most recent report card. A student who has a grade of F in one or more classes is not allowed to try out for or participate in an extra-curricular activity until the following quarter grades are submitted and report cards are checked. If a student has a grade of F for the second/fourth quarter or semester she is ineligible to participate the following quarter. The athletic and drama directors will receive from the Principal at the beginning of each new quarter a list of students who are ineligible for extracurricular activities. If a student is actively participating when a quarter ends and has a grade of F in one or more classes, she will be taken off the team/out of the production for the remainder of the quarter. The athletic and drama directors are responsible for officially notifying any student, while the Principal notifies the parents.

As far as possible, rehearsals and practices are scheduled for the afternoon hours. Club sports may use before school for practices due to the number of students who participate in both a club and an NSAA sport. The week before a performance, however, rehearsals will extend

into the evening hours. The school does not determine the times for athletic contests and these take place in the evening or on Saturdays.

#### Competitions Outside Duchesne:

Use of Duchesne's name in any competition or submission of work must be reviewed by the school sponsor or Principal.

#### Policy for Summer School Classes

It is best to receive approval by both the Principal and the department chair before registering for summer school courses. Parents must ask the summer school to send an official transcript with a grade for the class to the school Secretary when the class is completed. This new grade does not remove a failed course or weak grade and is not added into the G.P.A.

#### Policy for Special or Off-Campus Classes

Registration for these classes must be done at the beginning of a semester with the approval of the Principal and the respective department chair. A letter from the course instructor with his/her name and address, an explicit explanation of the instruction given, and the amount of instruction time must be sent to the Principal and department chair before approval will be given.

If a class is taken off campus, it will be at the expense of the student. It will be noted on the transcript that this class was taken off campus; however, the grade will not be added into the student's GPA. Duchesne will acknowledge this as fulfilling the requirement of a sixth course during the school year.

#### Policy for Accelerated Courses for Credit

All new students (especially freshmen) who have taken accelerated classes in their former schools must receive department approval before being assigned to an advanced class (example: Spanish II).

### **Reconsideration of Instructional Materials**

The faculty of Duchesne Academy selects textbooks, instructional materials and supplementary and media materials that support the goals and objectives of the instructional program. The materials provide aesthetic, cultural, literary and social value and are to be judged as a whole and not by individual words, phrases or incidents. It is unavoidable that the instructional materials will not completely satisfy all persons. The procedure for raising an objection to, or asking for, reconsideration of, instructional materials or the manner in which they are being used is outlined below:

Challenged materials will remain available for student use until the steps prescribed by this procedure have been exhausted. Therefore, it is important that a parental concern for their child be addressed well in advance of the date of assignment of the material. Failure to review syllabi, book lists and other pre-published material at the beginning of the course will severely limit available options. Last minute requests may not be able to be accommodated. Any decision regarding challenged materials affects only the child of that parent.

- Step One: The parent should contact the teacher to discuss the concern. The parent or teacher may also contact the department chair for further discussion and input.
- Step Two: If the issue remains unresolved, the parent may submit a written request for a formal review with the Principal who may convene a committee of educators and other relevant professionals for the purpose of making a recommendation.
- Step Three: Parents may appeal the decision of the Principal by contacting the Head of School within 48 business hours of first notification

### Grading System

Letter grade A	100pt scale 94-100	Regular scale 4.0	Honors scale 4.5	A.P. scale 5.0
A-	90-93	3.5-3.9	4.3	4.8

B+	87-89	3.2-3.4	3.9	4.4
B	84-86	2.9-3.1	3.6	4.1
B-	80-83	2.5-3.0	3.3	3.8
C+	77-79	2.2-2.4	2.9	3.4
C	74-76	1.9-2.1	2.6	3.1
C-	70-73	1.5-1.8	2.3	2.8
D+	67-69	1.2-1.4	1.9	2.4
D	65-66	1- 1.1	1.6	2.1
F	>64.5	0.0	0.0	0.0

*Each GPA score represents the top range of the 100 pt scale conversion. For a full range of conversion scores, please contact the registrar.*

.5 is added to the course GPA for each honors class and 1.0 is added to the course gpa for each AP class. These scores impact the cumulative GPA reported on students' transcripts.

### Honor Roll

- A 4 = Highest Honor
- A- 3.5 = High Honor
- B+ 3.2 = Honor

A student cannot be on the Honor Roll with an "incomplete" or with a grade lower than "C" in any class.

### Most Improved Average

The student in each class (sophomore-senior) who most improves her grades from Semester II (spring) – Semester I (fall) and the freshman-senior who improves her grades from Semester I (fall) – Semester II (spring) receives the most improved average honor. A student receiving this honor must have at least a 1.1 in every class and no incomplete grades.

Cumulative GPAs are posted on the transcript at the end of each semester and represent only classes taken at Duchesne.

Release of records: The transcript policy at Duchesne Academy is as follows:

1. There is a fee of \$5.00 for transcripts. For graduating seniors and current students, transcripts are free.
2. The Privacy Act regulates all requests. Consequently:  
For a student under 18 years of age, the request must be made by her parent/guardian.
3. Generally, the school Registrar mails all transcripts. Hand carried copies are not official. Allow five working days for the processing and mailing of a transcript.
4. Cumulative records are maintained in perpetuity.

#### Archdiocesan and State Policies

Duchesne maintains the state department of education-mandated minimum of 1080 instructional hours and 400 instructional units in the curriculum.

Performance assessment reports will be made available to the Board of Trustees annually.

The Safe Environment Policy is implemented as required by the Archdiocese.

The Circle of Grace curriculum is taught to students in all grades.

Policy on Seclusion and Restraint:

Duchesne has never and will never seclude or restrain a student.

#### Library

The Duchesne library has a large print collection which supports the college preparatory program, including reference, non-fiction and fiction titles, and magazine subscriptions. Students can also access several online subscription databases and video streaming from any computer or mobile device while on campus, or with use of a password when off campus.

The library has seating for over 40 students and a printer. Students are welcome in the library as part of a class or with a pass from their teacher or may use the space for quiet work during a free. Students come to the library for individual research, study, listening and viewing; group study, collaboration and presentation; computer use and printing; whole or small group classroom instruction; meetings with tutors and/or mentors; and after school enrichment activities.

Items are available for checkout for two weeks, with an additional week of renewal. The Duchesne Library does not assess fines for late materials; however, if an item is lost or damaged, a replacement cost will be assessed. All materials must be returned to the library and/or fines paid in order for a student to obtain her ADMIT TO EXAM card, granting her admission to semester exams.

Duchesne's procedure for concerns about library material can be found on the school's website.

The Duchesne library strives to:

- enhance the academic and student support programs offered at Duchesne
- provide for the information needs of all students
- reinforce the use of digital and traditional resources and tools to gather, evaluate and use information
- promote the use of appropriate traditional and digital resources and tools
- foster a love of independent reading
- select, deselect, acquire and manage library resources that support curricular and recreational activities
- engage in collaborative planning with faculty
- encourage the development of information literacy and technology skills through individual and group instruction
- provide an inviting and safe physical and virtual environment
- communicate regularly about the library program

- further develop the practice of legal and ethical behavior and understand the human, cultural, and societal issues related to technology

### **Internet and iPad/Computer Policies**

Duchesne Academy provides access to the Internet for its students and faculty in order to facilitate research, communication, and training in support of its established curriculum goals. In general, users may browse the Internet, retrieve, and save information acquired from the Internet. Duchesne's policies are subject to changes, which will be posted.

The following includes some but not all examples of appropriate use of iPad/computer equipment and the Internet:

- acquiring research data from other persons or institutions
- collaborating on research projects
- communicating with persons in the local, state, or federal government
- learning about current events
- locating information to be used in school assignments

Some but not all examples of inappropriate use of the iPads/computers and software are:

- tampering with the equipment, causing deliberate damage to the equipment, the network and the materials stored in each iPad/computer and the network (Students will be held financially responsible for damage they have caused to an iPad/computer, the network and/or loss of information caused by destructive devices or behavior.)
- tampering with the files of another
- using another's account and/or password
- revealing another's e-mail address or personal information
- using paper and other resources in a wasteful manner
- bringing beverages into a room where computers are being used (Students will be held financially liable for damage caused to a computer, or the network, by food or drink.)

- playing games on a iPad/computer or the network
- filming or photographing a student or adult member of the community without permission

Some but not all examples of inappropriate use of the Internet are:

- committing or promoting illegal acts
- joining user-groups and chat-groups for non-educational purposes
- intentionally accessing, creating, displaying, transmitting, exchanging, or distributing material, which is obscene, racist, vulgar, sexist, defamatory, illegal, or in any way contrary to the teachings of the Roman Catholic Church
- purchasing goods and/or services or fraudulently using credit cards
- violating copyright laws
- plagiarizing
- accessing unauthorized material or sites for the purpose of cheating or gaining academic advantage

Since the essential purpose of the iPad/computer and access to the Internet is educational rather than recreational, certain activities take priority. Research and writing assignments take precedence over e-mail and browsing on the Internet.

The use of the iPads/computers and the Internet is a privilege, not a right. Inappropriate use will result in the cancellation of privileges and other disciplinary consequences. The Internet provides access to a worldwide system of information. Students may encounter illegal, offensive, academically dishonest, or sexually explicit material while on the Internet. Students must exit from that material immediately.

Duchesne Academy cannot be held accountable for this information. By signing the Contract for Acceptable iPad/Computer Use, parents and students acknowledge the existence of certain inappropriate materials and agree not to hold Duchesne Academy responsible for students accessing such material. If a student engages in actions that serve no educational value or purpose, the student may be subject to disciplinary action.

### Appropriate Use of iPad/Computers

Duchesne's wireless program empowers students to pursue individualized learning. Since iPads/computers are educational tools, students must adhere to the guidelines and policies or risk losing the privilege of using the technology available. A teacher or administrator may confiscate an iPad/computer for improper use. Students may not use their iPads to watch movies from the Internet during the school day unless they are appropriate in nature or unless students are under the guidance of a faculty/staff member. All video viewed on a mobile device uses school bandwidth and thus is subject to prioritization for educational purposes. Students accessing the Duchesne network must adhere to the rules involving the use of the Internet.

Under no circumstance is Duchesne liable for student iPad/computer hardware.

Should a student lose her iPad or have her iPad stolen, she will need to see the Director of Technology so the two of them can call Apple to protect her iPad against any potential data breaches. Your daughter will also need to call the Omaha Police Department's Telephone Response Squad (TRS) at (402) 444-4877 and report her iPad as missing. In this event, it is the responsibility of the family to purchase a replacement iPad of the same model, as Apple's warranty doesn't offer replacement devices for lost or stolen iPads. The Academy does not provide long-term loaner iPads.

Should your daughter incur accidental damage to her iPad after her warranty has expired, she will need to see the Director of Technology and report the issue. In this event, it is the responsibility of the family to purchase a replacement iPad of the same model. The Academy does not provide long-term loaner iPads.

All iPads/computers must be transported in an appropriate padded case.

An adult may take any computer/iPad left unattended and will be given to the Dean of Students.

Improper distribution and/or use of information is prohibited. This includes using the Duchesne network for financial gain or for illegal or commercial activities.

All applications added to the iPad are owned by and remain the property of the student.

If a student is requested by the teacher to see Mr. Schlesiger or the tech department to rectify a technology problem she is having, and she does not take the initiative to do so, any assignments can be counted as late or given a zero at the teacher's discretion.

Assignments emailed to a teacher instead of dropped on Canvas do not have to be accepted by the teacher unless previously discussed and approved.

Written files (essays, etc.) submitted to Canvas need to be in Word or PDF format only.

\*The iPad is for Duchesne classrooms. Any student who does not have the required material for a class activity may receive a **zero** for the day's work.

Student iPads are managed via a Mobile Device Management (MDM) solution called Mosyle. This learning management tool allows Duchesne's Technology Department and faculty body to maximize every teachable minute by ensuring students learn safely, stay focused, and remain engaged through a personal learning experience with their iPads. Mosyle is Bluetooth-based, so once your daughter leaves a faculty member's classroom, the settings and restrictions enforced by the faculty member are removed. In addition, the Technology Department and faculty body are never able to view student iPads once they're out of Bluetooth range of the managing device.

Spare iPads are available if computers are being repaired.

### **E-Mail Response**

Often communication between students and adults at Duchesne occurs through e-mail using the Duchesne e-mail accounts. Daily announcements, service and other opportunities, are shared with the community through this medium. Important reminders/questions to students and adults are also communicated via e-mail. For this reason, it is expected that all members of this community will check their accounts and reply to requests in a timely manner.

In general, all adults and all students are expected to reply to direct questions within 24 hours. This one-day response time does not include weekends and holidays, so a question sent on Friday afternoon should be responded to by Monday afternoon. If an answer cannot be given within this time frame, then it is expected that the e-mail recipient will send a reply indicating the cause of the delay and offer a time frame for his/her response. In this way, we maintain a respectful communication with each other as directed in Goal 4, Criteria 3:

“Adult members of the school model and teach skills needed to build community and practice clear, direct and open communication.”

There is no expectation that anyone responds to an email after school hours.

On snow days, teachers must notify their students of any assignments, homework, or notable changes in the syllabus due to the snow day via email and/or Canvas by 10:00 a.m. Furthermore, students must check their email and Canvas by 12:00 p.m. on the snow day to ensure they are aware of class updates, syllabus changes and assignments.

Teachers are expected to address the issue of communication and e-mail response in the class policy statement.

Support staff including but not limited to counselors, media and technology specialists, Work study coordinator and administrators, will also support this response policy.

Any student who does not receive a reply from an adult is encouraged to notify the Principal.

Any student who does not respond to an email from an adult member of the non-teaching staff will be:

- removed from class and receive a tardy for the missed class time.
- assigned a detention with the Dean of Students on the third offense.

### **Back-Up Policy of Student Work**

All students are expected to back up their work to ensure there is no lost work. This is a student responsibility and failure to do so could result in lost points due to late work or a zero for lost work.

All students are provided with a Microsoft OneDrive account, which includes 1TB of online storage space, accessible at <https://onedrive.com>. There are no file-type limitations within the online storage space and it is accessible wherever students have access to an internet connection. For these reasons, students are strongly encouraged to use their OneDrive accounts for file storage and backup.

Every student must have her own iCloud account tied to an email address other than her Duchesne email address for use with her iPad and the Notability app. The Notability app needs to be backed up to her iCloud account.

### **Duchesne Academy Social Media**

Goal 4 – Building of Community as a Christian Value

- All social media posts should build community as a Christian value by contributing to a safe and welcoming environment and adhere to the Duchesne communication standards.

Goal 5 – Personal Growth in an Atmosphere of Wise Freedom

- All social media posts and activities fall under Duchesne Academy's Acceptable Use Policy.
- Always be aware that what you post may be seen by anyone and it will likely remain online forever.
- Full names and any other personal information of students and anyone else associated with Duchesne may not be posted on social media.
- Content and pictures submitted to Duchesne for use on social media become the property of Duchesne Academy.
- Any content that a student deems unacceptable should be reported to the Dean of Students and director of communications. This may be reported anonymously or in person.
- Always credit another person's words, posts, pictures, etc. Violation of intellectual property is considered plagiarism.
- Failure to abide by these guidelines may result in the revocation of social media privileges or more serious discipline.

### **Branding and Identity**

These requirements are enacted to ensure Duchesne Academy's outward messaging is consistent and meets brand standards as well as Duchesne's commitment to the Sacred Heart identity.

Students and/or student groups or teams may not create or maintain a social media account that is not registered with and approved by Duchesne Academy's Director of Communications. Students or moderators wishing to create or takeover a social media account must submit via email a letter to the Dean of Students and Director of Communications requesting permission to do so. Applications must include organization's name, name and contact information for account moderators, account login and password, targeted audience, purpose for the account, intended audience, and two examples of posts. Accounts must adhere to Duchesne branding and imaging policies. Accounts that use the Duchesne, DASH, or Cardinal name/branding must adhere to this policy. Those that do not will be asked to remove their accounts immediately.

## Community Service

Forty-Five hours of documented community service, in addition to the successful completion of the senior capstone service project, are required for graduation.

Freshman (10 hours), sophomore (15 hours), and junior (20 hours) hours are due on May 1<sup>st</sup> of each school year.

While students are certainly encouraged to exceed each year's requirements, extra hours in any given year DO NOT make up for other year's requirements. For instance, it is not acceptable to perform 100 hours of service freshman year and be considered finished for graduation. All extra hours should be recorded and placed in the student's file, but the yearly requirement still stands.

After completion of service, a student must record her hours online. The Service Coordinator will conduct random checks to verify completed service.

Service should be recorded online within 30 days of the completion of service. Hours completed over summer break are the exception to this rule. Hours served over summer break must be turned in by September 1 in order to be recorded. Any hours turned in beyond the stipulated times will be considered at the discretion of the Campus Minister and Service Coordinator.

If a student has not fulfilled her service requirements for the academic year, she will be placed in study hall until the requirement is fulfilled.

The purpose of the service program is to teach students to become aware of and sensitive to justice issues. The goals of the Sacred Heart schools include the commitment to educate to a social awareness that impels to action. Therefore, the aim of our service component is to give students the ongoing opportunity to feel empowered to affect the world around them and to live the teachings of Christ in their broader communities. The types of service that are appropriate for this requirement are those

that benefit the poor, the sick, the marginalized, parish community, or school community. Service opportunities that answer a specific need or justice issue are the ideal.

Students should understand that just because they do some type of work without payment, it does not necessarily qualify that activity as a fulfillment of their service requirement. Some common examples of activities that do NOT qualify as service include: student ambassador visits, hosting a college rep, managing a Duchesne sports team, working at animal shows, babysitting for neighbors/family, or mowing a neighbor's lawn. We help out in our own families and among our friends and neighbors because they are our families, friends, and neighbors. Students are encouraged to serve those outside of their normal circles. The hope is that students will come to see all people as family, friends, and neighbors. If students are unsure of the appropriateness of any service opportunity, see the service coordinator.

Service hours conducted for people, organizations or events must be deemed in line and/or agreement with Catholic Church and Society of the Sacred Heart teachings. Students should be aware that the Service Coordinator can refuse to credit any service hours. If students are unsure of the appropriateness of any service opportunity, they should see the Campus Minister or Service Coordinator.

Students may email the service coordinator to verify or check their hours. Questions or concerns about the number of hours completed should be addressed immediately.

### **Retreats**

Campus Ministry provides students with retreats as a way to strengthen their faith, build a personal and active faith in God and build community. Retreats provide students an intentional withdrawal from the typical school day and an opportunity to listen to the voice of God working in their lives.

#### **Freshman Class Retreat- Required**

The freshman retreat is an overnight retreat. Animated by the teachings of the Church, we firmly believe that faith development is best done in community. Our priority for this retreat, therefore, is to help build community and create a space where students feel open to pursue their faith without fear or judgement. We seek to do this by empowering our upper-class women to lead and demonstrate their commitment to Goals 1 and 4 as they participate as retreat leaders.

### **Sophomore Class Retreat- Required**

This one-day retreat is held at Duchesne. This retreat focuses on Goal 5, personal growth in an atmosphere of wise freedom. Aspects of this retreat include prayer, meditation, discernment, witness talks and group work. The overall goal of the retreat is for students to gain self-confidence, a deeper sense of self-awareness, a recognition of their gifts and limitations, and a better awareness of true discernment.

### **Junior Class Retreat- Required**

The junior class retreat is held at both Duchesne Academy and off campus at various sites around Omaha. This a one-day retreat focuses on Goal 3, a social awareness which impels to action, through various themes of Catholic Social Teaching. Students will experience a call to action and contemplate and explore identity, community, and the value and challenge of solidarity. Students will have the opportunity to select from one of several different retreat dates.

### **Senior Class Retreat- Required**

This evening and school day retreat that is held at Duchesne (overnight). Students experience aspects of each of the Five Goals through reflection, discussion, prayer, worship and witness talks. Students reflect on their four years at Duchesne and look to their future with courage, confidence and competence.

### **Additional Optional Retreats**

Students have the opportunity to participate in optional retreats to deepen their spiritual growth.

\*A student is expected to participate in each of the four class retreats (one every school year). If a student misses one of these four mandatory retreats, for an unexcused reason, she should communicate with a Campus Minister to attend a Duchesne optional retreat or an outside retreat (approved by the Campus Ministry

department) in its place. Upon missing a class retreat (or if a student knows in advance), she should immediately discuss her intent with a Campus Minister.

### III. ATTENDANCE POLICIES

Duchesne recognizes that regular attendance is important to your daughter's education and to the overall school culture. We strongly encourage parents and students to avoid missing school whenever possible. Furthermore, Duchesne is a learning community. Building of community requires regular attendance.

Each school day begins at 8:45.

Regular portry hours are from 8:30 a.m. - 4:30 p.m. Special hours are observed during breaks.

No athletes should be anywhere in the building east of the bridge after 4:30 p.m. They should be in the gym and gym lobby only. Students waiting to attend athletic events are to be in the gym or gym lobby. Students participating in show rehearsals are to remain in the auditorium.

Duchesne campus is a safe place for students and Duchesne recognizes that students may need to wait for rides as late as 5:30p.m. *While student spaces are open for students who are waiting for rides, there is no adult supervision on campus after 4:30p.m.*

*\*A student must be in attendance for ½ of the school day in order to participate in ANY extracurricular activities.*

#### Attendance Policy for Academic Credit

##### Excused Absences

We understand that there are opportunities and needs during school time that warrant legitimate absence. If a student is not available for actual instruction and class discussion, her learning and her grades may be adversely affected.

Excused absences include, but are not limited to:

- doctor/dental appointments
  - family issues such as funerals, graduations and weddings
  - illness – long term
  - illness – short term
  - scheduled surgery
  - school-sponsored activities, trips, sporting events

### Personal/Elected Absences

For family trips, non-Duchesne sponsored athletic events, or college visits, only those students who follow the proper procedure in advance and turn in the excused absence form will have their absences excused. Carefully consider the effects of missed school days for elected absences.

Elected absences may be considered excused if the following procedure is followed and if the student has not and does not have plans that would exceed 3 absences per quarter.

- Starting a week in advance of a trip, the student's parent contacts the Principal to explain the reason for the anticipated absence and emails the attendance office.
- From the Attendance office, the student receives an excused absence form and sees each of her teachers for assignments and comments. The teacher will sign the form if he/she feels the student will not jeopardize her academic progress due to the absence.
- Teachers have every right to refuse to sign/excuse an elected absence due to concerns over course progress. These concerns will be fully supported by the administration.
- The student gives the completed form to the school Attendance office before they leave campus prior to the absence.
- The Principal may review excused absence forms turned in by students with excessive absences.

- If the school does not give permission or if the student fails to follow this procedure, the student assumes the risk of incurring unexcused absences.
- It is the student's responsibility to make note of the assignments and to complete the work assigned in the expected time given by each teacher or accept the consequences. Students should not expect teachers to prepare tests early or make other considerations to accommodate their absence.

This procedure is to be followed even if the absence is only for one class period.

A detention will be assigned if this procedure is not followed.

The following personal absences include, but are not limited to:

- family vacations
- college visits
- non-school sponsored activities or sporting events (including, conferences and club sports)

The student is fully responsible for missed work. The teacher is not expected to meet with the student to teach her material missed or to be missed or to provide her with a test prior to the absence (s). Class participation points may be lost. The student has an assigned amount of time to turn in missed work to take a test. This will be determined by the teacher and is stated in the class syllabus.

Wise freedom, coupled with responsible decision-making, means that a student has to make choices and cannot expect to have time to do everything. For example, if a student misses class for a sport during a particular quarter, she should not plan college visits, service trips, or other absences. This will take planning on the part of each family and student. In the spirit of this policy we strive to provide a complete education for the student with an emphasis on study as her primary concern. The attendance policy is meant to teach responsible decision-making and time management that in turn will reduce stress in her young life.

For full-credit classes, a student may accumulate only 3 absences a quarter. For partial-credit classes, a student may accumulate only 2 absences a quarter. This includes college visits, illness, family trips, non-mandatory field trips, and non school related sporting events. A student who accumulates more than the absences allowed from any class during a quarter will receive an F in that course, for that quarter; a student may go through a petition process if this occurs.

### Appeal for Credit

Students who have exceeded the 3 allowable absences will be asked to see the Principal at the end of the quarter to petition for credit.

Unexcused absences or excessive tardiness will adversely impact the student's quarter grade.

An absence that occurs for a double block (75-80 minutes) is counted as 1 absence from class. An absence for a single block (40 minutes) is counted as  $\frac{1}{2}$  absence from class.

### Automatic Failure/No Petition

If a student accumulates more than 6 class absences in one quarter, whether excused or unexcused, she will automatically receive an F with no appeal possible. Exceptions to this include serious illness requiring hospitalization.

### Unexcused Absences:

Unexcused absences from classes are those that are not excused through the school. The student will lose daily participation points and any missed work/test will result in a zero. Other consequences will be set forth in the syllabus. One unexcused absence is the maximum allowed during a quarter.

A student who receives more than 1 unexcused absence in a class may not petition and will automatically fail the quarter.

A student receiving an "F" for the quarter must still attend the class in order to keep up with the work and in order to take the semester exam and to pass the semester for course credit.

Examples of unexcused absences include but are not limited to the following:

- being off campus without permission
- having senior pictures taken during the school day
- leaving campus to work
- preparing for ACT/SAT exam
- sleeping through a class
- three unexcused tardy to class
- unknown absence

### Notification of Absence

Each day a student is absent, a parent must phone or email the school Attendance office ([Attendance@duchesneacademy.org](mailto:Attendance@duchesneacademy.org)) by 9:00 a.m. with the reason for the absence.

In the case of a partial absence from school, a note, phone call, or email must be given to the attendance office stating the time the student will leave and the approximate time of her return. This note should be given to the attendance office before first block classes. When a student returns to school after an appointment, she must check in with the attendance office. The time away from school will be recorded on the official school record and on the student's transcript.

If a student misses school for a doctor's appointment, she must bring a note from the doctor's office in order for the appointment to be excused. \*If a student does not follow this procedure, she will receive a detention. Duchesne reserves the right to require a doctor's note for an absence on an individual basis.

### Field Trips/School-Sponsored Sporting Events

Teachers schedule field trips and occasionally the school does the same. All teachers and each student's parents fill out this form and sign it. This is returned to the teacher sponsoring the trip on the day it is requested. The teacher then submits the forms to the attendance office for the attendance record. Absences from classes due to mandatory field trips are not considered in the number of absences allowed each quarter. Students are required to complete the work assigned by each teacher. Only those students whose forms have been submitted will be allowed to leave campus with permission. Only permission on the official school form will be accepted; no emailed permission will be accepted. Parents as well as individual teachers have the right to refuse "approval". If a student goes on a field trip and her form has not been completed and/or turned in, her absences from classes will be counted as unexcused.

Duchesne athletes do not need to complete a form but are expected to discuss class absences with teachers.

Duchesne sponsored activities and athletics do not count toward the class limit on absences.

### Tardy to Class

Without written authorization, a late to class is considered unexcused. If a student is tardy to class three times, she receives one unexcused absence. Tardiness of 15 or more minutes without this authorization equals one unexcused absence. Parents will be contacted by either the course instructor or the Dean of Students/Attendance office when a student has accumulated an excessive amount of tardies.

Written authorization for an excused late is given if a student has been detained after class by a teacher/administrator. If there is some question as to the legitimacy of this authorization, the faculty involved will determine whether the late is excused or unexcused.

### Tardy to School

There are many occasions throughout the school day when each student is expected to be prompt. Promptness begins at the start of the school

day. Students who are not in homeroom or the first block class for the day when the bell rings are considered tardy and will be listed as such on the attendance records. Tardiness is recorded on the permanent record along with absences.

When a student is late to school they must first sign in at the attendance office. Three tardies to school will result in an after-school detention. After two detentions parents will be notified. Students have 2 weeks from the assigned date to serve their detention. If tardiness to school continues or detentions aren't served, students will be placed in study hall during free blocks and may face suspension or other disciplinary action.

#### Missing a Required Activity

When a student is absent from a required activity during the day without the proper permission, she serves a detention, the length of which corresponds to the scheduled event. Further consequences may be assigned.

#### Off Campus With or Without Permission

Once a student enters Duchesne, she is responsible for her actions both in and out of school. Any serious violation of school policy, and/or any legal or moral laws could result in serious disciplinary action. This is especially true in cases where the good reputation of the school is placed in jeopardy. Students are to avoid the campuses of other city schools unless an invitation has been extended for a specific event.

UNDER NO CIRCUMSTANCES is a student allowed to leave school without the permission of an administrator and without parental consent. The parental consent does NOT automatically excuse the absence. The time away from school will be recorded on the official attendance record even if no classes are missed. A student is still considered off campus without permission even if a parent calls after the fact in order to excuse the student.

If any classes are missed, these absences are considered UNEXCUSED and class work and tests may not be made-up. Students who go to the parking lot without permission during the school day are considered to be off campus without permission.

The consequences of leaving campus without permission are:

- First Occasion: notification of parent (guardian) and student's free time restricted for one month (student will be placed in study hall)
- Second Occasion: notification and/or conference with parent (guardian), 1/2 day in-school suspension and student's free time restricted for one quarter (student will be placed in study hall)
- Third Occasion: conference with parent (guardian) – further consequences to be determined by the administration

### After School Jobs

Working after school must be restricted to reasonable limits if the student is to have adequate energy and enthusiasm for studies and school activities. If a student must work, it should be made clear to the employer that the student will not be excused early from school. Senior permissions may include early dismissal on Monday-Friday and students are reminded that, when there is a schedule change for a school activity, they are to remain on campus until dismissal time.

### Illness at School

If a student becomes ill at school, she should report to the Attendance office or the Dean of Students. If neither are available, a student should report to portry. A parent/guardian or emergency contact will be notified. If it is determined that the student cannot continue attending classes, she will be sent home. Unless it is absolutely necessary, another student may not take a student home.

\*A student must live with a parent or a legal guardian in order to attend Duchesne Academy. Any exception needs to be approved by the administration.

### Emergency Closing of School

When a severe storm occurs during the night or in the early morning hours, school closings will be announced as “Catholic Schools”.

Duchesne reserves the right not to follow the Catholic Schools for cold weather closings. Families that have submitted contact information to the school will receive a call or text via Infinite Campus Messenger.

When early dismissal from school is considered as a result of inclement weather, the safety of the students is our first concern. Members of the administration confer and communicate with other area schools. If we decide to dismiss school early, an announcement is made via Infinite Campus Messenger, radio and television and Duchesne’s name is mentioned. Parents may call school and ask for a student to be dismissed early, but we do not allow a student to call a parent asking permission to leave.

We always make sure that each student has a ride home before the closing of school.

### **IV. SCHOOL UNIFORM**

Duchesne Academy promotes the building of community at all times. In response to this, each student is required to wear a school uniform. This ensures that our students are well groomed and uniform in appearance. The uniform is a leveler of economic status and should reflect good taste. Consistent implementation of school uniform policies requires the cooperation of students, parents, and faculty/staff. Students are expected to wear the uniform throughout the school day (8:45 a.m. until the official dismissal time).

All uniform items must be purchased at Digorgio’s.

Complete Uniform (required for some special occasions and appropriate any day)

- Plaid Duchesne skirt of appropriate length (extends to the end of fingertips when the student’s arms at their sides.)
- Red Duchesne crewneck sweater
- White polo shirt with Duchesne emblem (short or long sleeved)

- White uniform socks or white tights.
- Dress shoes in brown or black. The shoes must have a covered heel and toe.
- Students may not wear boots or athletic shoes.

\*For special occasions students are required to be in complete uniform. On these days, complete uniform is required for the entire school day.

When a member of the Duchesne community and her family suffer the loss of a loved one, it is our desire to provide support and comfort. When students attend a funeral during the school day, they represent the entire student body and will wear the complete uniform.

### Optional Uniform Items

- Duchesne crewneck or  $\frac{3}{4}$  zip sweatshirt purchased only in the Duchesne Bookstore. The sweatshirt may be black, gray, red, or white. The sweatshirt may not reference athletics or other activities, and it may not be a hoodie. \*The green “College” sweatshirt may also be worn.
- Gray short-sleeved polo with Duchesne emblem (for seniors only)
- Black v-neck sweater (for juniors and seniors only)
- Gray cardigan
- Gray, black, or white (non-patterned) tights
- Solid black, full length leggings (NOT joggers) with no visible branding and no mesh areas, may be worn under skirts.

\*Students are allowed to wear black pants as part of the regular school uniform. They may be purchased at any retail store. If a student wears black pants, all other uniform guidelines apply.

\*All pants should have a zip up fly at the front.

With black pants, please **do** wear:

- Duchesne socks
- Duchesne polo
- Duchesne sweatshirt or red crewneck sweater
- Appropriate shoes (no boots, slides, flip-flops)

With black pants, please **do not** wear:

- faded black pants
- black denim
- athletic pants
- skinny pants
- leggings
- cargo pants

### Shoes

Shoes must be worn at all times. Tennis shoes and athletic shoes are allowed. No Soccer or sport sandals, flip-flops, slides, or slippers may be worn. Sandals that are NOT soccer or sport sandals may be worn. In the interest of safety, shoe heels should not exceed one inch in height.

Nonathletic sandals may be worn in Aug, September, April and May.

Boots- may be worn in October-March.

Boots must be weather boots or leather material. The heel may not exceed 1 inch. Boot must not exceed mid-calf length.

### Socks

Socks must be worn at all times except in August, September, April, and May, if the student is wearing sandals. Students may only wear the uniform socks purchased in the bookstore. If a student does not wear the appropriate uniform socks, she will receive detention.

### Personal Appearance

- Disorderly or untidy appearance (broken zippers, wrinkled, discolored or stained clothing, etc.) is not acceptable.
- If necessary, a student will be asked to call home for a change of clothes before being allowed to class. Students will not be admitted to class without the proper uniform attire. An absence or a late due to uniform infraction is considered unexcused. If it becomes necessary because of appearance, inappropriate fit or length of skirt, a student will be required to repair or replace the uniform item.

- Pierced jewelry, with the exception of earrings, should not be evident during the school day.
- Tattoos may not be visible during the school day. If a student is participating in an extra-curricular activity, tattoos may not be visible.
- Tinted hair should be a natural hair color.
- Shirts must be tucked into the waistband at all times (unless the shirt has a banded bottom) and the collar of the uniform shirt must show when a sweater or sweatshirt is worn.
- Only black, gray, or red Duchesne sweaters, and Duchesne crewneck or approved 1/4 zip sweatshirts sold in the bookstore are allowed. No other sweatshirt or sweater may be worn. In addition, they must be worn right side out.
- All coats, jackets, hats, scarves, etc. must be left in locker rooms before school begins each morning and may not be worn above ground floor during the day.
- A plain white short-sleeved t-shirt may be worn under the uniform shirt.

### Uniform Infractions

A student will serve detention (30 minutes) when a uniform infraction occurs.

A student who wears an out-of-uniform article of clothing will remove this item at the request of any faculty or staff member and give it to the faculty or staff member if so requested.

### Dress Down Days/Dress Up Days

On days when students have permission to be out of uniform, they are asked to dress appropriately. Clothing should not have reference to alcohol, drugs, tobacco, or have any messages that are not in good taste. The administration reserves the right to determine what constitutes proper dress if a question arises.

Some special occasions will require that the students dress up. Some examples of these occasions are Ring ceremony and Feast of Mater.

Students are expected to wear dress shoes, and either a dress or a skirt with a dress shirt/sweater or dress pants. Shoes for special occasions must be dress shoes and not sport sandals or tennis shoes. Dresses and skirts must be of appropriate length.

On dress down or special occasion days Students may not wear tank tops, crop tops, tube tops, halter-tops, short shorts or flip flops.

### **Complete Uniform Days**

- First Day of School/Opening Convocation
- School Picture Day
- All Honors Assembly Days
- Prize Day/Closing Convocation
- **Others may be added**

## **V. STUDENT RESPONSIBILITIES AND SCHOOL REGULATIONS**

Students are expected to fulfill their academic responsibilities and to observe school regulations. Academic responsibility includes class participation, serious personal study, and wise use of time. Self-discipline and consideration for others underlie school regulations. Courtesy is an expression of regard for other persons and respect for one's self. The natural signs of courtesy should be extended to parents, faculty, other adults, and students. This includes greeting faculty members and visitors, opening and closing doors for them, stepping aside so that they may pass, and asking if they need assistance in any way. The level of courtesy in a school is particularly evident in group situations (assemblies, classes, class and club meetings) by the punctuality, the attentive listening, and the responsiveness of each participant.

### **Driving, Parking, Parking Lot**

A limited number of spaces are available in the student parking lot for a \$20 fee. In order to be considered for a spot, families must complete the Online Registration by the deadline. All seniors who have registered by the deadline will be guaranteed a parking spot. A lottery will be held in early August to assign any remaining parking spots to as many juniors as

possible. Students will be issued a tag with the number of their assigned spot. The tag must be displayed from the rearview mirror of any vehicle in the student lot at all times and students may only park in their assigned spot. Students without an assigned spot must find on-street parking in the surrounding neighborhood. Any student who drives to school should register her car by filling out the appropriate information in the data verification process. This information is kept on file in the school office. Students are expected to drive the posted speed limit and obey all traffic and parking laws on and around campus. If a student parks illegally in the student parking lot she may face disciplinary action and her car may be towed at her expense (\$200).

Students are NOT to be in the parking lot at any time during the day. Permission to retrieve personal belongings from a car during the day must be given by the Dean of Students or attendance office.

During the school day, students are not to park on Burt Street. Other side streets may be used. Parking spaces on the campus other than assigned student spaces in the lot are reserved for school personnel and school vehicles and not for student use at any time. Students may not park in the Preschool drop off/pick up area until after 5:00 p.m. A student found in violation of these regulations will be warned once. Parking violations will result in a detention.

### Building & Campus Security

Students may only use the outside doors designated for their use. For security reasons outside doors have activated alarms.

The student entrance PAC will be accessible by ringing the doorbell. The door will be unlocked once the bell is rung and the portress identifies the student asking to gain entrance to the building. The gym shall be locked unless there are scheduled events in progress and appropriate security measures have been arranged. Students may not enter through the exterior gym doors during the school day. They must travel across the bridge to the gym or weight room for class.

There is access to the school building Monday through Friday 7:00 a.m. until 4:30 p.m. Students are not to ask for access to the school at other times or expect the door to be answered after hours.

For security reasons, no doors or windows may be propped open. Any student found propping open a door or window and leaving it unattended will be assigned consequences from detention to inschool suspension.

- Students may be in the courtyard area outside during free time.
- Students should not be around the circular drive area or driveways. For safety reasons, we ask that students not be on other parts of the school property except the courtyard.
- Students should be able to enjoy the campus without disrupting the educational process to which everyone is committed. When outside, sunbathing is not allowed, and students are to remain in uniform. We trust that the utmost dignity and modesty will be exercised when enjoying the sun and beauty of the campus.
- Students may play tennis on the courts when they are not being used for a scheduled class.

\*\*Disregard for these regulations will result in the student serving a detention or being scheduled in study hall during her free blocks.

### Food and Beverages

No food or drinks are allowed above GROUND FLOOR except reusable waterbottles or coffee cups and ADVISORY breakfast on Friday.

Each person is asked to dispose of food wrappers, pop cans, etc. in a responsible manner. Students are asked to respect the school environment and dispose of all wrappers, cups and other trash in the appropriate bin.

Students may not order food or drinks to be delivered at school.

### Electronic Devices

Student cell phones may be turned on and used only on ground floor. If used inappropriately anywhere on campus, the phone will be taken and

kept in the Dean of Students' office until the end of the school day on the first offense. The second offense will result in a detention as well as the phone being kept for the day. The third offense the parent's will be notified and the student will need to check the phone in to the Dean's office each morning for one school week.

Permission must be obtained from the administration to record (audio or visual) with a cell phone or iPad.

Headphones are not to be worn/used above ground floor. Headphones may be used in a classroom or studyhall with teacher/moderator permission. Duchesne adults may ask a student for their headphones and turn them in to the Dean. Students may retrieve the headphones at the end of the school day.

### Student Spaces

The use of the lounge areas on the lower corridor carries with it certain responsibilities. Duchesne is an educational institution; therefore, the use of the lounge areas should be consistent with the Sacred Heart Goals of building community as a Christian value and personal growth in an atmosphere of wise freedom.

The senior lounge and senior locker room are for the use of the seniors.

Other lounges and the cafeteria are for the use of all students and it is the responsibility of each student to help maintain the order by cleaning up and taking proper care of the furniture. Lack of communal cleanliness will result in the loss of access to the ground floor lounges.

- Hallways must remain clear of people, trash and book bags.
- Noise must be kept to a reasonable level, especially music.
- Use of inappropriate language is never acceptable in a Sacred Heart school and will result in a detention if overheard by an adult.
- Excessive running in the hall or other roughness will result in a detention.

### Student Arrival/Departure from School

All students are required to use the student entrance for arrival. PAC doors.

\*Ground floor is no longer accessible from the circle drive entrance. Students may exit ground floor from circle drive doors, but they may not enter.

At dismissal, all students should be picked up in the student parking lot no later than 4:30 p.m. If the weather is inclement, they may wait inside, however, they should be picked up no later than 5:30 p.m. Students who are involved in the musical or drama productions are to enter and exit the building by the student entrance. *There is no adult supervision for students after 4:30p.m.*

### Care of Equipment and Furniture

Care of equipment and furniture is the responsibility of everyone. All students are reminded to avoid writing on all school property. Posters and general notices to be posted should be put up with masking tape. No scotch tape is to be used on glass windows, walls or doors. Notices and signs may not be posted without permission from the Dean of Students. Teachers are asked to check classroom furniture on a regular basis and request cleaning supplies when they are needed.

A student who loses, damages or destroys school property, or the property of another individual, will be responsible for the cost of the replacement or repair. If the individual is unidentifiable, the cost may be paid from student activities funds or class funds. Everyone is expected to respect property and to keep the school and campus free from litter.

### Personal Belongings

It is highly recommended that valuable items and large sums of money not be brought to school. Books and personal belongings are to be kept in a student's locked locker. It is recommended that purses and wallets are kept with the student at all times and not left around the building. The school cannot be responsible for the actions of a few in these cases. Lost and found articles are turned in to the Dean of Students.

Lockers are the mutual property of the school and student. Authorized persons who have reasonable cause to do so may inspect them.

Unannounced random inspections may occur. The student is to use only the locker assigned to her and any repair needing to be done due to defacement or damage will be billed to her. If a student chooses not to, she will assume all responsibility for the lost articles. The school is not responsible for any lockers which are left unlocked. The school is not responsible for lost or stolen property; however, any theft should be reported to the Dean of Students and assistance will be given to the student in recovering lost/stolen articles.

Students are required to pay for a damaged or lost padlock.

Any acts of defacement, damage, or theft are serious offenses not only because they are destructive of property, but because such actions connote a lack of concern for the life of the individual, the community and the level of trust among the members.

Stealing from another member of the Duchesne community is viewed as contrary to Goal Four. Any stealing or possession, acceptance, buying, or selling of stolen goods at school will not be tolerated. Violation of this policy may be considered grounds for suspension or expulsion from Duchesne Academy.

### Visitors

Seventh and eighth grade female visitors are always welcome at Duchesne. Students wishing to bring a friend to school are required to obtain a "guest" form from the recruitment director two days before the visit. Female guests are asked to use the front entrance and check in with the portress so that the recruitment director may be notified of her arrival. If the visitor is riding to school with her hostess, she must check in with the recruitment director as early in the day as possible to obtain a nametag for the visitor. A visitor may bring her own lunch or have her hostess note on the visitor form that she will be purchasing a lunch. The faculty and administration are informed that a guest will visit classes.

When a student has a guest, she should introduce her guest to her teachers before each class. A student must be with her guest at all times and be responsible for seeing that the visitor meets with the recruitment director at some point in the day for a tour.

If a student is visiting with interest in transferring to Duchesne, the procedure previously described should be followed. If she is visiting simply as a guest, the request goes through the Dean of Students.

All visitors should dress appropriately. The number of visitors on a given day is limited to 10% of each grade's enrollment.

A student wishing to have a guest on campus after dismissal must receive permission beforehand from a member of the administration.

### Elevator

The elevator is not to be used by students unless an administrator has given permission. The Dean of Students or school Secretary will issue a dated elevator pass to a student, if necessary. The student may have one person with her for assistance. A student moving audio/visual equipment or materials for a staff member may use the elevator for that purpose only.

### Senior Privileges

The academic purposes of Duchesne preclude the possibility of "open campus", that is, complete freedom on the part of the student to leave school when not attending classes and school functions. The presence and active participation of the seniors in school events and activities are essential to the life of the school. Seniors are reminded that their experience and wisdom are of great value to underclasswomen and the school encourages them to make constructive contact with the other classes during the day.

Any privileges granted to the senior class are just that – privileges, not "rights". Senior privileges are given on an individual basis. The Dean of Students takes into consideration the student's community service hours,

possible outside employment, academic standing and ability to use time wisely and responsibly. These privileges are granted each fall by the Dean of Students. Each senior assumes responsibility for her own behavior and is expected to accept the consequences for any disregard of school rules or inappropriate behavior. If an administrator or faculty member expresses concern about a student's academic or behavioral standing, that student's privileges may be suspended until improvement is made. A student with a D or an F at the conclusion of any quarter will lose privileges until the following grading period.

Students are reminded that when a schedule change is in effect for an activity they are to be on campus at the required times. If a faculty member schedules an appointment during a mutual free block, the student is expected to be available for this meeting.

In general, any privileges will not begin until the beginning of September after the necessary meetings and arrangements have taken place and all members of the senior class have turned in a signed permission form. Each student will work out her own request, which will need a parent signature in order to be considered. If weather conditions are hazardous, any privileges to leave campus will not be in effect.

A senior who takes a younger student off campus without permission during the day will have any privileges taken away for the remainder of that semester. She will need to re-apply for the following semester.

If senior pranks take place without the permission of the administration, all seniors may have to take their senior exams, regardless of exam exemptions.

## **VI. DRINKING AND USE OF ILLEGAL DRUGS**

### **Smoking/Vaping**

Smoking/vaping is not allowed on the campus or at any school sanctioned activity. The campus is defined as any Duchesne property.

Smoking/vaping is not permitted in the parking lot at any time.

Disregard of this regulation will result in the following:

Anyone found in a smoke/vape-filled room or with students on campus who are smoking/vaping:

First Offense: \$20.00 fine, notification of parents

Second Offense: \$40.00 fine, notification of parents

Third Offense: \$50.00 fine, conference with parents

Anyone found smoking/vaping:

First Offense: \$50.00 fine, notification of parents

Second Offense: \$100.00 fine, conference with parents

Third Offense: conference with parents – in-school

Suspension - \*A drug test will be required for student return to school

### Drugs and Alcohol

Duchesne Academy educators are concerned about the spiritual, academic, and personal growth of every student. The use of alcohol and illegal drugs can seriously interfere with this growth. Therefore, the guidelines outlined below have been established.

Engaging in the unlawful possession, selling, dispensing or use of alcohol or illegal drugs is a violation of Nebraska state law and consequently of school rules. A violation of any aspect of the state law or school rules and regulations regarding the use of alcohol or a controlled substance will result in a conference with the parents or guardians and the enforcement of serious consequences.

Illegal use of alcohol, illegal drugs, or paraphernalia that implies their use is not allowed on campus or at any school-sponsored activity. Campus refers to any Duchesne property or Duchesne-sponsored trip.

If a student is suspected of using alcohol or illegal drugs during the school day or at a school-sponsored event, the administration has the right to test the student at school and those results will stand as official in determining the consequences for the student.

A student's backpack or purse may be emptied, with the student present, if there is suspicion of illegal substances.

A student may simply be in the presence of other students who are using alcohol or illegal drugs. Even in this instance, consequences will still be enforced. Physical presence is defined as being in a situation in which alcohol or drugs are being illegally used or possessed by minors. Students should be aware that being in the presence when drugs or alcohol are used is a Level V violation. Students are not to support these situations but rather use positive peer pressure to host and to attend group activities without the use of alcohol or illegal drugs.

## **Consequences for Student Use of Alcohol and Illegal Drugs**

**Level I:** Using, possessing, selling, or distributing alcohol or illegal drugs during the school day or at a school-sponsored event on school property

### **Level I Consequences:**

- Immediate expulsion
- Parents immediately take student home
- College/university notified
- Law enforcement may be notified

**\*If a consequence for a Level II-VI violation includes suspension from activities, the following applies: If you are able to attend classes, you may practice as part of an extra-curricular activity, but you may not publicly participate in a sport, leadership position or perform. The start and end time will be determined by the administration.**

### **Level II:**

**2nd Offense:** Under the influence of alcohol or illegal drugs at school or any school-sponsored event

### **Level II 2nd Offense Consequences:**

- Parents notified and meeting with administration required
- Mandatory chemical evaluation, counseling approved by the school and ongoing consultation with the Dean of Students within 6 weeks of being informed of the school violation
- Parent(s)/student communicate with administrator/counselor to review chemical evaluation and completion of recommendations
- In-school suspension for 1-5 days or expulsion
- Removal from all school-sponsored activities for up to 1 year with the starting date determined by the administration
- Permanent removal from all leadership positions\*
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

### **Level III:**

**1st Offense:** Under the influence of alcohol or illegal drugs at school or any school-sponsored event

### **Level III 1st Offense Consequences:**

- Parents notified and meeting with administration required
- Mandatory chemical evaluation, counseling approved by the school and ongoing consultation with the Dean of Students within 6 weeks of being informed of the school violation
- Parent(s)/student communicate with administrator/counselor to review chemical evaluation and completion of recommendations
- In-school suspension for 1-5 days
- Removal from all school sponsored activities for 1 quarter with the starting date determined by the administration
- Removal from leadership positions with the length of removal determined by the administration\*
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

**Level IV:** Hosting or facilitating a function with use of alcohol or illegal drugs off-campus

### **Level IV Consequences:**

- Parents notified and meeting with administration required
- Mandatory chemical evaluation, counseling approved by the school and ongoing consultation with the Dean of Students within 6 weeks of being informed of the school violation
- Parent(s)/student communicate with administrator/counselor to review chemical evaluation and completion of recommendations
- In-school suspension for 1-5 days or expulsion
- Removal from all school sponsored activities for up to 1 year with the starting date determined by the administration
- Removal from leadership positions\*
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

**Level V:** Attendance at a non-school related function with use of alcohol or illegal drugs or in the presence of alcohol or illegal drugs at a non-school related function

\*The same consequences apply if a student receives a DUI (driving under the influence) or MIP (minor in possession)

**Level V: Self-Reported – 2nd Offense Consequences:**

- Parents notified and meeting with administration required
- Mandatory chemical evaluation, counseling approved by the school and ongoing consultation with the Dean of Students within 6 weeks of being informed of the school violation
- Parent(s)/student communicate with administrator/counselor to review chemical evaluation and completion of recommendations
- 8-week suspension from all school-sponsored activities with the starting date determined by the administration
- Removal from leadership positions with the length determined by the administration\*
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

**Level V: Not-Self Reported – 2nd Offense Consequences:**

- Parents notified and meeting with administration required

- Mandatory chemical evaluation, counseling approved by the school and ongoing consultation with the Dean of Students within 6 weeks of being informed of the school violation
- Parent(s)/student communicate with administrator/counselor to review chemical evaluation and completion of recommendations
- 12-month suspension from all school-sponsored activities with the start date determined by the administration
- Removal from leadership positions with the length determined by the administration\*
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

**Level VI:** Attendance at a non-school related function with use of alcohol or illegal drugs or in the presence of alcohol or illegal drugs at a non-school related function

\*The same consequences apply if a student receives a DUI (driving under the influence) or MIP (minor in possession)

**Level VI: Self-Reported – 1st Offense Consequences:**

- Parents notified and meeting with administration required
- 4-week suspension from all school-sponsored activities
- Removal from leadership positions with the length determined by the administration\*
- 10 hours of community service approved by the administration and not part of regular required service hours
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

**Level VI: Not Self-Reported – 1st Offense Consequences:**

- Parents notified and meeting with administration required
- 8-week suspension from all school-sponsored activities
- Removal from leadership positions with the length determined by the administration\*

- 10 hours of community service approved by the administration and not part of regular required service hours
- An administrator or counselor will indicate that a student has been suspended or expelled when asked by a college/university.

**\*Removal from leadership position includes but is not limited to: student council, class officer, club leader, National Honor Society, peer facilitator, and team captain.**

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When completing the School Report for a student's college application, the college counselor is asked questions regarding disciplinary violations and criminal history by the Common Application and by some individual colleges. In all cases, the college counselor is expected to respond honestly and with integrity. A disciplinary violation is defined as in-school suspension from class, out of school suspension from class or expulsion. School reports are submitted to colleges and universities at the time of the application, mid-year and with a final transcript as requested through the Common Application or the admissions offices of individual colleges. As stated on the Common Application, applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in their applications, including disciplinary history. The student is expected to inform and work closely with the college counselor if such a report is being made.

Social Network/Internet Sites – If a picture or description of a Duchesne student drinking alcohol or using illegal drugs appears on a social network site or an Internet site, or if a student is pictured or described in the physical presence of alcohol or illegal drugs on a social network or an internet site, one of the above consequences will be enforced by the administration.

School Dances

All students will be tested for alcohol use before entering a Duchesne dance. Students may be tested for alcohol use as they leave the dance.

## **VII. DISCIPLINE**

Detentions are given to students who disregard basic school guidelines. Each detention incurred is 30 minutes in length.

The following actions/behaviors may result in a detention:

- disruptive or inappropriate behavior in the cafeteria, library, lounges, study hall, meetings, ground floor, school activities
- failure to be in correct uniform
- failure to check out as required at dismissal
- tardiness 3 times to school, study hall, meetings or activities during a quarter\*
- unexcused absence from a class, meeting or study hall
- disregard of driving/parking regulations
- failure to hand in an excused absence sheet to the attendance office

\*A student who has an unexcused absence from a mass or prayer service will serve a 55-minute detention.

Detentions are served Wednesday afternoon at 3:35 p.m. When a student misses a detention, she has two weeks to serve it. If a student fails to serve her detention, she may lose her free blocks. Detentions must be served before the student can receive an admit to finals card.

## **BULLYING/HARASSMENT POLICY**

Bullying, intimidation, or harassment at Duchesne Academy 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

- unwelcome verbal, written or physical advance or suggestions
- name calling or taunting
- language of any kind which is disparaging or demeaning

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 web sites.

A student who has complaints of offensive conduct is encouraged to report such conduct to the Principal or Dean of Students. 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.

Duchesne Academy 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. Duchesne Academy will assist persons falsely accused of offensive conduct, bullying or harassment in making known to appropriate parties the false complaint. The administration will take disciplinary action if sufficient evidence substantiates the guilt of a person who falsely alleges offensive conduct, bullying or harassment.

All of the above actions will take place only if an incident or incidences are reported to an administrator.

### **Policy on Dating Violence**

Duchesne is committed to a safe and respectful environment within our high school community, free from dating violence. This policy aims to define dating violence, provide support for victims, and outline consequences for those who engage in dating violence.

Definition of Dating Violence: Dating violence refers to abusive behavior, whether physical, sexual, emotional, or verbal, that occurs within a romantic or intimate relationship. Prevention and Education:

Support for Victims:

1. Confidential Reporting: Students who experience dating violence or suspect someone else is a victim are encouraged to report the incident to a trusted adult in a confidential manner. Reporting can also be done anonymously through a designated reporting system.
2. Supportive Environment: The school will foster a supportive environment for victims by providing access to school counselors, psychologists, and other support services. Victims will be encouraged to seek assistance and will be assured of confidentiality and support throughout the process.
3. Safety Planning: Victims of dating violence will be assisted in developing safety plans that may include restraining orders, changing class schedules, and implementing safety measures both within the school and in the community.

#### Consequences for Perpetrators:

4. Disciplinary Actions: Students found responsible for engaging in dating violence will face appropriate disciplinary actions, which may include counseling, probation, suspension, or expulsion, depending on the severity of the incident and in accordance with school policies and applicable laws.
5. Legal Consequences: In cases where the law has been violated, the school will cooperate with law enforcement agencies and provide necessary information and support to facilitate legal proceedings.
6. Rehabilitation and Education: Perpetrators will be required to participate in counseling, anger management programs, or other interventions aimed at addressing their behavior and promoting positive relationship skills.

By implementing this Dating Violence Policy, our high school seeks to create a safe, inclusive, and respectful environment that nurtures healthy relationships and supports the well-being of all members of our community.

## Expulsion

Expulsion shall mean that a student will not be allowed to continue attendance at Duchesne Academy. The administration shall invoke expulsion when the situation warrants this penalty. The Head of School is the only administrator who can enforce the penalty of expulsion.

## Suspension

A student shall be suspended from Duchesne Academy for just cause. Suspension means that a student shall be prohibited from attending classes for a period of time deemed necessary by the Principal and/or the Dean of Students. 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.

Reasons for expelling or suspending a student include but are not limited to:

- behavior of the student that presents a moral or physical danger to other students including verbal/written threats
- bullying either in person or on a social network site
- cheating
- consumption, possession and/or sale of alcohol or a controlled substance
- criminal vandalism
- demonstration of physical violence
- frequent absences
- possession of dangerous objects, chemicals or weapons
- stealing
- any other major misconduct that the school feels warrants suspension or expulsion

An administrator or counselor will, if required by a college/university, indicate on college/university applications that a student has been expelled or received an out-of-school suspension.

### Withdrawal from School

In some instances, the administration may allow a student to withdraw rather than face suspension or expulsion. In the eventuality, the school may still be required to report the circumstances of the withdrawal.

### **DISCUSSION AND RESOLUTION OF CONCERNS**

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

Concerns are most effectively addressed and resolved when parties involved speak from firsthand knowledge of events, remain open to and respectful of others' viewpoints, and focus their discussion on establishing factual basis of the concern. Teachers are encouraged to be sensitive to and responsive to the concerns parents have for their daughters. Parents are encouraged to be trusting of the teacher's professional competence and supportive of the teacher's role as an authority essential to effective instruction of groups of students.

The Principal is responsible for the day-to-day operations of the school, and in accord with that responsibility, has authority to make final decisions relative to resolution of concerns. The Principal also addresses concerns of the parents relative to programs and operations of the school.

In the event that a parent feels that his/her concern has not been given due attention or that the resolution of the concern is not in accord with the Goals and Criteria, he or she may request further discussion with the Head of School.

### **VIII. MEDICATION AND HEALTH POLICY**

Medication is not administered without a written order from a physician. Our school does not purchase, prescribe, or provide any prescription

medication. Parents wishing students to receive prescribed medications will consult with the Dean of Students to make necessary provisions and will adhere to the school's policy and regulations. When a student must take prescribed medication during school hours the procedure includes:

- The Dean of Students shall have a written, signed and dated permission statement from the parent or guardian of the student and a physician requesting she be given prescribed medications during school hours.
- The medication must be brought in its original container, appropriately labeled with the student's name, date prescribed, doctor's name and directions for use. Unless it is indicated, the parent should make note of when the medication is to be given. The Dean of Students should be apprised of possible side effects associated with the medication.
- The Dean of Students will inform the school nurse of each student receiving prescribed medication. The nurse will assist in teaching proper administration techniques, benefits and side effects of medication and will perform follow-up when necessary or requested.
- All over-the-counter medicine will be dispensed through the Dean of Students' office. If it is observed that a student is taking non-prescription medications over long periods of time, e.g. cough medicines, the student is referred to the nurse and the parent is contacted. We strongly urge that all medicine be brought in original containers.

### Health Information

- The school has a plan for emergency care of sudden illness or injuries in the school.
- The school has a policy regarding accidents that occur on school property and maintains written records of each accident that include all needed data in order to assess the overall safety of the school environment for students and personnel and also as a protection for the school and the health care providers.

- Each student must have an individual, permanent school health record on file in order to attend class.
- School administrators are responsible for enforcing school laws that pertain to the student's health, e.g., laws that state all students must be immunized and that certain students must have a health examination or a signed exemption form. All information must be sent to the school by the established deadline or the student will not be allowed to attend classes.
- Students with communicable conditions are excluded from school activities until treatment is assured and possibility of contagion is past.
- A health-screening program is provided for sophomores and transfer students; this includes testing of blood pressure, vision, height, weight and hearing.
- Health counseling referral and follow-up is provided to ascertain that the student receives the appropriate treatment and/or care.
- The health program is evaluated annually. Accurate statistical data is maintained and retrievable regarding nursing service provided to a particular school.
- School administrators provide and promote working and learning conditions conducive to the mental and physical health of all school personnel and students. Health personnel observe and evaluate the school environment for safety, accident prevention, and a healthy physical and emotional environment.
- School personnel and health care providers in the school are knowledgeable of a student's physical, emotional, social and intellectual characteristics and needs.

### Student Pregnancy

Duchesne Academy upholds the belief that all life is sacred and adheres to the Catholic Church's position on abortion.

A student who becomes pregnant while at Duchesne will receive the moral support of the school in bearing her child and full encouragement as she continues her education in the way judged most helpful to her.

When the Principal knows that a student is pregnant, she will confer with the student and her parents as to the wisest course of action. The student may remain at school up to a certain point or she may continue her studies privately under the guidance of teachers.

If the student keeps her baby as a single parent and wishes to continue at Duchesne, further dialogue with her and her parents will reveal what is best for her and her classmates.

Duchesne Academy adheres to the Archdiocesan policy on teenage marriage.

#### Blood Borne Pathogens Policy

Duchesne Academy has a responsibility to care for and safeguard the health and well-being of all: students, faculty, employees, parents of students, and members of the community at large.

#### Asthma Protocol

Catholic schools, both accredited and approved, should be prepared to implement an emergency treatment plan, known as protocol, anytime a student or staff member experiences a life-threatening asthma attack or systemic allergic reaction.

Protocol: implemented by the school nurse or trained faculty/staff

- Call 911
- Inject EpiPen
- Provide Albuterol through a nebulizer

If a student has a known allergy or asthma, parents must provide:

- instructions
- medications as directed by a physician
- written medical documentation

## **PROFESSIONAL SERVICES**

Duchesne is firmly committed to the growth and development of its students. Acknowledging that adolescence is a period of substantial growth, our staff is open to the needs of our students and their families. It is the Duchesne tradition for staff to sensitively maintain a personal interest in students.

In order to provide our students with the best comprehensive services, we maintain positive working relationships with human services/mental health professionals. These services are available to the students by self-referral or referral of the parents, the teaching staff, counselor, or the administration. We sensitively consider the confidentiality of the emerging young adult and her parents. It may be necessary to consult with a professional for several meetings before an appraisal can be completed. If, as a result of the appraisal, additional consultations are recommended or parental and family assistance are seen to be helpful, the families are contacted. A meeting follows and we trust that the parents appreciate and review both the situation and the recommendations.

From that point, the cost of such services is the responsibility of the families.

In some extraordinary situations, professional evaluation and treatment may be determined necessary for continued attendance at Duchesne.

### **Suicide Prevention Policy**

If a faculty or staff member believes that a student is at risk for suicide or inflicting harm on herself, the faculty or staff member will:

1. Not leave the student unsupervised.
2. Immediately inform the school Principal and/or Counselor.

Assuming there is no need to delay notification to the parent(s) or legal guardian(s), the Administrator/Counselor will promptly notify them. In the event that the parent(s)/legal guardian(s) of the student are to be notified, the Administrator/Counselor will follow these steps:

1. Notify the parent(s)/legal guardian(s) of the risk;
2. Explain why the student is believed to be at risk for suicide or harm;
3. Offer resources that provide suicide evaluations and mental health support;
4. Release the student to the parent(s)/legal guardian(s) if the student is at school;
5. If the parent(s)/legal guardian(s) and emergency contacts cannot be reached, the Administrator/Counselor will call 911 and take all steps necessary to seek emergency mental health support.

#### Response Statement:

When there is a death in our school community, the Duchesne administration will issue a timely and accurate message that respects the family of the deceased. Duchesne's Crisis Response Team will provide grief support and encourage students to maintain a structured routine. Duchesne staff and faculty will do everything possible to ensure students feel supported.

When there is a death in the Omaha community that affects Duchesne students, private counseling will be offered to any students needing assistance. Duchesne's Crisis Response Team will provide grief support and encourage students to maintain a structured routine.

## **IX. EMERGENCY PROCEDURES**

### **Fire or Fire Drill**

Fire safety is the concern of every member of the school staff. At the beginning of the school year, teachers note the locations of fire alarms and extinguishers and read their instructions. Fire drills are conducted regularly according to Fire Department regulations.

At the first sound of the alarm, all evacuate the building in an orderly manner and in COMPLETE SILENCE. The nearest unobstructed exit is used. If possible, teachers close windows and doors. Each class lines up

alphabetically by class in the student parking lot with the first member of each class facing the cafeteria. The moderators call roll, each girl repeating her last name. After the drill the attendance is reported to the Dean of Students. Teachers and staff not involved with the attendance check the classrooms before exiting, if possible. After the "all clear" signal, all return to the building.

Each class moderator asks one of the advisors to act as a replacement in case the moderator is absent. The moderator brings a class list to the fire drill.

In the event of an actual fire, the students are directed away from any dangerous portion of the building to an area of safety.

\*Any student who pulls a fire alarm without appropriate cause will be fined \$200.

### Tornado or Tornado Drill

Civil Defense procedures are followed during a tornado warning.

When the city siren sounds, all students in the Regan Building report to designated areas on ground floor. All students in the main building and the new addition assemble in the designated areas on ground floor. (The auditorium and cafeteria doors should be shut.) Students who have free blocks gather in the hall near the snack bar.

Everyone should stay away from all glass and outside doors.

Each faculty member takes roll (for his/her particular academic course) and reports to the Principal or Dean of Students if any students are missing. The Principal and Dean of Students take attendance for all who have a free block. As with the fire procedure, silence is to be maintained unless otherwise directed. Faculty/Staff who are not involved in attendance are asked to check rooms and offices as they exit to make certain no one is left behind.

All remain in the designated area until the “all-clear” is given.

\*See the Safety Plan for more detailed information.

## **X. FINANCIAL INFORMATION**

### **Scholarships**

Scholarships are awarded to incoming ninth grade students based solely on their scores on the entrance exam given in January prior to the freshman year. To be considered for an academic scholarship, a student must take the entrance exam at Duchesne. A student may receive only one Duchesne scholarship, but may apply for additional need-based aid.

### **Need-Based Aid**

Financial assistance is based solely on the family’s financial need. Parents apply online using FACTS Grant and Aid. Application deadline is **March 15<sup>th</sup>**. The financial aid committee reviews applications and award financial aid in April.

### **Work Study Hours and FACTS Policy Summary**

- **Eligibility:** All students are eligible for work study opportunities.
- **Access & Logging:**
  - Opportunities and hour logging are managed via the **Helper Helper** online portal.
  - **Deadline:** Students must log hours **by the end of the month** in which they were worked. Hours logged after the end of the month may not be counted.
- **Credits & Finalization:**
  - Work study credits are applied to **FACTS (student financial accounts) at the beginning of the following month.**
  - Once posted to FACTS, **the process is finalized** — hours **cannot be reclassified** as service hours.
- **Support:** Direct questions to the **Director of Culture and Community** or the **Accounting Department**.

### **Student Tuition Assistance**

Student tuition assistance is available for all students.

Students will be notified of opportunities and means of access to sign up through announcements and emails.

### Multiple Student Discounts

Parents with more than one daughter attending Duchesne at the same time will receive a tuition reduction for the second and third child.

### Tuition Payment Plans

Tuition and fees are payable through FACTS. The following payment plans are available to families.

ANNUAL  
SEMI ANNUAL  
QUARTLY  
MONTHLY  
BI-WEEKLY

Please Note: In order for a student to participate in school-sponsored, non-required or extracurricular trips (i.e. Europe, Network exchange and sports weekends), her tuition account must be current. Furthermore, students will not be admitted to classes/semester exams unless tuition accounts are current. Business Office holds are monitored through the Dean of Students.

Detailed financial aid and tuition/fees information is available from the Business Office.

### **STUDENT ACTIVITY TRANSPORTATION POLICY**

Duchesne expects families to provide or arrange for transportation to off campus events. The school will provide transportation based on availability of buses/drivers. Drivers must meet all state guidelines for motor vehicle operation as well as the qualifications established by the insurance carrier for Duchesne. Occasionally, Duchesne will contract with a bus company to provide transportation to a school-sponsored event.

Duchesne Academy assumes no responsibility for students who use their personal vehicles to arrive or leave school-sponsored activities.

## **XI. Duchesne Academy of the Sacred Heart Athletic Philosophy**

Duchesne Academy values the participation in sports as a positive factor in the development of the total student and the school community. The athletic program at Duchesne strives for competitive programs that help our young women develop sportsmanship, personal initiative, self-discipline, loyalty, and leadership. The athletic program fosters school spirit and celebrates the unique contributions and gifts of our student-athletes. Under the guidance of the athletic director, the coaching staff strives to help each student-athlete perform at her highest potential.

The athletic program at Duchesne Academy, in all aspects of competition, is guided by the *Goals and Criteria of Sacred Heart Schools*.

Each student is required to read and sign the Athletic Handbook before she may participate in any sport. She must also have a physical dated May 1 or after for the upcoming school year and a parental consent form on file prior to the beginning of each sport in which she participates.

## **XII. ADVISORY PROGRAM**

The spirit behind the advisory program is one of concern for the overall development of the individual student. It allows for each student to be cared for personally.

### **Goals**

- to help students develop a positive self-image and grow in self-esteem
- to help students accept responsibility for their own learning and behavior, including the consequences of their actions
- to help students deal effectively with academic and personal problems
- to increase student-faculty contact, thus contributing to the spirit of mutual care and respect in the school community
- to increase school-parent contact for the sake of the academic and personal growth of the student

### Duties of the Advisor

The advisory program is different from a counseling program in that it does not involve testing and evaluation or specific methods of counseling. The advisor is to be present for the student: questioning, responding, acting as a sounding board, and leading the student to find her own answers which lead to further growth. The advisor will:

- advise students at registration time in the spring
- aid moderators when needed; may attend class meetings to gain sense of class activities
- attend scheduled meetings for advisors to review progress of the advisory program and discuss any class concerns with other grade level advisors
- check report cards, academic progress, class conduct, cooperation, and attendance
- contact the parents of the advisee as needed/requested and report back to the person (Principal, Dean of Students, counselors) who initiated the request
- establish a sense of confidentiality by referring a specific student or problem to the counselor only with the consent of the student, except in case of serious concern
- find ways to encourage and affirm students in their efforts
- meet with an advisee about any academic concerns when requested by the Principal or as necessary when progress reports are issued
- meet with the advisory group during scheduled homeroom times to: take attendance, check uniforms, provide times of prayer and reflection and build group unity
- take attendance at homerooms, liturgies, assemblies and activities involving the whole school, check uniforms, and check students out at dismissal time, when required; report discrepancies to the Dean of Students
- take part in conferences, if necessary, when initiated by another; suggest conferences if the need arises

### Responsibilities of the Advisees

All students are required to participate in the advisory program. The program depends on the student's attitude and response and is designed for the student's further growth. Students are not required to share personal issues and concerns, but they are free to share what they wish with their advisors. They are required to show respect and consideration by being prompt in keeping appointments with their advisors. Students remain with the same advisor for four years.

### **XIII. STUDENT COUNCIL, CLASSES, AND CLUBS**

The present structure of student council and clubs supports the Goals and Criteria of Duchesne Academy and Sacred Heart education.

We hope to integrate these values with opportunities for service within the school community. Concrete skills are learned in organizational management, project development, group work, planning and leadership. The Sacred Heart tradition thus thrives in the Duchesne community. A student's participation in these activities is a growth experience and provides an opportunity for her to express herself. It provides the rest of the Duchesne community with the contribution of her unique talent.

### Program, Purpose and Policies

The club program seeks to provide structure, organization, guidance and personal attention that is vital in enabling individuals to express themselves, to learn about people and to grow in wisdom while serving the greater community. Through the support of club activities, each group aids students and faculty in finding an appropriate way to serve the school. Duchesne strives to foster an environment of good order and high morale, of self-development and community concern in accordance with the Goals and Criteria of Sacred Heart education.

- Any projects and activities must in some way benefit the school or others and should evolve through planning and evaluation.
- If a student feels dissatisfied with her choice of club, she may request a change. She should first speak with the moderator and club officers about her concerns and reasons for desiring a change.

The request is submitted to the Dean of Students who, along with the moderator, makes the final decision.

## **STUDENT COUNCIL AND CLASS OFFICERS**

### Student Council

The Student Council is composed of the:

Student Body President (senior)

Student Body Vice-President (senior)

Two representatives from the senior class, four representatives from the junior, sophomore, and freshman classes

The entire school community elects the president and vice president; classmates elect representatives.

### **Student Council 2025-2026**

President

Vice-President

2 Senior Representatives

4 Junior Representatives

4 Sophomore Representatives

4 Freshman Representatives: elected in fall

Moderator: Mrs. Becker

### Responsibilities

- assist with freshman orientation in August
- attend all leadership meetings, as requested
- attend, as often as possible, state/city leadership workshops and represents Duchesne at events involving high school councils
- gather input from the students in the spring regarding suggestions for the coming year
- help coordinate, schedule and evaluate activities
- plan and oversee student and teacher appreciation activities
- plan at least one community service project during the school year and preferably each semester

- select recipients of the Sacred Heart Goal Awards
- select the opening prayer for the school year
- serve as a sounding board for proposals and suggestions as needed
- support and attend school functions and activities
- take on various projects and activities during the year and encourage the participation of others

### **Club Program/Club Types**

Duchesne Academy features Goal 3 Clubs and Goal 4 Clubs. Goal 3 clubs relate to a social awareness which impel to action, often meet before or after school or during lunch, and generally facilitate a fundraiser or meet a social need. Goal 4 Clubs generally meet during an activity period and relate to building community. Students in grades 9 – 12 may participate in clubs, although all freshmen participation in a Peer Facilitator program during Goal 4 Club time.

**Club Formation** The club selection process takes place in the fall of each academic year. Students or adults interested in forming a new club of either type must submit an application to the Director of Culture and Community by the end of October in order to form a new club during the current academic year. If the application is approved, then the club is official and may begin meeting as agreed upon in the Club Contract. Clubs that existed before the 2025 – 2026 academic year do not need to reapply, but will need to fill out a Club Contract and meet with the Director of Culture and Community prior to meeting.

### **Club Requirements**

Goal 3 Clubs: Club participation is voluntary. Club leaders determine when Goal 3 Clubs meet and communicate primarily via email. Students are encouraged to join Goal 3 Clubs that meet their interests.

Goal 4 Clubs: Students not involved in Peer Facilitators or Student Ambassadors are required to attend a Goal 4 Club during the scheduled

activity block. Students should plan on remaining in the same Goal 4 Club for the duration of the semester, but may switch to a new club at the start of the next semester. Attendance is taken at each club meeting and reported to the Dean.

## **Club Leadership**

The club leaders are elected by a simple majority of the group's membership. Each club may have up to four leaders with only one being from the senior class. Only with special permission from the Dean of Students and Director of Culture and Community may an elected class officer or student council member be a club leader. A student may only be the President of one club per academic year. All club leaders must complete a leadership training course on Canvas before the first club meeting.

## **Leadership Responsibilities**

- arranges to be replaced in a meeting, if absent
- attends scheduled leadership meetings during the year
- checks that all detail work has been done by the club prior to an activity
- keeps the group goal-oriented and productive
- makes certain attendance is recorded and minutes written
- reports concerns, suggestions and decisions to the student council and/or the Dean of Students
- submits all work by the deadlines given
- submits budget requests to the Dean of Students one week in advance for the allocation of funds
- works closely with the moderator prior to each meeting to plan an agenda

\*\*\*A complete list of clubs and moderators can be found on the Duchesne Academy website.

### CLASS INFORMATION

Class officers are elected each spring.

#### Class President

- attends leadership workshops
- delegates responsibilities for class projects and activities
- makes certain class activities are planned and carried out
- meets with the moderator and vice-president to plan agenda
- runs the class meetings

#### Class Vice-President

- attends leadership workshops
- makes certain accurate minutes of the meetings are recorded, copied, and filed as requested
- meets with the moderator and president to plan agendas
- runs the meeting in the absence of the president
- submits any request for class funds to the Dean of Students after receiving the moderator's approval
- takes attendance at each meeting
- takes care of any class correspondence

Although these officers have distinct responsibilities, the officers are encouraged to work together as a team and possibly alternate roles for the additional leadership experience.

#### Class Moderator Responsibilities

- advises class officers and oversees all class meetings
- approves all publicity for class events before it is posted or sent to other schools
- approves design and collects money for t-shirts before ordering
- attends scheduled meetings of class moderators
- encourages Sacred Heart values to be expressed during class meetings and through class activities

- ensures the use of parliamentary procedures (or modified form) during class meetings
- explains and works to correct inappropriate behavior on the part of class officers or class members
- handles situations requiring adult supervision or judgment
- meets with class officers prior to class meetings to create an agenda, evaluates previous meeting and plans upcoming events or activities
- monitors class expenditures with the Dean of Students
- monitors the class in meeting its responsibilities and fulfilling its traditional roles in the school
- promotes involvement of all class members
- promotes leadership skills such as planning, problem-solving, agenda building, proposal writing and delegating
- promotes orderly, efficient accomplishment of class assignments and activities and is present at all class events, including times of preparation and cleanup
- reports to the Dean of Students
- takes attendance during fire drills/tornado drills
- works with the campus minister in implementing class retreat or reflection days

### **Class Moderators 2025-2026**

Grade 9 – Mrs. Reinhart

Grade 10 – Mrs. Grudle

Grade 11 – Ms. Sambol

Grade 12 – Mrs. Ford

### **Class Activities/Responsibilities**

Conge Volunteers

Conge Raffle

Teacher Appreciation

Class/Student Council Elections

Class and School Community Building

**Senior Class:**  
Ring Ceremony  
Graduation

**Junior Class:**  
Ring Ceremony  
Winter Prom

**Sophomore Class:**  
Mater Mass  
Class Service Project

**Freshman Class**  
Class Bonding Activity  
Grade School Teacher Recognition Event

### **INTEGRITY PLEDGE**

All class officers and Student Council members sign the following integrity pledge.

As a leader at Duchesne Academy I will support and live the Five Goals and Criteria of a Sacred Heart School. I realize that there are many responsibilities inherent in my position. I will be a role model for many, and I will help set the standards for my school. I have made a positive choice by committing myself to the following standards while I hold a leadership position at Duchesne Academy.

- I agree to maintain an excellent daily attendance record.
- I agree to perform academically to the best of my abilities.
- I agree to attend all scheduled meetings.
- I agree to abstain from the use of tobacco, alcohol or illegal drugs of any kind.

I agree that I must maintain the guidelines as stated in the student handbook, and I understand the violation of any of the above standards could result in the loss of my position as a leader.

## Appendix 1

### Harassment, Intimidation or Bullying (HIB) Incident Reporting Form

**If you are concerned for the immediate health and safety of this person or others, please call 911**

Reporting person\* (optional): \_\_\_\_\_ Targeted student: \_\_\_\_\_

Contact info\* (optional): \_\_\_\_\_ Today's date: \_\_\_\_\_

\*If you are submitting a concern anonymously it may be difficult for further action to take place.

School staff/faculty/administration that have been notified (if any):

\_\_\_\_\_  
Name(s) of alleged aggressor (if known):

\_\_\_\_\_  
On what dates did the incident(s) happen (if known): \_\_\_\_\_

Did you witness this incident firsthand? \_\_\_\_\_

If not, how did you come to hear about it:

\_\_\_\_\_  
Were there any (other) witnesses/involved people? Yes No

If yes, please provide their names:

\_\_\_\_\_  
Where did the incident happen? (Please describe)

\_\_\_\_\_  
Please provide a detailed description of the interaction/concern using specific, concise, objective language.

\_\_\_\_\_  
Evidence\* (photos, messages, recordings) \*this is especially important if reporting anonymously

\_\_\_\_\_  
Please describe ways you or anyone else have attempted to handle this issue:

Click here to enter text.

---

**Additional information? Details regarding any threats of harm to self or others, dates and times, or changes in behavior are helpful.**

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-----For Office Use-----

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**Received by:**

**Date received:** \_\_\_\_\_

**Action taken:**

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**Parent/guardian contacted:**

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**Circle one:**      **Resolved**      **Unresolved**

**Referred to:**

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## Appendix 2

### Student Club Contract

#### Club Name

Club Leadership Team (Please include first name, last name, and current grade level of all club leaders, and their role in the club):

(Name of Club) will meet (designated days and times).

As a club leadership team, we understand that it is our responsibility to meet when scheduled.

We understand if we miss a scheduled meeting time, the club must wait until the next scheduled time to hold a meeting. No “ad hoc” or unscheduled meetings are permitted, as this disrupts the plans of other clubs/school schedules.

We will include [cparkhurst@duchesneacademy.org](mailto:cparkhurst@duchesneacademy.org) in any emails about this club that pertain to meeting times or activities.

We understand as club leaders, we will meet with Mrs. Parkhurst at the end of each semester to have a conversation about the schedule, club expectations, etc. The purpose of this conversation is to evaluate whether the club should meet more or less, at the same time, etc. This meeting will also include a brief summary of club activities that have taken place, to be provided by the club leadership.

We understand the follow club requirements and responsibilities:

- Meeting when scheduled
- Being prepared for meetings
- Making notes of club activities
- Communication expectations

· Semester meetings with Mrs. Parkhurst

Club Leadership Signatures:

## Appendix 3

### **Student Club Application**

Do you want to start a club? Awesome! Please respond to each question as thoroughly as possible. Your responses will be reviewed for potential club approval. Applying to start a club does not guarantee the club will be established. This is the first step.

1. Please provide your first and last name, and current grade level. Then, please list three other students who have agreed to be leaders\members of your proposed club and their current grade level.

2. Which faculty or staff member has agreed to be your moderator? This means you have already asked them, and they have said, “Yes!” You can list more than one person if multiple people have agreed.

3. What would your club be named? This may change, but what is your current idea?

4. What is the mission or purpose of this club? What kinds of topics, ideas, or themes would you discuss at club meetings? How is this club different from other clubs that currently exist?

5. With which of the Five Sacred Heart Goals does this club align, and how does it align with that goal?

6. How would this club contribute to or benefit the Duchesne student body and community?

7. Some clubs choose to engage in fundraising. Would this club engage in fundraising? If so, who would the club fundraise for? This could be a specific organization or a population/demographic (e.g., refugees, low-income grade school students, the homeless, etc.). If this club would not engage in fundraising, skip to the next question.

7. How frequently would you envision this club meeting? Please circle one option:

Twice per month Once per month Once per quarter

8. When would you envision this club meeting? Please circle one option:

Over lunch Before school After school During a Thursday activity block\*

\*Thursday activity block clubs require special approval and must fit into a certain category of club