ACADEMY OF THE SACRED HEART



Upper School
Parent/Student Handbook
2026-2027

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HISTORY OF THE ROSARY

In 1800, St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France. In 1818, St. Philippine Duchesne made the initial American foundation at St. Charles, Missouri. Academy of the Sacred Heart in New Orleans is part of an international network of academic institutions under the direction of the Society of the Sacred Heart.

The Religious of the Sacred Heart arrived in Louisiana in 1818 and established a school in Grand Coteau in 1821, but it was not until 1867 that they opened a school for girls in New Orleans. The school, on Dumaine Street in the French Quarter, was placed under the patronage of Mater Admirabilis and came to be known as "Mater."

In 1887, a second school was opened in the Uptown area of the city. In the previous year, Pope Leo XIII had proclaimed the rosary as a shield against the enemies of Christ and His Church; hence, the new school was placed under the special patronage of Our Lady of the Rosary and assumed the name of "The Rosary," a title by which the school is still affectionately known by alumnae and students. Both French Quarter and Uptown schools existed simultaneously until 1914, when "Mater" was closed.

On August 1, 2002, the school purchased the property on the corner of St. Charles Avenue and Napoleon Avenue, and in remembrance of the original French Quarter school, it was named the Mater Campus. In 2005-2006, the Mater Campus opened for students enrolled in the Preschool and Primary School (prekindergarten through fourth grade) and in the Little Hearts program (two- and three-year-olds). In 2011, the school opened a new arts and athletics complex. In 2016, the Little Hearts program added a one-year-old program.

GOALS OF THE SCHOOLS OF THE SACRED HEART

The Schools of the Sacred Heart in the United States, members of a worldwide network, offer an education that is marked by a distinctive spirit. It is the essence of a Sacred Heart school that it be deeply concerned for each student's total development—spiritual, intellectual, emotional and physical—and that it emphasizes serious study, that it educates to social responsibility and that it lays the foundations of a strong faith.

The specific goals to which Sacred Heart schools commit themselves to educate are:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. A social awareness which impels to action
4. The building of community as a Christian value
5. Personal growth in an atmosphere of wise freedom

Academy of the Sacred Heart operates as an independent school whose authority to govern itself is granted by the Society of the Sacred Heart and invested in a Board of Trustees. The education it offers is described in the following statement of philosophy and objectives:

- A **Roman Catholic** school which considers faith development integral to its total program and gives priority to the spiritual and moral growth of its community.
- A college preparatory school with a **strong academic program** for one-year-olds through grade twelve which is committed to providing each student with opportunities to recognize and to develop her intellectual gifts as fully as possible.
- A member of an international network of Sacred Heart schools and includes in its education a serious effort to awaken in the school community **a sense of responsibility to build a world of justice, peace, and reverence.**
- A school where care and love of one another are priorities as expressed by the genuine concern for the **personal growth of each person.**
- A **"family school"** in a city where family and tradition are highly valued, which fosters and celebrates relationships marked by respect, affection, compassion, and joy.

CUSTOMS & TRADITIONS

Saint Madeleine Sophie Barat
Madeleine Sophie Barat founded the Society of the Sacred Heart in 1800 in France and sent the Religious of the Sacred Heart to establish schools in America in 1818. She was canonized as a saint in 1925, and her feast is celebrated on May 25.

Saint Rose Philippine Duchesne
Philippine Duchesne was the first Religious of the Sacred Heart to bring the Society to this country. She stopped in New Orleans in 1818 on her way up the Mississippi River 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 was canonized by the Church on July 3, 1988, and her feast is celebrated on November 18.

Mater Admirabilis
The term means "Mother Most Admirable" and is the title of a representation of Our Lady as a young girl. Pauline Perdrau, a young Religious of the Sacred Heart, painted the original Mater fresco at the Trinità dei Monti, a Sacred Heart convent in Rome. Mater's feast is October 20 and is celebrated annually at the Rosary with solemnity and joy. A senior, chosen by her classmates, represents Mary in a tableau at the traditional Mater Liturgy.

Christmas Baskets
This annual event for students in Preschool through Upper School occurs on the last day before Christmas holidays, and participation is considered both an honor and a serious responsibility for every Sacred Heart family. A special Liturgy highlights the value of personal sacrifice in order to bring Christ's joy to others, and each family provides a basket of food to be given to those in need.

Prize Day
Prize Day is a formal assembly at the end of the school year during which both academic and non-academic awards are given to Middle School and Upper School students. Additionally, the eighth grade and twelfth grade are presented as graduates.

Congé
In the traditional Sacred Heart sense, congé is a “holiday at school,” where teachers and students enjoy a day free of study and full of games and other activities. Today, congé has two meanings:

- A grand tradition on a school day that promotes community through games and sharing among the grades.
- An on-campus school fair (on a Saturday) where all members of the school community (parents, children, faculty, staff, and alumnae) gather for games, rides, raffles, food, and other activities. Funds raised support the school.

Goûter
"Goûter" is a French term meaning "snack." Provided generally as a surprise on special occasions, it is meant to nourish both body and spirit.

May Crowning
Each May, students strive to imitate Mary and honor her with a prayerful ceremony that culminates with a student crowning Mary with a wreath of flowers. Students from each grade are selected to serve in an Honor Guard, beginning in Prekindergarten.

ALMA MATER SONG

Coeur de Jésus

Refrain	Translation
Coeur de Jésus sauvez le monde,	*Heart of Jesus, Save the world*
Que l'univers Vous soit soumis,	*May the universe be submitted to you*
En Vous seul notre espoir se fonde,	*In you only our hope is founded*
Seigneur, Seigneur, Vous nous l'avez promis,	*Lord, Lord, you have promised it to us*
First Verse	
Vous l'avez dit, Votre promesse	*You have said it, Your promise*
Fait notre espoir, notre bonheur,	*makes our hope, our happiness*
Je bénirai dans ma tendresse	*I will bless in my tenderness*
Les enfants de mon Sacré Cœur.	*the children of my Sacred Heart*
Second Verse	
Vous l'avez dit, sauveur fidèle	*You have said it faithful Savior*
Votre amour nous l'a révélé	*Your love has revealed it to us*
Le cœur brûlant pour Moi de zèle	*The heart burning with zeal for Me*
Par le mien sera consolé.	*by mine will be consoled.*

CHILD OF THE SACRED HEART PRAYER

I am a child of the Sacred Heart.
Each day, dear Lord, I will
love as You love,
study and learn,
help those who need me,
be a friend to all, and
make wise choices.
St. Madeleine Sophie, hear my prayer.
St. Rose Philippine, hear my prayer. Amen.

—Carmen Dickhaus, former ASH Preschool teacher

FACULTY CREDENTIALS

Kayla Allain- Upper School Counselor

Loyola University, B.S.; LSU Health, M.H.S.

Kim Barrios- Mathematics

University of New Orleans, B.A. Mathematics

Julie Boyd – Upper School Division Head

Vanderbilt University, B.S; University of North Texas, M.Ed

Carrie Brown – Dance

Louisiana State University, B.A.; New York University, M.F.A.

Greg Caro – Athletic PE Coordinator/US, MS Substitute

American Sports and Fitness Association, Personal Trainer Certified

Marianella Casanova- Spanish

Universidad Central de Venezuela. Caracas, Venezuela, JD

Catherine Cooper- English

Loyola University, B.A.;University of New Orleans, M.A.; New England School of Law, J.D.

Brock Credeur- Social Studies

Louisiana State University, B.A.

Sue Daigrepont – Computer Applications

Delta State University, B.B.A.

Mary Catherine Davis- Social Studies

Loyola University, B.A, M.A.

Angela Dean- English

Asbury University, B.S.

James Ducote- Mathematics

North Carolina State University, BS

Rebecca Gaubert – Mathematics

Our Lady of Holy Cross College, B.S.

Robby Harris – Science

Northern Arizona University, B.S.; University of Massachusetts Amherst, M.Ed.; University of Amherst Ed.D.

Mary Jackson – Digital Media/Digital Graphics, Yearbook

Louisiana State University, B.F.A.; Loyola University New Orleans, B.A.

Kara Jacobi – English

University of Notre Dame, B.A.; M.A.; University of Miami, Ph.D.

Jay Jay Juan- Science

Tulane University, B.S.

Rachel Kass- Religion

Franciscan University of Steubenville, BA; Notre Dame Seminary, MA

Tim Kettenring – Assistant Chaplain &Religion

Colorado Christian University, B.B.S; Notre Dame Seminary, MA; Denver Seminary, MA, DMin.

MeLissa Kossick- Fine Arts

University of Louisiana, B.A.; Illinois State University MS

Erin Lawless – Mathematics

Louisiana State University, B.S.

Ashley LeBlanc- Registrar

University of Kentucky B.A.; American College of Applied Arts, B.A

Mindy Mantrana – Nurse

Delgado Community College: Charity School of Nursing, A.D.N.

Bernadette Mahoney- Campus Ministry/Religion

Franciscan University BA;MA

Jaclyn Martin- Science

Oklahoma State University, B.S; M.S; Texas A&M University, P.H.D.

Trey Neelis – French

Tulane University, B.A.

Ashley Nolan – Drama

The Catholic University of America, B.A.

Hank Nusloch- English

The American University, BA; University of New Orleans, MA

Kelly Quest – Librarian

American University, B.A.; University of Maryland, M.A.

Katie Rompf

Loyola University, B.S.; Tulane University, M.S.

Phil Rowe- Physical Education

Michigan State University, B.S.

Shannon Salmon – Dean of Students

University of New Orleans, B.S.

Leslie Schroth – Physical Education

University of New Orleans, B.S., M.Ed.

Tara Scott- Social Studies

Lindenwood University, B.A.; University of Missouri St. Louis, M.Ed

Anne Seiler – Upper School Innovation Lab

Loyola University New Orleans, B.A; M.Ed.

Allison Suhren – Learning Specialist

Rollins College, B.A.; Emory University, M.A.

Allie Timberlake- College Counselor

Loyola University, B.S; New York University, M.A.

Wil Tyrrell- Junior Service Coordinator & Religion

LaSalle University, Th.D.; Graduate Theological Foundation, D. Min; Catholic University M. Div; Fordham, MA

Christian Vaicius – Spanish/Quiz Bowl

University of Georgia, B.A.; Kennesaw State University, B.S.

Mimi Yacoubian - Spanish

Rhodes College, B.A., M.Ed

UPPER SCHOOL PHILOSOPHY

The Upper School program is designed to educate the whole person as it provides for each student's intellectual, spiritual, moral, emotional, and social growth. The academic aspect of the total program offers a strong background in the liberal arts and sciences in preparation for college and for life. Co-curricular activities including opportunities in government, Campus Ministry, clubs, performing arts, and athletics allow the student to explore her interests, develop her leadership skills, and work cooperatively and collaboratively.

At Academy of the Sacred Heart, both the school and the student take on equal responsibility for the student's academic life. Recognizing each student's strengths and weaknesses, the school strives to be closely attentive to her individual needs. Teachers use a broad range of instructional methods to accommodate the student's personal learning style and a variety of evaluative techniques to accurately assess her progress. In cooperation with the school's efforts, each student accepts personal responsibility for learning, self-discipline, creativity, critical thinking, and habits of intellectual inquiry. The student learns in an atmosphere in which teachers not only impart information through traditional lectures, but also facilitate the acquisition of knowledge through projects, demonstrations, labs, cooperative learning, discussions, and interaction in the classroom.

In keeping with the goals of a Sacred Heart education, the school furnishes opportunities for the student to reflect upon and respond to God personally and in her community. The student attends semi-weekly morning chapels, celebrates liturgies and feast days, and is offered the opportunity to participate in reconciliation services. Additionally, the student is encouraged to aid in the planning of these spiritual activities. Student ministers coordinate their efforts with the Campus Ministry staff to prepare annual retreats tailored for each grade level.

The student's moral development is fostered as she is taught to live the message of the Gospel. She is exposed to issues of justice and confronted with the reality of the needy and of those who suffer injustice. Outreach programs call on the student to act on this insight through required service hours in projects with various members of the wider community. Opportunities have included working with Poydras Home, Sophie B. Wright School, St. Michael Special School, and The Good Shepherd School; Christmas baskets; tutoring; and summer projects with the homeless in New York, Nicaragua, or Mexico, which have provided more in-depth opportunities to serve those most in need in our world. By giving of herself and her time and by actively living her faith in Jesus, the student realizes her responsibility towards and her efficacy in her community.

As the student enters the Upper School, she is expected to assume responsibility for her own emotional growth. Encouraging her to continue this maturation process, teachers are responsive to the student's needs and concerns. The guidance and counseling program in particular provides small group settings in which she can explore her personal gifts and goals.

Sacred Heart also provides occasions for the student to grow socially. Activities at the school lend themselves to the development of life-long friendships. The student also has opportunities to interact meaningfully with faculty and administration through classes and in the school's co-curricular activities. Homeroom, committees, clubs, and other organized groups give each student an opportunity to mature as a responsible Christian person.

With this multifaceted training, the Sacred Heart graduate leaves the school having gained many things: a knowledge of herself and her studies; the skills to continue her learning; a commitment to serve others; the responsibility to act as a Christian leader; and the confidence to know that she can be effective in her community, her country, and her world. However, she does not graduate as a finished product. Educators of the Sacred Heart:

"Bring up our children for the future not for the present.... So we must remember that it is better to begin a great work than to finish a small one.... A piece of finished insignificance is no success."

– Janet Erskine Stuart, RSCJ Superior General, Society of the Sacred Heart (1911-1914)

ACADEMICS

NAMES OF DIVISIONS & GRADES

In keeping with school tradition, the names of each school division and grade are as follows:

- Little Hearts with students in 1/2s, 2/3s, and 3/4s
- Preschool with students in prekindergarten and kindergarten
- Primary Division/Lower School (grades 1-4) with individual grades traditionally referred to as first primary, second primary, third primary, and fourth primary
- Preparatory Division/Middle School (grades 5-8) with individual grades traditionally referred to as first prep, second prep, third prep, and fourth prep
- Academic Division/Upper School (grades 9-12) with individual grades traditionally referred to as first academic, second academic, third academic, and fourth academic

A STUDENT IN GOOD STANDING

The Rosary student community is composed of young single girls who reside in a home with one or more parent(s) or legal guardian(s). It is in partnership with the parents and/or guardians that the school hopes to instill standards of appropriate behavior and high academic endeavor.

A student in good standing at Academy of the Sacred Heart is defined as a student:

1. Who attends school daily during the school year.
2. Who is not on academic probation.
3. Who models the expectations as set forth in the *Goals and Criteria* (see Student Conduct section.
4. Whose health enables her to fully function as a student.

CURRICULUM

The Upper School operates on a semester basis and utilizes flexible scheduling providing for small group instruction, independent study, and the possibility of taking college courses on nearby campuses or online. To meet graduation requirements, the student is expected to earn a minimum of 28 units of credit. In addition, each student must participate in at least one service project per year, complete at least fifty hours of volunteer work by April of her junior year, attend yearly retreats, Sudden Impact (Sophomore Year), and participate in a senior project during her final year of high school in order to meet graduation requirements. Students must take a minimum of seven credits per year, seven courses per semester, five of which must be courses in English, math, science, foreign language, or social studies. A religious course is required every semester. Any exceptions are only granted by special written permission from the Upper School Division Head.

Required courses include:

- 4 credits English
- 4 credits Science (including Biology, Physics, Chemistry)
- 4 credits Religion
- 4 credits Social Studies
- 4 credits Mathematics (including Algebra I, Algebra II, Geometry)
- ½ credit Computer Applications
- 1 credits Fine Arts
- 1 credit Financial Literacy
- Through the third level of the same World Language
- 2 credits Physical Education / 2 ½ credit Electives

A full listing of Specific Upper School Courses is available on the Upper School Resource Board of MySchoolApp.

Honors courses are offered in:

French II, III, IV	Algebra I, Algebra II, Geometry, Precalculus	English I, II
Spanish II, III, IV	Chemistry, Physics	

Advanced Placement courses are offered in:

English Language	Biology	Statistics
English Literature	Physics	Art History
French Language	World History	Environmental Science
Spanish Language	United States History	Computer Science Principles
Calculus	Government	
2-D Art	Computer Science A	

Students in these courses are prepared for and required to take Advanced Placement tests. Advanced Placement courses are considered honors courses.

With few exceptions, students are not allowed to take more than four honors or AP classes a year. Students who enroll in an AP course are required to take the AP exam, in order to earn honors credit for the course. Make-up exams must be taken on the day designated as such by the College Board. Weighted credit will be given for an AP course only if the AP exam is taken in that respective subject matter area. In order to move into the next level of an AP course students must show proficiency scoring a 3 or better in the previous course.

The following applies to the eighth-grade program:

French I and Spanish I may satisfy one of the years of Upper School requirements for foreign language. Credit is given, and a grade is placed on the Upper School transcript but not averaged into the Upper School GPA, nor does it count as one of the 28 credits needed for Upper School graduation.

Algebra I taken in the eighth grade may not satisfy Upper School requirements for math. Credit is given, and a grade is placed on the Upper School transcript but not averaged into the Upper School GPA, nor does it count as one of the 28 credits needed for Upper School graduation.

Earth Science and Physical Science may not satisfy one of the four years of Upper School requirements for science. Credit is given, and a grade is placed on the Upper School transcript but not averaged into the Upper School GPA, nor does it count as one of the 28 credits needed for Upper School graduation.

Students entering Sacred Heart from another school typically receive Upper School credit for eighth grade classes according to the criteria stated above, upon successfully completing a placement test in the subject area and at the discretion of the Upper School Division Head.

Athletic P.E.

The student athletes who are eligible to opt out of the physical education portion of the Upper School P.E. curriculum are as follows:

- Students who are actively participating on Sacred Heart varsity or JV teams at the discretion of the coach(es).
- Active participation is defined as attending three or more practices and/or competitions per week. Student athletes who fail to attend the requisite number of practices will not be excused from P.E.
- Students in Athletic P.E. will sign in with the Athletic PE Coordinator in the Favrot Fine Arts Center.
- All students in Athletic P.E. will complete all of the health and CPR/First Aid components of the physical education course.

SPECIALTY PROGRAMS

Study Skills Sessions

Crafted especially for freshmen making the transition to high school, these sessions will assist students in developing note-taking, outlining, organizational, and time-management skills. Students will be exposed to multiple different study strategies and introductory test prep skills.

Test Prep

Formal test preparation is offered to students in the junior year. After careful review of PSAT/NMSQT scores from 10th grade with families, students, and faculty, students are encouraged to partner with Sacred Heart to prepare for the PSAT/NMSQT in the fall of their junior year which may qualify students for the National Merit Scholarship program. Our test preparation partner is Revolution Prep, an online platform for ACT, SAT, and PSAT/NMSQT preparation. The school offers a free program to prepare juniors for *any* standardized test that is aligned with their strengths.

GENERAL COURSE INFORMATION

Course Selection Process

Following academic presentations that outline the Upper School curriculum to students in grades 8-11 and to parent groups, students receive materials for course registration. Current teachers make recommendations to the Upper School Division Head concerning students' eligibility for honors and Advanced Placement classes before students and parents plan an academic program that is both challenging and appropriate to students' developmental needs. Poor attendance records can influence placement for the upcoming year. The master schedule is refined to accommodate the course selections of the greatest number of students. Parents and students shall not approach faculty members about giving up their planning period to provide an independent study.

Course Changes

After the initial distribution of schedules, students will be allowed to request changes within a one-week period only. In order to request a schedule change, students must get approval by the appropriate teachers, advisor, and parent(s). After all of the approvals have been secured and the appropriate requests have been submitted, requests will be reviewed to determine if, given the student's overall program and performance the request should be approved. (The Upper School Division Head and/or faculty may initiate changes when deemed in the best interest of a student.)

Course Withdrawals

In serious situations, and only after consultation with the teacher and the department head, the Upper School Division Head may permit a student to withdraw from a course prior to the semester exam. Once a student has taken the semester exam for a course, both the course and the semester grade will appear on the transcript and will be calculated into the GPA.

A student may drop a one-semester or a year-long course up to one week after First Progress grades are published without the course and a "W" for withdrawal appearing on the student's transcript.

A student dropping a year-long course at the semester will receive credit for that semester. The course and the semester grade will appear on the transcript and will be calculated into the GPA. A "W" for withdrawal will appear on the transcript for the subsequent semester.

Course Prerequisites

In general, prerequisites for courses may include proficiency at the previous level and/or departmental or administrative approval. It is imperative to note that because of the sequential and incremental nature of the foreign language curriculum, students who receive a D in French or Spanish I will be required to postpone continuation in the sequence until mastery has been demonstrated in summer school or through repetition of the course.

Honors Courses

Several departments, including English, social studies, world foreign language, mathematics, and science, offer honors designated courses. Essential criteria allowing a student to enroll in or contract for an honors course include a student's fluency in and comprehension of verbal and quantitative content; her willingness, motivation, and self-discipline to undertake independent work; her ability to see inherent relationships and move from the concrete to the abstract; and her keen spirit of originality. Honors students are considered self-teachers, able to apply concepts garnered in class to new material or experiences encountered through independent research or projects.

The high level of challenge that characterizes honors courses includes a broader scope, as well as an increased depth and pace of content material, carefully selected enrichment materials, and/or alternative texts. Honors courses, weighted +1 when computing the grade point average, are typically preparation for AP courses. Grades which accompany students from another high school are recorded verbatim; students who transfer from another high school are awarded honors weight for AP courses if documentation is provided that the students scored a three, four, or five on the AP exams. The College Counselor will note in her letter of recommendation, however, courses which were weighted and designated honors at other schools but which were not awarded honors credit at Sacred Heart.

A student who has achieved academic excellence in a previous regular course or who has maintained academic excellence in an honors course in the same subject or in a previous course from an allied subject area will be considered as a candidate for honors work. Each department will further clarify the specific requirements and expectations in the subject. The current teacher's recommendation is necessary for admission to the course in every discipline. Students may petition department chairs and the Upper School Division Head for admission to an honors course.

Advanced Placement (AP) and Dual Enrollment (DE)Courses

The College Board Advanced Placement tests are administered nationwide to students taking specially designated Advanced Placement courses. These exams are graded by national teams of academic specialists, and the results are mailed to students' homes in early July. Advanced Placement exams are graded on a scale from one to five, with five being the highest possible score. Students should consult college guides to determine what college credit will be given.

Students are recommended for Advanced Placement courses by the current teacher in every discipline. With few exceptions, students are not allowed to take more than four honors, DE, or AP classes a year. Students who have demonstrated mastery of honors work in the subject area in preceding years are those first recommended. Grades in Advanced Placement courses are weighted for the grade point average in the same manner as other honors courses.

In order to receive accommodations in an Advanced Placement course a student must be approved for the same accommodations by the College Board.

Advanced Placement testing is scheduled nationally during two weeks in May. Students who enroll in an Advanced Placement course are required to take the AP exam, unless otherwise permitted by the respective chair of that academic department. Make-up exams must be taken on the day designated as such by the College Board. Weighted credit will be given for an AP course only if the AP exam is taken in that respective subject matter area. At the discretion of the teacher, students in an AP course may not be required to take a final exam in that course. However, teachers may require all students in an AP course to take a final examination independent of the AP test. If students opt out of DE classes before the end of the semester, no weighted credit will be earned.

Online Classes

Students at Academy of the Sacred Heart have the option to expand the course offerings available to them by taking online courses through a limited number of approved online partners. The course offerings vary by year and are an additional fee, apart from tuition. Parents must submit written approval for students to enroll in an online course. Students can take a maximum of one outside, online course per year. Students (and parents of students) enrolled in online classes recognize that the courses are not offered by Academy of the Sacred Heart or supervised by the faculty, staff, or administration of Academy of the Sacred Heart. Students are responsible for reporting their grades for approved courses in a timely manner each semester. Once a student passes the drop/add deadline both the online course and the grades in that course will be added to the student's transcript.

Although these courses are self-paced, students are expected to make consistent progress and stay on track with the pacing guide throughout the semester. Students should log in regularly, complete assignments by recommended deadlines, and communicate promptly if they encounter challenges. Failure to maintain adequate progress may result in parent notification and academic intervention.

On-Campus Independent Study

Under unusual circumstances, students may undertake studies in academic areas not offered as a standard course in the regular departmental curriculum. A student may propose such a course of study and after securing approval of a willing teacher and of the appropriate department(s), substitute it for one academic course. Review of the proposal by the Upper School Division Head as well as parental approval is necessary. Independent study requests are granted only to students who exhibit a high level of maturity, self-motivation, and willingness to be self-directed in their learning.

Off-Campus Independent Study

1. ***Colleges and Universities:*** Students may apply to the Upper School Division Head for approval to enroll in courses at local colleges and universities in order to explore subjects unavailable at Sacred Heart or to extend studies beyond the sequence available in the curriculum.
2. ***Summer Enrichment Courses:*** Students who wish to take summer enrichment courses must receive approval from the Upper School Division Head prior to registering for the course in order to receive Upper School credit. The grade granted by the summer institution is included on the transcript, but will not be included in the student's GPA.

Pass/Fail Option

Students may take courses on an ungraded basis when circumstances warrant. The request must be approved in writing in advance by the Upper School Division Head and the teacher. A grade of "pass" or "fail" is given, and a passed course earns a unit of credit but does not count in the grade point average. This option is intended to encourage the student to consider a challenging course in an unfamiliar field without a threat to her academic status.

CLASS TIME SCHEDULE

Morning Activities*

Monday – Assembly (15 min)

Tuesday – Chapel(15 min)

Wednesday – Morning Meeting (15)

Thursday – HMRM/Advisory (15 min)

Friday – Community Gathering (15 min)

Weekly Schedule

7:55	First Bell	
8:00-8:15	Morning Activity	(15 min)
8:17-9:47	Period 1	(90 min)
9:47-9:49	Espacio	(2 min)
9:50-10:05	Break	(15 min)
10:06-11:36	Period 2	(90 min)
11:37-11:39	Travel Time	(2 min)
11:40-1:10	Period 3	(90 min)
1:11-1:43	Lunch	(33 min)
1:45-3:15	Period 4	(90 min)

HOMEWORK

Academy of the Sacred Heart considers homework to be an essential part of the academic program. It is assigned to accomplish the following objectives:

- Prepare for the next lesson
- Review and reinforce previous lessons
- Extend knowledge and expand on concepts
- Analytically or creatively synthesize information
- Learn the value and skills of advanced preparation and time management for achieving long-range goals
- Develop solid learning habits

Homework may include but is not limited to the following types:

Written

- Completion of class work
- Summarizing (précis)
- Outlining/note taking
- Worksheets
- Expository or creative writing
- Journals
- Interviews
- Lab reports
- Term/research papers
- Projects
- Math/science problems

Non-Written

- Reading
- Review
- Presentation preparation
- Projects
- Memorization
- Drill and practice
- Viewing of TV/videos/films
- Attendance at non-campus lectures/cultural events
- Recording of work through electronic, audio, or visual means
- Online research and use of the computer

In addition to specific homework assignments, students are required to review class notes prior to class each evening and on weekends and holidays. Although homework requirements will vary from class to class and student to student, a convenient standard is that students will have homework of one sort or another in preparation for the next class in every subject. Students are expected to expend a sufficient amount of time necessary to accomplish the objective of homework in every subject. Students may be expected to increase homework time on weekends.

The school values and encourages collaborative learning in the research stage of homework assignments but requires that students submit a final product which demonstrates independent thought or individual performance. At regular intervals, or specifically for each assignment, teachers will clarify individual policies for homework completion. Students are held to be fully informed about school policies relative to cheating and to plagiarism (see Major Offenses, Type II). Under no circumstances should a student copy homework from another student or copy material from other sources without giving source credit. The school subscribes to turnitin.com in order for students to ensure that they have properly given credit to sources used in their work.

Any issue of Academic Dishonesty, will result in not receiving a grade higher than a (64) for the test quiz, or assignment. A lower grade which has been received as a result of academic dishonesty may not be used as a "drop" grade. (see Major Offense, Type II)

All homework is important and relevant; teachers will assume that homework is completed, as assigned. Grading may be applied to individual or collective assignments or may be part of an overall performance grade. Policies for evaluating homework will vary from teacher to teacher. For homework to be completely effective, parents must play an important role. They should provide a well-lit, quiet place, free from distractions (TV, telephone, siblings, etc.), suitable materials, and a family schedule that takes homework into account. Parents should show an interest in the subject matter of homework assignments (e.g. reading the same material, viewing the same videos, and engaging in dialogue) while encouraging independence of thought, process and product.

Use of Study Aids

The school does not support the use of print or online study aids—*Spark Notes*, *Cliff Notes*, *Monarch Notes*, etc. However, individual teachers or departments may allow students access to these resources. Teachers will discuss this issue with their classes at the start of each course to clarify their position on study aids. If and when their use is permitted, such study aids must be treated no differently from other academic sources. As such, any consultation of these documents in the course of preparing for or completing assigned work (creative, analytical, or research-based essays, oral and/or PowerPoint presentations, lab reports, etc.) in class or outside of school must be acknowledged and cited in whatever format the teacher or discipline requires. Students may not assume that all teachers share the same or similar policies with regard to study aids; responsibility lies with students to ask their individual teachers for clarification if there is any question or confusion regarding the use of or citation of study aids.

Late Assignments

Individual teachers have policies with regard to late work. Late work is typically penalized by a deduction in possible credit, penalties increase with time, ending with no credit. Students should make every effort to turn in their assignments on time and in the manner requested by the teacher.

<u>TUTORING</u>

Academy of the Sacred Heart recommends that students who need assistance beyond classroom instruction exhaust the following resources before engaging a tutor:

- Wise use of classroom time and instruction
- Every effort to complete all homework and other assignments in a timely manner
- Extra help sessions before or after school, or as otherwise arranged, with teachers, with members of the National Honor Society, or with peer tutors
- Institutional response to varied learning needs, as specified and documented by professional testers

Although there are advantages to one-on-one instruction, sustained tutoring may inhibit the development of self-initiated learning skills. The school recognizes that occasional tutoring may be necessary under the following circumstances:

- Immediately following an extended absence due to illness
- Upon re-entry after an exchange program
- Upon entering from another school, to close gaps in skills acquisition
- Upon moving to a section at a higher level of difficulty, to acquire skills, or cover content previously not encountered
- To maintain progress in an advanced section when a schedule conflict requires such placement
- To pass a course at the most basic level of difficulty

- To complement classroom instruction, when recommended by Upper School Division Head, for students with diagnosed and documented learning differences

During the summer, students may engage a tutor:

- For non-credit remedial/acquisition or enhancement instruction
- In special circumstances, for credit remediation, with Upper School Division Head's pre-approval
- For acquisition of prerequisite material for anticipated placement in a section at a higher level of difficulty or the next level of a course sequence, with Upper School Head's pre-approval

As a rule, the school does not assist students in the selection of tutors, though a list of tutors is maintained in the Office of the Upper School Learning Specialist. Faculty are available to confer with a student's tutor about the scope and content of the course but may not be engaged as paid tutors of their own students during the school year.

LEARNING DIFFERENCES/ACCOMMODATIONS

General

Academy of the Sacred Heart seeks to support students with physical, mental, and/or learning style differences in attaining academic success. Through communication and collaboration with parents, teachers, tutors, specialists and clinicians, the Learning Specialist oversees a "comprehensive treatment approach" to help students achieve long-term academic independence.

Role of the Upper School Learning Specialist

The Learning Specialist is responsible for the overall coordination of student educational support services in the Upper School by facilitating the following:

- assists students in advocating for themselves, accessing approved accommodations, and taking ownership of their unique learning style; so that they can be successful in long-term academic independence;
- works closely with teachers to address varying learning styles of students with documented needs;
- develops and manages Academic Support Plans based on psychoeducational testing to help students reach their educational goals;
- partners with parents/guardians and teachers to monitor student progress and grades posted on MySchoolApp (Note: The Learning Specialist does not have access to student progress or grades for online courses.);
- meets with students to provide general support in the areas of study skills, time management, note-taking skills, and organization;
- serves as SSD Coordinator (College Board) and TAA Coordinator (ACT) to work with students and their families to submit requests for academic accommodations to national testing organizations;
- assists students and their families with the evaluation process, maintains referral list of evaluators, and distributes/collects teacher forms;
- coordinates academic accommodations for semester exams, PSAT/NMSQT, School Day SAT, School Day ACT, and AP exams;
- serves as ACT Special Testing Coordinator;
- maintains a referral list of outside executive functioning coaches for students requiring more in-depth, individualized support to address executive functioning deficits; and
- maintains a referral list of outside tutors for students requiring individualized academic support.

Documentation required for Academic Accommodations

In order to be eligible for academic accommodations in the Upper School, a student must have a full psychoeducational evaluation on file that includes both psychological (tests of cognitive ability) and educational (tests of achievement) components. The evaluation must include the following criteria:

- a qualifying diagnosis that is clearly stated and accompanied by the DSM-5-TR code;
- a diagnosis that is supported by testing within three years depicting the student's current functioning;
- a summary of diagnostic procedures used to diagnose the disorder, including but not limited to, evaluations, questionnaires, and other diagnostic instruments;
- the student's presenting problems and developmental history, including relevant educational and medical history (e.g., student's age at initial diagnosis; progression of diagnosed disorder; history of interventions provided and academic accommodations used; and if applicable, current medication prescribed and its effectiveness);
- a complete measure of cognitive ability that includes standard scores and subtest scores (e.g., *Wechsler Adult Intelligence Scale*, *Wechsler Intelligence Scale for Children*, or *Woodcock-Johnson IV Tests of Cognitive Abilities*);
- a complete measure of achievement that includes standard scores and subtest scores including both timed and untimed measures (e.g., *Woodcock-Johnson IV Tests of Achievement* or *Wechsler Individual Achievement Test)*;
- an analysis of information from report cards and progress reports (e.g., grades and teacher comments) and standardized testing scores (e.g., CTP- ERB and PSAT);
- feedback from at least two teachers (e.g., *BASC-3, Teacher's Report Form,* or *Conners' Teacher Rating Scale*);
- feedback from a parent/guardian interview and a student interview;
- clear evidence of a clinically significant impairment across multiple settings, including but not limited to, the academic setting;
- a written detailed summary that includes the evaluator's diagnostic impressions of the student's academic, cognitive, and behavioral strengths and weaknesses;
- a detailed narrative that describes the impact of the diagnosed disorder(s) on the student's functioning in the classroom and other environments;
- recommendations for specific accommodations must include a rationale and description of the associated functional limitations;
- a list of suggested recommendations for school;
- a list of suggested recommendations for home; and
- the evaluator's professional credentials with signature.

Qualifications of the Evaluator

Referrals for diagnosing professionals are available from the Learning Specialist upon request. The school does not assist in the specific selection of an evaluator.

- Requirements for the diagnosis of learning differences must be adhered to as follows:
  - A licensed psychologist or a licensed speech-language pathologist must complete the evaluation and declare the diagnosis.
- Requirements for the diagnosis of ADHD must be adhered to as follows:
  - A licensed psychologist or psychiatrist must complete the evaluation and declare the diagnosis.
- Requirements for the diagnosis of a communication disorder must be adhered to as follows:
  - A licensed speech-language pathologist or psychologist must complete the evaluation and declare the diagnosis.
- Requirements for the diagnosis of a qualifying mental health disorder must be adhered to as follows:
  - A licensed psychologist or psychiatrist must complete the evaluation and declare the diagnosis.

Determination of Reasonable Accommodations

The Learning Specialist Team reviews evaluations and documentation from clinicians and provides accommodations in accordance with school policies, but they do not create curriculum modifications. Accommodations are approved case-by-case based on the impact that student's diagnosed disorder(s) has on her academic performance. Recommendations provided in the psychoeducational evaluation serve as input during the development process of a student's Academic Support Plan. The evaluator or clinician may make recommendations that, while potentially helpful, may not show a clear connection to a functional limitation supported by testing and/or be among those accommodations that can be provided within the reasonable ability of Academy of the Sacred Heart. The School's administration, in its sole discretion but in consultation with its Learning Specialist team, makes the final determination of appropriate and sustainable accommodations.

Reasonable accommodations are determined using the following analysis:

- The accommodation is directly related to the functional limitations resulting from the diagnosed disorder as supported by test results.
- The accommodation does not create an unacceptable impairment to the rights of other students or employees.
- The accommodation does not create a fundamental change to Academy of the Sacred Heart's learning environment or mission.
- The accommodation does not lower academic or program standards.
- The accommodation does not create a significant disruption to a teacher's ability to instruct other students or to classroom order or discipline.
- The accommodation does not pose a threat to the health or safety of the student or others.
- The accommodation does not place responsibilities on school employees for which they are not trained.
- The accommodation does not present an undue financial or administrative burden on the School.

Academic Support Plans

Learning Profiles/Academic Support Plans created by the Learning Specialist are intended for Academy of the Sacred Heart purposes only and are accessible to the student's current teachers, school administrators, the student, and the student's parent/guardian via MySchoolApp (Blackbaud Parent/Guardian/Student Portal). All information will be kept confidential. Academic Support Plans encompass the following information:

- Diagnosis
- Accommodations (Academy of the Sacred Heart is committed to providing)
- Type of Evaluation and Evaluator
- Strengths and Weaknesses based on evaluation results
- Recommendations (suggestions for the classroom and home)

Process for creating Academic Support Plans:

- The Learning Specialist meets with the Evaluation Review Committee to review first-time evaluations, reevaluations, addendums, and/or new documentation.
- The Evaluation Review Committee approves accommodations directly related to the impact of the student's diagnosed disorder(s) as supported by test results.
- The Learning Specialist creates/updates the student's Academic Support Plan.
- The Learning Specialist posts the Academic Support Plan on MSA and notifies the student, parent/guardian, and current teachers.
- The approved accommodations take effect in the classroom.

Processing Times:

- Parents/guardians and students should allow **up to three weeks** for a student's Academic Support Plan to be prepared and for accommodations to take effect in the classroom.
- First-time evaluations, reevaluations, addendums, and/or documentation received during the four-week window leading up to semester exams, resulting in new/updated accommodations, will begin **after** exams.
- First-time evaluations, reevaluations, addendums, and/or documentation received during summer break will be reviewed in August by the Evaluation Review Committee by September 30.

High-stakes Testing Accommodations

The Learning Specialist serves as SSD Coordinator (College Board) and TAA Coordinator (ACT) to work with students and their families to submit requests for academic accommodations to national testing organizations. College Board and ACT have their standards and documentation requirements and may or may not approve requested accommodations. Likewise, an accommodation granted by a national testing organization does not automatically apply to Academy of the Sacred Heart. Since the approval process can take several weeks, students and parents/guardians must plan accordingly. Please provide necessary documentation/requests to the Learning Specialist one week prior to the testing organization's request deadline. You may find additional information on testing accommodations, documentation criteria, and calendars/deadlines online. To receive accommodations in an AP class. A student must be approved by the College Board for the same accommodations,

College Board https://accommodations.collegeboard.org/request-accommodations/provide-documentation

ACT https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html

Students seeking special testing through College Board or ACT must work through the school SSD/TAA Coordinator.

Reevaluation to Maintain Eligibility for Academic Diagnoses

In order to maintain academic accommodations at Academy of the Sacred Heart, a full psychoeducational evaluation is required every three years. The copy of the reevaluation on file at Academy of the Sacred Heart must include the criteria as noted above.

Reevaluations allow for the following:

- academic accommodations deemed necessary and supported by current testing;
- home and school recommendations supported by current testing, utilized, and communicated to the Learning Specialist (academic) and/or Counselor (counseling);
- future high-stakes testing accommodations (approval required by College Board and ACT); and
- postsecondary accommodations as deemed necessary by university/college.

Reevaluation to Maintain Eligibility for Mental Health Diagnoses

In order to maintain academic accommodations at Academy of the Sacred Heart, a full psychoeducational evaluation is required every three years. **In addition, the following is required annually**:

- attendance at a meeting to include parent/guardian and appropriate student support personnel during which parent/guardian will sign the Accommodations Contract;
- formal documentation with a signature from the treating provider confirming the mental health diagnosis, including DSM-5-TR and/or ICD-11 code;
- a signed release from the parent/guardian allowing the exchange of information between Academy of the Sacred Heart and the treating provider;
- documentation of a projected timeline for expected attendance at counseling sessions with the treating provider; and
- a record of the counseling sessions attended by the student/parent/guardian (required each semester).

Reevaluations allow for the following:

- academic accommodations deemed necessary and supported by current testing;
- home and school recommendations supported by current testing, utilized, and communicated to the Learning Specialist (academic) and/or Counselor (counseling);

- future high-stakes testing accommodations (approval required by College Board and ACT); and
- postsecondary accommodations as deemed necessary by university/college.

Reevaluation to Maintain Eligibility for Combined Academic and Mental Health Diagnoses

In order to maintain academic accommodations at Academy of the Sacred Heart, a full psychoeducational evaluation is required every three years. **In addition, the following is required annually:**

- attendance at a meeting to include parent/guardian, as well as appropriate student support personnel during which parent/guardian will sign the Accommodations Contract;
- formal documentation with a signature from the treating provider confirming the mental health diagnosis including DSM-5-TR and/or ICD-11 code;
- a signed release from the parent/guardian allowing the exchange of information between Academy of the Sacred Heart and the treating provider; and
- documentation of a projected timeline for expected attendance at counseling sessions with the treating provider.
- a record of the counseling sessions attended by the student/parent/guardian (required each semester).

Reevaluations allow for the following:

- academic accommodations deemed necessary and supported by current testing;
- home and school recommendations supported by current testing, utilized, and communicated to the Learning Specialist (academic) and/or Counselor (counseling);
- future high-stakes testing accommodations (approval required by College Board and ACT); and
- postsecondary accommodations as deemed necessary by university/college.

Limitations on Requests

Please understand that the School is not a medical facility and does not have the personnel, training, nursing, or equipment to handle certain types of medical procedures best left to the student, parent, or physician. In addition, the School reserves the right to deny a request for accommodations or to modify any consent to previously granted accommodation requests.

Responsibility for Implementing Accommodations

Depending on the nature of the request, the school may agree to provide the accommodation directly or may require that the parent provide all aspects of the accommodation. In addition, to the extent that a student might need some type of adjustment or accommodation during off-campus activities, the School may condition the student's participation in such activities upon the parent agreeing to participate in the activity for the purposes of monitoring and addressing the student's needs.

STUDENT EVALUATION

Testing

Typically, quizzes are defined as evaluation of a student's knowledge of selected material, with moderate point value. Tests encompass a more comprehensive amount of material with greater point value. Point value in all cases is determined individually by teachers.

A calendar indicating the dates of major assessments is available via the student and parent login button on the ashrosary website. Deadlines for long-term assignments, projects, and term papers are also indicated on the calendar. Because students are alerted to tests and long-term assignments well in advance, they should be ready to take two tests/quizzes or submit two major assignments scheduled for the same day. If more than two tests are scheduled for the same day, a student may request postponement of the third test from the Upper School Division Head at least one day in advance. All tests administered either in a classroom or privately are carefully proctored. Make-up tests will be administered after school through the Division Head's office. Students should work closely with their teacher to schedule make-up tests in a timely fashion. Make-up assessments should be taken at the next possible testing

opportunity. If necessary, special arrangements for make-up tests can be made with the teacher and with the consent of the Upper School Division Head.

Normally, faculty are encouraged not to assign tests or papers on days immediately following major class activities as specified by the Upper School Division Head.

Special attention must be paid to the following:

- Students who fail to make-up the test altogether receive a "0."
- The Upper School Division Head or Dean of Students will be made aware of students who appear to be developing a pattern of absences on test days, and further action will be taken.
- Special arrangements must be made with the Upper School Division Head in the event of two or more missed tests due to prolonged illness.

Procedure for Submission of Long-Term Assignments

In accordance with teacher guidelines, long-term projects and papers, including final exam assignments which are due during exams, must be submitted on the assigned date. These assignments must be submitted directly to the teacher or to either the Upper School Division Head or the Dean of Students for their signature. Students are never to leave assignments in classrooms, on teachers' desks or in their mailboxes, or in the hands of other teachers or students. It is strongly recommended that students begin and complete projects, presentations, and papers well in advance of the due date, especially those that rely on electronic media for completion or submission. Students should save all notes and draft material, copy material to a backup disk, and print periodically to ensure reassembling of a project or paper in the event of technology failure. Each teacher will determine individual contractual stipulations regarding late or incomplete projects or papers.

Final Examinations

Students are notified well in advance of schedules of mid-year and final examinations, which may include written tests, orals, and individual or group projects. Students can expect to have one or two examinations on each of the days of the exam period. Those students who are taking two examinations in the same subject area will take the exam in the required course during its regularly scheduled period and the exam in the elective course during the conflict period.

A required review day is scheduled on the last day of classes before the exam period begins. No new material will be covered during the review day.

Written final examinations of two hours in length, equivalent final projects, or orals are typically required of all students. Exemption from the final exam is at the teacher’s discretion with the approval of the department and Upper School Division Head. Typically, only those students taking Advanced Placement exams and seniors with an A- or better average both semesters of a year long course or those with an A- in a second semester course may be considered for exemption.

Final exams each semester will count for 25 percent of the student's semester grade. If a student fails the semester as a result of failing the exam, she may retake the exam at the discretion of the teacher and with approval by the Upper School Division Head.

Students or teachers who have a special need to reschedule an exam must consult with the Upper School Division Head well in advance. Students who miss exams due to illness may reschedule exams only through the Upper School Division Head.

Students must meet all personal obligations (including financial debts, service projects, etc.) before the exam period begins. Financial debts include, but are not limited to: library fines, student activity costs, after-school music lesson fees, return of school or state materials, team uniforms,school owned textbooks, etc. On a date determined by the

administration, sometime before exams begin, a student will receive a one-hour detention after school that day if her debts have not been cleared. Subsequent detentions will be served every day that her debts are not cleared. If debts have not been satisfied by the start of exams, the student will not be allowed to sit for her exam(s).

Final Examination Procedures

1. All school rules will apply during exam week.
2. During exams, all attendance rules will be in effect. Parents of students who are ill must call the Registrar's office. Students who are absent will be rescheduled by the Upper School Division Head and can expect to receive an exam different from the one given in the regularly scheduled slot.
3. Unless specified by the teacher, no materials other than pen, pencils, tissue, or calculators may be brought into the exam room.
4. Room assignments for each exam will be posted in advance. If a student arrives late for an exam, she may not enter the exam without permission from the Upper School Division Head. If the lateness is unexcused, she will not be given extra time to complete the exam.
5. During the exam, proctors will not answer questions about content or format of the exam.
6. Students who complete their exams may leave the room after one hour and thirty minutes. Students should note the time of completion on the top right corner of the exam. For no other reason may a student leave the exam room prior to being dismissed by the proctor.
7. When calculators are allowed for an exam, the cover of the calculator must be removed from the calculator and not taken into the exam room.
8. A proctor who has reason to believe that a violation of testing procedures has occurred will unobtrusively appropriate the exam immediately and ask the student(s) to go directly to the Dean of Students' Office.

Guidelines for Grading

90-100% (A- to A+)

- Exceptional grasp of content and mechanics
- Ability to see and to articulate generalizations and analogy and to explain complex ideas and concepts clearly, supporting them with well-selected, concrete details and examples
- Thorough preparation of class work and homework, often going beyond assigned requirements
- Demonstrates initiative, self-motivation, and active participation
- Engages the course material in non-routine as well as in routine tasks

80-89% (B- to B+)

- Thorough grasp of content and mechanics
- Capacity to see relationships independently and apply them accurately to new material; ability to support analyses with appropriate examples
- Regular and thorough preparation of class work and homework
- Willingness to tackle projects and perform such work competently with minimal assistance

70-79% (C- to C+)

- Basic grasp of content and mechanics
- Ability to recognize generalizations and relationships when pointed out, but rarely able to apply them to new material
- Ability to memorize ideas well
- Spends enough time on homework to "get it done"; acceptable study habits
- Competent, accurate preparations and presentations that are teacher-initiated

65-69% (D)

- Minimal grasp of content and mechanics

- Required analytical work tends merely to describe or narrate, not evaluate or explain; lacks ability to make generalizations or to see relationships
- Poor ability in memorizing
- Incomplete assignments; poor study habits; inadequate class preparation
- Inconsistent quality of work; carelessness in preparation and presentation
- Performs at minimum acceptable level on evaluative criteria

Below 65% (F)

- Grasp of content and mechanics is inadequate for proceeding to the next level
- Required work shows no analysis and indicates lack of understanding of ideas, techniques, or directions
- Demonstrates lack of effort in routine required tasks
- Fails to complete assignments on a timely basis; quality of work is unacceptable

Grade Point Averages

A cumulative grade point average is computed for every student at the end of each academic year. All subjects are averaged, with the exception of physical education, financial math literacy, pass/fail courses, eighth grade courses, and college courses taken for college credit.

Students in honors and Advanced Placement courses receive a weighting of +1 for grades of C+ or better in determining their grade point average (no extra weighting for grades below C+). Thus:

		Regular Courses	Honors or AP Courses
A+	97-100	4.3	5.3
A	93-96	4.0	5.0
A -	90-92	3.7	4.7
B+	87-89	3.3	4.3
B	83-86	3.0	4.0
B -	80-82	2.7	3.7
C+	77-79	2.3	3.3
C	73-76	2.0	2.0
C -	70-72	1.7	1.7
D	65-69	1.0	1.0
F	64-	0	0

Honor Roll

Honor Roll is determined by the student's grade point average at the end of the year as follows:

Highest Honors	4.00	High Honors	3.70	Honors	3.40

For a student to be on the Honor Roll, no single academic grade may be below B-, except in honors courses where no grade may be below C+. A student must also have a B- or better in physical education to be on the Honor Roll.

Honors at graduation are determined by the student's cumulative grade point average on a scale as follows:

Highest Honors	4.00	High Honors	3.70	Honors	3.40

A student may not graduate with Honors, High Honors, or Highest Honors if she has an F or more than one D as a final average in a course. Final averages of graduates are not “rounded up.” Graduates’ grade point averages are computed to the thousandths place. (E.g. A grade point average of 3.357 is not “rounded-up” to 3.4, yielding Honors designation at graduation.)

Grade Reporting

Grade reports are available to parents in all subject areas four times a year, at the middle and end of each semester. The mid-semester grade is an indicator of progress and is neither averaged into the grade point average nor noted on transcripts; however, these grades are used to determine a student's status for academic probation. Semester grades are determined by averaging the work done during the semester with the exam grade, which counts for 25 percent of the semester grade. The year grade is determined by the average of the first and second semester grades. After all scheduled exams have been administered; teachers may orally report exam and average grades to individual students but are not required to do so.

In an effort to provide faster feedback and be more environmentally friendly, grades and special communications are not mailed. Parents will receive updates from the school when grades are posted. They should click on the login button on the ashrosary website to review grades and/or official notes at the parent portal

(www.ashrosary.myschoolapp.com). It is the parents' responsibility to have their most updated email on file with the school. To log in, click on the login button on the ashrosary website (www.ashrosary.myschoolapp.com). Difficulties logging into the system should be addressed to Jeanne Townsend, Director of Director of Information Management, at jtownsend@ashrosary.org.

With the Upper School Division Head's approval, a temporary grade of incomplete with an accompanying explanatory comment may be recorded with grades. Students must confer with the teacher and Upper School Division Head concerning the appropriate length of time to complete the work. If the student does not meet the deadline, a zero for each assignment will be averaged into the semester grade.

Time is made available during the school week and Monday, Tuesday, Thursday, and Friday from dismissal until 3:45 p.m. for students to request special help sessions with teachers. It is the student's responsibility to take advantage of this opportunity.

Parent/Student/Teacher Conferences are held two times a year, shortly after the mid-semester and semester progress reports, in October and January. Parents are encouraged to attend the October and January conferences in order to meet teachers and to discuss in general their daughter's program. Parents whose daughters are experiencing academic difficulties are expected to attend Parent/Student/Teacher Conferences. Parents of students who are on academic probation are required to attend conferences.

All phone calls to faculty and administrators should be made to the school during school hours, unless faculty/administrators specifically request parents to call them at home.

Transcripts

For college application purposes, a transcript is prepared for each student. Transcripts include courses taken and letter grades received (with + and - indications) including summer and/or NOCCA courses and the student's weighted grade point average. Transcripts do not include transfer credits from other secondary schools.

In the summer proceeding or at the start of their senior year, students are issued an unofficial copy of their transcript to verify accuracy and to present to colleges. Parents must sign a form to acknowledge receipt of and accuracy of the unofficial transcript. Attention must be paid not only to the accuracy of grades reported but also the completion/satisfaction of ASH curriculum requirements for graduation. Official copies of the transcript are submitted directly to the colleges and universities to which students apply as seniors. The school will notify colleges of any significant changes in the student's academic or personal status between the time of application and graduation. This includes, but is not limited to, a significant drop in grades, honor violations, probation, suspension, and dismissal.

Academic Probation and Course Failures

At any marking period, any student with two D's or one F shall be considered to be on academic probation. A letter from the Upper School Division Head notifies the parents of the student's status. A student on academic probation may expect regular monitoring by the teachers and Upper School Division Head, will be required to attend mandatory study hall, may be asked to enroll in a study skills course or engage a tutor, and should the probationary status be sustained over two consecutive semesters, may be asked to consider alternative high school plans, including summer school or selecting another high school. Also, a student on academic probation may not be eligible to participate in day-long or extended field trips. Probationary status will be reevaluated at the end of the following grading period.

For a student not in good academic or disciplinary standing, the Upper School Division Head, in consultation with the Dean of Students, reserves the right to review her participation in co-curricular activities.

At the end of each grading period , a student forfeits her eligibility to participate in athletic programs for the forthcoming grading period if her GPA falls below a C average or if she is on academic probation.

Students whose average for the year is failing must earn a full credit in summer school or repeat the year-long sequence. If they choose summer school, both the F from the year and the grade earned in summer school will be posted on the transcript and included in the GPA. If they choose to repeat the course, the transcript will reflect both the original F and the repeated course grade, and both grades will be included in the GPA.

Students whose average for the second semester of a year-long course is failing—even though the year's average might be passing—must earn one-half credit in summer school or repeat the second semester of the course. In both cases, the original grade for first and second semester will be posted on the transcript and be included in the GPA. The student receives one-half credit for first semester work, and that grade is averaged in her GPA. If she attends summer school for remediation the second semester, she will receive that second semester grade and the additional one-half credit for second semester will be awarded and computed in her GPA. There will be no yearly grade. If she repeats the second semester the following year, she will receive one-half credit posted to the transcript for that year, and the first and second semester grades, as well as her grade for the semester repeated, will be posted to the transcript and averaged into the GPA. If the student chooses to repeat the entire year, the grades for the original course will be left on the transcript, but no credit will be given and the grades will be averaged in the GPA. The grade for the repeated course will be posted and averaged in that year's GPA.

A senior who fails a semester or year-long course needed to fulfill the basic academic requirements or the 28 credit requirements of the Sacred Heart program of studies must attend summer school before being issued a diploma. At the discretion of the Upper School Division Head and the Head of School, a senior may not be allowed to participate in end-of-the-year activities and graduation ceremonies. A senior who fails to complete graduation requirements, such as her senior project and/or service requirements, will not be issued a diploma until all requirements have been met and may not participate in senior end-of-the-year activities and graduation ceremonies.

STUDENT RECOGNITION

Merit Assemblies

There is one Merit Assembly every year. Teachers recognize students for their attitude or performance, both academic and co-curricular, by awarding them merit cards which are presented at a formal assembly.

Upper School Awards Assembly

At the end of the school year, before Prize Day, various academic, co-curricular, and service awards for participation and achievement are presented.

Prize Day

Prize Day is a formal assembly at the end of the school year at which both academic and non-academic awards are given to Middle School and Upper School students. Additionally, the eighth grade and twelfth grade are presented as graduates.

Valedictorian/Salutatorian

The valedictorian is the student who graduates with the highest cumulative grade point average; the salutatorian is the student who graduates with the second highest cumulative grade point average. Both must have attended the Rosary all four years. A student who transfers to the Upper School from another school may be ranked first or second in the class but may not be valedictorian or salutatorian.

National Honor Society

The school chapter is an affiliate of the national organization sponsored by the National Association of Secondary School Principals. The organization selects as members juniors and seniors who have demonstrated outstanding evidence of character, scholarship, leadership, and service. To be eligible to apply to the NHS, juniors must have a 3.8 GPA with no grade below B- as a final course average and must have taken or be enrolled in at least half of the honors courses available to her. If the student is a senior, she must have a 3.8 GPA with no grade below B- as a final course average during her sophomore and junior year and must have taken or be enrolled in at least half of the honors courses available to her. Qualifying juniors and seniors will be invited to submit to a Faculty Advisory Council a résumé detailing service activities, leadership credentials, and evidence of academic initiative. All applicants will also be required to waive with respect to the Faculty Advisory Council the right of confidentiality ordinarily extended to her in proceedings before the Honor Council. An eligible student may decline to apply for membership. The Faculty Council, five teachers appointed each year by the NHS faculty moderator with the approval of the Upper School Division Head, reviews all applications and selects for membership students distinguished in all four National Honor Society goals. The Council invites input from the rest of the faculty. Students and their parents should be aware that an impressive GPA does not guarantee selection; in fact, the National Honor Society Handbook specifically prohibits election based on academic performance alone. A junior who is deferred may be reconsidered in her senior year; provided that she has maintained her academic eligibility and that she resubmits her résumé to the Faculty Council.

Membership in the National Honor Society is a responsibility as well as an honor. Members are expected to attend NHS meetings and to participate in any service activities undertaken by the chapter.

Students who in any way fall below the standards that were the basis for their selection may be subject to disciplinary proceedings that can include dismissal from the organization. Any member who engages in conduct that raises questions about her character, her leadership, or her academic integrity, including but not limited to Type II offenses that result in an appearance before the Honor Council or the Dean of Students, will be referred by the Dean of Students to the Faculty Advisory Council. The Council will conduct a hearing to determine if the member should be dismissed from the National Honor Society. The society moderator will notify the student in writing of the date and time of the hearing. The student may but is not required to use the hearing to present her case to the Faculty Council, and she may be accompanied to the meeting by a parent or guardian. The Dean of Students will attend the meeting to report on the student's hearing before the Honor Council, but neither she nor the National Honor Society moderator will vote on the disposition of the case. Should the offense involve any member of the Faculty Council, that member will not participate in the hearing, and the Upper School Division Head will appoint an alternate. The student and her parent or guardian will be notified in writing of the decision of the Faculty Council, and if she chooses, she may appeal the decision to the Upper School Division Head. Dismissal from the National Honor Society is permanent.

World Language Honor Societies

The Upper School has two language honor societies: Spanish: Sociedad Honoraria Hispánica and French: Société Honoraire de Français

Juniors and Seniors will be eligible for The World Language Honors Society if the student meets the required grade point average of 90 or above for Level IV H. They will be inducted during the first semester after the progress 1 report cards are released. In order to remain an active member of the Honors Society, students must maintain the required 90% grade average. Students who do not maintain a 90% grade average will be placed on probation from the Honors Society until they reach the minimum grade point average requirement. If a student fails to improve their grade, the student can be dismissed from the Honors Society.

Co-Curricular Lettering

Members of the varsity quiz bowl team may earn letters, according to specific criteria established for academic team activity.

Athletic Awards

Upon completion of all state tournaments, awards are presented for participation and achievement in basketball, cheerleading, cross country, golf, soccer, softball, swimming, tennis, track, and volleyball.

Athletic Lettering

Criteria will be provided by the coaches of the individual sport.

COUNSELING

The Counseling Department is responsible for the creation and administration of a developmentally based program which supports the mission of Sacred Heart education. The developmental approach that considers the nature of human development, including the general stages and tasks that most individuals experience as they mature from childhood to adulthood, forms the foundation of the counseling program. The program centers on the development of positive self-concepts formed through experience and education. It further recognizes that feelings, ideas, and behaviors are closely linked and are learned. The program, as a function of counseling, focuses on individual and group communication that facilitates personal growth and achievement, fosters development of rewarding interpersonal relationships, and leads to a mastery of daily problem-solving skills.

Direct services of the program include individual counseling and small group counseling. Indirect services include consultation with administrators, faculty, and parents; student orientation; and coordination of assemblies and programs concerning topics relating to the health and well-being of the student. These topics are appropriate to each grade level and may include: career exploration, communication skills, conflict resolution, decision-making skills, drug education, nutrition, goal-setting, strategy-building skills, loss and grief, peer pressure, self-esteem, cooperation skills, peer and family relationship skills, safety, crime prevention, sex education, stress management, child abuse awareness, and study skills. Also incorporated into the program are topics relative to the ethical use of technology and the internet.

A licensed professional counselor provides students opportunities for assessing and understanding their abilities, interests, personal needs, and academic needs. A counselor is available for individual and group counseling as a means to assist students to meet the emotional and social challenges of adolescence. **Students may meet with the counselor on campus during the school day during free periods or by permission of the teachers. A teacher reserves the right to refuse to allow a student to see the counselor because of the nature of the classwork to be presented or the student's academic standing in the class. Students may not miss tests to meet with the counselor.**

COLLEGE COUNSELING

The College Counseling program is a comprehensive program that educates students in grades 7-12 within the scope of the five *Goals and Criteria*. Each child is seen as a unique reflection of God's vision, and it is through this lens that we view each student's individualized plan as she begins the dialogue with her family and within the Sacred Heart community about college testing, college options, and scholarship opportunities. Below is a sample of the work we do to help each student achieve their goals as they relate to college admissions:

- Individual meetings with Upper School students and their families to discuss standardized testing, college options, financial aid and scholarships, and the final college selection process
- Formal test prep program offered to all eleventh grade students
- College essay writing workshops are offered in the spring of junior year along with individual training; collaboration within the English Department is emphasized as well
- We host over 50 colleges each fall on campus in a small group setting to allow for productive information exchanges.
- Faculty training on letter of recommendation writing is offered each fall.
- An annual college trip is planned each year, and day trips are made to more regional campuses.
- Our College Counselor is a member of College Board, NACAC, SACAC, and ACCIS, engages in regular professional development, and has visited over 100 colleges across the globe.
- Considerable attention is paid to course selection throughout grades 8-12 to ensure that each student is being appropriately challenged and taking classes that allow her to meet her college admission goals.
- Our College Counselor is trained on what is next in college admissions (e.g. the changing standardized testing landscape, effective use of technology within the college admissions process, and what colleges seek in the next generation of big thinkers and doers).

The emphasis remains on meeting each student where she is within the college admissions process, and this is of course different for each child and her family. Our College Counselor sees the individual plan as one that is ever-evolving and consistently works with each student to make sure she ultimately makes wise choices, feels empowered by the process, and leaves our school armed with the knowledge and skills necessary to make her mark on the world.

Four-Year Timetable

Grade 9

- Group guidance activities are offered in the fall semester introducing the students to the College Counselor and providing age-appropriate, meaningful introductory content as it relates to college counseling.
- PSAT 8/9 administration each spring
- Students are guided through the college search process and introduced to college related vocabulary.
- A parent program is offered each spring.

Grade 10

- Group guidance activities are offered throughout the year on various topics including résumé writing, career development, beginning the college search, standardized testing, and more.
- Students take the PSAT/NMSQT in October.
- Students receive in-depth training on using SCOIR.
- Students take a 90 minute YouScience assessment to explore student interests and aptitudes and match students with career options and college majors.
- A parent program is offered each spring.
- Practice ACT and SAT offered on campus in the spring
- YouScience Profile Workbook completed with the school counselor
- Service opportunities and internships are explored to match students with their interests and college goals.

Grade 11

- Group guidance activities are held regularly to explore transcripts, the high school profile, standardized testing preparation and scheduling, focused résumé building, developing an appropriate college list, financial aid and scholarships, college essay writing, and more.
- Visits with college representatives who visit ASH each fall are strongly encouraged.
- Students take the PSAT/NMSQT in October.
- YouScience results are used to explore college majors and college matches.
- Students attend a local college tour as a part of a day-long program focused on preparation for the college application process.
- A formal parent program is offered each January.
- Individual counseling with each student is required.
- Individual parent meetings are strongly encouraged.
- Students regularly use SCOIR

Grade 12

- Visits with college representatives who visit ASH each fall are expected.
- Attendance at a half-day program in August is expected.
- A formal parent program is offered each August, and attendance is strongly encouraged.
- A Financial Aid Forum is held for parents each fall.
- Group guidance activities address interview preparation, essay writing, and various topics as they relate to the college application process.
- An alumnae panel is hosted in January of senior year.
- Numerous individual college counseling sessions with the College Counselor are expected.
- YouScience results are used to help students complete college applications, finalize résumés, and prepare for college admission and scholarship interviews.
- Continuous monitoring of applications, counseling about college decisions, deadline management, and preparation for the transition to college

Standardized Testing Information

Grade 9 (PSAT 8/9)

- Early October: Students are administered the PSAT 8/9; scores are distributed to students when the College Board releases the score report.

Grade 10 (PSAT, AP Exams)

- August-October: Classroom teachers provide some classroom preparation for standardized tests.
- October: Students take the nationally scheduled PSAT.
- December: Official PSAT scores are distributed and explained to students.
- May: Students in Advanced Placement classes take the AP exam.
- June: Students who have completed Algebra II take the SAT and/or ACT for the first time.

Grade 11 (PSAT, ACT/SAT/SAT II, AP Exams)

- September-October: Classroom teachers do some classroom preparation for standardized tests.
- October: Students take the nationally scheduled PSAT.
- December: Official PSAT scores are distributed and explained to students. The PSAT serves as a qualifying test for the National Merit Scholarship Program. Semi-finalists are determined based on the results of the junior PSAT and are announced in September of the student's senior year.
- January-June: Sacred Heart offers an option to take both the SAT and ACT on campus in the spring. Students register with the college counselor and take the test during a regular school day. In addition, students are encouraged to test through their junior spring and summer, with the goal of having their final test complete

- before senior year starts. Students are responsible for their own registration for the tests taken outside of the school day.
- May: Students in Advanced Placement classes take AP exams.

Grade 12 (ACT/SAT I, AP Exams)

- Fall: If necessary, students retake the SAT and ACT in the fall of their senior year. Students must request that scores be sent directly to the colleges/universities to which the students are applying.
- September-October: Classroom teachers do some classroom preparation for standardized tests.
- May: Students in Advanced Placement classes take AP exams.

An effort is made at Sacred Heart to balance classroom preparation for standardized testing with learning for its own sake. Students who wish additional help in preparing for standardized tests are assisted by the College Counseling Office. This assistance may include suggestions for work with computer programs or personal study with a variety of handbooks.

Visitation Procedures

College Reps: Representatives from many colleges will visit Sacred Heart in the fall of each year. Juniors and seniors are encouraged to attend these meetings but must sign up in advance for them through SCOIR.

College Visits: During both their junior and senior years, students may visit colleges during the school year. Major school functions, including student retreats, are excluded. Students must bring the proper paperwork from their parents two days in advance of the trip and receive permission from their teachers, the Dean of Students' Office, Registrar, and/or the Upper School Division Head in order to go on a college visit. They are reminded of the school's attendance policy. Please see attendance section for specific details.

While the College Counselor is available to assist students at all times, the ultimate responsibility for meeting deadlines for applications, test registration, payment of fees, etc. rests with the student.

<u>EXCHANGE PROGRAM</u>

There are 150 Sacred Heart schools in the U.S. and around the world. The exchange program gives Rosary students an opportunity to attend another Sacred Heart school. All Upper School students at the Rosary may apply to participate in the exchange program. Students enrolled in AP courses can miss a maximum of 10 school days Students are encouraged to schedule their travel to overlap with Rosary holidays to lengthen their trip. All Upper School students, including sophomores, can travel during the summer holiday, and many of our schools outside of the U.S. are in session at that time. Students selected for exchange must receive faculty and administration approval based on their academic standing, social capacity, maturity level, disciplinary record, and personal flexibility. The Business Office must also verify that the tuition account is in good standing. Rosary students will audit courses during their exchange travel. Students will have one week following the conclusion of their exchange to turn in missing assignments without penalty. Sophomores must complete all Rosary coursework that is missed during their trip. Please refer to our Sacred Heart schools website at www.sofie.org for a list of Sacred Heart schools, and contact the Exchange Coordinator to begin the application process.

<u>NEW ORLEANS CENTER FOR CREATIVE ARTS</u>

Academy of the Sacred Heart provides the opportunity to participate in programming offered at the New Orleans Center for Creative Arts (NOCCA). Students must adhere to the following stipulations to maintain attendance:

1. The student will be held responsible for subject matter that is missed while participating in the NOCCA program. The student will be responsible for determining assignments missed.
2. The student must complete quizzes, tests, and make-up tests prior to attending NOCCA.
3. The student is responsible for notifying her teachers in advance of upcoming auditions.

4. The student is required to attend both her class retreat and Upper School Rally Day. It is highly recommended that the student attend other community building days.
5. The student must adhere to deadlines and attend certain school functions. At the end of each semester, a student forfeits her eligibility to participate in NOCCA for the forthcoming semester if her GPA falls below a C average or if she is on academic probation.
6. The student must exhibit appropriate behavior and maintain a positive disciplinary record. Any student placed on an attendance agreement will not be allowed to attend NOCCA for the duration of the semester.
7. If a student earns a detention, this must be served at the scheduled time.
8. The student must retain the services of a tutor if grades are declining.
9. The student will sign out in the Dean of Students' Office prior to the beginning of her last class before leaving for NOCCA. The student will be dismissed from Academy of the Sacred Heart at 12:45 p.m.
10. The NOCCA course is posted on the transcript without honors weight.

The student must adhere to the terms of the NOCCA agreement that will be in effect for the entire school year. The terms of this agreement will be re-evaluated on a nine-week basis. Comments will be solicited from the faculty members concerning the above stipulations every two weeks during the nine-week reporting period. If the student does not adhere to terms of the contract, Academy of the Sacred Heart reserves the right to terminate the agreement to allow enrollment at NOCCA beginning at 12:45 p.m. each day. Then the student will need to take classes at NOCCA after the school day ends at Academy of the Sacred Heart.

SUMMER ASSIGNMENTS & SUMMER READING

Each year, the faculty compiles a list of required books for summer reading as well as other summer work. Students must read these books, as they are tested on these required readings during the first week of school. The assignments will be turned in for a grade.

STUDENT LIFE

It is important for every member of the Rosary family to be sure of the standards which we hope to have characterized our life together. It is expected that students will exhibit courteous behavior at all times during the school day. Rules for students' behavior are established in the Upper School and are enforced with consistency.

HONOR CODE

In all their endeavors, Sacred Heart students must strive to act with integrity. Students are encouraged to make wise, responsible, and ethical choices and to accept the consequences of their choices, both good and bad. Students are also encouraged to reflect upon how their choices and the choices of their peers impact other students, the school community, and the wider community.

The Honor Code of Academy of the Sacred Heart is based on the premise that students are taught to value honesty and integrity. Honorable behavior and honesty form the foundation of respect for oneself and for others. Sacred Heart students are responsible for vigorously upholding the ideals stated in the *Goals and Criteria* for Sacred Heart Schools in the United States.

Intellectual honesty and integrity are essential to the school community as an academic institution. At the beginning of each school year, each student affirms her acceptance of the Honor Code:

As a member of the Sacred Heart Community, I pledge to act in a moral, ethical, honest, and honorable way in all that I do.

The Honor Code will appear on all major tests, projects, and exams and will be signed by the student. On other assignments, with the teacher's permission, the student may, in lieu of writing the entire text, indicate her adherence to the code by writing and signing the abbreviated pledge, "I abided by the Honor Code."

STANDARDS FOR COURTEOUS BEHAVIOR

One of the goals of education at the Rosary is "personal growth in an atmosphere of wise freedom." A high standard of integrity is presented as a value to be obtained through growth in self-discipline as a child of the Sacred Heart. This behavior includes:

- Genuine concern and respect for each member of the school community
- Courtesy and consideration for others as a sign of respect and a sense of responsibility and accountability
- Learning to make decisions and to accept the implications and/or consequences of those decisions

Every member of the Sacred Heart community knows the watch words of both St. Madeleine Sophie Barat and St. Rose Philippine Duchesne: “Courage and Confidence.” Sacred Heart is well-known for instilling both in our students. There are two other Cs that were just as important to our founding Mothers: “Courtesy and Comportment.”

Courtesy is behavior characterized by polished manners and respect for others. It is kindness and service to each other as well as strangers marked by a graceful way of acting. Comportment is the manner in which one behaves.

It is important for every member of the Sacred Heart family to be sure of the standards that characterize community life together. These basic standards are intended to help each one contribute in a positive manner to that life at Sacred Heart and to learn responsibility for her choices. We encourage all Sacred Heart students to be kind to each other as well as visitors to our campus. All students are expected to:

- Greet and respond to another with courtesy
- Greet and be courteous and helpful to any guest she encounters in the hallways, including faculty, staff, and visitors
- Listen attentively when spoken to
- Wait for another's attention without interrupting
- Help one another by holding the doors open and assisting in carrying items
- Clear a path when others are walking along the hallways and galleries
- Keep to the right side on the staircases, etc.
- Speak in a proper tone of voice appropriate for the given circumstances
- Pay attention to the manner in which she sits in classrooms, in outside areas, and at assemblies

In this manner, students will develop into self-confident young women who are also distinguished by their care and concern for others.

STUDENT CONDUCT

Student Conduct Philosophy

The philosophy of Sacred Heart education calls for an educational process that fosters the opportunity for the personal growth of each child. "Personal growth in an atmosphere of wise freedom" is a challenge to each Sacred Heart student to become the best person she can by being mindful of present and future consequences in the formulation of wise decision making. In order to facilitate growth in freedom and in personal responsibility, policies are established for the good of the individual student and the school community. **Policies are in effect on campus and during the entire school day (including but not limited to free periods, lunch, activity periods) and on any off-campus activity (including but not limited to field trips, athletic events) where the student is representing the school. The school day begins when the student arrives on campus. Policies may also be applied if the student’s behavior impacts the school, other students, or the learning environment. This discretion lies with the Dean of Students and/or Upper School Division Head.** Thus, student conduct at the Rosary has the two- fold purpose of providing an atmosphere for the student to take responsibility for her actions and establishing an atmosphere conducive to learning.

All policies reach confluence by the guiding principle of respect: respect for self, respect for others, and respect for community.

Conduct Overview

Minor Offenses: For the purpose of providing the student with a personal and corrective experience, minor offenses or "infractions" will be addressed by the Dean of Students with the individual student. Infractions may be given by any faculty or staff member at Sacred Heart. Infractions are posted on a daily basis through myschoolapp. Students are responsible for reviewing the infractions and discussing with the Dean as necessary. The Dean may request follow up with students regarding infractions, if there is a concern or discrepancy, or policy review is necessary. It is a student's responsibility to speak with the Dean regarding any infractions she may feel were given in error, or if there is a question or discrepancy.

Minor Offenses: Infractions/offenses will be recommended for the following:

1. Uniform (see Uniform & Appearance section).
2. Tardiness to class, chapel, homeroom, assembly or any other class activity. Tardiness is defined as a student arriving to school between 8-8:15 a.m. without advanced notice (Ivory Slip or parent reported attendance in MySchoolApp), or a student is less than five minutes late to class, chapel, homeroom, assembly, or other activity throughout the school day.
3. Food/drink in any location other than the student lounge, Dining Hall, and outside areas, unless otherwise approved by the Dean of Students.
4. Disturbance or disruption of class which includes but is not limited to disturbance while in the class or creating disturbance because of congregating in the halls or second floor locker area
5. Disrespect (words or actions that in themselves express discourtesy) toward a member of the Sacred Heart community and/or guests
6. Gum chewing
7. Late Ivory Slip (One infraction will be given for each week it is late.) (Only required, if the attendance was not reported through the Parent Portal online.)
8. Failure to turn in assignment, permission slip, form, or other information by assigned deadline
9. Failure to turn in borrowed school property (computers, stylus, books, headphones, etc) on the same day it is borrowed.
10. Failure to pick up after oneself.
11. Failure to follow classroom rules
12. Failure to keep locker locked

Major Offenses: Major violations are categorized as Type I or Type II.

Type I: Type I offenses are resolved by the student meeting with the Dean of Students and serving a detention. The Dean may choose to notify parents of Type I violations by email or phone.

1. Missing part of a class, chapel, homeroom, assembly, club or any other class related activity. Missing part of an activity is defined as arriving between 5-30 minutes late without proper notification or approval from an administrator or faculty member.
2. Improper check-in/check-out procedure
3. Serious disrespect (words or actions that in themselves express discourtesy; use of vulgar and/or profane language) toward a member of the Sacred Heart community and/or guests (exemplary but not exclusive: name calling, refusing to follow directives, mimicking a teacher, answering back, arguing, etc.)
4. Willful disobedience or non-compliance with a request from a faculty or staff member.
5. Defacing or destructing school property or the property of others in our school community.

6. Failure to report to a school-related appointment, detention, or Honor Council at the designated time. This includes a meeting with a faculty or staff member.
7. Failure to turn in a completed Absent/Dismissal Form (Ivory Slips) for an anticipated absence two days in advance
8. Using any type of cellular or electronic devices without permission
9. Students absent for a full day may not participate in after-school or evening activities or events without approval from the Dean of Students. If approval is not secured from the Dean of Students, the student will receive an automatic detention.
10. Disorderly conduct during an emergency drill. Disorderly conduct includes but is not limited to talking, laughing, or not following emergency drill procedures.
11. Misuse of laptop, internet, or violation of any technology policies. Technology policies can be found in the School Policies section.
12. Smoking/Vaping off campus as an identifiable member of the Sacred Heart community (student could be in uniform, but it is not required for policy violation)
13. Violation of any *Parent/Student Handbook* policy
14. Failure to secure a laptop.

Type II: Type II major offenses are resolved by meeting with the Dean of Students and the Honor Council. Ultimately when a concern of a Type II major offense is presented, the Dean of Students will conduct an investigation to determine if the student's behavior violates the policy. In the event that the behavior constitutes a Type II violation, the Dean of Students or designee will arrange an Honor Council meeting. The Dean of Students and Upper School Division Head reserve the right to make a sanction regarding a student's behavior without a visit to the Honor Council.

The following infractions may incur an immediate suspension or expulsion or an all-day detention:

1. Appearance of being under the influence of alcohol or drugs, alcohol or drug use, possession or sale of substances or related paraphernalia on campus or in school uniform, at any off-campus school function, or as a member of a school-sponsored group. (See Drug/Alcohol Use section).
2. Harassment or bullying (as defined and described in the School Policies section)
3. Skipping school, whole or part day. This includes any organized attempt as a group to skip school.
4. Leaving campus any time after the student's arrival and before dismissal without proper authorization from the Dean of Students' Office.
5. Tobacco use and/or vaping on campus, at off-campus school functions, or any other school-related activity.
6. ***Lying:*** Omission of or declaration of a self-serving statement that one knows is false, especially with intent to deceive in matters of a public nature.
7. Alteration, including forgery of a signature of parent, custodial adult or teacher notes, permission forms, school documents, etc., or any other form of misrepresentation with an intent to deceive.
8. ***Cheating:*** Giving aid to a student or receiving aid from any source without the consent of the teacher on quizzes, tests, exams, papers, projects, labs, homework, and take-home tests. Cheating also includes using any materials previously used in a particular class, plagiarism, as well as violation of testing or assignment procedures or using prohibited devices.
    - "Collaborative Group Work" is defined as students working to discuss concepts, and share the information while forming one's own answers for the given assignment, not dividing up the workload and taking credit for someone else's work.
9. ***Plagiarism:*** Intellectual dishonesty; it involves the use of printed material, audiovisual resource material, electronic data (i.e. internet, computer programs, AI), or other people's work without appropriate acknowledgment. This includes failure to cite the correct source. Academy of the Sacred Heart requires that all sources of information used in student research papers, out-of-class essays, class projects, or any other assignments be properly acknowledged. The rules for correct acknowledgment are outlined on the Library Resources on MySchoolapp.

a. Any issue of Academic Dishonesty, will result in not receiving a grade higher than a (64) for the test quiz, or assignment. A lower grade which has been received as a result of academic dishonesty may not be used as a "drop" grade.
b. Use of artificial intelligence (AI) is considered plagiarism. (See Technology pg. 50)

10. ***Hazing:*** Any situation or activity that, for the purposes becoming, remaining, or participating in any group and/or commemorating a milestone, produces or could be expected to produce mental, emotional or physical discomfort, injury, fright, degradation, moral compromise, humiliation, embarrassment, harassment, or ridicule to a student is hazing. The fact that an individual consents or appears to consent to participate in the activity is irrelevant. Violations of this policy include engaging, assisting, planning, or attempting to engage, assist, or plan any hazing activity, whether on or off School property. Students should be aware that there are state laws that specifically prohibit hazing in any form and provide for criminal penalties for engaging in unlawful hazing activities.
11. ***Theft:*** The taking or appropriating of another individual's property without permission and with the intent of keeping that which is taken. To distinguish clearly between stealing and borrowing, borrowing is defined as the taking or receiving of an item with a clear understanding between the borrower and the owner of the conditions under which the item will be returned or replaced.
12. Flagrant disrespect for a member of the Sacred Heart community and/or guests exemplary but not exclusive to physical contact, harassment, flagrant vulgarity, vandalism on/off campus, etc. This includes any statement that degrades someone's reputation, good name, or integrity.
13. Any serious act of omission which by its very nature endangers the safety and well-being of the Sacred Heart community
14. Violation of the Honor Code (see Honor Code section)
15. Violation of established testing procedures
16. Violation of the Guest Policy
17. Violation of any *Parent/Student Handbook* policy
18. Any conduct (on or off campus) which seriously jeopardizes the good of the school, detrimental to the common good, or harmful and offensive to members of the school community

Honor Council

The following will be reasons for the referral to the Honor Council:

1. Major Offense, Type II
2. 12 or more infractions
3. Recommendation by the Dean of Students

The student's parents will be notified that their daughter must appear before the Honor Council. The Council's determination will be sent home in writing with the student.

The Dean of Students and Upper School Division Head reserve the right to make a sanction regarding a student's behavior without a visit to the Honor Council.

Sanctioning and Consequences of the Conduct for Minor and Major Offenses

Minor offenses are handled directly with the Dean of Students. Three minor offenses are the equivalent to a detention.

If a student earns a Type I Major Offense, she will be required to serve a detention. Details about detention are noted below. The Dean will also meet with the individual student and determine an appropriate outcome.

If a student earns a Type II Major Offense, she may be referred to the Honor Council for a recommended outcome.

Sanctioning for a Type I Major Offense and Type II Major Offense will include a status sanction and a sanction which is educational, reflective, or restorative. The list below is provided for examples, but it is not exhaustive. The Dean of Students or Honor Council may elect to implement a sanction not listed to provide a personal outcome for the student.

All sanctioning is progressive.

Possible Status Sanctions *(Sanctions are listed in order of severity)*

Warning Period: The student is given a period of time to demonstrate she can abide by the policies set forth in the *Parent/Student Handbook*. Should the student violate policies while on warning period, she may receive additional sanctions, including but not limited to an extension of a warning period. A student on warning period remains in good standing with Sacred Heart. Warning period is not reportable to outside entities.

Disciplinary Probation: The student is given a period of time to demonstrate she can abide by the policies set forth in the *Parent/Student Handbook*. The student may also receive participation restrictions including but not limited to participation in athletics, social events, awards ceremonies, etc. A student who violates probation may receive additional sanctions or be referred to Honor Council. Disciplinary probation is not reported to outside entities.

In-School Suspension: The student is given a period of time during school to demonstrate she can abide by the policies set forth in the *Parent/Student Handbook*. The student does not attend classes or activities during the school day including but not limited to lunch, chapel, etc. The student may have designated work to complete during the in-school suspension. The student is responsible for collecting all assignments and for making up missed classwork. Honor Council will recommend or the Dean of Students will determine whether tests or examinations missed because of the in-school suspension may or may not be re-administered. In-school suspensions are not reported to outside entities.

***Out-of-School Suspension*:** Student is not permitted to attend school or activities (including after-school activities, athletic games or practices, etc.) The student is responsible for collecting all assignments and for making up missed classwork. Honor Council will recommend or the Dean of Students will determine whether tests or examinations missed because of the out-of-school suspension may or may not be re-administered. Out-of-school suspension may be reported to outside entities including colleges and universities.

Expulsion: Dismissal and permanent separation of Sacred Heart and the student. A student who is expelled may not participate in any school events. Expulsion is reported to outside entities.

Possible Educational, Reflective, Restorative, or Disciplinary Sanctions

This list is not exhaustive, and other sanctions may be assigned depending on the nature of the offense, a student's conduct history, or something specific to the incident.

Detention: If a student receives three infractions or earns a Type I offense, she must serve a detention. Detentions are posted to MySchoolApp. Detention is held on Friday, 3:15-4:15 PM. unless otherwise scheduled. Detention takes precedence over any other scheduled commitments, personal or school-related. This includes all athletic practices and make-up testing as well. A detention can only be rescheduled if a student has received prior permission for an out-of-town absence or off-campus school field trip. She will serve the detention the following Friday. Any exceptions must be approved by the Dean of Students. During detention, students are not allowed to study, sleep, talk, etc. If a student acquires two detentions in one week, she must serve them on consecutive Fridays. A student may receive an infraction while serving a detention.

Saturday Detention: Saturday detentions will begin at 8 a.m. Students should be dressed in full uniform and follow all school rules while on campus for detention. Detention takes precedence over any other scheduled commitments, personal or school-related. This includes all athletic practices as well. A detention can only be rescheduled if a student has received prior permission for an out-of-town absence or off-campus school field trip.

Any exceptions must be approved by the Dean of Students. During detention, students are not allowed to study, sleep, talk, etc. A student may receive a mark while serving a detention.

Educational Projects or Assignments: Educational projects may include reflection essays, research papers, interviews, video projects, etc.

Restitution: When appropriate, a student may be required to pay restitution in the case of damage or theft.

Referral to counselor including interventions: A community provider may be necessary depending on the situation. In cases where a counselor recommendation is appropriate, the Sacred Heart Counseling Department may make recommendations, but ultimately it is up to the family to determine an appropriate provider. The parents and student will need to complete a waiver provided by the counselor.

Community Service: Community Service may be completed at Sacred Heart, or in other cases, a student may be required to complete service at an off-campus site. The site may be selected, or the student may be required to research and recommend a site. A certain number of hours will be mandated.

Reflection: Reflection may include an apology (either written or in-person) to those harmed in some way by the student's behavior or a letter to self.

It should be noted that the school has the right to notify colleges of any significant changes in the student's academic record or personal status between the time of application and graduation. This includes but is not limited to a significant drop in grades, honor violations, probation, suspension, and dismissal.

Any discrepancy in meaning will be viewed in the light most favorable to the administration's point of view.

Appeals Process

Should a student not agree to the outcome of a matter, she may choose to appeal the outcome. The appeals process is outlined below:

All appeals are in writing and addressed to the Division Head. A student will have two school days after an outcome is delivered to submit an appeal. A student may appeal on the following grounds:

1. The student feels she is not responsible for violating the policy.
2. The student believes the outcome is unduly harsh.
3. A student should clearly articulate which ground(s) she is appealing on and the reasons for her appeal. The Division Head will review the appeal and determine if the outcome should be modified based on the appeal. The Division Head will have two school days to review the appeal after it has been submitted. The Division Head will notify the student in writing out the outcome.

<u>HONOR COUNCIL</u>

The Honor Council is designed to acknowledge the rights and responsibilities of the students. Goals of the Council are:

1. To model exemplary behavior.
2. To help the student cope maturely with value questions surrounding behavior.
3. To assist the student in understanding the causes for her undesirable behavior.
4. To engage the resources of the student in accepting responsibility for actions and in redirecting behavior more positively.
5. To promote the habit of considering, in advance, possible consequences of behavior and, based on that consideration, making sound decisions on how to behave. (D. Ostroth and D. Hill, "The Helping Relationship in Student Discipline")

6. To promote an atmosphere of honor and integrity among the school community by sponsoring assemblies, speakers, etc.

Responsibilities of Honor Council Members to the School Community

1. To treat students referred to the Honor Council with respect
2. To keep all information disclosed in the Honor Council confidential unless legal requirements demand that confidential information be revealed

Membership of the Honor Council

To be elected as a student member of the Honor Council, the student must meet the following criteria:

1. Maintain a 3.0 grade point average
2. Maintain good discipline and attendance record
3. Demonstrate consistent support for the *Goals and Criteria* of Sacred Heart
4. Demonstrate good decision making

A student will be dismissed from the Honor Council for the following reasons:

1. If a member of the Honor Council is found to have breached confidentiality at any time.
2. If a member of the Honor Council appears before the Honor Council
3. If a member of the Honor Council fails to continue to meet any of the above criteria that describes membership

The Honor Council membership includes:

- One process observer (Dean of Students), non-voting
- Two faculty members (nominated by the student body and voted on by the faculty)
- Three seniors (one chair) (nominated by the faculty and voted on by their classmates)
- Two juniors (one secretary) (nominated by the faculty and voted on by their classmates)
- Two sophomores (nominated by the faculty and voted on by their classmates)
- One freshman (nominated by the faculty and voted on by her classmates)
- One alternate per grade level and two faculty alternates will be elected. The alternate will come only if the member excuses herself because of ties to the visitor that may impede objectivity in her opinion or if the member is unavailable.

Elections for Honor Council membership are held every spring. The junior with the most votes will serve as secretary and will automatically serve as chair in her senior year. In order to be a member of the Honor Council, the elected membership must attend a mandatory training session held at the beginning of each school year.

All decisions of the Council are reviewed by the Dean of Students and the Upper School Division Head. (Totality of the circumstances will be the Standard of Review.)

Procedures of the Honor Council

1. Call to order by the Chair of the Honor Council
2. The chair will outline the problem or infraction and review the student's record if pertinent.
3. The student responds to the offense(s). The student may choose to have an advocate present. The advocate may be any member of the school community excluding Honor Council members (including alternates) as well as the Upper School Division Head and Upper School Dean of Students. The role of the advocate is to support the student. He/she will have the opportunity to make a statement on behalf of the student, if the student approves.

4. Presentation of witnesses by the student or school, if necessary
5. Council members question the student in order to clarify the issue further.
6. Advocate may choose to make a statement.
7. The chair asks for any further comments, prior to the departure of the student and her advocate.
8. The Council deliberates to reach a recommendation by consensus.
9. The Honor Council will send a summary of its proceedings along with its recommendation to the Dean of Students and Upper School Division Head for review. If approved, the decision shall be communicated in writing by the Dean of Students to the Head of School, the parents of the student, and appropriate faculty. If the recommendation is not approved by the Upper School Division Head and Dean of Students, it goes back to the Honor Council for clarification or modification.

Note: All proceedings of the Honor Council are confidential.

UNIFORM & APPEARANCE

School uniforms reinforce students' shared identity and sense of purpose as students of Academy of the Sacred Heart. Uniforms are an expression of school pride and school spirit. Students should wear them with pride. When worn with pride, a uniform commands respect and positive regard from others. This is true at Sacred Heart, and in most places where a uniform is worn. Additionally, uniforms help to identify a non-uniformed intruder and thus serve as a viable safety measure. Uniforms allow each student the opportunity to be perceived and accepted as the person she truly is. Students are required to be in uniform during the school day at all times.

All students are to keep their uniform ironed and in good condition. If the uniform is not in good condition, the student is out of uniform. Students who persist in wearing non-uniform or uniform/shoes that are in disrepair will be required to mend or purchase that part of the uniform.

All students shall dress presentably when not in uniform at all school-sponsored events, both on and off campus. Any final decision to the appropriateness or not of a specific dress code situation shall be determined by the Dean of Students and/or Upper School Division Head.

ALL UNIFORMS MAY BE PURCHASED THROUGH INKA'S UNIFORMS OR SKOBEL'S UNIFORMS

Inka's: 1617 Hickory Ave., Harahan, LA | 504.739.9866 or 1.800.780.8751 inkas-uniforms.com

Skobel's skobels.com

Metairie | 3001 Clearview Pkwy, Metairie, LA 70006 | 504.264.7733

Gretna | 1742 Stumpf Blvd, Gretna, LA 70056 | 504.366.6887

Belle Chasse | 7928 Highway 23, Belle Chasse, LA 70037 | 504.392.2220

Daily Uniform

- **Skirt:** Plaid kilt, no shorter than four inches from the top of the knee when standing. Hem should be intact, and all buttons should be present.
- **Blouse:** Button down oxford with ASH logo on pocket. Shirt must be tucked in at all times. Any apparel worn under the school blouse must not be visible through the school blouse. Bra straps should not be visible.
- **Polo (optional):** White knit polo with ASH logo. Any apparel worn under the school blouse should not be visible through the shirt. Shirt must be tucked in at all times. Only the white polo with navy logo is allowed.
- **Socks:** Students have the following options: **(ASH SOCKS ARE REQUIRED)**
    - White ASH ankle socks with navy stripe. Inka's and/or the Tres Bien Boutique will have these socks available for purchase.
    - Navy ASH knee-high socks sold in the Très Bien Boutique. Knee socks must be pulled up at all times.

- **Shoes:** Eastland Buck Shoe (available at Ponseti's Shoes and Haase's on Oak St.) (Please note: Any student who is required to wear tennis shoes as a recommendation from a doctor's note, must have an all-white tennis shoe.)
- **Blazer:** Navy blazer with Sacred Heart logo with student's name monogrammed inside. (In the 24-25 school year the blazer is changing, current students who already have a blazer do not need to purchase a new one.)

Cold Weather Options

- Sweatshirts: Navy Sacré Coeur sweatshirt available with crew neck or front zip. Note: Athletic and official ASH club sweatshirts may be worn, as long as they **do not have pockets or a hood.** Any other athletic wear (shirts, shorts or leggings) is not allowed unless permission is given by the Upper School Dean of Students.
- Sweater/Fleece: Navy with double heart logo available only in the Très Bien Boutique.
- Tights: Solid black fitted (not flared) tights may be worn under the uniform skirt in cold weather. Absolutely no sweatpants or pajama bottoms underneath skirts at any time.

PE Uniform

All PE uniform items are available for purchase in Très Bien Boutique.

Any Sacred Heart t-shirt is allowed. . With any ASH logo, red, black or black with camo shorts. In the winter, black leggings are allowed.

Dress Uniform

Navy blazer with Sacred Heart logo, white button down oxford blouse with ASH logo on pocket (short-sleeve or long-sleeve), plaid kilt, the designated uniform shoe, and white ASH ankle socks with navy stripe. Navy ASH knee socks are not allowed.

Casual Dress/ ASH Spirit Days

ASH polo/shirt/sweatshirt with appropriate leggings, jeans (no holes or frayed edges) or other below-the-knee-pants in good condition. Absolutely no pajama bottoms, sweatpants or shorts.

Hair/Nails/Jewelry/Make-Up/Accessories

Sacred Heart does not include the following in its dress code (exemplary but not exclusive): nose rings, unnaturally colored hair, tattoos, body piercing (not to include earrings), accessories, hats etc. Jewelry and hair accessories should be simple and appropriate to the uniform; make-up should be simple and unobtrusive. Hair styles are to be maintained in a neat and clean manner so as to present a positive image of the student and the school. Semi-permanent hair accessories are not permitted (not limited to, but including tinsel, feathers, clip in colored hair extensions.)

*If a student comes to school with an extreme violation, she will be sent home and cannot return to school until the issue has been rectified.

PERSONAL BELONGINGS

Lockers and Valuables

When possible students will be assigned both a locker. Depending on the type of locker, students with a locker may be required to purchase their own combination lock. At the beginning of the academic year, a student will be required to submit her locker combination to the Dean of Students. Students are to keep their locker locked at all times**. No student is ever permitted to open another student's locker.** The school is not responsible for anything of value brought to school by the student, nor anything stored in a locker. If necessary, anything of value or too large to fit inside the locker should be left with the Dean of Students. The Dean of Students reserves the right to inspect the lockers of the students from time to time for health and safety factors and to search the personal effects of a student if there is a probable cause for doing so.

Lost and Found

Lost and found items must be given to the Dean of Students' Office. The lost and found closet will be cleaned quarterly, and all unclaimed items will be given away. In order to avoid loss of textbooks, each student is required to have her name written on each book and on each notebook and should keep them in her locker when possible

ATTENDANCE

It is the school's expectation and the parents' responsibility that the students attend school unless they are ill. Daily attendance should be the norm, not the exception, for all students. It is our hope that you, as parents, will send the same message to your children—absence days are meant for illness or family emergencies; they are not days that should be taken for any reason. The school is accountable to the state to document that students meet minimum attendance requirements for Carnegie Units.

In the case of a parent/guardian being out of town, the US Assistant must receive a signed note by the parent/guardian stating the name of the adult responsible for the student during the parent's absence.

Students may arrive on campus Monday through Friday **beginning at 7:20 a.m**. Students may not arrive on campus prior to 7:20 am, as there is no supervision before that time. The doors and gates will not be open prior to 7:20 a.m. Lingering in cars in the surrounding neighborhoods is not safe. After school ends, students may remain on campus **until 3:45 p.m.** Some students may remain on campus after 3:45 p.m. but only IF they are formally enrolled in a chaperoned, school-sponsored activity such as athletics, play rehearsal, tutored study, etc. that is occurring at that time. Students are not allowed to remain on campus or to roam around the campus unsupervised at any time or for any reason. The campus is not open to students or parents on the weekends, holidays, before opening or after closure unless the student is participating in a chaperoned, school-sponsored activities. Once arriving on campus in the morning, students may not leave school and then return to campus unless they are returning for class or a school-sponsored activity and must have a doctor's note.

A student is considered in attendance if she is present either in class or at a school-sponsored event or function. If a student is present, she must attend class and complete all assignments and/or assessments. A student is expected to be prepared for, and participate in, all coursework if she is present in school. Students may not come to school just to take a test or leave after a test; they must be in school the entire day

Students are responsible for making up all assignments, projects, quizzes, and tests missed during their absence in a timely manner that is mutually agreed upon by the student and teacher (s). It is the student's responsibility to gather all assignments before an anticipated absence and after unexpected absences. Students are expected to ask for necessary extra help from their teachers.

Absences

Attendance is taken during the morning activity period and each instructional period of the school day. Each instructional period counts as ¼ day. All absences accumulate. (The activity period (B4 period) is considered an instructional period for the purposes of attendance.)

A student will be placed on an attendance agreement for a specified period of time when she accumulates the equivalent of six absences in a semester. Students on an attendance agreement are required to log hours to document their make-up time.Students on an attendance agreement cannot miss school for any reason except an illness verified by a doctor's note. Attendance for students placed on an attendance agreement will be evaluated per course to ensure minimum attendance requirements are met. Excessive absences can influence course placement for the coming year.

Students arriving at school after 8:17 a.m. cannot participate in after-school activities (e.g. Rally, Prom, play performance, athletics, etc.) without securing approval from the Dean of Students or Upper School Division Head. **If approval is not secured, the student will receive a Type I Major Offense.** Students absent for a full day may not participate in school or after-school activities or events. If the event is on a non-school day, the student must have attended classes the previous school day. If a student arrives at an after-school, evening, or non-school day activity, without having attended classes or securing special approval from the Dean of Students or Upper School Division Head, she will not be admitted, her parents will be called and a plan for her departure will be established with her parents.

Late/Tardy

A student is considered late/tardy if she arrives between 8 and 8:17 a.m. and will receive a tardy infraction. After repeated tardies, a student may be required to sign-in by 7:45 a.m. in the US Assistant's's Office. Accumulating ten tardies in one semester is the equivalent of missing a full day of school.

Students arriving late to school, must arrive and sign in by the end of second period by 11:40 or will not be allowed to attend school for the day.

Notification of Absences

Report attendance through MySchoolApp Parent Portal. Click on the button beneath the student's picture to report her absence.

Parents can enter full day absences, late arrivals, and early dismissals. Enter planned absences up to a month ahead of time and unplanned absences up to one day after the absence. All entries should be made by 8:30AM on the day of an unplanned absence. Attendance entered this way does not require an attendance form. Parents will receive both an email and a text message confirming your attendance entry.

Last minute attendance changes should be emailed to usattendance@ashrosary.org by 9AM on the day of the absence. If you are faced with an emergency or unavoidably changed plans, please call the Upper School Assistant's office as soon as possible.

The school enters all attendance related to school events/activities, not limited to but including retreats, athletics, on-campus visits with college representatives, and College Board and ACT testing. Students participating in school-related events are still responsible for making up all work and assessments missed during this absence in a timely manner. Arrangements must be made with teachers prior to the planned absence date(s)

To keep accurate records for student attendance, students are required to present Attendance Forms (Ivory Slips) to the US Assistants Office upon return to school, **if the attendance record was not entered in the Parent Portal at MySchoolApp.** Students should follow the policies below:

Attendance Forms (Ivory Slips) are filled out by the student and/or parent and signed by the parent and student. This is documentation of the absence (planned or unplanned), **if the attendance was not entered in the Parent Portal at MySchoolApp.**

- Planned absences: When a student knows she will not be at school for any reason for any period of time, she is required to submit an Ivory Slip two school days in advance. Her parent/guardian must sign the form. She must sign out in the Registrar's Office before leaving, and if applicable, she must sign in upon return to campus. Ivory Slips are not needed for school-sponsored activities such as an athletic game. If students are unsure, they should speak with the Registrar.
- Unplanned absences: A student returning from an unplanned absence must present an Attendance Form upon her return to school. Her parent/guardian must sign the form.
- Early Dismissal: If the student is at school and must leave before the scheduled dismissal time she must come to an Upper School Office to sign out. A staff member must have contact (verbal, email, or in person) before the student is able to sign out and leave campus..
- A student who leaves class due to illness will be evaluated by the school nurse and sent home if necessary. The student will be marked absent from missed classes Failure to have a parent make contact with a staff member prior to departure will result in a Type I Major Offense. If a student provides her own transportation (i.e. car or foot), a parent or guardian should give verbal permission to a staff member in order for her to leave campus.

Excessive and Unreported Absences

An unreported absence is unexcused and subject to disciplinary action and academic penalties. All work missed during or due on the date of an unreported absence will receive a zero or a grade no higher than 50.

Teachers are not required to grant deadline extension, provide extra-help lessons, re-teach missed lessons or administer missed assessments for students with unreported absences.

If a student has more than 18 absences (except those related to school events/activites) in a full-year course (9 absences in a semester course, except those related to school events/activities), she may not be promoted to the next grade and seniors may not obtain their graduation diplomas until the time-in-school requirement is met. The school reserves the right to require the withdrawal of any student whose absences beyond 18 are considered too excessive or unacceptable for make-up. Absences will be accumulated in day and quarter day increments.

All absences are considered unexcused unless school-related. A doctor's note should accompany absences due to illness but will not be recorded as excused.

Prolonged Absence

When a student returns from a lengthy illness, she must bring the Absence/Dismissal Form signed by her parents/guardians accompanied by a doctor's note. The doctor's note should include any medications the student is currently taking. For students who are absent from school for prolonged illness or serious personal reasons, reasonable efforts will be made to effect a smooth re-entry to the academic program. Each case will be considered individually, and the student's progress will be periodically assessed.

College Days

Junior and senior students are encouraged to research and visit university campuses. Juniors are allowed one "college day" per school year. Seniors are allowed two "college days" per school year. In order for the day to be counted as a college day and not an unexcused absence, the student must provide parent entered attendance or an attendance form (Ivory Slip) and documentation in advance from the university/college (i.e. a letter from the Office of Admissions that includes a date and the student's name, an agenda from a visit day, etc.). We advise that all college visits be coordinated through the College Counselor.

In accordance with the policies of the Board of Elementary and Secondary Education, LSU's Spring Testing dates are not counted as days absent from school, provided that proper documentation is submitted to the US Assistant.

EXTRA/CO-CURRICULAR ACTIVITIES

Co-curricular activities offered at Sacred Heart develop student leadership, provide a way for students to develop interests beyond the curriculum, and help to relate students to others who share interests and talents. Activities are designed to complement the academic program.

Student Council

The Student Council strives to create an atmosphere of respect and concern for others. It serves as a channel for positive student expression, assists the administration in planning and carrying out student activities, and helps develop student-faculty and student-student relations. The Student Council works to foster strong school spirit. Members are elected by the student body. To run for Student Council office, a student must have a 3.0 grade point average and must have shown consistent support for the goals of the school. An officer who does not maintain her grade point average or is on academic probation is placed on disciplinary probation. Excessive absences from school and a discipline record could render a student ineligible from running or remaining on Student Council. A student who has two unexcused absences from Student Council meetings or functions may be asked to resign.

Membership consists of the elected officers of the Student Council (President, Vice-President, Secretary, Treasurer, and Artist), the officers of the four academic classes, and class representatives (one from each homeroom). The Executive Board of the Student Council consists of the elected officers (President, Vice-President, Secretary, and Treasurer).

Retreats

Retreats are an essential part of student life at Sacred Heart. Each class is required to attend a retreat. If a student MUST miss the retreat due to documented extenuating circumstances, an alternate, comparable experience will be assigned by the Campus Minister.

Community Outreach

The Community Outreach program in the Upper School aims to shape young women who are compelled to share their gifts and talents for the good of all, especially those who suffer from injustice and oppression locally and globally. With special attention to *Goal 3*, a social awareness which impels to action, the Upper School offers opportunities for students, faculty, staff, and parents to engage in service and grow in social awareness issues and the needs of our community.

- In the spirit of Goal 4, the building of community as a Christian value, all Upper School students complete service to our school community during each of their four years at ASH. These opportunities are offered by the Alumnae Office, Institutional Advancement Office, Liturgical Committee, Dean's Office, and individual teachers.
- The eleventh grade participates in an in-depth service commitment in conjunction with their Religion III course. A minimum of 50 hours must be completed with a single organization, and the service must involve direct, personal contact with disadvantaged individuals. Students who do not complete their 50 hours of service by the start of their senior year will not have senior privileges.
- Opportunities for indirect service are led by student leaders supervised by Upper School administration, faculty and staff
- Campus Ministers promote opportunities to participate in numerous outreach events offered through the Archdiocese of New Orleans and Catholic Charities.
- The Network of Sacred Heart Schools Summer Service Projects have been in existence for more than 25 years. Students are encouraged to apply for these opportunities, sponsored by the Network and various Sacred Heart schools. Lasting friendships are made with other Sacred Heart students, and emphasis on living the love of

Christ is made real. Details about applying for these projects are presented to the students each year and can be found on the Network website at Sofie.org.
- Traditionally, the Upper School has been able to offer a mission trip each summer.
- Service-learning experiences are offered in various courses throughout the school year.

Peer Support

The Peer Support program provides for the selection, training, and supervision of junior and senior students who have the opportunity to assist in the development of the personal awareness skills of eighth grade students as they encounter the challenges of adolescence. Small groups meet bi-monthly with three or four older students to discuss topics pertinent to the age group.

Prom

Prom is sponsored by the junior class for the junior and senior classes. **Each student and her guest will receive a breathalyzer test before admission to the prom, parents will be contacted if a student or her guest fail to pass the breathalyzer test and he or she will not be admitted.** Students are required to arrive within 30 minutes of the designated time for the beginning of the dance and must remain until 30 minutes before the designated ending time of the dance. **Students who fail to arrive by the designated time will not be admitted into the prom.** The school does not assume responsibility for students who do not arrive at a school dance but told their parents and/or legal guardian that they were going to a Sacred Heart dance. Any guest of a student must also abide by the rules in the *Parent/Student Handbook*.

Co-Curricular Activities

Co-Curricular Activities at Academy of the Sacred Heart offer outlets for the interests of both students and faculty. They may be chartered by either. Clubs are moderated by a faculty member or sometimes by faculty co-moderators, especially when off-campus activity is involved. Each club establishes criteria that must be met by each member to maintain membership. Clubs meet outside of instructional time.

Advisory

Advisory periods are scheduled throughout the year. Activities scheduled during this time will include but are not limited to the following: advisory discussions, grade review, team building, and leadership activities, etc. A student is required to report to her homeroom classroom at the start of the period, and she is accountable to the advisor for that time.

Athletics

Academy of the Sacred Heart is a member of the LHSAA (Louisiana High School Athletic Association) and offers a variety of sports teams, such as volleyball, basketball, soccer, tennis, cross country, softball, swimming, and track. Further information can be obtained in the Athletics section.

Field Trips

Students must have permission from their parents to participate in field trips and to drive in cars driven by fellow students. Permission slips will be issued digitally through the parent portal on ashrosary.myschoolapp.com. Students who return to campus from a field trip before dismissal must immediately attend whatever class or activity is presently in session. School regulations, as defined in the *Parent/Student Handbook*, apply on field trips. Emergency information and a first aid kit are brought on each field trip.

Work Permits

State approved work permits for students seventeen years old or younger are available from the Upper School Division Head or Registrar.

TRANSPORTATION

Use of vehicles titled to parents or friends of Academy of the Sacred Heart, whether driven by the owner of the vehicle or an Academy Employee, must be approved by the Division Head or Dean of Students. The vehicle owner must be informed that his/her automobile/liability policies are primary in the event of a claim. A copy of the face of the owner's automobile policy or other proof of insurance, which must show that the vehicle carries coverage limits of **$100,000/$300,000 or $300,000 combined single limit**, must be submitted to the Division Head or Dean of Students.

If the vehicle has seat belts, all passengers must use them, and the vehicle in that event may not carry more passengers than there are seat belts. Vans with a capacity of 15 or more passengers may not be used to transport students. In any instance that 15 or passengers must be transported, a bus with a CDL driver must be approved.

Additional Requirements for Student Drivers

Where a student will provide part or all of the transportation by means of her personal vehicle, in addition to the above-referenced general requirements, the following additional requirements must be complied with. The Division Head or Dean of Students must obtain and keep on file parental permission slips addressing transportation with or without faculty/staff employees required to be in the vehicle whether a student

(i) provides her own transportation, (ii) drives other students, or (iii) is driven by another student.

Student drivers must show valid driver's licenses at the beginning of each year and must report all traffic citations for moving violations or license revocation to the Upper School Division Head or Dean of Students regardless whether they were driving to or from a school-sponsored event at the time of citation. This information will be used to determine permission to provide continued transportation of other students.

CELL PHONES/ELECTRONIC DEVICES

The use of cellular devices, including but not limited to cell phones, smart watches, and devices capable of sending or receiving data and wireless headsets, is not allowed during school hours, unless given specific instructions by a member of the faculty or administration. When necessary, messages should be emailed. If a device is seen in use on campus, the device will be confiscated for the day, and the student will receive an automatic detention. After the second time a student's device is confiscated, the student will receive a second automatic detention, and a parent or guardian will have to come pick the device up from the Dean's Office. If a student is found using a device on campus for a third time, she will be referred to the Honor Council. Any discrepancy will be viewed in the light most favorable to the administration's point of view.

Parents, we ask that you refrain from texting and/or calling your daughter during the school day. In case of an emergency, please call the US Assistant's s Office (504.269.1239), and we will communicate with your daughter.

All correspondence to faculty and administrators should be made during school hours unless faculty specifically request parents to call them at home.

BREAK/LUNCH/FOOD/FREE PERIODS/GUESTS

Dining Hall

All students must return their silverware, dishes, and trays; clean their tables; push in their chairs; and observe good manners during lunch. **The students are not allowed in the kitchen or serving area while lunch is being served.** Parents who send a lunch and snack from home for their child are free to pack the foods of their choice. It is our hope, however, that families choose not to send foods containing peanut butter or nuts whenever possible. Students can not order lunch and/ or pick up lunch from the front desk.

Not Allergy-Free Kitchens: School Food and Nutrition Services' kitchens are not allergy-free kitchens. Cross-contamination is always a possibility. School Food and Nutrition Services does not administer EpiPens; however General Use EpiPens are available and will be administered if needed (additional information available under *General Use EpiPens* in Health and Safety section of this handbook).

Eating and Drinking in Assigned Areas

Students are permitted to eat and drink only in the Dining Hall and outside in the front courtyard. No student is allowed to eat or drink in classrooms, the Assembly Room, hallways of the Upper School, and the hallway leading to the chapel. All students are responsible for cleaning up their own messes and returning silverware and dishes to the Dining Hall.

Lunch Delivery

Lunch may not be delivered to school for an entire class or an individual unless express permission has been granted by the Dean of Students. Third parties include but are not limited to UberEats, specific restaurant delivery, etc. Parents should not bring individual lunches during the day or provide lunch or treats to an entire class without the Dean's permission.

Free Periods

Students must sign in for their free period with the Upper School Administrative Assistant. During their free period, all students must be in the library, the student lounge, or using computer facilities. Seniors may also be in their locker room. Students are not to disturb classes because of congregating in classroom corridors or the student lounge. Students will face disciplinary action if an appropriate noise level is not observed.

Visitors and Guests

Visitors and guests are defined as those individuals who are not students at Academy of the Sacred Heart and are on campus for any length of time. Sacred Heart is not an open campus; we encourage students to find alternate activities for their guests during the school day. If a student must bring a guest on campus, approval from the Dean of Students is required. All visitors are required to sign in at the front desk of the campus. They will be asked to provide proof of identification and will receive a visitor's pass to wear during the visit. All visitors must return to the front desk to sign out. Guests should be introduced to the classroom teachers. Students and/or visitors may not loiter at gates or other entrances surrounding the campus. Students are responsible for their guest's behavior and could be held responsible for violations of their guests.

FACILITIES

Très Bien Boutique

School spirit wear/items and some school uniform items are available at the main bookstore, located on the Rosary Campus. The Très Bien Boutique hours during the school year are Monday through Friday 7:20am to 4pm. Très Bien

Boutique is located in the main hall of the Rosary campus. Parents are invited to come to the front gates and reception will grant entrance through the front doors.

Richard C. Colton, Jr. Performing & Fine Arts Center

The Richard C. Colton, Jr. Fine Arts Center is a community space, and all are expected to maintain respectful behavior when utilizing the spaces for classes, performances and events.

Front Courtyard/Back Square/Gayle and Tom Benson Sports Field

The front courtyard, back square, and Gayle and Tom Benson Sports Field are community spaces. While gathering outside, students are expected to show respect for others and the environment.

Global Education Center

A multidisciplinary space, the Global Education Center is a classroom dedicated to global education programming. The space includes a large format AV wall for video presentations and live streaming and mobile furniture. The adjacent spaces include a conference room and office space. These spaces were opened in 2022.

Katherine and Robert Boh Innovation Lab and Makerspace

Opened in fall 2016, the Kathrine and Robert Boh Innovation Lab is a design space where teachers and students across disciplines and divisions use the design thinking process to create impactful solutions and collaborative systems for addressing modern challenges. The I-Lab Coordinator supports faculty innovation and student-initiated projects by maintaining a Makerspace where both teachers and students can build prototypes and test assumptions to validate ideas. The I-Lab is open for classes, workshops, and individual student exploration throughout the school day.

Mother Soniat Library

The Mother Soniat Library is a vital part of academic life for Middle and Upper School students. Library privileges include easy access to over 12,000 cataloged library materials—the regular collection, reference materials, DVDs, and audio books. The library does not charge fines for overdue books, but we do expect books to be returned in a timely manner. Unsupervised students should not be in the library. Food and drink are not permitted in the library at any time.

Rosary Chapel

The Rosary Campus is fortunate to have a consecrated space for religious, individual, and communal worship. The chapel is a holy place at Sacred Heart, and all are expected to maintain quiet and respectful behavior. Food and drink are not allowed in the chapel.

ATHLETICS

Academy of the Sacred Heart Athletic Program hopes to provide a variety of experiences, both social and educational, that may aid in the development of the student. Being a member of the Sacred Heart Athletic Program carries certain responsibilities, on and off campus. Policies and procedures, in accordance with the *Goals and Criteria* and school policies, are set to govern the spirit of competition and uphold the traditions and standards of Sacred Heart.

USE OF CHEMICAL SUBSTANCES

Medical research clearly substantiates the fact that use of tobacco, alcohol, and any mood-modifying substances produces harmful effects on the human body.

Athletics cannot be compromised with substance abuse. A student athlete who chooses to use chemicals jeopardizes team morale, team reputation, team success, and self-growth, as well as posing a health and safety hazard.

Academy of the Sacred Heart is concerned with the health habits of student athletes and is convinced that athletics and the use of chemicals are not compatible. Student athletes and their parents must make a commitment. Students shall uphold training rules and regulations at all times. This includes but is not limited to all school-sponsored activities and out-of-town trips. Parents must support these rules and regulations and set high standards.

Simply stated, drug abuse is the consumption of any chemical substances or the smoking of some plant derivatives for the purpose of mood modification. The use or misuse of drugs is prohibited.

Disciplinary Action for Use of Chemical Substances

If it is known that an athlete has used tobacco, alcohol, or any type of mood-modifying substance during her sport season, the athlete will be referred to the Dean of Students for disciplinary action as stated in the *Parent/Student Handbook*. Consequences such as athletic disciplinary probation and/or suspension or removal from a team will be determined by the Dean of Students, Athletic Director, and Upper School Division Head. The Head of School will be informed of all decisions.

RISK OF INJURY

Academy of the Sacred Heart administration and coaching personnel advise, caution, and warn parents and athletes that participation in Academy of the Sacred Heart Athletic Program exposes the athlete to the risk of injury, including but not limited to the risk of sprains, fractures and ligament and/or cartilage damage, which could result in a temporary or permanent, partial or complete impairment in the use of the athlete's limbs as well as brain damage, paralysis, or even death. Having been so cautioned and warned, any athlete who participates in Academy of the Sacred Heart Athletic Program does so with full knowledge and understanding of the risk of injury.

ATHLETIC DEPARTMENT POLICIES

Missing Practices or Games

All athletes must commit to all practices and games unless given the express permission of the coach or Athletic Director. This commitment to total participation includes practices and games held during the holiday seasons. An athlete must always consult her coach before missing practice.

Missing practice or a game without good reason will be dealt with seriously. Any athlete who misses one unexcused practice or game shall be suspended for one game. Any athlete who misses two or more unexcused practices or games shall be dismissed from the team. Before dismissing the athlete from the team, the coach shall notify the parents, Athletic Director, Dean of Students, Upper School Division Head, and Head of School either by phone or letter.

Uniforms and Equipment

School uniforms and/or equipment issued to the athlete are her responsibility. Any uniform provided by the school shall be returned to the Athletic Department immediately following the last competition in good and clean condition. Loss or damage of any uniforms and/or equipment is the athlete's financial obligation.

Travel

All athletes must travel to and from out-of-town athletic contests in transportation provided by the Athletic Department unless previous arrangements by express written request are made by parents and approved by the Athletic Director for exceptional situations. In order to leave an athletic event with a parent, the athlete must receive permission from her coach, and the parent must sign the athlete out.

1. Athletes shall remain with their squad and under the supervision of the coach when attending away contests.
2. Athletes who miss the bus will not be allowed to participate in the contest unless there are extenuating circumstances.
3. All regular school transportation policies will be followed.
4. Athletes will dress according to the casual dress policy in the *Parent/Student Handbook*.

College Recruitment Policy

In the event an athlete should be contacted personally by a college recruiter, she has an obligation to work through her coach and the Athletic Department. The coach must be informed of such a contact as soon as possible. College recruitment information, NCAA standards, and NCAA Clearinghouse information are available in the Athletic Office.

Conflicts with School-Related Co-Curricular Activities

The Athletic Department recognizes that each student may choose to have the opportunity for a broad range of experiences in the area of co-curricular activities and, to this end, will attempt to schedule events in a manner to minimize conflicts.

Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to happen. It also means notifying the faculty moderators and coaches involved immediately when a conflict does arise.

When a conflict arises, the moderators and coaches will work out a solution that is in the best interest of the student and school program based on the *Goals and Criteria* of Sacred Heart Schools. If a solution cannot be found, the Upper School Division Head will make the decision based on the following:

1. The relative importance of each event
2. The importance of each event to the student
3. The relative contribution the student can make
4. The length of time each event has been scheduled

Once the decision has been made, the parents, student, faculty moderator, and coach will be informed. The student will not be penalized in any way by either faculty moderator or coach.

Club and Travel Teams

Many Academy of the Sacred Heart athletes participate on outside club and travel teams. While this is encouraged, the obligation to the school team always comes first. Any exception to this rule must be approved by the ASH head coach. In some cases, an athlete may wish to play club in one sport while playing another sport at Sacred Heart. An open dialogue beginning before the season between the athlete and coach is expected to limit missed practices and or games. Per LHSAA rules, a student-athlete cannot train with your club team during their high school's interscholastic season.

Attendance

Students are required to arrive at school no later than 8:17 a.m. to be eligible to participate in an after-school or evening activity or event. This requirement may be waived with written proof of a doctor's visit on that day or by the Registrar or Upper School Division Head. **Students absent for a full day may not participate in after-school or evening activities or events.**

Release from Class

An athlete's release from class to participate in an athletic event is contingent upon the approval of the Upper School Head. All work shall be made up as determined by the teacher. Per Academy of the Sacred Heart, an athlete shall not be allowed to miss any class that she is presently failing. This does not mean that the athlete is ineligible for competition, but she may not miss the class for the purpose of participating in an athletic contest.

Reporting of Injury

All injuries which occur while participating in athletics should be reported to the coach or athletic trainer immediately, who will follow up with the school nurse. An injury report must be filled out by the coach or athletic trainer for all injuries. Athletes who require treatment by the athletic trainer or a physician must obtain permission to return to the activity.

Team Selection

In accordance with the school's philosophy of athletics and the desire to provide the opportunity for as many students as possible to participate in Academy of the Sacred Heart Athletic Program, coaches are encouraged to keep as many students on teams without jeopardizing the integrity of their sport. Time, space, facilities, equipment, athletic ability, coach ability, and other factors will place limitations on the most effective squad size for any particular sport.

If an athlete participates as a member of an athletic team, she is prohibited from attending any tryout for another athletic team or participating in another sport until the original sport has completed its season unless permission has been obtained from her original coach.

Discipline

An athlete who is dismissed by the coach or referee from a game for inappropriate behavior shall be dealt with as stated in the Parent/Student Handbook.

Athletes will not be allowed to miss any disciplinary action for the purpose of participation in a local athletic event (including afternoon practices). A detention will only be rescheduled if a student is on an approved Field Trip Form requiring her to be at an athletic event (this includes emails from coaches and the Athletic Director). It is the student athlete's responsibility to reschedule her detention with the Dean of Students in advance. Consideration will not be offered if the student asks to reschedule on the day of her scheduled detention.

Missing Work

An athlete will have one week from the end of her season (not necessarily the sport season) to complete and submit all missing assignments and take any missed assessments.

SCHOOL POLICIES

The goals of Academy of the Sacred Heart direct the formulation of policies, practices, and educational programs which are supportive of the Christian concepts of human dignity interpreted by the official Roman Catholic Church and enunciated by the local ordinary, the Archbishop of New Orleans. Academy of the Sacred Heart is a college preparatory, ISAS (Independent Schools Association of the Southwest) school for girls. It admits qualified students regardless of race, color, national, or ethnic origin.
The school reserves the right to change direction, change course and reverse policy where and when needed. Full policies are on file in the Office of the Head of School.

CONFIDENTIALITY

Members of the school community commit themselves to maintaining professional tact and discretion with regard to any confidential information disclosed to them by or about students. The guiding principle for extending confidentiality is when there is concern about a student's ability to function academically, emotionally, physically, and/or morally within the school environment. The faculty, staff and administration will judiciously disclose information to parents and/or officials in which there is an indicator that a student is in danger or a danger to herself or others. Faculty and staff follow appropriate school channels to disclose information. In all cases, the faculty, staff and administration follow Louisiana law pertaining to the disclosure of information to parents and/or officials in cases in which there is an indication that a student is in danger or a danger to herself or to others. The Head of School, notified in all cases, determines appropriate action, recommendations or referral including, but not limited to, Louisiana's Children's Code.

PARENT BEHAVIOR

Academy of the Sacred Heart enjoys a constructive relationship with parents. It may occur, however, that a parent's or family's philosophy, values, needs, or expectations significantly differ from those of the school. If this occurs or if **issues are handled by a parent or family in a manner that is disruptive, disrespectful, or destructive to the well-being of an individual or the school community**, the school reserves the right to terminate the relationship between the school and the family without regard for the student's personal performance. This policy includes unduly negative statements made on social media that are potentially harmful to an individual, to the school's reputation and/or contrary to the school's mission. The administration is always available to discuss any issues, problems, or concerns, and whenever possible, will try to accommodate individual needs and preferences.

TECHNOLOGY USE

Gmail

At Academy of the Sacred Heart, we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At Academy of the Sacred Heart, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks and laptops, and learn 21st century digital citizenship skills.
The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read it carefully, let us know of any questions, and then sign the Handbook to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child.
I give permission for Academy of the Sacred Heart to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Google Workspace for Education Notice to Parents and Guardians
This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.
Using their Google Workspace for Education accounts, students may access and use the following "Core Services" offered by Google (described at https://workspace.google.com/terms/user_features.html):

- Assignments
- Calendar
- Classroom
- Cloud Search
- Drive and Docs
- Gmail
- Google Chat
- Google Chrome Sync
- Google Meet
- Jamboard
- Keep
- Migrate
- Sites
- Tasks

In addition, we also allow students to access certain other Google services and third party apps with their Google Workspace for Education accounts based on grade level. As apps become available Academy of the Sacred Heart will evaluate apps for their educational value and age appropriateness for different grade levels.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:
What personal information does Google collect?
When creating a student account, [insert name of school/district] may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone numbers for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google core services, Google also collects information based on the use of those services. This includes:

- account information, which includes things like name and email address.
- activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.
- settings, apps, browsers & devices. Google collects information about your student's settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of your student's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.
- location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.
- direct communications. Google keeps records of communications when your student provides feedback, asks questions, or seeks technical support

The Additional Services we allow students to access with their Google Workspace for Education accounts may also collect the following information, as described in the Google Privacy Policy:

- activity while using additional services, which includes things like terms your student searches for, videos they watch, content and ads they view and interact with, voice and audio information when they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.
- apps, browsers, and devices. Google collects the information about your student's apps, browser, and devices described above in the core services section.
- location information. Google collects info about your student's location as determined by various technologies including: GPS, IP address, sensor data from their device, and information about things near their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data we collect depend in part on your student's device and account settings.

How does Google use this information?
In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the Google Cloud Privacy Notice for more information.

In Google Additional Services, Google may use the information collected from all Additional Services to deliver, maintain, and improve our services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public. See the Google Privacy Policy for more details.

Does Google use student personal information for users in K-12 schools to target advertising?
No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Some additional services show ads; however, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your student's account or past activity to target ads. However, Google may show ads based on general factors like the student's search queries, the time of day, or the content of a page they're reading.

Can my child share information with others using the Google Workspace for Education account?
We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your student shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?
Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrator (and resellers who manage your or your organization's Workspace account) will have access to your student's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your student's account password;
- Suspend or terminate your student's account access;
- Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;
- Restrict your student's ability to delete or edit their information or privacy settings.

With your consent: Google will share personal information outside of Google with parental consent.
For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our Google Privacy Policy, the Google Cloud Privacy Notice, and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?
First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting the Division Head for your child. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit https://myaccount.google.com while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?
If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact your child's Division Head or the Director of Technology. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the Google Workspace for Education Privacy Center (at https://www.google.com/edu/trust/), the Google Workspace for Education Privacy Notice(at https://workspace.google.com/terms/education_privacy.html), and the Google Privacy Policy at https://www.google.com/intl/en/policies/privacy/), and the Google Cloud Privacy Notice at (https://cloud.google.com/terms/cloud-privacy-notice).

The Core Google Workspace for Education services are provided to us under Google Workspace for Education Agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Cloud Data Processing Addendum (as https://cloud.google.com/terms/data-processing-addendum).

Policy for the Ethical and Responsible Use of Technology

The use of technology at Academy of the Sacred Heart is guided by the philosophy and mission of the school as articulated in the *Goals and Criteria* of the Network of Sacred Heart Schools. The school promotes the use of technology, recognizing the need to prepare students to be responsible, ethical, and contributing members of a global society and workforce.

In order to promote the ethical and responsible use of technology, regulations are established for the good of the individual and the school community. Specifically, these regulations are as follows:

1. The implementation and upgrading of technology is a costly endeavor. Students are to be instructed in the proper and careful use of computers and other forms of technology. Food and drink are not to be taken to areas in which computers are located. Students are not to tamper with or damage computers, hardware, or software.
2. Facilities where computers are located are meant to be areas of learning. Students are to be considerate of others who are using the computers for work.
3. Students are required to care properly for videos, DVDs, CDs, computer hardware, and software and to store them in appropriate containers. Students will be held responsible for damaged or lost property which belongs to the school or another student or faculty member.
4. Students are required to return borrowed equipment the same day, if the equipment is lost, the students is responsible for the (new) replacement cost.
5. If inappropriate use of hardware or software programs leads to damage, the student(s) will be charged for the damages or replacement of the hardware or software. Taking computer hardware or software that belongs to the school or to a student or faculty member without permission of the owner is stealing. Stealing will be dealt with as outlined in other sections of the *Parent/Student Handbook*.
6. Students shall comply with copyright laws in the use of software, including loading and using software without proper licensing. The use of the network or the internet as a valid academic resource is governed by the same rules which apply to library resources. Improper use or distribution of information is prohibited. This includes using the network for financial gain or for illegal or commercial activities. The use of another person's work, without proper reference or permission, is considered plagiarism and will be subject to disciplinary action as outlined in other sections of the *Parent/Student Handbook*.
7. When allowed to use a computer for a test, all documents and programs, except those specifically allowed for the test, must be closed, not minimized.
8. A computer's task bar should be visible at all times during school time.
9. Language translators, whether found online or installed as a program, are not to be used for world language classes without the teacher's permission.
10. The use of any A.I. Tools, whether found online or installed as a program, are prohibited in general and on any assignment that is submitted for a grade, unless explicitly specified by the teacher.
11. Tampering with the network or a computer to impair the functionality of either or knowingly initiating a computer "virus" on a computer or a network which modifies or destroys the work of others shall be

considered a serious offense of vandalism. Vandalism will be dealt with as outlined in other sections of the *Parent/Student Handbook*.

12. Attempting to subvert security systems or to bypass restrictions set by the network administrator, (hacking), is considered a serious offense of vandalism and will be dealt with as outlined in other sections of the *Parent/Student Handbook*.
13. The use of profanity, vulgarity, as well as any statement that degrades someone's reputation, good name, or integrity is prohibited. This includes viewing, downloading, sending, storing, or printing files or messages that are profane, obscene, or that use language that offends or degrades others.
14. Accessing the accounts and files of others is prohibited. Logging in as another person, using another person's files, and altering a program that belongs to another are violations of another person's right to privacy.
15. Posting personal information (name, address, phone number, credit card number, password, etc.) belonging to another person is strictly forbidden. Such violations are no different from stealing and will be dealt with in the same manner as stealing as outlined in other sections of the *Parent/Student Handbook*.
16. The email system is to be used only for the exchange of appropriate information. There are to be no emotionally charged, derogatory, or otherwise inappropriate exchanges (flames) on the email system. Delicate or difficult communications should take place face-to-face. One should not send anything on email that one would not be able to say face-to-face. The sending of chain letters is prohibited. The school reserves the right to monitor all email communicated through the ashrosary.org domain.
17. Communication between faculty and students should be limited to class topics. Email of a personal nature should not be exchanged between faculty/staff and students.
18. No student should ever access another person's email account. Each member of the school community is expected to respect the privacy of email messages belonging to other members of the school community. No one should read the personal mail of another without the recipient's permission.
19. The exchange of information between students using the technology available to them is to enhance the learning process. Instant messaging and unapproved document sharing are not considered an appropriate or valid means of exchanging information for academic reasons. Students are not to use this form of communication while on campus.
20. The use of online discussion boards is considered a valuable and enriching part of the program in the Upper School. In general, online discussion boards are to be used for the exchange of academic information and to enhance academic discussions beyond the confines of the traditional classroom. The posting of a new discussion board topic must be approved by the instructor of the class in which the discussion will occur. There are to be no emotionally charged, derogatory, or otherwise inappropriate exchanges within the discussion board. One should not post anything on a discussion board that one would not be able to say face-to-face.
21. The internet is to be used for scholarly research and as a means of obtaining information. Students are not to join chats at school unless there is a legitimate academic reason to do so. Chats offer opportunities to develop relationships with people through the internet; however, everyone should realize that there are certain safety measures to consider when communicating on the internet. Frequently, it is impossible to really know with whom one is communicating; therefore, one should be very cautious about giving out personal information (name, address, phone number, etc.). The internet offers access to information that is inappropriate (e.g. pornography, vulgarity, gambling, militant/extremist materials, etc.). No one may access information of this sort.
22. All digital media (photographs, video, music, slideshow, etc.) taken during school time, during any school-sponsored event, or when representing the school in the community in any way, cannot be published on the internet or any website, or any kind of public media, without the consent of the Division Head and the written permission of all the persons included in the media.
23. Teachers will be recording any and all virtual sessions with students, with that exception computers may not be used to make recordings without the consent of all who are being recorded.
24. Sound must be turned off, except when it is being used as part of a class.
25. Students are not permitted to play internet games or watch movies without explicit permission.
26. Because the network is the property of the school, the school reserves the right to monitor all communications through the network without any notice.

27. Assisting others in violating these rules shall be considered unacceptable behavior and shall be subject to disciplinary action.
28. The cameras on student laptops are enabled. When using the cameras on student laptops students must be properly attired and located in a common area.
29. Students should not connect their private cell phones/wireless devices to the school network at any time.
30. Cell phones and other electronic devices are not to be used during school hours, and violations will be dealt with as outlined in other sections of the *Parent/Student handbook*.

Violations of regulations regarding the proper and responsible use of technology shall be reported to the Upper School Division Head and/or to the Dean of Students who will follow disciplinary action as outlined in the *Parent/Student Handbook*. The severity of the offense will determine whether or not the offense is classified as a Type I or Type II. In addition to disciplinary consequences, a student may lose the privilege of using the technology available at Sacred Heart because of irresponsible, unethical, or illegal usage.

HEALTH/HUMAN SEXUALITY/SAFETY

Students are provided with instruction of the available facts and issues pertaining to matters of personal health, growth, and development, including human sexuality and the use of mood-altering chemicals. Opportunities for discussion of these issues are offered by knowledgeable professionals on all levels—spiritual, moral, physical, and emotional—in an effort to provide students with the potential to make mature and prudent decisions with respect to the manner in which they conduct themselves and their personal relationships, always keeping in mind the philosophy statement of Sacred Heart.

Change of Status

Please notify the school in writing of any address, home/work/cell phone number, or email address changes as soon as possible. **Please keep this information updated at all times**.

Magnus Health

Academy of the Sacred Heart uses the Magnus Health Student Medical Record (SMR) for each ASH student. Magnus is a web-based system used to collect and securely store student health information. If you have any issues with your account, you can contact Magnus at 919-502-7689 or service@magnushealthportal.com.

Each student's Magnus Health account must be completed by July 15 of the upcoming school year. All-first time entering students will be required to submit a copy of their birth certificate, current immunization record, and a physical from their pediatrician. All students entering ninth grade are required to submit a copy of their immunization record and a physical from their pediatrician. All information must be submitted directly to Magnus Health, and all information must be complete in order to begin school. This is a diocesan and state requirement.

Students may not attend classes until completed records are on file in the infirmary.

Immunizations

Academy of the Sacred is required to be compliant with Louisiana laws and regulations regarding immunizations. This requirement is also reflected in our *Goals and Criteria* as a Sacred Heart school, which calls us to ensure the safety of your daughter, and all other students. In keeping with *Goal 4, Criteria 4, "Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value. All members of the school community support a clean, healthy and safe environment."*

Act 73 requires that all schools use LINKS (Louisiana Immunization Network for Kids Statewide) for reporting and filing immunization school compliance reports to the Louisiana Immunization Program. **If the schedule recommended by the Louisiana Department of Health and Hospitals is not followed, the student will**

require a doctor's note and a statement of exemption annually. The doctor's note should state that he/she is aware of the recommended schedule and that all exclusionary rules have been explained to the parents.

Age	**Vaccinations**
At Birth	HepB
2 Months	DTaP, Hib, IPV, HepB, PCV, RV
4 Months	DTaP, Hib, IPV, PCV, RV
6 Months	DTaP, Hib, IPV, HepB, PCV, RV, Flu, COVID-19
7 Months	Flu, then annually
12-15 Months	DTaP, Hib, MMR, VAR, PCV, HepA
18-23 Months	HepA
4 Years	DTaP, IPV, MMR, VAR
11-12 Years	Tdap, MenACWY, HPV (VAR, MMR, HepA, HepB if needed)
16 Years	MenACWY, provider-patient discussion for MenB (HPV, VAR, MMR, HepA, HepB, if needed)

A guide to the above-listed vaccine abbreviations can be found at this link.

Infirmary

A registered nurse and nurse assistant are on duty during the school day. A student who becomes ill during the school day should report to the nurse's office. Should the nurse be unavailable, a student should report to the Dean's Office.

Medications

Please refer to the policy and procedures for the administration of medications, which can be found on the school's website. All medication forms are available by accessing your Magnus Health account. Daily medications must be listed on Magnus at the beginning of the year and can be updated at any time. If a child should begin taking medications, whether it is dispensed at home or at school, after the start of the year, a note to the teacher is required, and the Magnus account must be updated. If your daughter needs medication during the school day, all of the appropriate forms must be completed on Magnus in order for the nurse or her designee to administer the medications. Over-the-counter medications (that are not stocked at school) require a medication form with parent signature Parent/Guardian Authorization Form. The form must be uploaded to her Magnus account. Prescription medications require a medication form with **BOTH** Parent/Guardian and Physician's signature. The form must be uploaded to the Magnus account, Authorization Form and a Physician's Authorization Form on the student's Magnus account. Medication must be in its original container, the medication name, student name of the child, instructions, and any possible side effects must be visible. Medicine (including non-prescription) must be brought to the School Nurse's Office to be dispensed by school personnel designated by the nurse in her absence. Students are not allowed to self-medicate during the school day. **The first dose of a new medicine will not be administered at school.** Parents of asthmatic, diabetic, or severely allergic children or those with special needs must meet with the nurse about recommended treatment.

Contagious Diseases

If a child has a contagious disease, parents/guardians must inform the school nurse at mmatrana@ashrosary.org so that the nurse may notify other parents/guardians of the exposure and outline the symptoms when necessary. A doctor's note certifying that the child is no longer contagious must be presented upon return to school.

Absence from School for Health/Medical Reasons

Parents/Guardians are asked to keep their child home if she shows any signs of illness (e.g. fever, rash, flu, hacking cough, vomiting, diarrhea, flu, lethargy, etc.).

- Fever: If a child has a temperature of 100.0 or greater while at school, parents will be notified, and with verbal permission from the parent, the student will be medicated with a fever-reducing medication. The student will also be sent home. Students may not return to school until they are 24 hours fever free without the use of fever reducing medication. In some cases, students sent home with severe symptoms will not be permitted to return to school without a note from a medical provider.
- Diarrhea: Parents are asked to keep their child home if she has diarrhea that is not associated with changes in diet or due to antibiotic use. A child who has had two or more episodes of diarrhea in 24 hours should not attend school, and she should be kept home for at least 24 hours since the last episode. Vomiting: A child who has had two or more episodes of vomiting in 24 hours should not attend school, and she should be kept home for at least 24 hours since the last episode. Parents must notify the school nurse within 24 hours if the child has strep throat or any other contagious diseases. If a student misses three or more days of school, she must provide a doctor's note with a return to school date and a diagnosis listed, prior to returning.

The school nurse will send a child home in certain cases. It is a school policy that if a child is sent home by the nurse due to illness, with fever, vomiting, diarrhea (not due to antibiotics or diet), a contagious disease, etc.,she may not return to school the next day (or the same day for any reason (e.g. classes, quizzes/tests, school activities, athletics, after school programs, etc.). The school is aware that this may conflict with a medical recommendation; however, this is a school policy.

If a student has been hospitalized for any reason or if a medical clearance has been requested by a Division Head, Nurse, or Counselor, prior to returning to school the student will need to provide a written statement from the physician noting she is medically cleared and that it is safe for the student and the school community for the student to be readmitted. The student must also be able to participate in all routine school activities and physical education classes. If applicable, all restrictions must be discussed with the School Nurse and the appropriate Division Head prior to the student's return.

Physical Injury

If the student comes to school with an Ace bandage, sling, cast, boot, or crutches; needing to use the elevator or needing a shoe other than the school shoe, she must have a note from the parents or physician in order to attend class. If the injury requires a device for more than 3 days, she will need to provide a doctor's note. All restrictions and accommodations should be listed on the note. Prior to attending class, the student should be evaluated by the nurse. For the safety of the students, the school prefers that any student who has a foot or leg injury return to school in a wheelchair rather than on crutches. A wheelchair will be provided during school hours.

Allergy Action Plans

Students at risk for a life-threatening allergic emergency will require an Allergy Action Plan completed by a physician and signed by a parent or legal guardian. The Allergy Action Plan can be accessed from the student's Magnus Health Account, or from the nurse's office. These emergency care plans must be completed and submitted to Magnus for the School Nurse's approval prior to the student being allowed to attend school. Any medication ordered on the Allergy Action plan must be provided to the school by the parent. Emergency care plans, along with emergency medicines, will be made available to appropriate staff at all times as well as training on EpiPen usage.

In the event of an emergency situation, faculty and staff will refer to the student's emergency care plan.

General Use EpiPen

In the event a student is having an anaphylactic reaction while at school, the general use EpiPen will be administered to any student who does not have her own epinephrine auto injector on campus. All epinephrine auto injectors will be stored according to manufacturer's directions in a clearly labeled, locked, easily accessible closet at room temperature.

If epinephrine is administered, 9-1-1 will be called. The School Nurse will be notified, and in turn, will notify parents/guardians. The student will have constant monitoring, and additional medications will be administered if applicable (antihistamines **and inhalers).**

Medical Release Forms and COVID-19 Risk Acknowledgment

Under the mandates of HIPAA, Academy of the Sacred Heart is required to have parents sign release forms granting permission to disseminate information regarding existing medical conditions. In the event that this release form is not uploaded to your Magnus Health account by the first day of school, the student will not be permitted to attend classes.

Service Animals/Emotional Support Animals

Animals or pets are not permitted on the school's campus without making prior arrangements with the Division Head and the Head of School.

Pregnancy

The policy guiding school response to a pregnant student is made in the light of gospel principles which call for concern and support. Each situation will be addressed individually and confidentially.

When the Upper School Division Head learns of a student pregnancy, the student and parents or guardians will be invited to discuss with the Upper School Division Head and her counselor regarding how the student may best continue her studies, keeping in mind the health and well-being of the student and her unborn child (as medically reported), the purposes and objectives of the school, and the school's responsibility to other students.

The student may continue to attend classes as long as the Upper School Division Head permits. Thereafter, the student may pursue her studies and receive credit under any arrangement acceptable to the student and parents or guardians and approved by the Upper School Division Head.

The student may resume classroom attendance as soon after the birth of her child and her health permits.

AIDS

Academy of the Sacred Heart 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. Students and employees of Academy of the Sacred Heart shall not be discriminated against on the basis of AIDS unless the nature and extent of the illness reasonably preclude the performance of such employment or medically constitute a change to health and safety.

It is the responsibility of any person in the school community (including faculty, staff, and students) to report immediately to the Head of School any health condition that may call for separation or isolation or other special measures to protect the health of other persons. Any case of HTLV III/LAV (AIDS) or AIDS related complex (ARC) or known positive AIDS antibody (carrier) must be so reported.

The Head of School shall form a Health Review Committee which shall conduct an inquiry into any matter referred to it. The Committee will consider the particular circumstances of the affected individual, the health risks presented to

other persons by the affected individual's condition in the light of available medical information, alternative possibilities for minimizing exposure of others, legal constraints, and all other relevant circumstances. Each situation will be addressed individually and confidentially. The Committee shall report its findings and its recommendations to the Head of School who shall decide the matter.

Child Abuse

Louisiana law is written to protect children whose physical or mental health and welfare is substantially at risk of harm by physical abuse, neglect, or exploitation and who may be further threatened by the conduct of others. It is the stated policy that Academy of the Sacred Heart will be an active force against child abuse, whether sexual, physical, or psychological. This means that the school not only will pursue a vigilant policy to prevent such abuse from occurring in the school environment, but it also means school personnel will be instructed to be vigilant for evidence of abuse against any of the children with whom they come in contact as required by Louisiana's Children's Code.

Academy of the Sacred Heart follows the Archdiocesan policy which may be found on its website for the Archdiocese of New Orleans, Office of Child and Youth Protection-Safe Environment. nolacatholic.org/safe-environment

In summary, school personnel as "mandated reporters" are required to report suspected abuse of minors to law enforcement and/or the Department of Children and Family Services immediately, as required by law.

Harassment/Bullying

In view of Academy of the Sacred Heart's mission of modeling appropriate gospel values as well as of providing a safe and viable learning and working environment for students, administration, faculty, and staff, Academy unequivocally prohibits any and all forms of intimidation, harassment, and/or bullying. Harassment includes, but is not limited to, slurs, jokes, comments, teasing, and other offensive conduct relating to race, religion, color, sex, sexual orientation, national origin, citizenship, disability, or any other legally protected characteristic. Bullying includes, but is not limited to, physical or verbal aggression (hitting, kicking, taunting, teasing, threatening, ridiculing, etc.), relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion), emotional aggression (teasing, threatening, intimidating others).

Bullying or harassment can occur through any type of communications method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Instagram, Snapchat, GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any type of offensive conduct, whether on or off campus, on a school bus, or at a school-related event, can create an uncomfortable School environment.

All concerns relating to harassment or bullying should be reported immediately to either the Upper School Division Head or the Head of School. We also expect that anyone, whether student, faculty, staff or family member who witness, or has knowledge of an incident of bullying or harassment, will report the incident to administration immediately. When the School administration becomes aware of harassment or bullying, the situation will be promptly investigated. Any individual found to have violated this policy will be subject to disciplinary action, including dismissal from School for serious violations. No adverse action will be taken against any person who makes a good faith report of harassment or bullying. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Hazing

Any situation or activity that, for the purposes becoming, remaining, or participating in any group and/or commemorating a milestone, produces or could be expected to produce mental, emotional or physical discomfort, injury, fright, degradation, moral compromise, humiliation, embarrassment, harassment, or ridicule to a student is hazing. The fact that an individual consents or appears to consent to participate in the activity is irrelevant. Violations

of this policy include engaging, assisting, planning, or attempting to engage, assist, or plan any hazing activity, whether on or off School property. Students should be aware that there are state laws that specifically prohibit hazing in any form and provide for criminal penalties for engaging in unlawful hazing activities.

Sexual Harassment

Sexual harassment is a form of misconduct which undermines the integrity of Academy of the Sacred Heart's employment and academic relationships. All employees and students are entitled to an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment refers to sexual conduct which is unwelcome, which is personally offensive, which debilitates morale, and which interferes with the working or learning effectiveness of its victims and their peers. Individuals who experience sexual harassment should make it clear that such behavior is offensive to them and may process a complaint pursuant to this policy to the Upper School Division Head or Head of School.

Social Media

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the internet, including to your own or someone else's web log or blog journal or diary, personal website, social networking, web bulletin board, or a chat room, as well as any other form of electronic communication. Common current examples of social media are Facebook, Twitter, Instagram, Snapchat, TikTok, Pinterest, YouTube, Tumblr, and Reddit.

Academy of the Sacred Heart encourages the creation of a positive digital identity. Nevertheless, students are responsible for the content of their social media communications. In an effort to balance these interests, student interactions online should be:

- Guided by the principles of respect, dignity, and the safety of themselves and others.
- Respectful of the privacy of others in the school community.
- Aware that their posting may be visible to friends, enemies, parents, teachers, admissions officers, and future employers (even where the original intent was for the communication to be private).
- Free from sexual, profane, vulgar, defamatory, racist, harassing, or threatening language and/or references to drug and alcohol use.

The same principles and guidelines found in the *Goals and Criteria* apply to student activities online. Before creating online content, students should use common sense and consider both risks and rewards that are involved. Any student conduct that adversely impacts the image of the School or members of the School community may result in disciplinary action, regardless of when or where the posting was made.

SOCIAL MEDIA & SCHOOL BRAND

No Social Media accounts may be created on behalf of Academy of the Sacred Heart (named/nicknamed or using any affiliated logo/image of the school) without the express permission and moderation of the Marketing & Communications Department of Academy of the Sacred Heart. This includes all departments and divisions of the school. Furthermore, No Party is allowed to use the school's name, image and/or logo(s) or any facsimile at any time without permission. The school retains all rights and at all times.

Ownership of the Double Hearts Logo Trademark

The Double Hearts Logo is a registered trademark of Academy of the Sacred Heart, New Orleans. The Double Hearts trademark and Double Hearts logo may only be used in conjunction with goods, services, and marketing materials produced by Academy of the Sacred Heart, New Orleans, and with the express prior approval of Academy of the Sacred Heart Marketing/Communications and the Head of School.

TUITION

In the event of a natural disaster, disease outbreak or any other circumstances which, in the judgment of the school administration, make it infeasible, unsafe or otherwise imprudent to continue campus-based education, school shall resume as soon as possible via distance learning and/or other methods developed by the school. Due to continuing financial obligations relating to operational costs, including administration and faculty, and staff salaries, there shall be no suspension, reduction, or refund of tuition or applicable fees.

DRUG/ALCOHOL USE

At Academy of the Sacred Heart ("Sacred Heart" or the "School"), we recognize that the primary responsibility of the School is to provide for the student in such a way as to promote a full realization of her potential. *Goal 5, Criteria 6* calls for "All members of the school community [to] take personal responsibility for balance in their lives and for their health and well-being." To this end, the educational process must attempt to prepare a student to make informed decisions about significant life issues. We know that a student cannot make full use of the total School program if she is using mood-altering chemicals that can seriously inhibit her capacity to learn and function effectively.

The School recognizes that alcohol and drug use can lead to dependency, a chronic disease which is manageable when treated.

The administration and faculty of Sacred Heart are committed to providing the most optimal educational environment possible for our students. In order to help achieve this goal, the Sacred Heart community wants to ensure a safe and alcohol and drug-free environment.

Sacred Heart reserves the right to test any student who exhibits behavior that may be related to the use of prohibited substances. The School recognizes that certain behaviors exhibited by individuals may be signs of substance abuse or of students who are at higher risk for alcohol or drug use. The School recognizes that not all such behaviors warrant drug or alcohol testing. However, when such behaviors are severe or impact the student's academic or social life, the School reserves the right to intervene and conduct a drug or alcohol test on the basis of that behavior.

Nothing in the following policies affects or limits the ability of the School's administration to (1) ask that a student withdraw from Sacred Heart, or (2) cause a student to be separated from the School because of that student's use of drugs or alcohol.

Drug and Alcohol Testing Policy and Program

The drug testing program for Upper School students proceeds according to the procedures outlined below. The Sacred Heart drug testing policy is intended to:

1. Encourage young women to take personal responsibility for creating a balance in their lives and for their health and well-being.
2. Deter young women from beginning or continuing drug use.
3. Identify young women who are harmfully involved in drug use so that they can be directed into appropriate drug education and treatment.

The Sacred Heart community wants to help ensure the health and security of our student body. Through a two-pronged approach of drug education and testing, we intend to enable our students to make responsible decisions concerning their health and well-being. The educational component of our program includes classroom instruction in physical education classes, peer discussion in group guidance counseling sessions, and invited guest speakers.

The School recognizes that alcohol use among young adults is a serious health issue. If the School has reason to believe that a member of our student body has developed a dependency on alcohol, the School will share its concerns with the student and her parent(s) or guardian(s).

Parent(s) or guardian(s) will be notified of the School's concerns by a meeting with the administration. But, if the School believes that the student's alcohol use places her in immediate danger, the School's concerns may be shared by telephone. Where there is reasonable suspicion of an alcohol related problem, the School may require professional assessment or an evaluation by qualified persons to determine the extent of the abuse and whether or not treatment is required.

In situations where an alcohol dependency is confirmed, a student will be placed on a contract that delineates a program of action to which the student must adhere in order to remain
enrolled at Sacred Heart. Failure to adhere to the contract will result in Type II Major Offense.

Should a student appear to be under the influence of alcohol at School or at any School related function, she may be tested with a breathalyzer. A student who tests positive for alcohol use at
School or at any School related function or whose alcohol use at School or at any School related function is otherwise confirmed will meet with the Upper School Division Head and/or Dean of Students. Under such circumstances, the student will be deemed to have committed a Type II Major Offense.

Testing

1. ***Random Testing:*** All Upper School students will be tested randomly.. Notification of test results will be given to the Dean of Students, the Upper School Division Head, the Upper School Counselor, and the Head of School. Parent(s) or guardian(s) and students will be notified of results by email as soon as possible.
2. ***Refusal to Participate in Testing:*** A student's refusal to participate in testing will be considered a positive test.
3. ***Method of Testing:*** A urine sample will be collected, and all chain of custody procedures will be followed. The urine sample is sent to the clinical laboratory of Omega Laboratories who performs the analysis on all samples. This program tests for a variety of chemical substances, including, but not limited to, cocaine, marijuana, opiates (heroin/morphine/codeine), phencyclidine (PCP), hydrocodone, and methamphetamine. Positive results will be confirmed by the lab before the School is notified. Strict confidentiality is maintained. Sacred Heart reserves the right to test for additional drug substances and to utilize additional methods of testing, including, but not limited to, hair and oral fluid tests.
4. **Prescription Drugs:** The testing will produce positive results for certain prescription drugs. Accordingly, all students using physician prescribed medication must provide the School nurse with a record of their prescription prior to drug testing and/or within three days after testing and before the student's test results are received by Sacred Heart.

Procedures to be Followed After Positive Test

If a student's test results are positive, indicating the presence of drugs, the following procedures will be followed:

1. The first positive test result will result in a confidential meeting with the parent(s) or guardian(s), the affected student, and the school administration, to discuss the drug test findings. Generally, these students will be directed to undergo counseling and treatment, as deemed necessary by the administration, with the costs to be borne by the student and her parent(s) or guardian(s). In certain circumstances, and solely at the discretion of the School administration, a student could be asked to withdraw from Sacred Heart or be separated from the School.
2. A student testing positive for drugs will need to submit a negative urine test to the school 90 days from the original positive test date. If a student can not submit a negative test 90 days from the original test, indicating the continued presence of unauthorized drugs, the student will be asked to withdraw from Sacred Heart or be separated from the School.
3. A student with one prior positive drug test who receives a second positive drug test after passing her initial re-test will again be required to attend a confidential meeting with her parent(s) or guardian(s) and the School administration to discuss the drug test findings. In certain circumstances, and solely at the discretion of the

School administration, a student could be asked to withdraw from Sacred Heart or be separated from the School. If the student remains enrolled at Sacred Heart, she must submit another negative drug test after 90 days.

4. If the re-test results are negative, the student must comply with the requirements of section below. But, if the re-test results are positive, indicating the continued presence of unauthorized drugs, the student will be asked to withdraw from Sacred Heart or be separated from the School.
5. A student with two prior positive drug tests who passes both re-tests and is allowed to remain enrolled at Sacred Heart must undergo an assessment by a duly licensed and accredited drug treatment center. This assessment and treatment must commence within 30 days of the discovery of the positive drug test finding. All costs and expenses of the assessment and treatment will be borne by the student and her parent(s) or guardian(s). A student who fails to comply with the requirements set forth in this paragraph will be asked to withdraw from Sacred Heart or be separated from the School.
6. A student who tests positive for drugs a third time at any time during her years in the Upper School will be asked to withdraw from Sacred Heart or be separated from the School.

Appeal of Test Results

The school has the right to allow or deny the opportunity for a re-test. If the student or her parent(s) or guardian(s) feel that the test results are in error or that the drug in question was a properly prescribed medication for said student, they have a right to request a re-test be performed. The right to an appeal is the school's decision and will be made in consideration with the student's past behavior record as well as her fulfillment of all components of the original behavior contract. This re-test must be requested and taken within three days of notification to the parent(s) or guardian(s). If the student or her parent(s) or guardian(s) claim that the drug in question was a properly prescribed medication, then her parent(s) or guardian(s) must produce evidence satisfactory to Sacred Heart indicating that the drug in question was a properly prescribed medication. The school reserves the right to submit the sample for re-testing to the company of its choice. The student may not alter her hairstyle before this re-test. The cost of this testing will be borne by the student and her parent(s) or guardian(s). If the re-test results garner a negative test, the administration and the parent(s) or guardian(s) will discuss the further action to be taken; however, the School's decision will be final.

Retention of Records

No documentation pertaining to each student's screening for drug usage will be made part of the student's permanent academic record. All documentation will be kept in a separate confidential file with the Dean of Students and will be destroyed upon the student's graduation from Sacred Heart.

ACCESS & AUTHORITY

The Academy recognizes that, absent a court order to the contrary, parents share parental authority over and access to their daughters in accordance with La.C.C. Art 216. Academy will comply with a court order varying legal or physical custody required of all parents to inform the Administrators and furnish a certified copy of the order.

The Academy also recognizes that pursuant to La.R.S. 9:351, regardless of the custodial arrangement, parents are entitled to access records and information pertaining to their daughters. Academy will comply with this statute unless the Administrators are furnished a certified copy of a court order modifying parental access.

BACKGROUND CHECK AND SAFETY TRAINING

Our insurance carrier requires that we obtain consent for a criminal background check from all employees as well as from each person who volunteers at the school. Further, state law and the insurance carrier require that a background

check be conducted of any adult who will be chaperoning students for any school-sponsored overnight activity, either as a parent or a volunteer. Therefore, the school requests that each parent and prospective volunteer sign and submit a form authorizing a criminal background check. **No adult can chaperone an overnight school-sponsored event unless the proper form has been submitted and the background check obtained.** If a background check is conducted, the school will keep all results confidential. The school reserves the right to exclude an individual from school-sponsored activities at its sole discretion.

In addition to a background check, all volunteers who might at any point be left alone with a child must complete the Safe Environment training offered by the New Orleans Archdiocese.

PUBLIC RELATIONS/MARKETING USE IN SCHOOL PHOTOS/VIDEOS

Throughout the year, photographs and videos are often taken of students either by Sacred Heart or the media. Unless a parent otherwise notifies the school, photographs and videos may be used by Sacred Heart or its designees for publication or broadcast purposes.

If you do not wish for pictures or video of your child to be used externally, please contact the Director of Communications/Public Relations at ereynaud@ashrosary.org for your child to be placed on a Do Not Photograph List.

Oftentimes, parents share photographs or videos of their children with members of the school (teachers, administrators) or tag the school in their social media posts. If you choose to share photos or videos of your child with members of the school, these may be used by Sacred Heart for publication or broadcast purposes, unless you have specifically requested otherwise.

RECORDING DEVICES

To maintain the security of the School's premises and systems, the School prohibits unauthorized photography, audio, or video recording of its employees and students.

EMERGENCY PROCEDURES

Fire Drills

The fire signal is an emergency announcement. Fire drills are held monthly throughout the school year. When a fire drill is activated, all persons in the building must:

- Leave immediately following the route indicated by the teacher
- Remain silent
- Walk quietly to the designated area
- Listen carefully for directions
- Return to the building in silence

Crisis Drills

A crisis drill is a lockdown in the classroom. All doors, classrooms, and offices are locked, and students and teachers sit in a safe area of the room until an announcement is made to resume normal activity. A crisis drill is held periodically throughout the school year.

Tornado Drills

The tornado drill is an emergency announcement. They are held periodically throughout the school year. When a tornado drill is activated, all persons in the building must:

- Walk quietly following the route indicated by the teacher to a designated area that faces an interior wall
- Remain silent
- Listen carefully for directions to assume protective postures that protect the face and eyes
- Stay positioned until an announcement is made to resume normal activity

Emergency Closing of School

In case of an emergency school closing/dismissal, parents will be notified via our emergency crisis management system, a telephone and email broadcast system that enables school personnel to notify all parents by phone and email within minutes of an emergency or unplanned event that causes early dismissal or school cancellation. Parents are **asked to refrain from calling the school.** Vital information will also be posted on the school website at ashrosary.org, and submitted to local news outlets.

Upper School students whose parents have not given signed prior approval for dismissal during an emergency closing will be held in the Dean of Students' Office until a parent or guardian can be contacted to arrange for dismissal.

Security/Gates

The entrances to the school (Carondelet Street and St. Charles) open at 7:20 a.m. during the school week. For security, all gates will be locked at 8:15 a.m. During the school day, the bridge across Carondelet Street should be used for passage to the gym and Favrot Fine Arts Building. Middle and Upper School students may be picked up at the front gate until 3:45 p.m.; thereafter students participating in chaperoned, school-sponsored activities must be picked up on Carondelet Street only, unless otherwise instructed. Students are required at all times to remain inside the school grounds while waiting to leave school. Students are not allowed to remain on campus unsupervised for any reason.

Firearms

Firearms shall be defined as any instrument that propels a projectile with an explosive powder or a gaseous substance. Firearms and dangerous weapons (any instrumentality in the manner used causes or may cause serious bodily harm) are strictly prohibited at all school-sponsored functions and on our campus.

Asbestos Management Plan

The Louisiana Department of Environmental Quality requires every school to annually update and submit an asbestos management plan to them. In accordance with the Asbestos Hazardous Emergency Response Act, AHERA, ASH continues to prepare a yearly Management Plan. Sacred Heart's plan has been approved by the State Department of Environmental Quality, DEQ. The Management Plan is available for your review and can be accessed by a request to the Head of School.

UPPER SCHOOL HANDBOOK 2026-2027

Both Students and Parents and/ or Guardian should read and either sign this form online through the MSA Portal or return this printed form to the Dean of Students.

In signing below, I acknowledge that my daughter and I have downloaded, read, and understand the *Upper School Parent/Student Handbook*. We agree to be accountable for, to abide by, and to support all of the policies, rules, and regulations set forth by the handbook.

Becoming acquainted with all aspects of the handbook helps the school personnel and families maintain a safe and supportive environment in Academy of the Sacred Heart.

I/We have read the policies and regulations contained in this handbook and will comply with all policies and regulations of our parents and students.

Student's Name_____ Student Grade _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____