

2026-2027

Student Handbook

Sacred Hearts Academy

Where *GIRLS* who **ASPIRE** become *WOMEN* who **INSPIRE**

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Welcome **Message**

At Sacred Hearts Academy, we believe every girl deserves to be known, valued, challenged, and supported. As an all-girls Catholic school, we are committed to creating an environment where girls discover their unique gifts, develop confidence in their voices, grow in faith and compassion, and are empowered to make a positive difference in the world.

Mahalo for entrusting us with your daughter's education and partnering with us in your daughter's education. We look forward to celebrating all that she will accomplish.



Cynthia McIntyre '91
Preschool/Elementary
Principal



Dr. Elizabeth Loehr
High School
Principal



Kehau Bugado '97
Middle School
Program Manager

Updated as of 08/19/26



History of
Sacred Hearts Academy

The Congregation of the Sacred Hearts of Jesus and Mary, a religious order of men and women ministering together, was founded by Pierre Coudrin and Henriette Aymer de la Chevalerie in Poitiers, France, on Christmas Eve, 1800.

Born in 1768, Pierre Coudrin attended the University of Poitiers. By the time Coudrin was ordained in 1792, the French government decreed that all religious orders be suppressed and all seminaries closed, forcing the religious to minister in secret. Coudrin went into hiding for six months. During this time, he had a vision to found a Congregation where men and women worked for education, preparation, and renewal in light of the Gospel.

Henriette Aymer was born in France in the late 18th century. She and her mother had been imprisoned and sentenced to death for harboring fugitive priests during the time of the French Revolution but were released.

In 1825, the Congregation responded to a request of Pope Leo XII for missionaries to Oceania. In 1827, the Priests and Brothers went to Hawaii and later to other Pacific islands. The first group of ten Sisters destined for the islands was lost at sea aboard the Marie Joseph together with Bishop Rouchouze and fifteen other Brothers and Priests of the Congregation. The Sisters finally arrived in Hawaii in 1859.

Today, through the missionary zeal of its members, a noteworthy exemplar of which is Saint Damien de Veuster, the Brothers and Sisters of the Congregation of the Sacred Hearts of Jesus and Mary are present in 40 countries and on all continents. The headquarters of the Sisters in Hawaii is the administrative center of the Pacific USA Asia Province serving communities of the Sisters in Hawaii, Massachusetts, India, Indonesia, and the Philippines.

Congregation of the Sacred Hearts of Jesus and Mary

Sacred Hearts Academy is the educational center of the Sisters of the Sacred Hearts. The Sisters arrived in the islands on May 4, 1859, and on July 9 of the same year opened Sacred Hearts Convent, a boarding and day school for young women, at the Catholic mission on Fort Street.

In 1909, Bishop Libert Boeynaems, SS.CC., asked the Sisters to establish a Catholic secondary school for women in Kaimuki. Sacred Hearts Academy welcomed its first 75 students and 19 boarders on September 12, 1909. Within a short time, the school expanded to include young women from kindergarten to the twelfth grade.

In addition to the Convent and the Academy, the Sisters opened an orphanage, St. Anthony's Home, in 1909. They began St. Patrick School, Kaimuki, in 1930; St. Theresa School, Liliha, in 1931; Our Lady of Peace School, Nuuanu, in 1933; and Immaculate Conception School, Lihue, in 1951. All of these institutions have provided excellent Catholic education to thousands of young people.

For various reasons throughout the years, the Sisters have passed on the administration of most of these schools to others. In 1986, they made a decision to consolidate their educational efforts at Sacred Hearts Academy, which continues a commitment to quality Catholic education for women.

Mission

Sacred Hearts Academy is a Catholic college preparatory school which provides girls and young women an exceptional education, the experience of God's compassionate love revealed in the Hearts of Jesus and Mary and the inspiration to become leaders for the communities and the world.

Motto

Orare et Laborare: To pray and to work

Colors

White and Gold



Alma Mater

True children of the Sacred Hearts
Loving thee SHA
Our dear Alma Mater, we fondly hail
With cheers of joy as we say:
"One heart, one soul, in all we do,
Grateful and loyal too,
Most proud of our colors, with love we hold
Our cherished White and Gold!"
We love thee, dear Alma Mater;
All our lives, we will endeavor
To uphold your lofty standards,
Thy motto will guide us forever.
Loving children then we will be,
Far and near, surely you will see
Each of us striving most earnestly
In sorrow or joy to be, faithful to thee.

Philosophy

The Academy is committed to the student whose growth as a person is central to all its endeavors. It is an independent Catholic elementary and high school for girls from age two to grade 12. It offers a college preparatory education to students with varied academic abilities, needs, religious traditions and socioeconomic backgrounds.

As a Catholic school, the Academy is rooted in the teachings and traditions of the Catholic Church. As a Sacred Hearts school, the Academy promotes the ideal of living in and loving the world as Jesus and Mary did.

The Eucharist, in all its dimensions, is a vital part of the educational process and is best expressed in respect for people and in the building of community.

Parents are partners in their children's education and, together with faculty, staff, students, administrators, and alumni, are encouraged to work to build a community that witnesses God's love in the world.

Through its educational programs, the Academy challenges students to grow in understanding and appreciation of their human worth, to take responsibility for their own development, and to care for the world in which they live.

Goals and Objectives

The mission and philosophy of the school are further defined by its goals and objectives, which are formulated along three dimensions of Catholic education: message, community, and service.

Goals:

1. To provide a complete formation of the human person founded on the message of Jesus Christ as proclaimed by the Catholic Church and in the spirit of the Congregation of the Sacred Hearts.
2. To be a person-oriented, Christ-centered community in the Sacred Hearts tradition, welcoming and respectful of all persons and cultures.
3. To establish service to others based on principles of justice and peace as a way of life for all members of the school community.

Objectives:

- To provide an educational program that integrates the physical, intellectual, social, spiritual, and religious dimensions of learning.
- To provide a solid religious education curriculum rooted in the teachings of the Catholic Church.
- To provide a developmental curriculum on the history and spirituality of the Congregation of the Sacred Hearts.
- To provide opportunities for prayer, worship, and sharing as a faith community.
- To promote attitudes and behaviors of respect, responsibility, and the right use of freedom.
- To promote collaboration with other Church and civic groups.
- To provide opportunities for service within and outside the school community.
- To establish a strong service-learning component as an integral part of the education program.

Student Learning Expectations

We expect that a graduate of Sacred Hearts Academy will be a:

1. Compassionate and morally upright individual who:
   - Implements Christian values in her life.
   - Is accountable for her actions.
   - Respects and accepts others as they are.
   - Deals honestly, fairly, civilly, and humbly with others.
   - Understands the teachings of the Catholic church.
   - Demonstrates understanding of the school's philosophy.
2. Responsible citizen who:
   - Respects others' individuality and appreciates cultural diversity.
   - Fulfills her obligations to family, school, work, and the larger community by setting appropriate goals, working diligently, fulfilling commitments, and giving of her talents in service to others.
   - Cares for all living things and the environment.
   - Demonstrates self-discipline, determination, and perseverance.
   - Recognizes her God-given talents and cooperates and collaborates with others.
   - Shows initiative by taking leadership roles.
   - Believes in and promotes a just and peaceful society.
3. Lifelong and self-directed learner who:
   - Has mastered the critical thinking and academic discipline skills needed to succeed in higher education and life.
   - Reads, writes, and speaks with clarity.
   - Embraces technology as a useful tool to locate, analyze, and communicate information.
   - Understands that learning involves a willingness to take risks.
   - Recognizes and appreciates the value of performing and visual arts.

Accrediation

Sacred Hearts Academy is fully accredited by the Western Association of Schools and Colleges (WASC), the Western Catholic Education Association (WCEA), and the Hawaii Association of Independent Schools (HAIS).

Licensing

Sacred Hearts Academy is fully licensed by the Hawaii Council of Private Schools and Hawaii Catholic Schools to operate as a private institution of learning in the state of Hawaii. It is also licensed by the Department of Human Services to operate an Early Learning Center and an After School Care Center.

Admissions, Enrollment, and Attendance

Admissions and Enrollment

Applications for new students are available year-round, subject to space availability. Interested parents should call the admissions office at 734-5058 ext. 234 during business hours for an application.

Preschool

Applications for Preschool are accepted year-round. Applicants must be 2 years old. Requirements for the program include:

- A completed application form with a non-refundable fee of $50
- A copy of the applicant's birth certificate. If the applicant is attending preschool, submit a copy of the applicant's most recent preschool evaluation report and HAIS Teacher Reference Report if applicable.
- Schedule an activity session and demonstrate readiness for school.

Upon acceptance, parents must submit a $250 enrollment deposit and an age-appropriate health form.

Kindergarten - Grade 12

Applicants for Kindergarten must be 5 years old by August of the school year they are entering. Requirements:

- A completed application form with a non-refundable fee of $50.
- Current Report Card and Final Report Card from the previous school year (if applicable).
- Most recent standardized Test Scores (if applicable).
- HAIS Teacher Reference Report.
- HAIS Administrative Reference Report (Grades 6-12 Only).
- Applicants are scheduled to complete an admissions test.

After completing the above stated requirements, applications will be reviewed by the Admissions Committee to determine acceptance. Upon acceptance, to complete enrollment, parents must submit a $250 enrollment deposit and meet age-appropriate health requirements.

Re-Enrollment

In March, parents are to re-register their daughter for the coming year. Students are considered re-registered after a non-refundable deposit is made, and the tuition and fees from the previous year are paid in full.

Attendance Philosophy

The Academy is responsible for students during school hours; however, it is the parents' responsibility to ensure their children are faithful in attendance and arrive at school on time. The school depends on the cooperation of parents and guardians regarding attendance and expects them to schedule medical and dental appointments, activities, and other commitments outside school hours.

Absences

If a student needs to be absent, it is the parent's responsibility to call the Attendance Office by 7:40 a.m. at:

- 808-734-5058, ext. 248,
- or email attendance@faculty.sacredhearts.org

Voicemail or email messages may be left 24 hours a day.

If a student is absent on consecutive days, the parent must call each day. If a student is absent 3 or more consecutive school days for all class periods due to poor health, she must present a doctor's note supporting the absence to the Upper School office when she returns to school. It will be routed to the School Health Coordinator.

All absences are listed on the daily absentee list, and except for those authorized by the school office, appear on the student's report card and permanent records. Absences due to illness, medical/dental appointments, and bereavement are examples of excused absences. Optional travel, extended breaks, and insufficient notification for an absence are examples of unexcused absences.

Students with an absence of more than half a day are ineligible to participate in sports or extracurricular activities on the same day. The Athletic Director and/or Principal will make the final determination regarding the classification of an absence.

Tardiness

A student is considered tardy to school if she arrives on campus after 7:40 a.m. **Students in grades K-8** must report to the Marian Building school office to obtain a tardy slip before going to class. **Students in grades 9-12** must report to the Administration Building School Office to obtain a tardy slip before going to class. Parents and students must recognize the impact of tardiness on students' preparedness for class, academic success, and social/emotional well-being. Excessive tardiness may be addressed with parents by the principal and/or school counselor.

Students in grades 6-12 are considered tardy to her subject class if they are not present and ready at the class start time. Students arriving more than 10 minutes into class will be marked absent. Parents/guardians will be informed of six tardies in a subject class, which may result in ineligibility to participate in school-related activities, including Athletics (the Athletic Director will be consulted and will determine the duration of the athlete's absence), concerts, performances, and competitive activities.

Truancy

Truancy is the act of failing or refusing to attend school. Failure to report a student's absence will result in the absence being deemed truancy. If it is evident that truancy is an issue, a meeting will be held with parents/guardians, the counselor, and the Principal to address it. Habitual truancy may require the assistance of civil authorities (Honolulu Police Department).

Extended Absences

Consistent attendance is imperative for our students' academic, social, emotional, and spiritual success. Except for illness, extended absences for voluntary travel, and other events should be kept to a minimum and will be considered unexcused absences. It is highly recommended that a trip be scheduled well in advance and taken during days and/or months that school is not in session. (Note: The Hawaii Department of Education deems 15 or more absences a year chronic absenteeism, which can have a detrimental effect on student success and progress.)

For students in grades P-5, parents must notify the Preschool & Elementary School Principal at least 30 days in advance of any planned extended absences (3 days or more) and understand that such absences may result in serious academic consequences, such as hindering advancement to the next grade level.

For students in grades 6-12, parents must notify the Middle School Program Manager or High School Principal at least two weeks in advance. Extended absences for sports travel not sponsored by the school, college tours not sponsored by the school, family vacations, and recruitment trips are considered unexcused. Semester exams are scheduled for the last three days of the semester and will not be given earlier. Students who miss the semester exam due to an extended absence may receive a 0 (equivalent to 20% of the final semester grade). It is recommended that a trip be scheduled and taken after semester exams.

Early Dismissal

Preschool to Grade 5: If a student must leave early, a parent or guardian must notify the child's homeroom teacher and/or the Preschool & Elementary Office.

Grade 6 - Grade 12: If a student must leave early, a parent or guardian must contact the Attendance Office at 734-5058, ext. 248 or via email to attendance@faculty.sacredhearts.org.

Students will receive a release slip from the office and wait for their parents or guardians to pick them up at the high school office. All parents or guardians must present a valid ID to the office to verify identity before the student will be released. If the student is a licensed driver, verbal permission from the parent or guardian must be obtained before the student is released to drive home.

Drop-Off and Pick-Up Procedures

Morning Care is available for **students in Grades K-5** from 7:00 - 7:30 AM in the Student Center. **Students in Grades K-3** will be picked up by their homeroom teacher from the Student Center and taken to their classrooms. **Students in Grades 4-5** will report to their homeroom at 7:30 AM. **Students in Grades 6-12** report to their advisory at 7:40 AM. We do not encourage parents to drop off their daughters at school before 7:00 AM because we do not provide supervision and assume no responsibility for them.

For morning drop-off, cars must enter through the Waialae Avenue gate. Cars with **students in grades K-5** will use the auto line alongside the gym. An adult supervisor and several student monitors will be on hand to assist the student in exiting the car. Cars with **students in grades 6-12** will use the auto line alongside the Admin building. Cars should pull as far forward as possible to allow girls to exit their cars at the Gazebo Gate and enter the Gym entryway.

For afternoon pick-up, **students in Grades K-5** are accompanied by their teachers to the 5th Avenue auto line at 2:30 p.m. The afternoon auto line for **Grades K-5** is open from 2:30 - 3:00 PM. Name cards with the students' first and last names are to be placed on the driver's-side sun visor. As parents approach the auto line area, their daughter's name is called, and she is placed in the car by adult auto line supervisors. After 3:00 PM, there is no adult supervision, and students are not permitted to wait unattended. Students not picked up by this time will be taken to the Student Center for supervision by our After School Care program. Parents will be assessed late fees, payable directly to Sacred Hearts Academy at the time of pickup.

Students in Grades K-3 enrolled in the After School Care program are escorted by their homeroom teachers to the Student Center at 2:30 PM. Students in Grades 4 and 5 will meet their after-school care teachers in an assigned location at 2:30 PM.

Students in Grades 6-12 will be released from class at 2:30 PM. **Students in Grades 6-8** who are in athletics will go to the red tables at dismissal to await their sporting event start time or direction by the athletic department. **Students in grades 6-12** waiting for car pickup will go to the Administration Building lanai and front steps. All students need to be off-campus by 4:00 pm.

The school has no on-campus parking for parents who are picking up or dropping off students. The school does not permit parents to use St. Patrick's parking lots or the Kaimuki Shopping Center. Please be patient and demonstrate aloha when picking up your students.

Academic Programs and Faith Formation

SHA Elementary School

The Academy's Elementary program (K-5) provides a safe and nurturing environment for girls. It provides an opportunity to develop a positive self-image, which is the foundation for social, moral, and academic growth. The program is designed to help children become creative, trusting, caring, and confident individuals who appreciate belonging to a Christian community. The purpose of the Elementary program is to furnish a solid foundation for success in future learning. The focus is the child's spiritual, social, emotional, physical, academic, and cognitive development.

The integrated curriculum incorporates the content and process in all subject areas. The program allows students to practice skills needed to relate well with other children and adults; become independent; build a positive self-image; develop listening and speaking skills; think critically; and solve problems. Activities suitable for group participation center on the development of the whole child. They are designed around the basic subject areas and implemented through projects, learning centers, play activities, and field trips. The Elementary program offers a self-contained classroom for preschool through grade five. Students also enjoy numerous enrichment opportunities for growth in religion, fine arts, music, computers, physical education, survey of foreign language, and library science.

SHA Middle School

Sacred Hearts Academy's Middle School academic program is designed to nurture the intellectual, social, and spiritual development of young adolescents during a pivotal stage of growth. Rooted in our Catholic mission and the charism of the Sacred Hearts, the program fosters curiosity, confidence, and a strong sense of belonging while preparing students for the academic expectations of high school. Through a developmentally responsive approach, students are encouraged to explore their interests, strengthen foundational skills, and discover their unique voices as learners and leaders.

The curriculum emphasizes core studies in theology, English, mathematics, science, and social studies, alongside opportunities in the arts, physical education, and exploratory electives that support creativity and collaboration. Instructional practices are intentionally designed to support the diverse ways middle school girls learn — prioritizing relationships, active engagement, and structured skill-building. Faculty guide students in developing organization, study habits, and self-advocacy, ensuring a smooth transition into the increased independence and rigor of the high school program.

As a distinct learning community within Sacred Hearts Academy, the Middle School provides a supportive environment where students grow academically while deepening their faith and character. The sections that follow in this handbook outline academic expectations, course structures, and student supports that together create a strong and joyful foundation for lifelong learning.

SHA High School

SHA's High School academic program is grounded in our Catholic mission and college-preparatory tradition, designed to form young women who think critically, lead with compassion, and engage confidently with the world. Through a balance of rigorous core coursework, innovative electives, and mission-centered learning experiences, students are supported in developing intellectual curiosity, academic independence, and a strong sense of purpose. Instruction reflects research-informed practices that emphasize collaboration, voice, and meaningful engagement, ensuring that each student is both challenged and supported in her growth.

Our curriculum provides a comprehensive pathway that includes foundational studies in theology, English, mathematics, science, social studies, and world languages, complemented by opportunities in the arts, athletics, and leadership development. Students may further personalize their academic journey through honors and advanced coursework, dual-enrollment partnerships, and specialized programs that foster creativity, critical thinking, and real-world application. Faculty intentionally design learning experiences that honor diverse strengths and prepare students for success in college, career, and community life.

SHA High School Graduation Requirements

SHA's High School academic program is grounded in our Catholic mission and college-preparatory tradition, designed to form young women who think critically, lead with compassion, and engage confidently with the world. Through a balance of rigorous core coursework, innovative electives, and mission-centered learning experiences, students are supported in developing intellectual curiosity, academic independence, and a strong sense of purpose. Instruction reflects research-informed practices that emphasize collaboration, voice, and meaningful engagement, ensuring that each student is both challenged and supported in her growth.

Classes of 2027 and 2028 24 Credits	**Class of 2029 and Beyond 24 Credits**
English (4 Credits) Mathematics (3 Credits) Science (3 Credits) Social Studies (3.5 Credits) Theology (4 Credits) World Languages (2 Credits) Technology (0.5 Credit) Fine Arts (1 Credit) Physical Education (1 Credit) Electives (2 Credits)	English (4 Credits) Mathematics (3 Credits) Science (3 Credits) Social Studies (3 Credits) Theology (4 Credits) World Languages (2 Credits) STEM (1 Credit) Fine Arts (1 Credit) Physical Education (1 Credit) Electives (2 Credits)

Middle School/High School Grading and Reporting Policies

Grade	Percentage	College Prep	Honors	AP
A	93 - 100	4	4.5	5
A-	90 - 92	3.7	4.2	4.7
B+	87 - 89	3.3	3.8	4.3
B	83 - 86	3	3.5	4
B-	80 - 82	2.7	3.2	3.7
C+	77 - 79	2.3	2.8	3.3
C	73 - 76	2	2.5	3
C-	70 - 73	1.7	2.2	2.7
D+	67 - 69	1.3	1.8	2.3
D	63 - 66	1	1.5	2
D-	60 - 62	0.7	1.2	1.7
F	0 - 59	0	0	0

Normally, the assignment of a grade by a teacher is final. In those instances where the student or the parents dispute a grade, a meeting will be held with the student, parents, subject teacher, and the Administration so that the student's work can be thoroughly reviewed. Upon completion of the meeting, the Administration and the teacher will make a final decision regarding the grade.

Grade Point Average (GPA)
The GPA is computed by adding the points earned in each course in a semester and then dividing by the number of courses.

Only grades for courses taken at SHA will be used to compute the semester GPA and cumulative GPA. The GPA will be used to determine semester honors, academic probation, Early College entrance, and graduation honors.

Early College courses will be assigned a GPA in accordance with the Academy's course offerings. An EC course that is also offered as an AP course will be assigned on the 5.0 scale. An EC course with no AP course equivalent will be assigned on the 4.5 scale.

Only the semester grades are recorded on the official transcripts, and they are based on:

- 80% on the 1st and 2nd semester grades
- 20% on the final exam/project grade for 1st or 2nd semester

Final assessments are given at the end of each semester, in December and in May. The last three days of the semester are designated exam days. Some classes may have final performances and/or projects that count as the final exam.

Students are required to attend their scheduled exams. Given the importance of final exams, parents are asked not to schedule vacations or trips during the published exam dates. Requests to take exams before the published exam dates cannot be accommodated. If a student does not take the final exam, they forfeit 20% of their semester grade.

Honors Status

Each semester, students are recognized for academic achievement. The minimum GPA required for the Honor Roll is 3.80 - 3.99. The minimum GPA required for the President's List is 4.0. Honors at graduation is a 3.8 cumulative GPA or higher, or membership in the National Honor Society.

Valedictorian and Salutatorian

The positions of Salutatorian and Valedictorian are the highest academic honors available to SHA students. To be considered for these positions, students must:

- Have completed the past seven high school semesters at SHA
- Be classified as a senior in the seventh semester
- Have completed Advanced Placement and Honors classes

Note: EC students' GPA is calculated in accordance with the Academy's course offerings. Students considering the EC program are encouraged to consult with their counselor if earning this academic honor is a goal.

If class standing is equal, the Administration reserves the right to recognize more than one Valedictorian or Salutatorian.

Course Credit Policies

- A student may take one Study Hall per semester. Study Hall does not receive course credit.
- Only courses taken at SHA will be calculated into the GPA. Transfer courses will count toward graduation credit but will not be included in the student's overall GPA.
- Any withdrawals must be made during the designated course withdrawal period, the first 10 days of the semester, and the Schedule Change Request form must be completed with all signatures.
- Students who withdraw from a course after the first 10 days of the semester must obtain approval from the Upper School Principal and a signature from their parent/guardian. The student will receive a "W" for the course on their transcript.
- A student who received a F grade in the 1st semester can still earn full credit in World Language, English, Math, and/or Science if they receive a C- or higher in the 2nd semester. If the student received a D+ or lower, they will earn only half credit and will need to recover the other half.
- A student who has failed one or more subjects or has a GPA below 2.0 can expect to be placed on academic probation. A student who has been placed on academic probation must meet with her academic counselor to devise a plan to improve grades in the next semester.
- For credit recovery of failed courses, grades from each attempt will be recorded on the transcript; only the passing grade will be factored into the GPA.
- Any student who fails at least one required credit in her senior year will not receive her diploma until the course is satisfactorily completed. The course must be taken and passed during the current year's summer session. However, the student may be allowed to participate in the graduation ceremonies if she lacks no more than one of the 24 required credits. Suppose a graduation requirement is not completed by July 31st. In that case, the transcript will clearly reflect "non-completion" of the course, and a diploma will not be issued or a transcript generated.

Summer Courses: Courses taken during summer school in the summer before 9th Grade count toward high school credit. This includes non-SHA summer school courses. Summer school grades will appear on the student's transcript but will not be factored into the GPA.

Advanced Placement (AP) Courses: AP classes are college-level courses. Students can expect more required reading, a heavier workload, and applications that involve analytical reasoning. Students who request to enroll in an AP course are required to take the AP exam in May. Students who are not enrolled in an AP course but are interested in taking an AP exam must obtain approval from their academic advisor. The College Board determines the exam fee, which is billed separately from tuition.

Pearson Online Courses: Students may take a course from Pearson with the approval of both their academic advisor and the Principal. Pearson offers online courses for credit recovery, enrichment, and additional AP courses not offered at SHA. Families will be responsible for covering the course registration fee and any additional material fees incurred for the selected course. Courses will appear on the student's transcript but will not be factored into the GPA.

Dual Credit Courses: Sacred Hearts Academy offers two dual-enrollment pathways that allow students to earn college credit while still in high school. Through a partnership with Chaminade University of Honolulu, sophomore students may apply to the Early College Program. This selective, two-year program takes place during a student's junior and senior years and allows participants to take courses taught by Chaminade professors. Students who successfully complete the program graduate with an Associate's Degree in addition to their high school diploma. Additional information for this program can be found in the Course Registration Guide.

Students may also choose to enroll in individual college-level courses through Accelerate ASU. This option provides students with the opportunity to experience the rigor and expectations of college coursework without committing to a full early-college program, offering flexibility while earning transferable college credit. Accelerate ASU courses will appear on the student's transcript but will not be factored into the GPA. For additional information, including eligibility and program costs, please contact the counseling department.

Student Records

The privacy rights of parents and students require care in keeping student records and caution in their use. For this reason, the Academy has established procedures to guarantee confidentiality while providing reasonable access to authorized persons. Student records are those containing information on the individual students that are kept for third-party review. Most important is the transcript, which has academic grades and standardized test scores.

Student records are personal and confidential and shall be available only to the student, her parents, and authorized school personnel, as indicated by the Administration. Student record information shall at no time be given on the telephone. Parents must make arrangements with the Registrar for the transfer of records to other secondary schools, colleges, or to prospective employers.

Report Cards

Report cards are completed quarterly in Grades K-5 and twice per year in Grades 6-12. Report Cards are available for viewing on the FACTS Family Portal. In Grades K-5, the report card covers concepts and skills taught in each subject area, as well as a checklist of social skills and work habits. Music, Art, PE, and World Language subjects are reported twice a year, in the first and second semesters. A narrative of the students' progress is also completed for the first and second semesters only.

In Grades 6-12, report cards cover the cumulative records of tests, quizzes, semester examinations, daily class participation, assignments, special projects, and attendance. It also records absences and tardies per subject class.

- Grades are live and available to view daily. Grade checks occur every two weeks after the first month of the semester.
- An "Incomplete" is given only in cases of sickness or other emergencies which justify non- completion of the course at the usual time. Arrangements are made between the student, teacher, and counselor. An "Incomplete" grade will become an F if the work is not made up within a two-week period.
- Consistent Ds/Fs, or Incomplete grades mid-way through the semester will result in a scheduled parent meeting with the respective teachers and counselor.
- Students who have a current GPA below 2.0 will be placed on academic probation the following semester.

Academic Probation

A student will be placed on academic probation when she is not achieving sufficient academic success to warrant continued matriculation. In such cases, a period of time will be established, and an academic plan will be created whereby the student must demonstrate significant improvement. No improvement may result in dismissal from the Academy. The student and her parents will be notified in writing by an Administrator when the student is placed on academic probation.

Although each student will always be evaluated on an individual basis, the basic guidelines governing academic probation are as follows:

- A student who has failed one or more subjects or whose GPA is below 2.0 can expect to be placed on academic probation. A student who has been placed on academic probation must obtain a 2.0 the following semester. A parent/teacher/student conference will be set up should a student fail to make a semester GPA of 2.0 to discuss options which may include dismissal.
- A plan must be established with the counselor to discuss failing grade(s) in any semester during the academic year. Grades must be made up before the student is readmitted the following August.
- If a student is dismissed for academic reasons, consideration for readmission to the Academy may be given by the administration after one academic year at another school, unless otherwise specified at the time of dismissal. Consideration for readmission is based on the student satisfactorily demonstrating, in another school environment, improvement in her academics.
- Students on academic probation are restricted from holding leadership positions in any school organization or activity, including participating in athletics (practice and play).

Academic Support and Intervention

Although FACTS allows parents, guardians, and students to access assignments and current grades at any time, the Academy monitors students' academic progress every two weeks.

In Grades 4-12, grade check reports are completed to ensure that academic expectations are being met. If a student has multiple D's and/or F's, the student will be monitored through the academic support process with their grade-level counselor. Additionally, the teacher will communicate with the student and/or parents when a student has a grade of D or lower.

Students should check their grades through FACTS weekly to keep up with any potential missing assignments. Parents are encouraged to check grades every two weeks when Grade Checks occur for students.

The school will assist in providing tutorial help for any individual student. Tutoring schedules are coordinated by the teachers and counselors, and information is given to the students. Peer tutoring by National Honor Society members is also available by appointment only via counselors.

If necessary, parents are asked to confer with the counselor and/or the teacher for recommendations and help in securing private tutorial assistance with their daughter. Financial arrangements are to be made between the tutor and the parent. As a rule, teachers do not tutor their own students for remuneration.

English Language Learning Program

The Academy's English Language Learners (ELL) Program is uniquely designed to cater to the specific needs of international students in Grades K-12 and those learning English as a second language by assigning a certified instructional specialist to provide close support to each student. An initial assessment will be conducted to tailor a curriculum that addresses the individual needs of both ELL and other subject classes. ELLs also participate in various courses alongside local students. Therefore, our certified instructional specialist closely monitors ELLs by tracking their progress in English language proficiency and their performance in other classes, and communicates with subject teachers to ensure comprehensive support. This includes assessing and addressing ELLs' overall well-being while also recognizing and addressing the unique challenges they may face. In addition to our academic focus, we enrich the ELL experience by organizing field trips and incorporating cultural experiences and activities into our ELL classes.

Advisory Program

The Sacred Hearts Advisory Program in the Middle and High School fosters compassion and moral responsibility, as well as personal, social, and emotional development, community building, and academic skill development. Advisory classes are led by faculty and counselors who serve as students' mentors and advocates. The faculty and counselors are referred to as advisors. Students develop supportive relationships with these advisors and their peers within the advisory. Advisories serve as a safe space where students can try new ideas and explore their identities. In the process, they cultivate a sense of self--academically, emotionally, spiritually, and socially.

Academic Collaboration Period (ACP)

ACP is for High School students on designated days and times. ACP is a designated study time for:

- academics: making up work, tests, quizzes
- conferencing with teachers; tutoring, re-teaching (if applicable)
- conferencing with counselors: academic, behavioral, or social-emotional discussions
- collaborating with peers: group work, project planning, and execution

Parent/Teacher Conferences
Required for all K-5 families in the fall and optional in the spring to evaluate student progress, celebrate success, and help her to set personal learning goals. Conferences will be required for 6-12 families if the student is placed on academic probation or has multiple Ds/Fs consistently on grade check reports. Parents are welcome to contact their daughter's teacher at any time to inquire about progress throughout the year.

K-12 Testing Programs

The Academy uses three testing programs to assist in student tracking for grade-level mastery, college admissions, and career counseling.

- STAR Renaissance Testing occurs three times per year for students in Grades K-12. Students take both a Math and English assessment using adaptive questions to determine a student's overall mastery of grade-level content. The data is used by the Faculty to make data-informed decisions regarding their instruction and to best support the student.
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and the PSAT 8/9 are used to familiarize students in Grades 7 - 11 with the Scholastic Aptitude Test. The PSAT/NMSQT is a qualifying test for the National Merit Scholarship Program for juniors. The test is administered in October.
- Scholastic Aptitude Test (SAT) is used for college admissions purposes by universities and colleges throughout the nation. It is administered on campus as an option in the Fall of the Senior year. Additionally, off-campus testing sites can be used.

Academic Integrity, Plagiarism, and Use of AI

Sacred Hearts Academy believes that all students should use the resources available to them. They must take pride in their own work, acknowledge the ideas of others used in their writing, and be held accountable for their choices.

Plagiarism means that a student has presented others' ideas or work as their own. Papers, reports, term papers, art projects, outlines, and any other type of written information may not be copied or transmitted in whole or in part from another person's work without a complete citation of the source.

Copyright infringement includes written, graphical, and audio materials. Games, films, visual and music videos, and other types of technology, including material on the Internet, are all covered by copyright law.

If an Academy student uses the work of others, they must correctly identify the source of their materials. At Sacred Hearts Academy, plagiarism is not tolerated. If a student plagiarizes, parents will be notified. Additional appropriate consequences are determined by the Upper School Principal in collaboration with the subject teacher. The plagiarized work must be resubmitted, graded according to regular guidelines, and receive a grade no higher than 60%.

Additionally, a student should not provide other students opportunities to copy work. If a student is being forced to share her work with others, she should report it to her teacher, counselor, or the Upper School Principal immediately.

Sacred Hearts Academy embraces and encourages the use of technology in all classrooms to enrich student learning. The proper use of technology comes with the responsibility to uphold the Academy's Mission Statement. The introduction of Artificial Intelligence (AI) challenges teachers and students to use technology within the proper realm of academic integrity. Students may engage in proper AI activities under the direction and guidance of their teachers. The misuse of AI technology, such as reporting false information, plagiarism, cheating, and breaking copyright laws, will lead to immediate disciplinary consequences as stated in the student handbook.

Cheating is the possession, communication, or use of information, materials, notes, study aids, or other devices not authorized by the teacher in an academic exercise such as a test, quiz, or project. Examples of cheating are: copying another student's paper; using a calculator when not authorized by the teacher; consulting with another when not authorized by the teacher; and using AI to produce work that is submitted as their own work

Campus Ministry Program

The Academy's Campus Ministry program provides opportunities to participate in liturgy, prayer services, retreats, and service programs that help students grow as followers of Christ. Campus Ministry complements a theology program that provides a comprehensive study of the Catholic faith - its teachings, values, and practices.

Each year, **students in grades 7-12** are required to complete a minimum of 25 hours of community service by the end of the 3rd quarter. The coordination for this service program is handled by Theology teachers and Campus Ministry.

Lancer Student Service Program

Each year, the Academy offers tuition assistance to students whose families qualify for aid. Assistance is awarded, and students in grades 8-12 normally receive a specific set of duties during the school day. Students are assigned to a specific supervisor (teacher or staff) who monitors their daily attendance. Duties include support in the morning/after school auto line, Lower School morning care, and teacher assistant for tasks such as cleaning or filing.

Student Life, Conduct, and Discipline

Code of Conduct

All Sacred Hearts Academy students are expected to uphold the mission of the Academy and be good representatives of the school whether on campus or off campus. Sacred Hearts Academy students are expected to be willing participants in all the Academy's educational programs. Every faculty member will correct inappropriate and/or disruptive behavior while on campus. When such corrections are made, each student is expected to be respectful, reflective, and willing to correct their behavior.

In addition to the expectations and rules of each of the student's teachers, the Academy has certain basic guidelines for behavior, which each student must follow. Violations of these guidelines will subject the student to disciplinary action by the classroom teacher and/or administration. The student will adhere to the following:

- Come to school on time and in proper and complete uniform/attire.
- Follow classroom expectations upon arrival and demonstrate readiness for the day by following classroom routines and rules.
- Always have required materials and be active participants in classroom instruction and activities.
- Demonstrate a positive attitude toward self, others, learning, and school.
- Turn in assigned work by the given deadlines.
- Demonstrate respect for the learning of other students.
- Demonstrate respect for the property of others.
- Refrain from displaying immodest, indecent, and/or inappropriate behavior.
- Refrain from ridicule, obscenities, abusive and sarcastic remarks, and discourteous behavior directed at self, classmates and/or teacher, staff, and/or administration.
- Refrain from eating in the classroom or chewing gum on campus.

- Be courteous and kind in relation to one another and with visitors on campus.
- Dress modestly at all times.
- Be honest and open to feedback.
- Avoid cheating on homework and tests.
- Avoid fighting.
- Help keep the campus and classroom free of litter.
- Items such as weapons, drugs, vaping devices, tobacco, alcohol, and other illegal substances are strictly prohibited on campus.

Behavior Expectations

The Academy's jurisdiction over student behavior is not restricted to the school campus. It extends to all actions performed at school-related functions and within the community at large. Our students represent the Academy as a whole and should be mindful of their presence in the community.

Progressive Discipline Philosophy

Sacred Hearts Academy is committed to forming young women of integrity, responsibility, and compassion. Discipline is viewed as a learning process that supports personal growth, accountability, and restoration within our school community. Progressive discipline provides a structured approach that allows students the opportunity to reflect on their choices, learn from mistakes, and make positive changes while maintaining a safe and respectful learning environment.

When concerns arise, school personnel will consider the student's age, developmental level, intent, prior history, and the severity of the behavior. While responses may vary based on circumstances, the general progression may include:

- **Teacher Intervention and Redirection:** Faculty members address minor concerns through conversation, redirection, reteaching expectations, or classroom-based consequences designed to support positive behavior.
- **Documentation and Communication:** If concerns persist, the behavior may be documented, and families may be contacted to foster a collaborative partnership between school and home.
- **Administrative Intervention:** Students may meet with a counselor or administrator to reflect on choices, develop a plan for improvement, and restore community relationships when appropriate.
- **Formal Disciplinary Actions:** Repeated or more serious concerns may result in consequences such as detention, behavioral contracts, loss of privileges, or suspension.

- **Severe or Repeated Violations**: In situations involving significant safety concerns, repeated misconduct, or actions that undermine the mission and values of the school, disciplinary action may escalate and could include probation, suspension, or dismissal at the discretion of the administration.

Progressive discipline is not strictly linear. Certain behaviors may warrant immediate administrative action due to the nature or severity of the situation. The Academy reserves the right to respond in a manner that best supports student well-being and the safety of the community.

Discipline Procedures - Elementary School (K-5)

General Guidelines:

- **Respect and Kindness**: Students are expected to treat everyone with respect and kindness, following the Golden Rule and the teachings of Jesus Christ.
- **Responsibility**: Students are responsible for their actions, words, and choices. They are encouraged to take ownership of their behavior and its consequences.
- **Communication:** Open and honest communication between parents, teachers, and students is crucial in addressing and resolving disciplinary issues.

Steps of Discipline:

- **Verbal Reminder:** For minor infractions or first-time offenses, students will receive a verbal reminder from the teacher or staff member, emphasizing the expected behavior.
- **Reflection and Discussion:** If the behavior persists or escalates, the student will engage in a reflective discussion with the teacher, counselor, or administration to understand the impact of their actions and explore alternative choices.
- **Parental Involvement:** In cases where further intervention is necessary, parents will be informed and invited to participate in a meeting with school staff to discuss the situation and develop a plan of action.
- **Behavior Contract:** A behavior contract may be implemented for ongoing or serious infractions, outlining specific expectations, consequences, and goals for improvement.
- **Restorative Practices:** Whenever possible, restorative practices such as mediation, conflict resolution, and peer counseling will be utilized to address conflicts and promote understanding and reconciliation.

Serious Offenses:
For serious offenses such as bullying*, inappropriate online behavior, aggressive behavior, defiance, etc., the following steps may be taken:

- **Immediate Intervention**: The school will take immediate action to address the situation, ensuring the safety and well-being of all students involved.
- **Investigation**: A thorough investigation will be conducted to gather information and assess the situation objectively.
- **Consequences:** Depending on the severity and nature of the offense, consequences may include but are not limited to counseling, probation, suspension, or expulsion, in accordance with school policies and procedures.

Discipline Procedures - Middle/High School (Grades 6-12)

Students are expected to contribute positively to the learning environment and demonstrate behavior that supports the safety, well-being, and learning of all members of our school community. When expectations are not met, disciplinary responses are intended to promote accountability, encourage reflection, restore relationships when appropriate, and maintain a safe and orderly learning environment.

The Academy reserves the right to address behaviors that interfere with the safety, order, or educational mission of the school, even when a specific behavior is not explicitly identified in this handbook.

Citizenship Score
Each student in grades 6-12 begins each semester with a Citizenship Score of 100 points. The Citizenship Score is separate from a student's academic grade point average and serves as an indicator of citizenship, character, and adherence to school expectations.

Behavioral infractions are documented through the FACTS Student Information System. Parents and students may view disciplinary entries and Citizenship Score deductions through the FACTS Family Portal, providing timely communication and transparency regarding student conduct.

Each documented behavioral infraction results in a deduction of **one (1) Citizenship Point**.

When multiple school expectations are violated during a single incident, each violation will be documented separately in FACTS, and **one (1) Citizenship Point** will be deducted for each documented infraction. This process allows the Citizenship Score to accurately reflect the student's actions while providing families with a clear understanding of the behaviors that resulted in disciplinary action. Please note that FACTS uses the word "Demerit," which is synonymous with "Infraction."

The loss of Citizenship Points does not automatically determine disciplinary consequences. Depending on the nature, severity, frequency, or circumstances of the behavior, disciplinary responses may include restorative practices, parent conferences, detention, suspension, probation, or other administrative actions deemed appropriate by the school.

Behavioral Infractions
The following categories identify examples of behaviors that may result in disciplinary action. The examples provided are representative and are not intended to be an exhaustive list. School administration reserves the right to determine the appropriate disciplinary response based on the individual circumstances of each incident.

Classroom Conduct - Examples include, but are not limited to:
- Disrupting teaching or learning
- Refusal to follow reasonable directions from school personnel
- Leaving an assigned area without permission
- Persistent noncompliance with classroom expectations
- Inappropriate or unauthorized use of electronic devices that disrupt instruction
- Any behavior that substantially interferes with the educational environment

Respect for Others - Examples include, but are not limited to:
- Disrespectful language, gestures, or behavior
- Harassment, intimidation, or bullying, including cyberbullying
- Threatening or abusive behavior
- Fighting or provoking physical altercations
- Hazing
- Inappropriate physical contact
- False accusations or providing false information during a school investigation

Safety - Examples include, but are not limited to:

- Horseplay or unsafe behavior
- Creating or participating in unsafe conditions
- Possession or use of prohibited items that compromise school safety
- Tampering with safety equipment or emergency systems
- Failure to comply with emergency procedures or directions from school personnel
- Any action that places oneself or others at risk of harm

Property - Examples include, but are not limited to:

- Theft or attempted theft
- Possession of stolen property
- Vandalism or intentional damage to school or personal property
- Unauthorized entry into restricted areas
- Misuse of school facilities, technology, or equipment

Substance Use - Examples include, but are not limited to:

- Possession, use, or distribution of nicotine or vaping products
- Possession, use, or distribution of alcohol
- Possession, use, or distribution of illegal drugs or controlled substances
- Possession of drug paraphernalia
- Being under the influence of alcohol or drugs while on campus or at any school-sponsored activity

Serious Misconduct - Examples include, but are not limited to:

- Assault or serious physical aggression
- Credible threats of violence
- Extortion, coercion, or intimidation
- Possession or use of a weapon or look-alike weapon
- Conduct that violates local, state, or federal law while under school jurisdiction
- Repeated or egregious misconduct that substantially disrupts the school community or endangers the safety and well-being of others

Administrative Response - Sacred Hearts Academy believes that discipline should be educational, restorative, and developmentally appropriate whenever possible. In determining an appropriate disciplinary response, school administrators may consider factors including, but not limited to:

- The nature and severity of the behavior
- The student's age and developmental level
- The student's disciplinary history
- The impact on other students and the school community

- Whether the behavior involved repeated or multiple violations
- The student's willingness to accept responsibility and participate in restorative actions

Disciplinary responses may include, but are not limited to:

- Student conference
- Parent/guardian notification or conference
- Restorative practices
- Reflection activities
- Detention
- Behavioral contract or probation
- Suspension
- Recommendation for expulsion, when warranted

All disciplinary decisions are made at the discretion of school administration and in accordance with the mission, values, and policies of Sacred Hearts Academy.

Bullying, Harassment, and Intimidation Policy

Sacred Hearts Academy strives to provide students with a school environment where everyone is treated with respect, and no one is physically or emotionally threatened or harmed.

It is a violation of school policy for any individual to be harassed, intimidated, or bullied by others in the school community, at school or at school-sponsored events or through any school-related channels, including all forms of social media.

The Sacred Hearts Academy community includes all employees, students, parents and guardians, contractors, vendors, volunteers, and others at the school or at school-sponsored or school-related activities.

Members of the Sacred Hearts Academy community will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including expression or identity, mental or physical disability or other distinguishing characteristics.

Prohibited Harassment, Intimidation and Bullying:

1. Prohibited harassment, intimidation, or bullying is an intentional electronic, written, verbal, or physical act that:
    a. Physically or emotionally threatens or harms a person or damages a person's property.
    b. Substantially interferes with the educational process.
    c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening environment.
    d. Disrupts the orderly operation of the school.
2. Conduct that may rise to the level of harassment, intimidation, and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures or acts relating to an individual or group, whether electronic, written, oral or physically transmitted messages or images. There is no requirement that the targeted person possess the characteristic that is the basis for the harassment, intimidation or bullying.
3. **Aggressor**--An aggressor is any member of the Sacred Hearts Academy community who engages in the harassment, intimidation or bullying of any other member of the Sacred Hearts Academy community.
4. **Enabler**--An enabler supports an aggressor's behavior by either assisting the aggressor or by staying silent even though they know the inappropriate behavior is happening.
5. **Retaliation**--Retaliation is when an aggressor harasses, intimidates, or bullies a member of the Sacred Hearts Academy community who reports an incident of misconduct.
6. **Staff**--Staff includes, but is not limited to, educators, administrators, counselors, cafeteria workers, custodians, van drivers, athletic coaches, advisors of extracurricular activities, classified staff, substitute and temporary teachers, volunteers or paraprofessionals.
7. **Targeted person**--A targeted person is anyone against whom harassment, intimidation, or bullying has allegedly been perpetrated.

***Complaint Process*:** Any student who believes that she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, and persistent harassment, intimidation or bullying by another student must report incidents verbally or in writing to any staff member.

Any student who believes that she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying by any school personnel must immediately report incidents verbally or in writing to the President or her designee, either directly or through their parents or guardians.

The following complaint process, policies, and procedures apply to students and staff members.

1. **Filing an Incident Reporting Form** - hard copy available in the school office or via email request. To protect a targeted individual from retaliation, a person need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the person may choose to disclose their identity.
    a. **Anonymous.** Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff.
    b. **Confidential.** Individuals may ask that their identities be kept confidential from the accused and others. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report.
        i. **Non-Confidential.** Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the school release all of the information that it has received regarding the complaint to any individuals involved with the incident. Even then, information will still be restricted to those with a "need to know" both during and after the investigation. The school will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.
    c. Receiving an Incident Reporting Form
        i. Students may submit the Incident Reporting Form to any faculty or staff member.
    d. All reports and any additional findings (whether resolved or not) are to be turned in to an Administrator and will be shared with the President.

***Investigations of Unresolved, Severe or Persistent Harassment, Intimidation and Bullying*:** All reports of harassment, intimidation and bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

Upon receipt of the Incident Reporting Form, the designated Administrator will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the school will immediately inform the parent or guardian and may contact law enforcement.

- During the course of the investigation, the school will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the parties. If necessary, the school will implement a safety plan for the person(s) involved.
- The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classrooms or at lunch; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures. The complainant and the aggressor will be required to refrain from using any type of social media concerning the situation or individuals involved in the situation.
- When an Incident Reporting Form has been received by an Administrator and shared with the President, the families of the students involved will be notified and directed to the school's policy and procedure on harassment, intimidation and bullying.

The investigation shall include, at a minimum:

- An interview with the complainant.
- An interview with the alleged aggressor.
- A review of any previous complaints involving either the complainant or the alleged aggressor.
- Interviews with other students or staff members who may have knowledge of the alleged incident.

The investigation will be completed as soon as practical, but generally no later than two school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parties with updates. No later than two school days after the investigation has been completed and submitted to the Administrator, the Administrator shall respond in writing or in person to all parties stating:

- The results of the investigation.
- Whether the allegations were found to be factual.
- Whether there was a violation of policy.
- The consequences to be taken if there was a violation of policy.
- The process for either party to file an appeal if they disagree with the results.
- Because of the legal requirement regarding the confidentiality of student records, the Upper School Principal may not be able to report specific information to all parties about any disciplinary action taken unless it involves a directive that the targeted person must be aware of in order to report future violations.

Student's Right to Appeal: If any party is dissatisfied with the results of the investigation, they may appeal to the President by filing a written notice of appeal within five school days of receiving the written decision. The President will assemble a Review Panel of teachers, administrators, and counselors to review the investigative report and issue a written decision on the merits of the appeal within five school days of receiving the notice of appeal. The decision of the Review Panel is final.

Discipline/Corrective Action: The school will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation, or bullying. Corrective measures may include, but are not limited to: suspension, counseling, education, referral to law enforcement, or expulsion.

Corrective measures for a person who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student as well as the student's history of previous problem behaviors and performance. If the conduct was of a public nature or involved groups of students or bystanders, the school would strongly consider school- wide training or other activities to address the incident.

If staff has been found to be in violation of this policy and procedure, the school may impose employment disciplinary action up to and including termination. Contractor violations of this policy may include referral to law enforcement as well as the loss of current and subsequent contracts.

If, in an investigation, the President or her designee finds that a person knowingly made false allegations of harassment, intimidation, or bullying, that person may be subject to corrective measures and discipline up to and including expulsion from the school or termination of contracts.

After completion of the investigation, the school designee will institute any corrective measures necessary no later than two school days after contact has been made with the parties regarding the outcome of the investigation.

Support for the Targeted Person: Persons found to have been subjected to harassment, intimidation or bullying will have appropriate school support services made available to them, and the adverse impact of the incident on the person shall be addressed and remedied as appropriate.

Retaliation: No Sacred Hearts Academy community member may engage in reprisal or retaliation against a targeted person, witness or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation in any form (verbal, written or via social media) is prohibited and will result in immediate disciplinary action, up to and including expulsion or termination.

Sexual Harassment Policy

Sacred Hearts Academy is committed to maintaining an educational environment that is free from harassment. This policy applies to all sexual harassment incidents involving employees, students, contractors, vendors, volunteers, and others at the school or at school-sponsored or school-related activities. This policy applies to conduct or acts committed by a person of either sex against a person of the opposite or same sex - minors to adults, adults to minors, adults to adults, and minors to minors.

The school also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process established pursuant to this policy.

Sexual Harassment
Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when the conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Types of conduct which are prohibited, and which may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, appearance, or overly personal conversation
- Sexual jokes, sexual remarks or teasing, notes, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Displaying sexually suggestive objects

Sexual harassment is prohibited:

- on or off school campus
- during or outside of school hours
- verbally or physically
- in person or via cyber channels or social media

Complaint Process

Any individual in the school or community who feels that a person has been the object of sexual harassment should issue a verbal or written complaint to the President or her designee, or any person in a position of authority within the school.

Any school employee who witnesses or has knowledge of a violation of this policy, or to whom a complaint is made, is required to report the violation or complaint to the President or her designee within 24 hours of notice of the violation or receipt of the complaint. This mandatory reporting requirement shall be made, regardless of whether or not the victim files a complaint.

In a case of sexual harassment involving the President or any other school employee to whom the complaint would ordinarily be made, the school employee who witnesses or has knowledge of a violation of this policy or to whom a complaint is made is required to report the violation or complaint to the Principal within 24 hours of notice of the violation or receipt of the complaint. This mandatory reporting requirement shall be made, regardless of whether or not the victim files a complaint.

The President or her designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint.

- The President or her designee shall advise the victim of resources that are available.
- Where the President or her designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.
- The President or her designee shall initiate appropriate disciplinary measures.
- Where required, the President or her designee shall file a report and refer the matter to law enforcement authorities or Child Protective Services.

If the complainant personally chooses not to report the situation to school personnel, the Sex Abuse Treatment Center Hotline is open 24 hours a day at (808) 524-7273.

Disciplinary Measures
Any student who engages in sexual harassment of anyone at the school or at a school-sponsored or school-related activity or through any school-related channels (including all forms of social media) is in violation of this policy and shall be subject to disciplinary action.

Disciplinary action may include, but is not limited to:

- notification of parents/guardians
- removal of vulgar or offending graffiti
- required counseling
- suspension or expulsion
- probationary status for one year
- notification of Child Protective Services
- notification of law enforcement agencies

The President or her designee may take disciplinary measures against any person who files an unsubstantiated or false accusation.

Confidentiality
The President or her designee shall maintain a record of all reported cases of sexual harassment complaints and allegations of sexual harassment. This record will be kept confidential except when necessary to enable the school to monitor, address, and prevent repetitive harassing behavior.

All complaint allegations shall be kept confidential to the greatest extent possible under the law.

Retaliation
The school prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or participation in complaint procedures. Such participation shall not in any way affect the status or work assignment of the complainant or the grades of a student/ complainant. Retaliation may result in immediate expulsion from school or termination of employment.

Instruction/Information:
The President or her designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

- How and to whom a report of sexual harassment should be made.
- An explanation of what acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.

- A clear message that students do not have to tolerate sexual harassment from any individual.
- Obligation to report observed instances of sexual harassment or information pertaining to sexual harassment conduct, even where the victim of the harassment has not complained.

Substance Abuse Policy

Sacred Hearts Academy is committed to providing a safe environment where learning can take place. The school is concerned about the health and well-being of students in the academic, social, and psychological areas. For this reason, the school does not allow the use of tobacco, alcohol, and other illicit substances.

Any student found in possession of any illegal drug paraphernalia, or with or using alcohol or any illicit substance on or off campus, will be subject to disciplinary action, which could include suspension and expulsion, as determined by Administration.

For a first offense:

- At the conclusion of the investigation, the Administration shall notify the parents/guardians
- The student may be suspended for multiple days
- The student can be referred to a community assessment and treatment program, the cost of which will be borne by the parent
- The student may be readmitted to school only upon the recommendation of the treatment evaluator and the submission of reports to Administration. The student, upon readmission to school, may be required to be monitored by Administration, counselor, and teachers.

Student self-referral regarding a substance abuse problem will be treated in confidence. The student will be referred to an appropriate treatment program after consultation with parents.

Student Search, Seizure, and Privacy

If there is a cause, students' personal property (pockets, purses, bags) will be searched in their presence. School property (lockers, desks, cabinets) may be searched discriminately at any time there are grounds to believe that a student is concealing items that are against school policy. If any items are found, it will be addressed according to our discipline policy.

Pregnancy

Sacred Hearts Academy acknowledges that human sexuality is a divine gift, a blend of spirit and body that shares in God's creative love and life. Students are taught to respect the human body and care for it physically, emotionally, and spiritually. Furthermore, they are called to reflect the image of God in the way they live and love.

Understanding that the gift of human sexuality can often also be abused, the Academy takes great care to explain the Church's position on sexual intimacy. Adolescents are instructed on the values of modesty and chastity and the appropriate expressions of love rooted in gospel values and the Church's teachings.

The Church's teaching on sex is rooted in a profound respect for the dignity and uniqueness of human persons. Sexual intercourse has its true meaning and moral integrity only in the context of marriage. Outside the context of marriage, sexual intercourse is morally wrong.

Because of this understanding of human sexuality, the Academy has the policy that if a student becomes pregnant, her first responsibility is to her own health and that of the new life she now bears within her. Because of this dual responsibility, the student is released from regular sessions at the Academy. She is asked to attend a State program that provides pregnant young women with health care services and parenting training while offering high school courses. The student can reapply for admission to the Academy one year after the birth of her child. If readmission to the Academy is not possible, the Academy will provide the student with opportunities to obtain credits to finish high school and receive an Academy diploma.

Dress Code and Personal Apperance

Philosophy of Dress and Grooming

Our uniforms, one of our long-standing traditions, are an outward symbol of who we are and our values. SHA students are easily recognizable in the community, and students are expected to arrive at school in their complete uniform (including shoes) that is in good repair, clean, ironed, and stain-free. Dress code violations will be addressed in accordance with our discipline policy.

If a student arrives at school dressed outside uniform guidelines, she demonstrates that she is not ready for the day. We will do our best to correct the issue immediately by providing an item from the Lancer Locker and billing it through FACTS. If we are unable to correct the uniform issue from our inventory, parents will be called to either correct it or pick up the student.

Uniform and Dress Code Standards

Our uniforms, one of our long-standing traditions, are an outward symbol of who we are and our values. SHA students are easily recognizable in the community, and students are expected to arrive at school in their complete uniform (including shoes) that is in good repair, clean, ironed, and stain-free. Dress code violations will be addressed in accordance with our discipline policy.

Preschool and Kindergarten Uniform (Daily Attire)
• White Peter Pan Collared Blouse • Navy Blue Shorts • Plain white anklet socks or Academy Logo white anklet socks (Socks with logos other than Academy logos and no-show socks are not permitted) • Black Shoes with a closed toe and heel
Blue Uniform (Daily Attire for Grades 1-12)
• Navy Blue Pleated Skirt (skirts should have ironed and crisp pleats, be unrolled at the waist, and be no shorter than 2 inches above the knee) • White short-sleeved middy blouse with dickey and navy blue collar and cuffs with trim • Navy Blue Sailor Tie (Girls in grades 1-8 wear the tie crossed through the blouse. Girls in Grades 9-12 wear the tie knotted. School or club-related pins are allowed on the ties.) • Plain white anklet socks or Academy Logo white anklet socks (Socks with logos other than Academy logos and no-show socks are not permitted) • Black Shoes with a closed toe and heel

Formal White Uniform (First Friday Mass/Special Occasions for Grades 1-12)

- White Pleated Skirt (skirts should have ironed and crisp pleats, be unrolled at the waist, and be no shorter than 2 inches above the knee)
- White short-sleeved middy blouse with dickey and navy blue collar and cuffs with trim
- Navy Blue Sailor Tie (Girls in grades 1-8 wear the tie crossed through the blouse. Girls in Grades 9-12 wear the tie knotted. School or club-related pins are allowed on the ties.)
- Plain white anklet socks or Academy Logo white anklet socks (Socks with logos other than Academy logos and no-show socks are not permitted)
- Black Shoes with a closed toe and heel

Polo Uniform (Optional Friday Attire for Grades 1-12)

- SHA Logo Navy Blue Polo Shirt
- Khaki knee-length uniform shorts or Khaki uniform pants
- Plain white anklet socks or Academy Logo white anklet socks (Socks with logos other than Academy logos and no-show socks are not permitted)
- White or Black Shoes with a closed toe and heel

PE Uniform (As assigned)

- SHA Logo Navy Blue Athletic Shirt
- SHA Logo Navy Blue Athletic Shorts
- Athletics Shoes

Girls in Grades 1-3 may wear their PE Uniform to school on assigned PE Days. Girls in Grades 4-12 will be required to change in and out of their PE Uniforms.

Aloha Friday and Lancer Spirit Attire (Optional Friday Attire for Grades K-5; Designated Day for Grades 6-12)

- SHA Logo Blouses, T-Shirts, or Class Shirts (Tank Tops are not permitted)
  - Khaki knee-length uniform shorts or Jeans (free of rips)
  - Plain white anklet socks or Academy Logo white anklet socks (Socks with logos other than Academy logos and no-show socks are not permitted)
  - White or Black Shoes with a closed toe and heel
- Hawaiian/Polynesian style dresses (No shorter than 2 inches above the knee and have shoulder straps)
  - Dressy sandals with a back strap (Slippers, Slides, and Crocs are not permitted)

Additional Uniform Policies and Expectations

Students in grades K-12 are authorized to wear SHA outerwear to school that is available for sale in the Lancer Locker. There are two types of approved outerwear available in the Lancer Locker. The Blue Crewneck Jacket contains a SHA logo and a full zipper. The SHA cotton zip-up jacket has a full zipper and a hood. The hood may only be worn outside in uncovered areas to protect oneself from the weather. A student's uniform collar must be worn on the outside of the authorized SHA outerwear. Additional SHA outerwear for athletics, clubs, and divisions may be approved by the Principal(s) and must be hoodless, have a full zipper, display the SHA logo, and use SHA-approved colors (navy blue, white, yellow, gold, black).

Students in grades K-12 must wear all uniform pieces free of alterations and in the manner in which the garment is intended to be worn. Skirts should remain unrolled at the waist, and shorts should be uncuffed at the knee. Modest Spanx-style shorts must be worn under the skirts. It is recommended to wear white shorts under the white skirt.

Students in grades K-12 are authorized to wear blue, white, or black headbands no more than 2 inches wide. Modest clips, pins, and hair ties are also acceptable. Hats are not permitted on campus, and students are strongly encouraged not to walk on campus with headphones in order to hear directions from faculty and staff or in the event of an emergency announcement.

Jewelry should be simple, elegant, and reflective of our values. Girls in Grades K-5 may wear only one pair of studded earrings, one bracelet on each wrist, one dainty ring, and one simple, dainty necklace. **Girls in Grades 6-12** may wear up to two earrings per ear and a modest number of bracelets, rings, and necklaces. All students are expected to conceal any visible tattoos and may not have any facial piercings. Students must maintain clean and natural hair. Hair color that is not natural or with highlights is not permitted.

Girls in Grades K-5 are not allowed to wear any face or eye makeup, including lipstick. Students may use clear lip balm as needed, provided it is not shiny. Students must have short and trimmed nails. Acrylic, press-on, and nail polish are not permitted. **Girls in Grades 6-12** may wear modest makeup. Students may wear nail polish or modest acrylic nails with modest designs. The length of nails must not interfere with daily schoolwork.

Technology and Digitial Citizenship

Acceptable Use of Technology

Purpose
Etiquette, safety, and security are important elements of computer literacy. It is not enough to know how a computer functions; students must also make good choices about how the computer is used.

Internet access, e-mail, and network resources are available to students at Sacred Hearts Academy for educational and instructional purposes consistent with the mission of the school. The goal is a learning environment where students are comfortable using technology to learn, communicate, and create. Use of the Internet, e-mail, and school network is a privilege that could be revoked if school usage rules are not followed. Mobile devices connected to the Academy's wireless network are an extension of the school network and are subject to the same guidelines and policies.

Guidelines
General Prohibitions: Use of the Internet, e-mail, and network must support the mission and instructional purpose of the school. With respect to all users, the following are prohibited:

- Computers may not be used for commercial purposes.
- Computers may not be used to threaten or intimidate others, or to cause harm to the system or others.
- Users may not email or post anything in violation of any U.S. or state regulation. This includes copyrighted material and threatening or obscene material.

User Responsibility: Sacred Hearts Academy is providing Internet access to the wireless network to support the curricular goals of the school. Use of Sacred Hearts Academy's computing facilities/resources and use of the Internet must be consistent with the educational objectives of the school. The following are guidelines regarding responsible use of the Internet and school resources:

- During school hours, computers are only to be used for school-related work.
- Users should assume that all materials available on the Internet are protected by copyright. Any material obtained from the Internet and included in one's own work must be properly cited according to copyright laws.
- Users are responsible for backing up their critical documents often by using a flash drive or cloud memory service.
- Recording devices are limited to academic use only. To photograph or record in class or on campus, students must have the teacher's and/or student's prior consent.

Safety

- Never share passwords with others and do not use another person's password to log in.
- Do not disclose personal contact information to anyone, nor agree to meet with anyone met online without parents' approval.
- Always be courteous and polite in communications online; never purposely damage another's reputation. Inappropriate or profane language is never acceptable.
- Immediately notify a teacher if an inappropriate website is accessed.
- Report to a school administrator if you are being mistreated online or if you see others being mistreated online.

Authority

E-mail, web use, and files on the school network are not considered to be private. User's access to Internet applications and websites may be subject to periodic checks by faculty or system operators on both school and personal computers. Sacred Hearts Academy teachers and technology staff have access to student accounts on the school network and the Sacred Hearts Google account. Sacred Hearts Academy employs the use of an Internet filter as a technology protection measure pursuant to the Children's Internet Protection Act (47 U.S.C. Section 254). The school continuously educates students on personal safety practices and effective techniques for identifying and evaluating information and its sources.

Violations

Sacred Hearts Academy provides a Computer Use Policy (CUP) with the terms and conditions for use of the school's computer facilities and the use of individual student computers. Sacred Hearts Academy reserves the right to deny, revoke or suspend specific user privileges and/or take other disciplinary action, including suspension or expulsion from school, for violations of its computer-use policy. Sacred Hearts Academy will notify appropriate law enforcement agencies of illegal activities conducted through the school's Internet service. The school will also cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through Sacred Hearts Academy's Internet service.

Digital Citizenship and Online Conduct

Sacred Hearts Academy recognizes that digital spaces are an extension of our learning community. Students are expected to demonstrate integrity, responsibility, and respect in all online interactions, whether using school-provided technology, personal devices, or digital platforms connected to school life. Rooted in our Catholic mission, digital citizenship reflects our commitment to human dignity, ethical decision-making, and the responsible use of technology for learning and collaboration.

Purpose of Digital Citizenship

Digital tools enhance communication, creativity, and academic engagement. This section establishes expectations that help students develop positive digital habits, protect personal and community safety, and uphold the values of Sacred Hearts Academy both on and off campus.

Expectations for Online Conduct

Students are expected to:

- Communicate respectfully and thoughtfully in all digital environments, including email, messaging, online discussion boards, and social media.
- Use technology primarily for educational purposes during the school day, following teacher guidance and classroom norms.
- Protect their own privacy and the privacy of others by safeguarding passwords, personal information, and images.
- Demonstrate academic honesty when using digital resources, including proper citation of sources and the ethical use of artificial intelligence and online tools.
- Report concerning online behavior, threats, or safety issues to a trusted adult or school administrator.

Prohibited Behaviors

The following actions are inconsistent with Sacred Hearts Academy expectations and may result in disciplinary action:

- Cyberbullying, harassment, intimidation, or exclusionary behavior toward others.
- Posting, sharing, or creating content that is disrespectful, harmful, or inconsistent with the school's mission and values.
- Unauthorized recording, photographing, or distribution of images or videos of students, faculty, or staff.
- Accessing or sharing inappropriate content, or attempting to bypass school network safeguards.
- Impersonating another person online or misrepresenting identity.

Responsible Use of School Technology
School devices, accounts, and networks are provided to support learning. Students should understand that:

- Digital activity conducted on school platforms may be monitored to ensure safety and appropriate use.
- Access to technology is a privilege that may be limited or revoked if expectations are not met.
- Students should follow all Acceptable Use policies and teacher directions regarding digital tools and platforms.

Partnership with Families
Sacred Hearts Academy values collaboration with families in promoting healthy technology habits. Parents and guardians are encouraged to discuss responsible online behavior at home, monitor age-appropriate technology use, and partner with the school when concerns arise.

By using school technology or participating in online school communities, students agree to uphold these expectations and contribute to a respectful, safe, and mission-centered digital environment.

Electronic Devices and Cell Phone Use

Students will be responsible for keeping their computer secure at all times. All computer maintenance will be handled by the equipment owner. Students may use the school computers with permission to access the school network, and printing may be completed on campus.

The computer must meet or exceed the minimum standards: 3 years or less in age, pc or Mac products (including iPads) are allowed. Note: in Grades 3-5, a keyboard is required for the computer/tablet. In an effort to reduce the software cost, teachers will be encouraged to use web applications instead of requiring costly software installations. The use of Google Documents is free to all users.

The use of cell phones is not permitted for **students in grades K-8** during the school day. For **students in grades K-8**, cell phones will be collected by homeroom teachers at the beginning of the school day when attendance is taken. At dismissal, the students will return to their homeroom to pick up their phone. Students may use the phone in the office if they need to reach their parents for any reason.

For **students in grades 9-12**, cell phones are only permitted during non-instructional time (before school, after school, breaks, and during lunch). If cell phones are needed for a particular class, they may be powered on for that class time only and must be used according to the teacher's direction. The use of cell phones is not allowed during liturgies, assemblies, flag ceremony, Advisory, or Study Hall period. For the safety of all, cell phones should never be used on stairs or in hallways.

Laptops, tablets, iPads, and other electronic devices are appropriate devices to enhance educational learning within the classroom and are permitted at school. Personal computing devices are required every school day for **Grades 3-12**. Students are responsible for the care and safety of their devices at all times.

Electronic devices may not be used to take photos or videos of any person, event, or object on campus without the knowledge and permission of the subject of the photo or video. The taking of photos or videos of events and objects, i.e., class projects or presentations, as well as the posting of these items, must be pre-approved by the classroom teacher or Administration. Infractions will be issued for non-compliance.

Cyberbullying

The definition of cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. With the prevalence of social media, cyberbullying can go beyond a typical email. Other forms include taunting using videos and songs (example: the TikTok platform), with the obvious intent to taunt, ridicule, or discredit another student. This is not tolerated.

If a student feels that she is the target of cyberbullying, she should report it directly to a teacher and/or counselor who will then report it to the Dean of Students. An investigation will ensue with the email, statement, or video reviewed. Once the posting has been confirmed to be inappropriate, the post and/or application must be removed, and disciplinary action will be taken, including suspension (in-school or at-home) or up to expulsion from the Academy. See Incident Process.

Health, Safety, and Wellness

Health Requirements and Immunizations

Every student entering grades K, 7, 9, or 11, and any new student, must have a physical and an updated immunization record. A tuberculosis test is required for all new students. The Department of Health requires that a student with a communicable disease be excluded from school until a physician provides written notice that the student may return.

The Department of Health requires that a student who contracts any of the following diseases be excluded from school:

Chicken Pox	For 1 week after the eruption first appears (or until lesions are crushed)
Conjunctivitis	For the duration of the acute infection
COVID-19	Five-day isolation period
Hand, Foot, Mouth	Cleared of rash (skin is clean, dry, and not weeping), and signs of illness have improved
Influenza	For 3 days after the onset of illness
Measles	For 4 days after the rash appears
Mumps	For 9 days after salivary gland swelling begins
Rubella	For 7 days after the rash appears
Scabies	For 1 day after treatment is completed
Streptococcus	For 2 days after the start of antibiotic treatment

Mononucleosis	Until authorized to return by a physician
Tuberculosis	Until authorized to return by the DOH
Ukus (Head Lice)	Students will be allowed to finish the school day, receive appropriate treatment, and then return to school

Parents should call the Department of Health regarding any problem involving communicable diseases.

Illness and Emergency Medical Care

Sick students should not report to school. The School Health Coordinator administers care to students who become ill during the school day. If it is determined that the student cannot stay in school, the health coordinator will contact parents. Once parents are contacted, they should come to pick up their child as soon as possible, no later than an hour after the health coordinator calls. Sick students may not leave campus without Health Room approval. The school must have the parent/guardian's verbal permission for a licensed student to drive home or for another adult to pick up the student.

If a child is sick, parents are instructed to keep the child home to prevent other children from becoming ill. To return to school, the student must be fever-free for at least 24 hours without fever-reducing medication and have improved symptoms. An absence of three days or more requires a medical clearance to return to school. The medical clearance must be submitted to the health room.

The School Health Coordinator attends to the student's ordinary physical needs. The coordinator contacts parents in the event of serious health problems; provides referral services as needed; coordinates health services provided by state and community agencies; and maintains health records. If a student requires medication during the school day, it must be authorized and coordinated by the School Health Coordinator. Students are not permitted to carry their medicine, including over-the-counter medication, on their person or stored in their backpacks/lockers.

If a student needs emergency medical care, the School Health Coordinator will call a parent. The school administrators will determine if an ambulance must be called. The student will be taken to the nearest medical treatment facility (Kapiolani Medical Center for Women and Children - 1319 Punahou Street) unless the student’s parents have directed medical personnel otherwise.

All faculty and staff are trained in Infant/Child/Adult CPR, AED, and First Aid. In an emergency, they are certified to administer CPR or First Aid.

Counseling and Student Support Services

Our school counselors support the whole child in their social, emotional, and academic development. Counseling services include whole-class guidance lessons and small-group and individual coaching. Our goal is to support our students' needs, helping them build healthy relationships with others and develop self-confidence and communication skills. Some students may require additional, specific assistance related to academics and behavior. In partnership with families, the counselor will assist them in meeting goals and refer to professional outside assistance if necessary.

The High School counselors schedule testing programs which give students and teachers an evaluation of students' aptitudes, abilities, and general career interests. Counselors also help students to understand personal challenges and to gain confidence and skill in coping with everyday situations. Students are advised on course selection, college admission procedures, and career decisions by their academic advisors.

Safe Environment Policies

The "Policy on Allegations and Incidents of Sexual Misconduct" promulgated by the Diocese of Honolulu is incorporated in this handbook by reference. A copy of the policy is contained in the handbook, "To Offer Healing, To Restore Trust", first published January 8, 2004. The handbook is available from the school.

The Church endorses the mandatory reporting provisions of H.R.S. Chapter 350 concerning child abuse. All staff members, teachers, administration, and sports coaches are required to sign an acknowledgment that they have read and understood the ethical and personal conduct policies of the Diocese of Honolulu.

Consistent with diocesan policy, Sacred Hearts Academy will conduct Safe Environment training as part of the religious education/theology curriculum. A meeting will be held before the class is conducted to provide parents with an opportunity to review the safe environment materials. Consent for participation in this program is included on the Handbook Signing Form required to be turned in each year.

Emergency and Crisis Procedures

It is important to review the procedures to be followed in a major crisis should one of them affect the Academy and its students. Necessary precautions for the safety and welfare of the students are of greatest priority.

Fire

As required by the Honolulu Fire Department, drills several times throughout the school year. The students are properly trained in fire drill procedures. If the Academy facilities should be damaged by fire, students will be evacuated to either St. Patrick's School or Hale Malia.

Tsunami Warning

- The school is not located in a tsunami zone, so there is no need to evacuate.
- Follow these procedures in the event of a tsunami warning:
  - If a WARNING is issued while school is in session, students will be cared for until parents can safely pick them up. Parents should not leave work or rush to school; it is recommended that parents remain in a safe area until the "all clear" is announced and avoid contributing to unnecessary traffic on roads and streets.
  - If a warning is issued before the day normally begins, classes will be canceled, and the school will be closed.

Hurricane/Tropical Storm

Hurricane or Tropical Storm watches are issued by the National Weather Service 36 hours prior to the arrival of storm effects. Hurricane or Tropical Storm warnings are issued when one of these storms could affect Oahu in 24 hours or less. When a watch is issued, the storm will be monitored, and a decision made to close before the issuance of a warning. The timing of the closure will generally coincide with the end of a normal working day and should not inconvenience working parents.

Earthquake

Should an earthquake of significant magnitude occur on Oahu, the Academy could be damaged. It is also anticipated that considerable disruption to our road networks would occur. Parents should stay in touch with the radio stations and civil defense communications via television and radio.

Sacred Hearts Academy has a responsibility to prepare for crisis situations; however, Academy parents have a responsibility as well. Procedures for emergency situations that would promote a coordinated effort between home and school include the following:

- Understand that the means of communication used to inform parents will be radio, television, internet, SMS messaging.
- Refrain from calling the school in times of crisis so that the phone lines can be used for emergency calls to the outside community.
- Refrain from coming to school to pick up children unless so directed by communication from authorities.
- Note that if children must be evacuated, the priority location is St. Patrick's Church.
- Submit and update emergency information to the school office.
- Plan for supervision of children during an early or unexpected release from school.
- Exercise judgment: if parents feel that sending a child to school is dangerous, supervise your daughter at home, regardless of school decisions.
- Read and discuss with your daughter all information concerning safety procedures sent home from the school.
- Routinely counsel your daughter on safety precautions.
- Inform the school office of potential crisis situations and other unsafe conditions.
- Attend information programs offered by the school concerning safety issues.

Student Release Procedures

To ensure the safety and security of all students, Sacred Hearts Academy will release a student during the school day only to:

- A parent or legal guardian; or
- An individual listed on the student's current Emergency Contact Form.

Any individual picking up a student must present valid government-issued photo identification before the student is released. School personnel will verify the individual's identity and confirm that they are listed as an authorized emergency contact.

Students will not be released to anyone not listed on the Emergency Contact Form, regardless of verbal or written requests from the student. If a parent or guardian wishes to authorize an additional individual to pick up their student, they must update the student's emergency contact information with the school office before the student is released.

In situations where there are questions regarding custody, guardianship, or authorization, Sacred Hearts Academy reserves the right to delay the student's release until appropriate documentation can be verified. The school will always act in the best interest of student safety.

Parent and School Partnership

Communication Expectations

We support open communication between students, teachers, families and administration to support our students' overall success and progress. Communication to families and students will come through the following platforms: SHAgram, newsletters, Google Classroom, and/or emails. These communications include important updates on a regular basis to inform families of news, events, celebrations, etc. Student and family's first point of contact should be her homeroom or division dean.

Parent Conduct and Collaboration

Parents and guardians are expected to:

- Set a positive example for their daughter.
- Treat the school administrators, faculty, and staff with respect.
- Avoid abusive, rude, disruptive, or harassing behavior that can disrupt or adversely affect the educational process, the safety and well-being of students and Sacred Hearts' employees, the school's work environment, or the athletic program.
- Abide by Sacred Hearts Academy's rules, regulations, and policies.

If, in the judgment of school administrators, parents/guardians fail to meet these expectations, the result may be the termination of the student's enrollment. All students and parents must realize their role in helping the school fulfill its objectives.

Resolving Concerns and Grievances

If a student, parent, or guardian has a concern regarding a teacher or class, we encourage them to meet with the teacher to discuss and resolve the issue. If a resolution is not reached, those involved should then contact the Instructional Leader and Administration. After hearing from all involved, a mutually agreed-upon resolution will be facilitated, ultimately based on the student's well-being.

Extracurricular Activities and Athletics

Co-Curricular and Extracurricular Programs
Student activities are a vital part of the educational program. Extracurricular activities provide many opportunities for developing leadership, responsibility, and cooperation. Various activities foster school pride and loyalty. Each student is urged to participate in at least one of the many activities available.

After School Care Program
Sacred Hearts Academy provides an after-school care program from 2:30 PM to 5:30 PM on Monday, Tuesday, Thursday, and Friday, and 1:30 PM to 5:30 PM on Wednesdays. Refer to the After School Care Program Handbook for more information.

Athletics
Academy students in grades 4-8 can participate in CSL and CSAL sports. Students in grades 7-12 participate in ILH sports including, but not limited to, volleyball, softball, basketball, swimming, golf, soccer, paddling, riflery, sailing, bowling, and track. The sports program seeks to instill the principles of fair play and sportsmanship. While being instructed in the basic skills of the particular sport, the student athlete can experience the warmth of camaraderie, the challenge of competition, and the rewards of determination and courage.

Student Leadership and Organizations
Student leadership at Sacred Hearts Academy is an essential part of forming confident, compassionate, and capable young women. Through both formal and informal opportunities, students are encouraged to develop their voices, take initiative, and lead with integrity in service to others. Leadership is viewed not as a position alone, but as a responsibility rooted in respect, collaboration, and accountability.

Students may engage in leadership through student government, clubs and organizations, campus ministry, athletics, and service learning experiences. These opportunities allow students to practice decision-making, teamwork, and ethical leadership while contributing positively to the school community. Faculty and staff mentor student leaders to reflect on their actions, learn from challenges, and grow in confidence and responsibility.

Sacred Hearts Academy believes that leadership formation during these years empowers students to become thoughtful leaders in high school and beyond — prepared to serve their communities and the world with faith, purpose, and courage.

Sacred Hearts Academy offers a wide variety of clubs so students can pursue their interests, try new things, make new friends, and reach out to the community. Students may start a club by applying to the Student Activities Coordinator. All clubs must have a faculty advisor.

Field Trips and School-Sponsored Events
Field trips extend learning beyond the walls of the classroom. At the beginning of the year, parents are requested to sign a permission slip for these trips. Students without the signed permission slip are not permitted to attend field trips. Verbal permission is not accepted. It is understood that reasonable caution is taken by the teachers and chaperones, but neither the Academy nor the teachers or chaperones is/are to be held liable in case of accidents beyond their control. Parents always receive advance notice with details of each field trip.

Students in grades 4-12 must maintain academic eligibility in order to participate in extracurricular field trips and school-sponsored events. Students will be provided a permission slip that must be signed by each teacher to ensure grades are up to date and they are eligible to attend the field trip or event. If the field trip or event is after the school day, students must attend school. Students will not be permitted to attend a field trip or event if they were absent from school.

Operational Policies and Acknowledgements

School Day
Our school day for all students (K-12) begins at 7:40 AM. Dismissal for all students (K-12) is at 2:30 PM on Monday, Tuesday, Thursday, and Friday; and at 1:30 PM on Wednesday. There may be days throughout the year in which students are dismissed at a different time. Parents will be notified of these days in advance.

Campus Access
All visitors to the SHA campus must first report to the High School front office to sign in and receive a visitors badge. Visitors must present a government issued photo ID.

Transportation and Parking
Parking is reserved for faculty, staff, and visitors with business at the Academy. Student parking is available to upperclassmen by lottery for a set fee. Interested students should see the front office for more information.

Another student parking option is the public streets around the school, in the neighboring communities of Kaimuki and Palolo. Parking on the public street is open to all, on a first-come, first-served basis. The school does not monitor parking on public streets. However, any reports of Sacred Hearts Academy students bullying or harassing others for street parking will be addressed appropriately by the school.

Lunch Services and Food Policies
Sodexo Food Services offers breakfast, lunch, and snack options for purchase in the school cafeteria. A price list and monthly menu are posted on our website. Students with home lunch may purchase drinks or other items to supplement their lunch. Students must present their ID card as the only form of payment. Parents are required to set up a meal account with Sodexo's MealTime Online at https://www.mymealtime.com.

Students in Grades K-3 are not allowed to purchase items from the snack bar. Additionally, students in Grades K-12 are not permitted to leave campus for lunch.

Deliveries
All deliveries must go through the High School office. This includes the drop off of any food/drinks, school supplies, sports equipment, projects, or homework. For the safety of the school community, students are not allowed to pick up items at any school entrance. Dropped-off items will be available for pickup during break/lunch, not during class time. Anyone seen dropping off items at school entrances will be redirected to the front office. All third-party delivery companies MUST deliver to the High School office. Food deliveries, in particular from such third-party vendors as Uber Eats, GrubHub, Instacart, and DoorDash, are HIGHLY DISCOURAGED.

Special occasion arrangements, balloons, and/or stuffed animals too distracting or unmanageable for students to carry throughout the day will be kept in the High School office until school is done.

Student Valuables and Personal Property
Students should keep their valuables with them at all times. Wallets, money, calculators, and computers should be in the student's possession or in a locker secured with a lock. Valuable items should never be left in unsecured school bags. Large sums of money should never be brought to school. Teachers are not responsible for items left in a classroom. If a student finds an item that does not belong to her, she should take it immediately to the office.

If a student suspects that another student has stolen her property, she should immediately report the suspected theft to her teacher, counselor, or Administration. An investigation will occur. Lost items not reported immediately may result in no resolution, depending on how long time has passed.

Birthdays and Classroom Celebrations (K-Grade 5)
We enjoy recognizing birthdays and other special occasions as part of our caring school community. To ensure celebrations remain inclusive, age-appropriate, and do not disrupt instructional time, families are asked to coordinate all classroom celebrations with the classroom teacher in advance.

f you would like to provide a birthday treat or small token for classmates, please keep it simple and modest. We ask that families avoid elaborate celebrations, large decorations, balloons, party favors, gift bags, or expensive gifts. Our goal is for every child to feel celebrated in a joyful and consistent way across classrooms.

Because the health and safety of our students are a priority, all food items must be approved by the classroom teacher in advance to ensure they comply with school guidelines and accommodate student allergies and dietary restrictions. In some classrooms, non-food celebrations may be encouraged or required.
Teachers will determine the appropriate time and format for any classroom celebration to minimize interruptions to learning. We appreciate your partnership in helping us create meaningful celebrations that are safe, inclusive, and centered on our school community.

Financial Obligation
Tuition and fees are paid under one of the school's financial plans. Each year, the Academy offers tuition assistance to families in need of financial aid. Requests for the application should be made to the Business Office by January 15 for consideration for the upcoming school year. Students must demonstrate financial need, good character, a sense of responsibility, and a proper attitude toward their work commitment to continue to receive financial aid.

Disclosure of Information
Information pertaining to an individual child and the parent/guardians of the child shall not be disclosed to persons other than the Academy's Faculty/Staff unless the parent or guardians of the child grant written permission for the disclosure, or if an emergency arises.

Reconsideration for Readmissions
If a student is dismissed from the Academy due to her academic performance or for other reasons, consideration for re-entry may be given after one academic year at another school, unless otherwise specified at the time of dismissal. Students and parents should clearly understand that reconsideration will be given only after a student has satisfactorily demonstrated, in another school environment, that she has overcome a deficiency and will become a productive member of the Academy's school community.

Handbook Subject to Change
Sacred Hearts Academy reserves the right to interpret, amend, modify, or update the policies, procedures, and expectations outlined in this Student and Parent Handbook at any time. While every effort is made to maintain accurate and current information, circumstances may require adjustments during the school year to ensure the safety, well-being, and effective operation of the school community.

Updates or revisions may be communicated through official school channels, including email, newsletters, or digital platforms. Continued enrollment and participation in school programs signify acceptance of any changes made. This handbook is intended as a guide to school practices and expectations and does not constitute a contractual agreement between the school and any student or family.

Liability and Media Release
Sacred Hearts Academy celebrates student learning and community life through photographs, video recordings, audio recordings, and digital media. By enrolling at Sacred Hearts Academy, parents/guardians grant permission for the school to capture and use images or recordings of students for educational, promotional, archival, or communication purposes, including but not limited to school publications, newsletters, websites, social media platforms, and presentations.

The school exercises discretion and respect in the use of all media and strives to present students in a manner consistent with its mission and values. Sacred Hearts Academy is not responsible for media captured or distributed by third parties outside the school's control, including content shared by other families or external organizations.

Participation in school programs may include activities that carry inherent risks. The school maintains reasonable supervision and safety procedures; however, families acknowledge that accidents or unforeseen incidents may occur despite these precautions.

26-27 SHA Student Handbook Acknowledgement Form

By signing below, the parent/guardian and student acknowledge that they have received, reviewed, and understand the Sacred Hearts Academy Student and Parent Handbook. Families agree to support the policies, expectations, and values outlined within the handbook and understand that adherence to these guidelines is a condition of enrollment.

The parent/guardian and student further acknowledge their shared responsibility in maintaining a safe, respectful, and mission-centered learning environment. Questions regarding handbook policies should be directed to school administration for clarification.

Student Name: _____ Grade Level: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____



Sacred Hearts Academy

808.734.5058

www.sacredhearts.org

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