



**Student/Family Handbook
2018-2019**

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Letter from the Principal

Dear Parents, Grandparents, Guardians, and Cougars,

Welcome to the 2018-2019 school year! We are excited to have students back in our classrooms and hallways, filling them with energy, excitement, and enthusiasm for learning! At Josephinum Academy of the Sacred Heart, it is our goal to ensure that each student is educated to reach her highest academic potential, empowered to discover her unique place in the world, and inspired to become a confident faith-filled leader. We believe our students are the future leaders who will make this world a better place. Due to our sincere commitment to provide our students with an environment and curriculum that will nurture, support, and challenge them, I am proud that Josephinum is the first all-girls high school in the state of Illinois to offer the world-renowned International Baccalaureate (IB) Diploma Programme (DP) wall-to-wall, to all of our students.. This means every student entering this school will participate in this transformative program. Traditionally, Chicago high schools offer very selective Diploma Programmes, akin to Advanced Placement courses. However, as Chicago's longest-standing Catholic high school for women, Josephinum has a tradition of extending the boundaries of educational opportunity for the young women of Chicago, and Josephinum's decision to offer the Diploma Programme wall-to-wall, is yet another example of our commitment to providing a quality education for **all** of our students.

Josephinum's faculty and staff is a group of bright, dedicated, and forward-thinking professionals, who have spent many years ensuring that our new curriculum is dynamic, rigorous, and relevant. At the core of the IBDP is the desire to teach students how to think, not what to think, and as a result, the curriculum is structured around the development of core competencies and skills, rather than heavy content knowledge. In addition, IBDP lessons take a hands-on approach, positioning the learner as a "doer," engaging her more fully in her own learning. Because the IB's approach to education is innovative, our faculty has engaged in over 200 hours of IB-sponsored professional development, certifying their deep understanding of best practices inside of the IBDP classroom. I am certain that their hard work has laid the foundation for what will be an unforgettable school year.

Our Student Handbook includes a listing of Josephinum's leadership, a description of our Portrait of a Graduate, our academic policies, guidelines on the use of technology, our philosophy of discipline, our student conduct expectations, our athletic code, and more. As educators, administrators and staff, we partner with parents and guardians in the development of holistic young women, who are committed to a personal and active faith in God, a deep respect for intellectual values, a social awareness which impels to action, the building of community as a Christian value, and a personal growth in an atmosphere of wise freedom. Our Parent/Student Handbook ensures that we are aligned with Cougar families on the expectations that will allow us to reach this ambitious goal.

I am honored to serve as the Principal of Josephinum Academy of the Sacred Heart. It is a truly a privilege to lead such a supportive and caring community of learners. Together, let's make the 2018-2019 school year a great success!

Fondly,

Mary Rose Guerin
Principal

MISSION

HISTORICAL BACKGROUND

Josephinum Academy of the Sacred Heart, founded in 1890 by the Sisters of Christian Charity, is Chicago's longest standing high school for girls. Originally a school for the daughters of recent immigrants, Josephinum has a longstanding tradition of empowering young women through education. In 1996, the Sisters of Christian Charity formed a partnership with the Society of the Sacred Heart, who is now responsible for the educational direction of the Academy. In 2011, Josephinum was formally accepted as a full member of the Network of the Sacred Heart Schools.

PHILOSOPHY

Josephinum Academy of the Sacred Heart's philosophy of education is rooted in the belief that all people have an unlimited capacity to learn. Given the right context, the right tools, and the right support, this capacity will ultimately cultivate into a deep and passionate desire for growth.

Education, at its core, should be a transformative experience. It should foster an evolution of both mind and spirit. It should push students out of a comfortable world and into true risk taking and exploration. It should foster a sense of wonder and curiosity that keeps one thirsting for knowledge. It should encourage a love of learning; an uncontainable joy that stems from the pursuit of truth. Above all, it should develop in students a critical consciousness- a profound understanding of oppression and injustice and a desire to make change.

Being educated simply isn't enough. It is what one does with her education that truly matters. It is what one contributes to the world that makes a difference.

MISSION

Josephinum Academy of the Sacred Heart offers a world-class approach to academic excellence combined with holistic, moral, and spiritual development in a college-preparatory environment at an affordable price to all girls in the heart of Chicago.

VISION

To develop the future leaders, peacemakers, and visionaries of tomorrow.

SACRED HEART GOALS

As members of a worldwide network, the schools of the Sacred Heart in the United States offer an education that is marked by a distinctive spirit. The essence of this spirit is a deep concern for each student's total development: spiritual, intellectual, emotional, social and physical. The philosophy relies on the understanding that education is much broader than instruction. Schools of the Sacred Heart commit themselves to educate to:

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

SCHOOL LEADERSHIP

PRESIDENT'S ADMINISTRATIVE TEAM

Ms. Patti Tuomey Ed. D.....President
Mrs. Mary Rose Guerin, M.Ed.Principal
Ms. Lindsay Bartlett.....Director of Development
Ms. Daeshawna Cook.....Director of Strategic Engagement
Mrs. Laura Knisley, M.B.A.Director of
Finance
.....Director of Admissions

PRINCIPAL'S TEAM

Mrs. Mary Rose Guerin, M.Ed.Principal
Ms. Colleen Schrantz, M.A.....Assistant Principal
Mr. Scott Belleperche..... Director of Health and
Wellness

DEPARTMENT CHAIRS

Ms. Laura Forbes, M.....Theology Head
Mr. David Fehr, M.F.A.Fine Arts
Head
Mrs. Adriana Mahon.....World Language Head
Ms. Milica Jovic, M.A.....Mathematics Head
Mr. Mark Baran.....History
Head
Ms. Nancy To, M.Ed.Science
Head
Ms. Renee Vai, M.A.T.English
Head
Ms. Anne Ross.....DP Core Head
Ms. Jenn Graus, M.A. and LPC.....Head of the Counseling Department

HOME/SCHOOL PARTNERSHIPS

COMMUNICATION PLAN

Josephinum Academy of the Sacred Heart is committed to fostering strong partnerships between the home and school. As recent research shows, one of the most effective ways to promote student growth is through a partnership that bridges the home and school communities. The purpose of Josephinum's School/Home Communication Plan is to articulate the expectations and procedures for communication between parents/guardians and the teachers, administrators, and staff of Josephinum Academy.

EXPECTATIONS FOR COMMUNICATION

All communication between a Josephinum Academy parent and a Josephinum Academy teacher, administrator, or staff member should be open, honest, and respectful. If any teacher, administrator or staff member receives communication (in person or electronically) that the administration deems inappropriate, the school reserves the right to restrict communication accordingly. This may include limiting physical and/or electronic access to school personnel.

In the same regard, Josephinum Academy faculty, administration, and staff, always strive to communicate in a respectful and appropriate manner. If a family feels that someone in our community has fallen short of this goal, we encourage them to bring their concerns to the principal's attention immediately.

SHARED VALUES

As a Sacred Heart school, Josephinum Academy is committed to providing a holistic education that fosters the spiritual, intellectual, social, and personal growth of its students. We commit to educate our students to:

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

We ask that you acknowledge and reinforce these goals for our students.

SCHOOL UPDATES AND EVENTS

Josephinum Academy communicates important information to families through the following channels:

PARENT NEWSLETTER

The Parent Newsletter is designed to keep families informed about all the important things happening at

Josephinum Academy in a given month. The newsletter is forward thinking, and is currently both mailed, and emailed, to families at the end of each month. Furthermore, each month's newsletter is posted to the website as a reference for families when needed. Reading the Parent Newsletter is the best way to keep up to date with critical information about your student's school life.

SCHOOL REACH PHONE CALL/TEXT

Josephinum Academy uses School Reach Phone System to call and/or text families with important information. You will receive an automated School Reach phone message from the school for the following reasons:

- School cancellations/early releases due to weather or emergency
- Reminder about upcoming school event
- Emergency communications may be sent through this system

PRINCIPAL EMAIL

The principal will email families to remind them of important school events that do not require RSVPs from our families. You can expect an email one week before all major events.

PAPERLESS POST

Josephinum Academy uses Paperless Post to invite parents to school events that require an estimate of how many people to expect in attendance. Paperless Post allows families to RSVP to invites, and therefore, allows Josephinum to plan events accordingly.

STUDENT PROGRESS

SCHOOL TO HOME COMMUNICATION

Teachers are direct links to information about your student's growth, and can provide valuable information about her progress. Josephinum Academy teachers are expected to communicate with parents/guardians when important information about student progress needs to be shared, and/or when further support from home may be required for student success. Teachers may either call or email parents, depending on parent preference. Teachers will contact home for the following reasons:

- Poor classroom performance
- A significant drop in student performance
- Failure to complete a major assignment or multiple small assignments
- Acts of academic dishonesty
- Chronic attendance problems
- Disruptive behavior/disrespect

BACK TO SCHOOL NIGHT

Josephinum Academy hosts one Back to School Night a year, typically in the month of September. The purpose of Back to School Night is to update families with all important information needed from the school, and to provide families the opportunity to meet their students' teachers as the new year begins.

PARENT-TEACHER CONFERENCES

Josephinum Academy hosts two Parent-Teacher Conferences a year: one in the fall and one in the spring. Parent-Teacher Conferences are designed to allow ample time for a parent to meet with each of his/her student's teachers to discuss academic, behavioral, and social growth and progress. Students

are encouraged to attend with their parents.

SCHOOLGY

Schoology is an online learning, classroom management, and social networking platform that allows for improved communication, collaboration, and access to Josephinum's curriculum. It is used by our faculty to maintain updated grades, take class attendance, post assignments and links to class content, post daily class agendas, communicate important dates in courses, and more. It is also accessible to all parents/guardians by submitting an email address to the Josephinum Technology Coordinator. Parents are able to view student grades, upcoming assignments, and directly communicate with teachers via Schoology. The following policies outline expectations of students and parents regarding maintenance of their Schoology accounts.

- **Students** are responsible for checking Schoology on a daily basis. If a student is absent, she must check Schoology for what she missed in class as well as any homework that may have been assigned. Students must also regularly check their grades for up-to-date information on their individual performance, as well as to ensure accuracy and reliability of their grades.
- **Parents** are responsible for providing an accurate, current, and active email address to the school to aid us in setting up access to their child's Schoology account. Parents are encouraged to regularly check Schoology for updates on their student's grades, homework, and any other relevant classroom information. Parents may also communicate directly to their student's teachers on Schoology if there are any questions or concerns.

HOME TO SCHOOL COMMUNICATION

Josephinum Academy of the Sacred Heart is committed to practicing open, direct, and respectful communication. Students and parents who have a concern are strongly encouraged to speak directly with the administrator, teacher, staff member, or coach with whom they have a concern. Counselors or administrators can provide support with how to navigate these situations. If the direct conversation does not result in a satisfactory outcome, parents should then bring their concerns to the attention of the immediate supervisor. Coaches report to the Director of Health and Wellness, club moderators report to the Assistant Principal, teachers report to the Assistant Principal, counselors report to the Student Services Department Head, the Director of Health and Wellness, Assistant Principal, and Student Services Department Head report to the Principal. The Principal reports to the President.

Obtaining current parent addresses, phone numbers, and email addresses are essential for effective communication. Parents are expected to update phone numbers and email addresses with Letty Pizarro in the front office. Parents can expect to receive a monthly newsletter from the school. In addition, parents can also expect to receive frequent emails and phone calls containing pertinent school information. Failure to receive the newsletter and/or emails/phone calls indicates that the school does not have current information on file.

ATTENDANCE

If a student is unable to attend school due to a serious illness, or any other unavoidable reason parents/guardians are to call and notify the school before 8:30 a.m. giving the reason for the absence. If contact is not established between a parent/guardian and the office within 24 hours of an absence, the absence will be considered unexcused. Any calls made by students or non-parent/guardians will not be accepted. A doctor's note is required for three or more consecutive days of absence. Missing two (2) or fewer class periods is equal to ½ day's absence; 3 or more missed periods will equal a full day of absence.

If a student is absent from school and the front office has not been notified, the front office will contact the parents/guardians to verify absence.

CONTACT THE RIGHT PERSON

WHO DO I CONTACT IF.....

My student is going to be absent, or is running late?	Front office- Letty Pizarro	773-276-1261
I have a question regarding the location of an athletic event?	Director of Health and Wellness, Scott Belleperche	773-276-1261 Ext. 224
I have a question regarding the curriculum in the IB Programme?	IB Coordinator, Hayley Ropiequet	773-276-1261 Ext. 227
My student was assigned a MATS assignment and I am wondering the reason?	Assistant Principal, Colleen Schrantz	773-276-1261 Ext. 229
I have a question regarding my student's tuition?	Director of Finance, Laura Knisley	773-276-1261 Ext. 225
I have a question regarding my student's schedule?	School Counselor, Jenn Graus	773-276-1261 Ext.
I have a question regarding my student's current scholarship?	Scholarship and Events Coordinator, Lindsay Bartlett	773-276-1261 Ext. 223
I would like to refer a student for admissions?	Director of Admissions, Stephanie Castrounis	773-276-1261 Ext. 234
I am a graduate and need some support navigating college life.	Alumnae Support Counselor, Dr. Mary O'Reilly	773-276-1261 Ext. 246
I once attended Josephinum Academy, and I need to obtain a copy of my transcript.	Registrar, Dr. Mary Bernstein	773-276-1261 Ext. 238

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TUITION AND FEES

BUSINESS OFFICE

The Business Office is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. Tuition payments that are made in person rather than through FACTS Management (FACTS) will be taken in the front office. Every payment will be issued a receipt. It is important to keep the receipts in case there is any question about a family's account. If you have a question about your account, please meet with the Business Office and bring copies of the appropriate receipts.

TUITION/STUDENT FEES

The full tuition for the 2016-2017 school year is \$8,460.00. Tuition payments can be made online through FACTS, a tuition management system, or paid in person at the school. All tuition payments for the school year will be made through FACTS. All students are required to pay a non-refundable Enrollment Fee. The Enrollment Fee for new students is \$200. The fee for re-enrollment is \$50 per student if paid before April 15, \$100 if paid before June 15, and \$200 thereafter.

FINANCIAL AID/SCHOLARSHIPS

Josephinum Academy has a limited amount of financial aid to offer to qualifying students who demonstrate financial need. Financial aid applications should be completed online through the FACTS system (to access the FACTS website - go to www.josephinum.org and click "Admissions" then "Tuition and Financial Assistance" then "Click here to register" under "Financial Assistance"). Families must reapply for financial aid each year.

Scholarships will be revoked for students who do not maintain the specific criteria for each scholarship. **Josephinum has the right to reduce and/or eliminate financial aid and scholarships awarded to a student whose academic, behavioral, or financial standing fall below the standards expected by the academy or outside scholarship organizations.**

EXCLUSION POLICY

All tuition payments are due by the 16th of each month. If a payment is not posted, or if there is an outstanding balance on a student's account after the 16th, a late fee of \$35.00 will be added to the account. In addition, students with outstanding balances of over ten (10) days will be excluded from class on the ***1st business day of the following month***, unless otherwise noted. Exclusion will remain in effect until the account is made current. Students with an outstanding balance will not be allowed to participate in all school sponsored events (including prom and graduation), nor will they receive official school documentation (including transcripts).

REFUND POLICY

For students who withdraw from Josephinum Academy during the school year, tuition refunds will be granted based on the schedule noted in the enrollment/re-enrollment contracts.

BOOK RENTAL

We have a book rental program for many major courses in order to reduce costs for families. A student must return the rented book in good condition or she will be charged for the purchase of a new book.

ACADEMIC PROGRAMMING

THE PORTRAIT OF A GRADUATE

The best way to understand Josephinum Academy of the Sacred Heart's mission is to understand the qualities and characteristics that the school hopes each student will develop as a result of a Josephinum education. The portrait of a graduate guides the school's academic and extracurricular programming, ensuring that students are given ample opportunity to grow and develop as young women of faith, intellect, and purpose.

Upon graduation, a Josephinum student will be a:

Critical Thinker who has a deep commitment to lifelong learning. She is thoughtful, open-minded, analytical, and reflective. She evaluates multiple perspectives and makes rational and reasoned decisions.

Problem Solver who is creative, imaginative and innovative. She is not afraid to explore new ideas, and her curiosity sparks a natural sense of inquiry. She is determined to examine all the possibilities necessary to come to the right solution.

Effective Communicator who has found her unique voice. She expresses herself authentically and confidently in many forms and in two or more languages. She appreciates others' diverse perspectives and engages in clear, direct, and open communication.

Collaborator who actively shares her knowledge and gifts with others in her community. She understands that other people, with their differences, can also be right. She has developed a critical consciousness that impels her to act for justice on behalf of all people.

Self-Regulated Learner who is committed to personal growth. She understands her strengths and weaknesses and is resourceful and resilient when challenges arise. She is responsible for balance in her life, and practices effective time management to further her intellectual, physical, emotional, and spiritual development.

Responsible Citizen, Committed to Justice who is an informed and active participant in the local, national, and global community. She has developed a critical consciousness and embodies a strong sense of fairness and justice. She makes positive changes in the lives of others through her lifelong commitment to service.

Spiritual and Moral Person who embodies the attitudes of the heart of Jesus expressed in respect, compassion, forgiveness, and generosity. She is committed to a personal relationship with God while appreciating the values and beliefs of other religious traditions.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

IB DIPLOMA PROGRAMME REQUIREMENTS

As IB Diploma Programme students, Josephinum students will study six, two-year courses, taken from the following required subject groups:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

Three courses must be taken at the higher level (HL- 250 hours of instruction) and **three** courses must be taken at the standard level (SL- 150 hours of instruction). In addition, Josephinum students will also complete the Diploma Programme core:

- **The Extended Essay** an independent research project requiring an in-depth study of a question related to one of the subjects a student is studying.
- **Theory of Knowledge (TOK)** a course that encourages each student to reflect on the nature of knowledge and how we know what we know.
- **Creativity, Activity, and Service (CAS)** an independent project that encourages students to be active, informed, and responsible citizens locally, nationally, and globally. Students can combine all three components or do activities related to each one of them separately.

IB DIPLOMA PROGRAMME ASSESSMENTS AND EXAMS

As IB Diploma Programme students, Josephinum students will have their work assessed by both their teachers at Josephinum Academy, as well as members of the International Baccalaureate Organization (IBO). Diploma Programme assessment measures evaluate the extent to which students have mastered advanced academic skills. This is done through two different type of assessments:

- **Internal Assessments:** given to students and scored by the classroom teacher. These assessments ask students to apply real-world skills within a content area. Examples may include historical investigations, laboratory work in the sciences, artistic performances, etc.
- **External Assessments:** given to students at the end of senior year. These assessments are scored by representatives of the IBO. They typically take the form of examinations.

Depending on assessment results (a combination of internal and external), students may earn college credit for their performance. College credit is not determined by Josephinum Academy, but rather by universities themselves. Please visit the IB website, www.ibo.org, for more scoring information.

GRADUATION REQUIREMENTS

All courses offered at Josephinum Academy are considered college preparatory courses. The graduation requirements are as follows:

GRADUATION REQUIREMENTS THROUGH CLASS OF 2017

English	4
Mathematics	4
Religion	3
Social Studies	3
Lab Science	3
World Languages	3
P.E./Health	1.5
Fine Arts	1
Writing	1
Senior Capstone	.5
College Prep	.5
Freshman Academy	1
Electives	1

Total: 26.5

GRADUATION REQUIREMENTS BEGINNING WITH CLASS OF 2018

English	4
Mathematics	4
Religion	3
Social Studies	3
Lab Science	3
World Languages	3
P.E./Health	1
Fine Arts	2
Writing	1
21st Century Citizenship	.5
College Prep	.5
Freshman Academy	1
Electives	1

Total: 27

*Consumer Economics requirement met through Senior Capstone and 21st Century Citizenship courses.

- 1.) Students at Josephinum Academy are expected to carry a full load of 8.0 courses each semester, unless granted an exemption due to an extenuating circumstance.
- 2.) It is the responsibility of the students to be aware of their requirements for graduation, as well as to review their schedule to ensure they are enrolled in the proper courses each semester.
- 3.) Course schedules are developed by the counselors, in conjunction with the students.
- 4.) The State of Illinois and other accrediting agencies set academic standards for participating high schools. In accordance with these regulations, all students must pass U.S. History (including one semester of Civics content) and the state and federal constitutions tests, and pass Algebra I (or its equivalent), Consumer Education, Physical Education, and Health, in order to graduate.
- 5.) In addition to meeting the aforementioned graduation requirements, in order to graduate from Josephinum Academy, students must earn a full year of Biology credit, as well as pass both College Prep, Extended Essay, and TOK.
- 6.) Seniors must earn 26.5 credits in order to be eligible to participate in the graduation ceremony. Students who do not earn enough credits to walk in the graduation ceremony may recover their credits and earn a diploma once credits are completed.
- 7.) Only courses taken at Josephinum Academy are included in the grade point average (G.P.A.) recorded on the students' transcripts. Credits from other schools, make up grades from summer school, etc. are not included in the cumulative G.P.A.
- 8.) Student grade level is determined by the number of credits students have successfully completed by the beginning of the academic year, with the following **minimum** requirements for each level:

Grade 10, Sophomore: 6 credits earned in core classes

Grade 11, Junior: 13 credits earned in core classes

Grade 12, Senior: 20.5 credits earned in core classes

Students remain at the grade level in which they are assigned for the entire academic year.

9.) All IB courses are designed as two year courses. Students must complete both years of each IB course. In addition, IB students must complete Extended Essay and CAS requirements for graduation.

CREDITS

Credits of transfer students are evaluated upon admission. For students entering from schools that do not have Religion or Language requirements, Religion and Language credits may be waived. Students entering from a religious school must have completed their Religion requirements. In addition, credits earned at schools other than Josephinum Academy are not included in students' GPAs.

To participate in the Junior Recognition Ceremony, students must have 16.5 credits by the end of the fifth semester. To participate in the senior prom, seniors must have 24 credits (or the equivalent) by the end of the seventh semester. Seniors must complete ALL graduation requirements in order to walk with their class and receive their diplomas on graduation day.

All students are required to take the ACT in April of their junior year. Additionally, students are encouraged to take it again in September of their senior year.

FRESHMEN ACADEMY/HEART

The Freshmen Academy is a required component of the 9th grade schedule. The purpose of the program is to establish a strong academic base in preparation for college, allowing students to experience academic success early on, which is most critical in their first year of high school. The Freshmen Academy allows students to complete their homework, have available tutors, participate in team building activities and learn organizational and study skills. Successful completion of Freshman Academy is a graduation requirement.

Each student at Josephinum is enrolled in a Heart course, which serves as Josephinum's advisory program. In this course, students work on a variety of college preparatory activities. This includes the following: academic advising and reflections, Naviance (college/career research and planning resource), community building activities, dedicated study/homework time, and projects related to the Sacred Heart Goals and Criteria. Successful completion of Heart is a graduation requirement.

GRADING SCALE

Josephinum Academy's grading scale is as follows: GPAs are computed using these values:

A = 92.5 - 100

B = 84.5 - 92

C = 74.5 - 84

D = 69.5 - 74

F = below 69.4

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

Note: If, for valid reasons, all work cannot be completed when the grades are due, the teacher may issue a temporary incomplete ("I" on the grade report) for the course. All required work must be finished

within two weeks after the marking period; otherwise, the grade will be changed to an “F.” Any exceptions to this policy must be approved by the administration.

PARENT TEACHER CONFERENCES

Parent/Teacher Conferences are held after the first (October) and third (April) quarters. Report cards are picked up by parents or guardians at the regularly scheduled parent/teacher conferences. The dates are listed on the school calendar.

SCHEDULING CONFLICTS

Due to the complexity of scheduling student courses, conflicts may arise that prohibit students from being enrolled in their chosen courses. While we work collaboratively with students to build a schedule that meets their needs, scheduling conflicts do sometimes occur. Such conflicts include: limited sections of a course, enrollment cutoffs in a specific course, registrations priorities, etc. Therefore, students must be flexible with course schedules, especially pertaining to their elective choices.

COURSE CHANGES

Teacher/Administrator initiated course changes may take place at any point during the course of a semester. Such course changes may be the result of poor student performance, poor, excessive absences, initial placement in the wrong level, etc. If student schedules are changed over the course of an academic school year, the counselor will meet with the students, as well as call the parents/guardians to explain the decision before the change is made.

Students may initiate a course change by completing the *Course Change Request Form* (found at the end of document), and submitting it to the counselor for approval. **If** the course change is approved, the counselor will update the student’s schedule, speak to the affected teacher, speak to the student, and notify home. **All Course Change Request Forms must be submitted to the counselor within the first two weeks of a new semester, in order for them to be reviewed. Any request submitted after this point will not be granted.** Furthermore, failure to complete summer assignments in honors and Advanced Placement courses is not a permissible reason for a course change.

In the beginning of freshman year, students will choose the world language they will study: Spanish or French. Once the language has been chosen, the students remain in chosen language for the duration of her **four** years of study. A student may only switch her language course within the first two weeks of her freshman year.

WITHDRAWAL FROM COURSES

Once the semester begins, students may not withdraw from a course unless, in the judgment of the counselor, there are sufficient reasons to justify withdrawal. If students, with the written permission of their parents, choose to withdraw from a course after **four weeks**, they are subject to a grade of WF (withdrawal fail), which is computed as an F in determining their overall semester average. Such withdrawals could affect students academic standing for graduation.

ENROLLMENT IN ADVANCED PLACEMENT (AP) COURSES

Once a students enroll in an Advanced Placement course, they expected to remain committed to the course, unless the teacher, counselor, or administration determines the course is the wrong placement.

Student may not drop an AP course because the summer homework was not completed, or the demands of the course are greater than expected.

COURSE PLACEMENT AND WEIGHT

While all courses offered at Josephinum Academy are considered college preparatory courses, the school understands that every student is a unique individual who brings different talents and strengths, as well as areas for growth. In order to ensure that the needs of all of learners are met, the faculty and administration has developed a **flexible** tracking system for Josephinum students. Initial student placement into honors courses is determined through an evaluation of previous grades, placement test scores, and previous school attendance. Placement into Advanced Placement (AP) courses and world language courses is determined by an evaluation process that each AP content teacher and world language teacher has developed for his/her specific discipline. Once placement is determined, students will have the ability to move up or down the tracking scale, based on their academic performance.

If students wish to move into an honors or AP course or a more advanced world language course, they must complete the *Honors Request Form* (found in the back of this document) and submit it to the counselor for approval. The counselor reviews all requests, and in coordination with the appropriate teachers, determines whether the requests are approved or denied. Once a decision is reached, the counselor notifies the students, affected teachers, and parents of the decision.

Weights are assigned to Advanced Placement courses to reflect the challenge of this selective program. A student enrolled in Advanced Placement courses receives .5 per Advanced Placement course added to her GPA. Students who receives below a 75% in an Advanced Placement Course will not be granted the weight for that specific course.

FRESHMEN ACADEMY/HEART

The Freshmen Academy is a required component of the freshman schedule. The purpose of the program is to establish a strong academic base in preparation for college, allowing students to experience academic success early on, which is most critical in their first year of high school. The Freshmen Academy allows students to complete their homework, have available tutors, participate in team building activities and learn organizational and study skills. Successful completion of Freshman Academy is a graduation requirement.

Each student at Josephinum is enrolled in a Heart course, which serves as Josephinum's advisory program. In this course, students work on a variety of college preparatory activities. This includes the following: academic advising and reflections, Naviance (college/career research and planning resource), community building activities, dedicated study/homework time, and projects related to the Sacred Heart Goals and Criteria. Successful completion of Heart is a graduation requirement.

JUNIOR COLLEGE PREP COURSE

All students in grade 11 are required to take the College Prep course during the second semester in order to successfully compete for college admission and financial aid. College admission, success, and degree completion require a myriad of skills, along with self-understanding and a strong knowledge base. Seniors who invest their time and effort into this class are more likely to find schools that match their needs, interests, talents, and abilities. During the course of the semester the following topics are covered: developing a resume, writing a personal statement, choosing majors & colleges, registering & preparing for second ACT, meeting with college representatives, applying to colleges, navigating college

fairs, using internet resources, understanding college websites and catalogs, paying for college, applying for financial aid/scholarships, dorm life and campus safety, and much more. This course is issued 0.5 credit for successful completion; the semester letter grade is included in the GPA.

COLLEGE APPLICATION FEE WAIVERS

Most colleges and universities charge an application fee for students to apply to their schools. Students who have free/reduced lunch forms on file at the beginning of the school year are entitled to no more than 7 college application fee waivers. Over and above this limit, students/families will need to pay the application fee required by colleges. Students are entitled to 7 free official transcripts to go along with these applications. After the 7th transcript, a \$5 fee (per transcript provided) will be assessed. (Note: This only applies to college applications. There is no limit on scholarship applications.)

This policy is in line with expectations that seniors be judicious about the schools to which they apply. Usually, students apply to no more than 5-7 colleges/universities. In the College Prep class, they are expected to apply to 3-5 schools. Seniors are encouraged to choose a school that matches their interests and abilities, a school where they are certain of admission, and a college that would be a “stretch” or dream school.

ACADEMIC RECOGNITION

Each semester, students are recognized based on grade point averages earned that semester. The honor roll distinctions are as follows:

High Honors – GPA of 3.50 or higher with no Ds or Fs

Honors – GPA of 3.0-3.49 with no Ds or Fs

Grade Point Averages are computed on a 4.0 scale, with A=4 points, B=3 points, C=2 points, D=1 point. An additional .5 (one-half) credit is added for AP courses.

The valedictorian and salutatorian are the senior members of the graduating class who have attained the two highest overall grade point averages from grades 9-11 and the first three quarters of grade 12. To be considered for valedictorian and salutatorian, students must be enrolled in Josephinum Academy for a minimum of four semesters (specifically, 11th and 12th grades). In addition, only full-time students at Josephinum will be considered for class rank.

ACADEMIC POLICIES

SPECIAL NEEDS POLICY

The goals of Josephinum Academy’s admissions process support a desire to develop a diverse student body. Therefore, Josephinum Academy does not discriminate on the basis of race, color, religion, sexual orientation, national or ethnic origin, legal status or disability. However, given that we are a small, Catholic school, we lack some of the resources necessary to support students with critical special needs. Because we are invested in the success of each individual student, we only grant admissions to those we feel could flourish in the environment in which we provide. Therefore, every applicant is viewed as an individual, and an admissions decision is determined based on the applicant’s overall potential success in our community.

Josephinum Academy supports the learning of all of our students by appropriately addressing the unique learning needs of the individual student, including those with special needs. The Josephinum Academy Student Services Department works closely with students, their families, and our faculty, to ensure that teachers are informed of the proper modifications that must be made for specific students, that student progress is monitored appropriately, and that extra support is offered in times of need. In conjunction with the Student Services Department and the IB Coordinator, the faculty ensures that the IBDP is accessible to all students, even those with special needs.

Classroom Instruction

Josephinum Academy faculty employ inclusive teaching techniques and design learning experiences that allow all students, including those with special needs, to meet the rigorous standards of the IB Diploma Programme. Students are provided with opportunities to achieve these goals by participating in carefully constructed differentiated lessons designed to maximize students' potential and also allow the student to demonstrate learning in different ways.

Individualized Pull Out Instruction

Because Josephinum Academy does not have a Special Education teacher on staff, students rarely receive one-on-one pull out instruction, unless they qualify for a state-funded Title One program. If students meet the criteria for the Title One Program, they are offered one-on-one support in Reading and in Math for roughly 60 minutes a week. All other students must make arrangements with teachers during their office hours to receive extra support.

Parent and Student Expectations

Parents are encouraged to share information regarding any special educational needs on behalf of their child. Collaboration between parents, the Student Services Department, the IB Coordinator and faculty is expected.

Students are expected to advocate for themselves. We encourage them to be resourceful and resilient in the face of challenges, all while providing a support environment conducive to such behavior.

IB Assessment and Special Educational Needs

Josephinum Academy, in accordance with IB policy, "believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized." Such arrangements follow the principles and guidelines of the IB Diploma Programme as set forth in the IB document entitled "Candidates with Special Assessment Needs" (IBO, May 2009).

LANGUAGE POLICY

As a school of the Sacred Heart, as well as an IB World school, Josephinum Academy is committed to providing its students a rigorous and dynamic education that is rooted in the mission of the school, as well as the mission of the International Baccalaureate Organization. Essential to such a program is the study of language, for it is fundamental to the understanding of one's own culture, as well as an

important link to other cultures of the world. Furthermore, it is our belief that language has an incredible influence over thoughts, beliefs, and behavior. Therefore, as we strive to develop thoughtful, principled, global citizens, we understand that the study and acquisition of language is essential to their education.

The language policy of Josephinum Academy reflects the interdisciplinary nature of language learning. We use language as a vehicle for learning and for learning how language works. Our language policy promotes full immersion in the language, while developing strong oral and written skills and a deep understanding of, and appreciation for, culture.

In developing our language policy we have considered the following areas of language learning: the language of instruction, the school's additional language of study, and the mother tongue of the students in our school.

The language of instruction refers to the language that is used to deliver the curriculum in the school.

The school's additional language refers to the second language taught within the school to meet the requirements of the Josephinum Academy curriculum.

Mother tongue support refers to the language that is most strongly linked to the culture that the individual students identify with as their language of origin.

Language of Instruction

The language of instruction and communication at Josephinum Academy is English. It is the expectation that students will use English in classrooms and in the corridors and other areas of the school. The rationale for this policy is as follows:

- One of the major reasons parents choose Josephinum Academy is because they want their children to develop excellent English skills.
- Academic classes at Josephinum Academy are conducted in English; the stronger the English skills, the greater the likelihood of students achieving their potential.
- Josephinum Academy wishes to foster a strong sense of community and belonging and so there needs to be a common language of communication. That common language is English.

The IB Program stresses internationalism as a value and therefore cultural and linguistic diversity are positives, not negatives. But diversity in linguistic backgrounds may sometimes have a negative impact on learning if some students are hindered by a lack of fluency in the language of instruction. Therefore, it is important to minimize any such negative impacts while leveraging the positive possibilities inherent in cultural and linguistic diversity.

Additional Language

Because language learning promotes the value of international understanding and the elimination of prejudice, one of the key obstructions to the advancement of learning, studying at least one foreign language beyond the language of instruction, is a requirement at Josephinum Academy. Both Spanish and French are offered at Josephinum Academy and students have the opportunity to select their language of choice.

Language instruction must be supported within the classroom and beyond. First, steps must be taken to minimize the effects that a lack of fluency of some students can have on their learning process. Outside

the classroom this goal can be met through a few different interventions: tutorial services and one on one language support through our Welcoming Class Program, classroom modification, peer support, pairing English speaking students with peers who are struggling in English, etc. Secondly, an appreciation for additional languages and cultures should be cultivated inside the classroom. For example, students may be invited to give presentations about the influence of another language or another culture as part of their curriculum. To reach these goals there are decision-making processes in place to identify the language needs of each student and students' language proficiency is assessed by our Language Department after being admitted to the school.

Mother tongue support

The school provides opportunities for students to actively use their mother tongue in many school activities. While students are in an English learning environment, they are encouraged to retain and cultivate their mother tongue and their own culture, and share them with others. The mother tongue must be respected both by its users and by those who have no fluency in it. It is essential in defining one's culture and, therefore, one's own identity. But just as the mother tongue must be respected, it must be respectful --- not as a vehicle for excluding non-speakers or as a means to avoid the larger community of which one is a part.

ASSESSMENT POLICY

Essential to Josephinum Academy's mission is the commitment to a deep respect for intellectual values. In addition, as an IB Diploma Programme candidate school, Josephinum Academy shares a common philosophy, with all IB World Schools, which is rooted in a commitment to creating a high quality and challenging international educational program for our students. We understand that accurate assessment of student growth is fundamental to building a successful academic program. By collecting and analyzing data from various forms of formative and summative assessments, teachers, students, parents, and administrators can monitor and evaluate students' progress towards reaching specified learning objectives. Furthermore, such data provides teachers with the information necessary to further drive instruction. Therefore, Josephinum Academy teachers and administrators affirm the value of assessment, and are committed to the use of criterion based assessment. Our assessment practice is guided by the following principles

Principles

- All students can learn
- Students have different learning styles and abilities
- Students should acknowledge their own strengths and areas for improvement, and should invest in their own growth accordingly
- Effective assessment plays a key role in academic success
- Classroom assessment is varied in nature, allowing for different methods and forms, and including a combination of both formative and summative assessment instruments
- Assessment is criterion-referenced, rather than a comparison of achievement between students
- Assessment reflects the intended learning outcomes of the Josephinum Academy Grad at Grad statement, as well as the IB Learner Profile
- Effective Assessment provides feedback to teachers, students, parents and administrators in order to revise and improve instruction, allow for reflection of one's learning, and provide stakeholders evidence of learning
- Collaborative planning time needs to be provided for teachers in order for them to effectively review assessment data

Assessment Practices

A. Types of Assessments

Entrance Assessment

Josephinum Academy is a private, selective school, which requires students to apply for admissions. Along with a completed school application, all applicants must take the Josephinum Academy entrance exam that consists of a Reading test, a Science test, a Math test, a Writing test and a Grit survey. In addition, applicants must submit 7th and 8th grade school records, including standardized test score reports, copies of report cards and discipline and attendance records. Furthermore, applicants are required to submit at least one teacher recommendation. Once an applicant file is complete, the Admissions Committee will score the file, using a set of criterion, outlined in the admissions rubric. If the Admissions Committee feels they need more information about an applicant before determining acceptance, a student and her family may be invited for an interview. All students who are denied admissions have the opportunity to ask for an appeal. During this time, the Principal will review the applicant file, meet the applicant and her family, and ultimately make the final admissions decision. If accredited, all students who are admitted into Josephinum Academy will become part of the IB Diploma Programme in their 11th grade year, as long as they have received enough credits to be considered an 11th grader.

Formative Assessment

Formative assessments provide teachers, students, and parents with the information necessary to check for student understanding, while the learning is still in progress. This feedback helps guide teachers in making decisions about further instruction, and provides students and parents the opportunity to reflect on student learning and set specific learning goals. Therefore, it is essential that formative assessment is used consistently, on a daily basis, in all classrooms, and that feedback is given in a timely manner. Teachers use a variety of formative assessment measures, including, but not limited to: verbal questioning, a variety of “dipsticking” methods, pre/post tests, journaling, and exit tickets. While every formative assessment measure may not receive a formal grade, all data gathered should be shared with students.

Summative Assessment

Summative assessments are designed to evaluate students’ mastery of specified learning objectives and content. They are given at the end of a unit of study, at the midterm mark of a semester, and at the end of both first and second semesters. Teachers use a variety of summative assessments measures, including, but not limited to: paper and oral exams, essays, projects, presentations, and portfolios. Level of mastery is determined by the successful demonstration of specified learning objectives, as clearly articulated on the assessment and/or rubric. All summative assessment grades should be clearly communicated to students, and shared on Schoology for students, families, and administration to review.

Internal Assessment

Internal assessments are those designed and graded by classroom teachers. They are not standardized assessments scored by a third party.

Internal IBDP assessments are mandatory assessments given in all Diploma courses during the 11th and 12th grades. These assessments are designed to evaluate student mastery of specified learning objectives and subject-specific content, as designated by the IB. Diploma teachers are

required to grade these assessments, using a rubric provided by the IB. The internal assessment scores are submitted to IB and contribute to the students' IB course scores. In addition, individual school scores are moderated to ensure all internal assessments scores are consistent world-wide. Internal assessments influence both a student's subject grade, as well as a student's Diploma score.

External Assessment

External benchmark assessments are given to students in grades 9-12. The benchmark exam is administered once in the Fall and once in the Spring of the 9th and 10th grade years. The practice ACT is administered in the Fall of the 11th grade year to allow students the opportunity to practice the exam before it is officially administered to our students in the Spring of the 11th grade year. Students also have the opportunity to retake the ACT in the Fall of their 12th grade year. These dates are determined by The College Board and vary from year to year. The external benchmark assessments do not influence a student's subject grade, rather are used to evaluate a student's proficiency in certain subject areas.

External IBDP assessments are mandatory assessments given in all Diploma courses during the 11th and 12th grades. These assessments are developed and scored directly by IB representatives. There is a combination of external essay assessments, as well as external exams. The essays are collected internally and sent directly to IB examiners for evaluation. The exams are administered during the May testing session and are also sent directly to IB examiners for evaluation. Students must take the exams on the assigned dates in May. No alternative test dates are given for external IB exams. External assessments may not influence a student's subject grade, but will influence a student's Diploma score.

Midterm and Finals Policy

All students must be present for all midterms and finals days, regardless of the teacher's plan for that day.

- If a student is absent because of illness, she must provide a doctor's documentation to be excused.
- If a student needs to miss because of a family obligation, she must provide proof of the situation to be excused.
 - For example, an emergency flight out of state for a family member's funeral, the student must provide some kind of documentation of the event for which they are missing class.
- If a student does not have the required documentation, she will receive an "I" for Incomplete on her transcript until she provides it.

B. Grade Reporting

All grades are assigned in the 9-10 grades using the Josephinum Academy grade scale. This scale is as follows:

93%-100% = A
85%-92% = B
75%-84% = C
70%-74% = D

Below 69% = F

If accredited, teachers grading students in the IBDP must give grades out of 7, using the criteria specific to each subject provided by the IB organization. However, report card grades will be reported using the Josephinum Academy grading scale, as it is the more common way of assigning grades in the United States.

Grade Conversion Chart

Letter Grade	Josephinum Scale	IB DP Descriptors	Performance Indicators
A	96.5-100	7	Excellent
A	92.5-96.4	6	Very Good
B	88.4-92.4	5	Good
B	84.5-87.4	4	Satisfactory
C	79.5-83.4	3	Mediocre
D	69.5-74.4	2	Poor/Limited
F	69.4 and below	1	Very Poor

Communicating student achievement is crucial to academic growth. Therefore, in order to keep the students and parents well informed about student progress, teachers record all student grades electronically on Schoology. All students and parents have individual account information that allows access to view (and oftentimes download) classroom calendars, assignments, and gradebooks. Furthermore, since Schoology is web-based, students and parents can access their accounts anytime of the day, from any location, providing there is an internet connection. Teachers are required to update grades on a bi-weekly basis and are highly encouraged to speak to a parent when a student's performance falls below satisfactory. If a student is struggling across the board, she and her parents will be invited to meet with her teachers, the assistant principal/IB coordinator, her guidance counselor, and her principal in order to determine how to best support the student moving forward.

In addition to electronically monitoring student progress, parents receive grade reports during four separate occasions. Parent-teacher conferences take place at the midterm of both 1st and 2nd semesters. During this time, parents receive progress reports for their student in every class. Any parent unable to attend will receive a progress report via mail. Final semester report cards are mailed home in January and June. These grade reports are the grades reflected on a student's transcript and directly affect a student's GPA.

C. Homework

It is our belief that homework should be assigned with purpose. The completion of homework should be crucial to student growth and understanding of course material. Homework should be designed to either introduce students to a new material or to help reinforce the material that has been covered in class. Therefore, Josephinum Academy does not dictate the amount of homework that a teacher should assign each night; this decision is left to the discretion of the teacher.

Because the completion of homework should be a critical component of student growth, we do allow students to hand in late work, with the following stipulations in mind. If a student does not hand in an assignment when it is due, she will have until the end of the unit of study to complete the assignment. However, the student will not receive full credit for the assignment. Furthermore, once the unit has concluded, she will not be able to make up the missing assignment for course credit. However, if the completion of a homework assignment is crucial to the success of an assignment given the next day, teachers may use their discretion with grading. If a student fails to hand in an end of the unit assessment, the teacher will contact home immediately, and the student will be given three days to turn in the assessment at a reduced percentage. After three school days, the student will receive a zero for the assessment if it has not been completed and handed in to the teacher.

Teachers will determine point deductions for late work in their courses. Therefore, this will not be the same from teacher to teacher, or even course to course. Teachers will highlight point deductions for late work in their course syllabi. If a student is ill, or has an excused absence, she will have one day to make up her missing assignment(s) without penalty. If a student is absent for an extended period of time, she will make the appropriate arrangements necessary to make up her missing work. This will be done individually with her teachers.

Roles and Responsibilities

Student Responsibilities

- Strive to embody the characteristics outlined in the Josephinum Academy Grad at Grad Statement and IB Learner Profile
- Engage fully in class, as an active learner
- Develop the study, organizational, and time management skills needed to be a successful Josephinum Academy student
- Advocate for one's self, seeking out extra support when needed
- Maintain positive working relationships with teachers, guidance counselor, Extended Essay and CAS supervisors, and IB coordinator
- Follow all assignment deadlines, including the assignments outlined on the school's internal assessment calendar
- Successfully complete all classroom assessments (including formative, summative, and/or standardized assessments)
- Demonstrate academic integrity, following all requirements outlined in the Academic Integrity Policy

Parent Responsibilities

- Review course calendars and assignments via Schoology and support and encourage students with upcoming assessments
- Monitor student progress bi-weekly via Schoology
- Contact teachers, guidance counselor and/or IB Coordinator if questions or concerns arise
- Attend conferences, including parent/teacher conferences and IB planning conferences

Teacher Responsibilities

- Utilize backwards by design to ensure assessments are clearly tied to learner outcomes
- Assess students on a set of established criteria vs. comparison to other students

- Integrate a variety of assessment types and formats into classroom instruction (both formative and summative, papers, projects, etc.)
- Focus on the assessment of student learning outcomes more so than covering subject content
- Analyze assessment data to inform further instruction
- Collaborate with colleagues around best instruction and assessment practices
- Communicate student progress with student and parents in a clear format and timely manner
- Identify struggling students and proceed with measures of intervention (extra tutoring, communication with family, communication with administration, etc.)
- In collaboration with the IB coordinator, develop a two year calendar of IBDP internal assessment due dates. This calendar will reflect the needs of all IBDP courses offered.
- Adhere to both Josephinum Academy and IBDP assessment deadlines
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines (verification reports, data collection forms, etc.)

IB Coordinator Responsibilities

- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Support teachers through the process of data driven instruction
- Schedule IB professional development for subject area teachers
- Collaborate with teachers around best instruction and assessment practices
- Ensure collaborative planning time for teachers
- Distribute IB assessment materials to appropriate teachers
- Set deadlines to ensure all IBDP Assessments, extended essay, and sample sets arrive at the appropriate destinations on time
- In collaboration with the faculty, develop a two year calendar of IBDP internal assessment due dates. This calendar will reflect the needs of all IBDP courses offered.
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor progress of CAS, EE, and all IBDP courses

GRADING POLICY

Josephinum Academy of the Sacred Heart is committed to offering a well-rounded, rigorous education for our students. In order to achieve this, teachers need to be clear and consistent in their expectations and evaluation of student work. In an effort to be more consistent, school-wide grading guidelines have been developed. With these guidelines, evaluation of student work will be more holistic, and we can model a growth mindset.

General Grading Information:

- Josephinum has 2 official marking periods, 1st and 2nd semester. Quarter grades are not averaged to determine the final semester grade; rather, 1st and 3rd quarter grades serve as progress reports for their respective semesters.
- Feedback is essential for student growth. Therefore, all assignments must be reviewed, and feedback must be given to students, before an end of the unit assessment is given.
- A final assessment must be assigned at the end of each marking period, and must be given during the designated testing period. However, the final assessment does not have to take the form of a traditional exam; alternative assessments may be assigned.

Gradebook Category Guidelines:

- There must be at least 3 categories in a gradebook. For example, Summative Assessments, Formative Assessments, and Participation.
- A category must have **at least 10 assignments** to be weighted more than 30% of an overall grade.
- No category can be weighted more than 40%.

Schoology Guidelines:

- Teachers must update grades on a **weekly** basis on Schoology.
- Teachers must update students with a class agenda and other announcements **every class day**.
- Teachers must attach any relevant documents to their assignments, agenda, or Schoology page in a consistent way.

Parent Contact Procedures:

- Josephinum Academy will not honor a failing grade if a teacher doesn't contact home and document the communication using the Email Procedures.
- Parents need to be contacted if there is ever a concern.
 - Teacher must contact parent if...
 - A student is missing pieces of or a large assessment assessment itself.
 - A student was absent for a long period of time and is granted an extension.
 - A student has three missing homework assignments in a row.
 - A student digresses in her effort or improves in her effort.
 - A student needs to be challenged more and you can offer other enrichment opportunities.
 - A student is in danger of failing at anytime.
- Teachers must email the Principal, Mary Rose Guerin, the Assistant Principal, Colleen Schrantz, and the student's counselor, using the Email Procedure whenever they call home or CC when they engage in email communication.

Email Procedures:

- Subject of the email must say: "Parent Contact: Student Name"
- CC Mary Rose Guerin, Colleen Schrantz and the student's counselor.
- Include the details of why you are contacting the parent.
- Include a plan for improvement and how the parent can help you in that plan.
- Close the email with "Please reply all to this email so Ms. Schrantz has your response in her records."
- You can find all the parent's contact info in PowerSchool/admin under "Student Search", then "Demographics"

ACADEMIC INTEGRITY POLICY

As a member of the Sacred Heart Network of Schools, and as a candidate school for the International Baccalaureate Diploma Programme, Josephinum Academy of the Sacred Heart commits itself to a deep respect for intellectual values. In doing so, we maintain the highest expectations for academic integrity among our student body. Not only do we encourage our students to act ethically and responsibly, we also challenge them to take pride in their work, always giving their best effort, and never settling for less. Furthermore, our school community fosters a love of learning and values learning for learning's sake. As a result, we believe that nothing, even the pressure to receive good grades, justifies any violation of academic integrity. Therefore, any student who displays academic dishonesty, whether knowingly or not, is subject to both academic and disciplinary action.

Academic Integrity is acknowledging responsibility for the following:

- Producing and turning in one's own work.
- Appropriately recognizing other's work according to the designated format (MLA, APA, or Chicago Manual of Style)
- Valuing work as one's own, not to be shared with others

Violations

Violations against the Academic Integrity Policy include, but are not limited to:

Cheating

The term assessment refers to any method a teacher uses to measure student knowledge or growth. The following measures are included, but not limited to: homework, class work, project, lab assignment, presentation, essay, quiz, test, and exam.

- Copying work off of another student(s). This includes copying from all types of assignments: homework, class work, lab assignments, quizzes, tests, take-home quizzes, projects, essays, and exams, etc.
- Using unauthorized materials (cheat-sheet, programmable calculators, cell phone, Ipad, etc.) during an assessment.
- Providing or receiving information about all, or part of an assessment.
- Seeking unauthorized assistance on a take-home and/or make up assessment.
- Failing to stop work on an assessment when time is up.
- Lying about ability to complete an assessment.
- Altering grades of any kind.
- Pressuring other students to share their work with you.

Plagiarism

- Copying all, or part of, another person's work, and handing it in as your own.
- Submitting portions of the same academic work for credit in more than one course, without receiving permission from the current teacher.
- Providing false data for an experiment or citing non-existent sources for any research assignment.
- Improperly paraphrasing another person's ideas in your own work.
- Failing to cite sources properly.

Academic Integrity Policy

When a student is in violation of Josephinum Academy's Academic Integrity Policy, the following steps will occur:

First Time Offense

- A meeting between the student and teacher will take place.
- The student will receive a zero for the assignment. The teacher **may** determine whether or not the student will be able to complete a make-up assessment, for up to 50% credit.
- The teacher will issue a disciplinary action- automatic M.A.T.S. Assignment and fill out the Academic Integrity Infraction Form.
- The teacher will fill out the Academic Integrity Infraction Google Form, informing the Assistant Principal. The teacher will contact home and inform the parent of the details of the incident as well as remind the student that a second offense will result in a discipline hearing.

Repeat Offense

- Assistant Principal will meet with student and inform parent of the infraction, as well as next steps of action.

- Student will face the Behavior Management Team for a disciplinary hearing. Consequences from this hearing may result in the following:
 - Automatic Failure of assignment with no opportunity to earn 50% credit.
 - Required additional assignment (i.e. essay paper on the importance of integrity, etc.)
 - Automatic failure/removal from course with required summer school to complete credit.
 - Suspension from all extracurricular activities including sports, clubs, dances, etc.
 - Repeated M.A.T.S. Assignments for the remainder of quarter, semester, year
 - May require specific service to the school
 - Suspension from school
 - Expulsion from school
- The student, parent(s) and administration will meet to discuss the terms of the student's consequences.

* Please note that any member of the National Honor Society (NHS), who violates the Academic Integrity Policy, will automatically be dropped from NHS, regardless of the severity of the infraction or the frequency of the infraction. In addition, any student who violates the Academic Integrity Policy may not be granted membership to the National Honor Society.

Policy Distribution

All school policies will be reviewed with the entire faculty during the teacher in-service in August of each school year. The Academic Integrity Policy is also reviewed with students during orientation, as well as on the first day of class, in every class. In addition, all policies are posted on the Josephinum Academy website. Teachers, Administration, Parents, Students, and all other constituents will have access to such policies when desired.

FAILURE POLICY

- Ordinarily make-up courses are met in Summer School as soon as possible after notice of course failure. Because summer and night school courses often do not cover as much material as courses taken over the whole year, students who choose to make up Math and/or English credits in this way receive credit(s) granted by those schools, but may need to take proficiency test(s) here to assure correct course placement.
- Students taking courses in summer school must have these courses approved by the Assistant Principal, with any failed courses having first priority. This ensures that students are taking the courses needed to receive proper credit. Summer school credits must be brought to the counselors' office immediately upon completion.
- Students may make up failed courses at Josephinum if schedule permits.
- Correspondence or other external courses require prior approval by the Assistant Principal.
- Seniors who are making up courses for graduation must have the *official notification of completed credits* in the office at least one week before graduation. Courses in progress cannot be counted

TECHNOLOGY

Josephinum Academy of the Sacred Heart is committed to providing an engaging and relevant educational program that meets the needs of 21st century learners. As ICT (information and communication technologies) literacy remains a critical component of 21st learning, Josephinum continues to promote and support the integration of technology across the curriculum. In doing so, the school not only strives to foster within the students the core skills and competencies needed to successfully navigate the digital world, but also seeks to develop in them a moral compass that guides their ethical use of technology.

1-1 COMPUTING POLICY

As a 1-1 computing school, students are responsible for the purchase and maintenance of their own iPad or Chromebook (beginning class of 2020). Students are expected to bring their iPads/Chromebooks to school, full charged, every day. Their devices should be solely used for school purposes and should not be shared amongst friends or family members.

Josephinum makes no warranties of any kind, either expressed or implied, for the computers or the School network it is providing, or for students' use of the internet. The School will not be responsible for any damages a user may suffer. This includes loss of data, delay in data transmission, incomplete data transmission, and service interruptions. Use of any information obtained from the Internet is at the user's own risk. Josephinum has no control over the information and materials available through the Internet and students should exercise discretion and discipline in accessing and reviewing only appropriate material.

Josephinum is not responsible for fixing broken iPads/Chromebooks, or replacing lost iPads/Chromebooks. This responsibility lies solely with the family. Broken/misplaced iPads/Chromebooks must be fixed/replaced within two weeks. Failure to comply with this policy may result in an inability to complete assignments, thus, negatively impacting grades. After the two-week grace period has ended, teachers are not responsible for adjusting course work for the student, nor will smartphones be permissible replacements inside of the classroom. Contact home will be made if the problem persists.

ACCEPTABLE USE POLICY

Josephinum has actively pursued making applied technology an important part of the School experience. This includes increased access to innovative learning opportunities available through the creative and responsible use of computers, the School server network, and the Internet. The use of such computers, the School Network, and the Internet are privileges, not rights, and the use of any and

all of the School computers, the School Network, and the Internet can, and will be, suspended and/or permanently cancelled for any student who abuses such privileges.

ACCEPTABLE USE

In accordance with Josephinum's Acceptable Use Policy, students are expected to:

- Properly use the school online services account (the account includes, but is not limited to, an email account at Josephinum.org, Google documents, Schoology, Printing, and other programs). Students will maintain privacy of account names and numbers, passwords, and personal information. Students shall use the system only under their assigned account.
- Use the School's computers, the School network and the Internet, responsibly and solely for educational purposes. Students are expressly prohibited from accessing and social networking sites (including Facebook) while at the School.
- Use IT tools to support learning in ways that are consistent with the mission of the school
- Conduct research using the Internet for instructional purposes related to class curriculum and personal interests and development.
- Access information that will facilitate their post-graduate academic and career paths.

UNACCEPTABLE USE

The School reserves the right to monitor use of the School's systems for improper use without advance notice or consent. Students are informed that computer files and electronic communications, including email, are not private and may be accessed by the School for the purpose of ensuring proper use or any valid purpose at all. The School reserves the right to search the files of a student's tablet computer.

In accordance with Josephinum's Acceptable Use Policy, examples of unacceptable uses are, but not limited to:

- Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is defamatory, threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or bullying, or that is harmful or offensive to others based on, or targeted at, their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
- Unless otherwise instructed by school personnel, disclosing, using, or disseminating personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also are cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, social security number, photographs, or other personally identifiable information.
- Using the School's computers, the School network or the Internet to encourage or promote the use of drugs, alcohol, or tobacco, nor shall they encourage or promote unethical practices or any prohibited by law, School policy, or School administrative regulations
- Using the system to engage in commercial or other for-profit activities, unless authorized by school personnel.
- Posting copyrighted material without applying copyright laws. Transmission, receiving, or downloading of any material in violation of any U.S., state, or local regulation is expressly prohibited. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
- Intentionally uploading, downloading, or creating computer viruses, and/or maliciously attempting to harm or destroy School equipment or materials or manipulate the data of any other user, including so-called "hacking." Students shall not access or attempt to access any of the School's or faculty member's resources or databases that are reserved for use by faculty

and/or administration, including, but not limited to, any resources or grades containing student grades, student records, faculty or administration personal or work records or private information related to school administration.

- Interfering with other users' ability to send or receive email, or attempting to read, delete, copy, modify, or use another individual's identity.

CYBERBULLYING POLICY

Josephinum Academy of the Sacred Heart recognizes the importance of information technology in the lives of our students. These electronic resources provide vital communication links among faculty, students and staff. They are infused into the curriculum and provide expanded opportunities for accessing instruction and information. These resources facilitate research and they aid collaboration beyond the borders of the school. At the same time, these platforms present opportunities for misuse and for people to harm others when the technology is used without regard to consequences and without respect for one another.

Cyberbullying is an aggressive, intentional act that deliberately threatens, harasses, or intimidates an individual, places an individual in reasonable fear of harm, or promotes damage to the individual's property via the use of electronic information and communication devices. In short, by cyber-bullying, Josephinum means bullying by the use of electronic media. Examples include, but are not limited to:

- Bullying by texts, messages, or calls on mobile phones.
- Taking a photo or video and sharing it without the subject's consent, knowing it might cause distress, fear, or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites, etc.
- Creating websites, polls, or blogs about an individual that are meant to embarrass or hurt that person.
- Using e-mail to send threatening or hurtful messages to others.
- Hijacking/cloning e-mail accounts.
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms.

Cyberbullying by a member of the Josephinum community directed towards another (student or teacher) is strictly prohibited. Josephinum reserves the right to take immediate action against those who take part in cyberbullying activity:

- Josephinum supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- Josephinum will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, **both in or out of school**. The minimum sanction for cyberbullying is serving a Saturday MATS Assignment. The maximum sanction may be dismissal from the school, depending on the severity of the actions.
- All members of the School community are aware that they should bring to the attention of the Assistant Principal any example of cyber-bullying or harassment that they know about or suspect.

SCHOOLGY POLICY

Schoolgy is an online learning, classroom management, and social networking platform that allows for improved communication, collaboration, and access to Josephinum's curriculum. It is used by our faculty to maintain updated grades, take class attendance, post assignments and links to class content, post daily class agendas, communicate important dates in courses, and more. It is also accessible to all

parents/guardians by submitting an email address to the Josephinum Technology Coordinator. Parents are able to view student grades, upcoming assignments, and directly communicate with teachers via Schoology. The following policies outline expectations of students and parents regarding maintenance of their Schoology accounts.

- **Students** are responsible for checking Schoology on a daily basis. If a student is absent, she must check Schoology for what she missed in class as well as any homework that may have been assigned. Students must also regularly check their grades for up-to-date information on their individual performance, as well as to ensure accuracy and reliability of their grades.
- **Parents** are responsible for providing an accurate, current, and active email address to the school to aid us in setting up access to their child's Schoology account. Parents are encouraged to regularly check Schoology for updates on their student's grades, homework, and any other relevant classroom information. Parents may also communicate directly to their student's teachers on Schoology if there are any questions or concerns.

ELECTRONIC DEVICE POLICY

Josephinum allows students to bring personal electronic devices (cell phones, iPods, etc.) to school, but takes no responsibility for their loss. In the spirit of wise freedom, personal electronic devices may be used respectfully and responsibly during times class is not in session. Any electronic device usage that causes a disruption is expressly prohibited. During class, personal electronic devices may only be used in a teacher's presence and with their permission. Smartphones are not considered viable replacements for broken/lost iPads/Chromebooks.

In order to promote appropriate use of electronic devices, students will be asked to leave their personal electronic devices in the classroom when leaving with a hall pass. Misuse or usage of personal electronic devices outside of the times and place specified above will result in confiscation of the device until the end of the school day. Repeated violation of this policy will result in further disciplinary action.

CELL PHONE USAGE

Proper use of cell phones is allowed during the following times:

- Passing Periods
- Lunch
- Free Periods
- Before the Homeroom Bell
- After the Final Bell

STUDENT CONDUCT

BEHAVIOR MANAGEMENT PHILOSOPHY

Josephinum Academy of the Sacred Heart's behavioral expectations grow naturally out of the Sacred Heart goals and aim to foster a commitment to the cultivation of a strong community, as well as personal growth in an atmosphere of wise freedom. Josephinum is committed to providing a holistic education that promotes the development of faith and intellect, a responsibility to the building of community, and the pursuit of principled thinking and personal integrity. In doing so, we believe that behavior management practices should encourage the desire to peacefully resolve conflict, make amends with those who have been hurt, and improve future behavior. Furthermore, the school believes that strong relationships are at the foundation of both student growth and maintaining a positive school culture. Therefore, when dealing with matters concerning student behavior, Josephinum implements restorative practices and assigns logical consequences, rather than promotes the use of punitive punishment.

Schools that adopt restorative practices seek to foster a school culture that is characterized by healthy relationships that promote the respect, care, and advancement of each of its members. Consequently, they adopt behavior management systems that foster belonging, social responsibility, and meaningful accountability. Such practices value people over rules and aim to repair the harm that has been caused as a result of one's actions, rather than deliver harsh punishment for misbehavior.

BEHAVIOR EXPECTATIONS

THE "JO M.O." AND FAR PRINCIPLES

The "Jo M.O." refers to the way the school expects students to behave while at Josephinum. It is linked directly to the Sacred Heart Goals and it promotes three core behaviors, as outlined in the FAR principles.

The FAR Principles

- **Follow School Rules** - This principle is directly linked with Sacred Heart Goal 5 (wise freedom). All students are expected to: (1) dress in full uniform (2) store electronic devices during times they are not allowed (3) arrive to class on time and prepared and (4) follow Student Pass procedures.
 - *Rationale:* A student who follows school rules consciously chooses to contribute to a positive learning environment where all students are accountable to both themselves and the learning community. She demonstrates a commitment to personal growth and a desire to promote distraction free learning.

- **Actively Learn** - This principle is linked with Sacred Heart Goal 2 (intellectual values). This is defined by the Josephinum community as contributing to class through actively participating.

Students are expected to: (1) listen, vocally contribute, take notes, ask questions, etc. (2) maintain learning position throughout class (i.e., not slouching, no heads down, etc.) and (3) focus on content from bell to bell.

- *Rationale:* A student who actively learns does so because she is curious, self-motivated, and excited to learn. She takes risks by exploring new ideas and asking tough questions, critically examining academic content and forming her own educated opinion along the way despite any difficulties, obstacles, or frustrations she may encounter.
- **Respectful Communication** - This principle is linked to Sacred Heart Goal 4 (building community). This focus is meant to help equip students with the communication tools they need as well as set expectations for the manner in which they interact with others. Students are expected to: (1) follow procedures for expressing oneself based on context (e.g. raise hand in the classroom, wait your turn to speak in conversation/discussion) (2) respect the opinions of others by listening, even if there is a difference of opinion (3) maintain an appropriate voice level when communicating both inside and outside the classroom (4) give respectful and appropriate non-verbal responses to others' communication (e.g. eye contact, positive body language) (5) give respectful, appropriate verbal responses to others' communication (e.g., no put-downs, harsh sarcasm, etc.) and (6) give respectful, appropriate written responses to others' communication, whether it's on paper or electronically.
 - *Rationale:* A student who respectfully communicates values others' perspectives and takes them into consideration when formulating her response. She accepts constructive criticism, and responds humbly and respectfully when there is a disagreement. She seeks first to understand, then to be understood, valuing inclusion and appreciation of all community members.

It is Josephinum's belief that if students can live up to these principles they will go **FAR!**

BEHAVIOR MANAGEMENT IN ACTION

Behavior Management Core Beliefs:

1. Every attempt will be made to maintain the dignity and self-respect of both students and staff members
2. Misbehavior will be viewed as
 - an attempt to meet a real need (belonging, competency, freedom/control, fun, survival)
 - a violation of people and relationships
 - an opportunity to teach and not to shame
 - an opportunity for personal growth
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural and logical consequences instead of punishment whenever possible. Students will be encouraged and assisted to find ways to repair the harm their behavior has caused.
5. Students will be encouraged to be active and assertive participants in the discipline process. Students may be involved in determining appropriate consequences for misbehavior.

Traditional Discipline vs. Restorative Practices

Foundational Assumptions

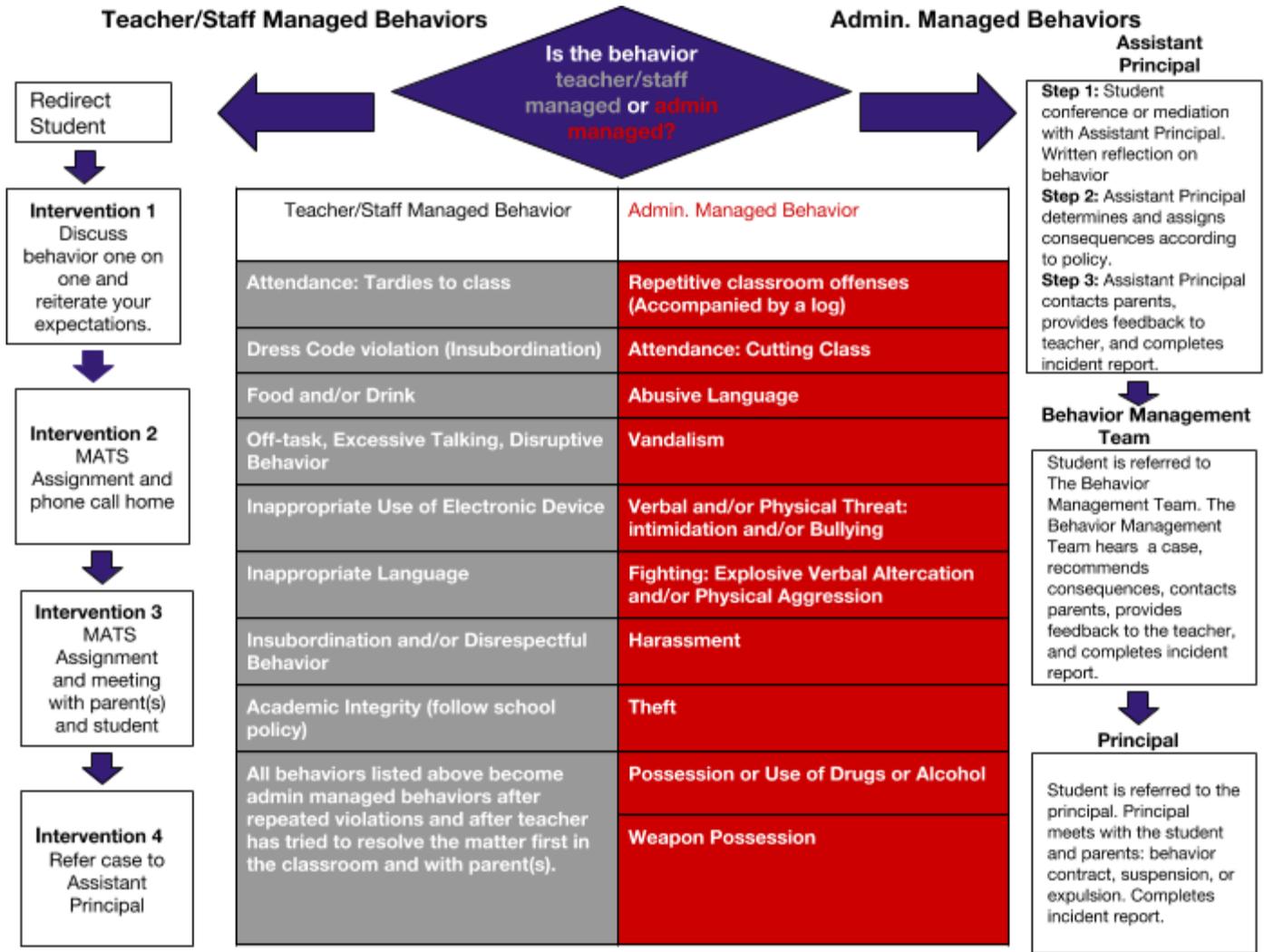
Traditional Discipline	Restorative Practices
School and rules violated	People and relationships violated
Justice focuses on establishing guilt	Justice identifies needs and obligations
Accountability = Punishment	Accountability = Understanding impact and repairing harm
Justice directed at offender, while victim is ignored	Offender, victim, and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse.

Sample Consequences

Behavior	Traditional Discipline	Restorative and Logical Consequences
Food Fight	In School Suspension	Conference with students involved and cafeteria cleaning duty
Verbal Argument Between Students in Public Space	Out of School Suspension	MATS Assignment with Peer Mediation
Truancy	Out of School Suspension or Class Failure	Saturday MATS Assignment to make up missed time
Social Media Bullying/Violation	Detention, Suspension, Expulsion	Conference with students and family, Suspended from social activities, or out of school suspension

BEHAVIOR MANAGEMENT FRAMEWORK

While Josephinum embraces a restorative mindset and rejects practices of punitive punishment, we believe that actions have consequences and that consequences should promote student accountability and growth. Furthermore, we believe that the key to a strong behavior management program includes a structured, systematic approach that regularly engages parent(s)/guardian(s) as partners in the process. As a result, Josephinum has developed a new framework to guide our behavior management practices. This framework is designed to provide clarity and consistency for students, parents, and faculty alike. Please review the framework below.



* The Behavior Management Chart is guide for managing inappropriate student behavior in a transparent and consistent school-wide manner. However, the chart may not cover all situations and the school is aware that the severity of certain behaviors may vary. Therefore, educators are encouraged to use their professional judgement when determining appropriate interventions for student behavior.

MATS Assignment: MATS (making amends through service) assignments are Josephinum Academy’s version of detention. The Assistant Principal will determine the length, time, and service required for each MATS assignment. Parents will be notified by the front office staff their student is required to serve a MATS Assignment. Failure to serve a MATS assignment will result in further disciplinary action. MATS assignments may be issued for the following offenses (Note that these examples ARE NOT all inclusive):

- After being warned about not following the FAR Principles (as outlined in previous chart)
- Uncooperative behavior towards adults
- Disrespectful behavior towards adults
- Being disruptive/uncooperative during a tornado or fire drill
- Use of profanity

- Disruptive behavior
- Damaging or defacing of school property
- Inappropriate use of school computer network
- Uniform violation

Saturday Morning MATS Assignment (Sat MATS): Students may be assigned by the Assistant Principal to serve a Saturday Morning MATS Assignment. Parents will be notified if their student is assigned a Saturday Morning MATS Assignment and will be asked to pay a \$25 fee. Failure to attend one Saturday Morning MATS Assignment will result in another Saturday Morning MATS Assignment. Failure to attend more than one Saturday Morning MATS Assignment will result in suspension. Saturday MATS Assignments may be issued for the following offenses (Note that these examples ARE NOT all inclusive):

- Severe disrespectful behavior
- Engaging in bullying behavior, including cyber-bullying
- Cutting class
- Chronic absences/tardies
- Excessive MATS Assignments

Searches

According to Illinois State Code (10-22.6), Josephinum Academy of the Sacred Heart has the right to search student lockers and personal belongings when deemed necessary to protect the safety of the students and the school. Because the locker belongs to the school and is given to the student for use, no permission or student knowledge of the search is required. If the situation warrants, parents and police are notified. Depending upon the circumstances, disciplinary action may be taken.

Parent Conferences: Parents/guardians may be required to meet with the teacher(s), Assistant Principal, and/or the Principal to discuss their student's behavior. The goal of the parent conference is to establish structures at home, as well as in school, to help the student grow in her wise freedom. Parent conferences are an essential component of our Behavior Management System, as a positive home-school partnership is paramount to the success of our school community.

Student Mediation: A student may be encouraged to participate in counselor-lead mediations when conflict arises with another peer. The goal of the mediation is to come to a better understanding of the conflict and its causes, as well as find a solution for how to coexist peacefully as classmates.

Behavior Management Team Hearing: A Behavior Management Team (BMT) hearing is defined as a conference between the student, potentially her parents/guardians, and the Behavior Management Team. A BMT hearing is called after multiple attempts of intervention have been made by the school personnel, and the negative student behavior still persists. It is designed as an opportunity for the student and her family to discuss the circumstances surrounding the student's offense(s). After the hearing, the Behavior Management Team will propose a set of logical consequences as a result of the student's actions. Such consequences include, but are not limited to:

- Behavior Contract
- Saturday Morning MATS Assignment
- Social Probation
- In-school suspension

- Out of school suspension
- Creative Logical Consequence(s)

Behavior Contract: The Assistant Principal and/or the Principal will decide when a student should be placed on a Behavior Contract. A Behavior Contract meeting will take place with the student, Assistant Principal, Principal, and the parents/guardians. The terms of the contract will be outlined for, and agreed upon, by all present parties. Failure to meet the terms of the Behavior Contract may result in the student's dismissal.

Social Probation: The Assistant Principal will determine when a student should be placed on social probation. While on social probation, a student may not participate in any extracurricular activities unless given consent from the Assistant Principal .

Suspension: Students who demonstrate a pattern of misbehavior or who commit a particularly egregious violation may be issued a suspension. Suspensions may be served in school, or out of school, and may vary in length depending on the nature of the violation. The following behaviors are considered serious offenses against school policy and may result in suspension (Note that these examples ARE NOT all inclusive):

- The accumulation of MATS Assignments
- Possession of drugs or alcohol
- Possession of a weapon
- Threatening/harassing a member of the Josephinum community
- Stealing
- Violation of student contract
- Gang-related activity

Absences due to suspension are considered excused. The student is responsible for making up any missed work.

Dismissal/Expulsion: The Principal may ask a student to leave Josephinum if she consistently demonstrates an inability to meet the expectations of the school or if she engages in the following behaviors (Note that these examples ARE NOT all inclusive):

- Possession of a weapon
- Trafficking of drugs or alcohol
- Violation of student contract
- Gang activity
- Intent to harm a member of the Josephinum community
- Physical altercation

RESPONSIBILITY OF STAKEHOLDERS

Students are responsible for their own actions. They are expected to follow school rules, actively participate in their own learning, respectfully communicate with all members of the Josephinum community, and treat one another with kindness and compassion.

Parents are a vital piece of the behavior management process. When the school and home work together to support the growth of a student, positive results are more likely possible. Therefore, the school encourages parental engagement in, and support of, the behavior management process.

Furthermore, the parents should contact the teacher and/or administration with any concerns that may arise.

Faculty/Staff are responsible to develop, communicate, and demonstrate both academic and behavioral classroom expectations for students. They should intervene swiftly and consistently when students are not meeting classroom expectations. In addition, faculty/staff should actively seek the involvement and support of parents in the behavior management process through timely communication.

The Assistant Principal is responsible for organizing MATS assignments, assigning students to specific MATS shifts and communicating this information to students and parents. If you have any questions or concerns you can get in touch with Ms. Colleen Schrantz, Assistant Principal, at (773)276-1261 ext. 229 or by email at colleen.schrantz@josephinum.org.

The MATS Team is responsible for overseeing all MATS assignments and following up with the front office if an issue arises. If you have any questions or concerns you can contact Ms. Corina Perez at (773)276-1261 or by email at corina.perez@josephinum.org.

The Behavior Management Team is responsible for hearing tough discipline cases. They are an objective group of educators who will listen to the student's perspective, ask clarifying questions, and speak to other adults when necessary. After they interview all the appropriate parties, they will discuss potential consequences for the student. They will make a discipline recommendation to the Assistant Principal and Principal as a team.

Counselors are responsible for leading student mediations when necessary. They are not directly involved in the discipline process, but may be consulted if there are concerns regarding the well being of a student.

The Administration is responsible for following all Behavior Management policies, guaranteeing the rights of each student. The long-range goal of our partnership with parents is to prepare disciplined students for productive and meaningful adult lives. The day-to-day goal is to have a school where quality learning takes place in an orderly, safe atmosphere.

ATTENDANCE

THE IMPORTANCE OF ATTENDANCE

Research has shown that there is a strong correlation between school attendance and academic performance/student success. Josephinum students are expected to attend school regularly and punctually for the following reasons:

- Learning is a progressive process and each lesson builds upon previous learned material.
- Students are expected to participate in a variety of learning experiences such as lectures, demonstrations, experiments, group work, etc. Many of these learning experiences can not be made up by those who are absent.
- Completing work independently does not compensate for the insight gained through classroom instruction and guided practice
- Josephinum is on a blocked schedule. Missing one class is equivalent to missing two hours of instruction, making it even harder to catch up.

In addition to attending all classes, students are required to attend assemblies, Heart, masses, and all other scheduled activities.

ATTENDANCE POLICY

Regular and punctual attendance is expected at Josephinum Academy of the Sacred Heart. The Compulsory Attendance Law in the state of Illinois requires that whoever has legal custody of any child between the ages of 7-17 years must send the child to school on a regular basis.

Excused Absence: An excused absence is a necessary absence that is unavoidable. Illness, death in the family, court appearance, injury or hospitalization, and approved college visits are examples of excused absences. All worked missed, including tests and quizzes, can be made up for credit, in accordance with the individual teacher's policy.

Permission for excused absences must be requested by the legal parent/guardian. Requests to excuse students for medical appointments during the school day must be verified by medical personnel in writing.

Unexcused Absence: An unexcused absence is an absence that has not been approved by school administration. Truancy, cutting class, extending school vacations without permission, leaving campus without permission, and "ditch" days are all examples of unexcused absences. When a student earns an unexcused absence, a parent will be notified and the student will not be allowed to receive credit for any of the material (assignments, quizzes or exams) missed during the absence.

Unexcused Tardy to School: Unexcused tardies to school are those that the school will not approve. They include but are not limited to, transportation problems, oversleeping, stopping for coffee or "running late". If a student is late for school, she must always stop in the main office for a tardy slip in order to be admitted into class. The tardies will be listed on the attendance log, and parents will be contacted. In addition, if a student arrives late to school with food or coffee, she will be required to throw away the food/beverage before attending class. Tardy will only be excused if there is an emergency and the front office is contacted by a parent or guardian.

Unexcused Tardy to Class: Students may earn unexcused tardies for being late to any of their classes without a pass. If a student needs to use the bathroom or see another faculty/staff member, she must report to class first and obtain a pass. Any student that arrives to a scheduled class period tardy by fifteen minutes or more without a valid excuse will not be permitted to attend for the remainder of the period and the absence will be considered unexcused. It is expected that the classwork missed will be made up, however, credit for the assignment will not be earned.

If a student misses 15 minutes or more of class due to a tardy or early dismissal, she will be counted absent from the class.

Consequences for Excessive Absences (Excused or Unexcused)

- **5 absences** = Call home from teacher and a meeting discussing the impact being absent is having on your performance
- **9 absences** = Call home and discussion with Administration and BMT
- **10 absences** = Lower grade by a whole letter
- **12 absences** = Student may be asked to repeat the course

- **13 + absences** = Student will be considered for Administrative Review (where the outcome may be asking the student not to return)

Consequences for Excessive Tardies to School

- **3 Tardies** = MATS and a phone call home by Heart Leader
- **6 Tardies** = Saturday MATS and a \$25.00 fee will be charged
- **9 Tardies** = MATS and a meeting with the Assistant Principal
- **12 Tardies** = Meet with BMT and appropriate consequences will be given for her truancy
- **+12 Tardies** = Greater Discipline Action that may result in suspension or expulsion from school

*Extenuating circumstances will be reviewed by the administration (i.e. medical issues or long term hospital stays that result in excessive absences. All cases should be accompanied with a Doctor's note.)

ATTENDANCE PROCEDURE

If a student is unable to attend school due to a serious illness, or any other unavoidable reason (see excused absences), parents/guardians are to call and notify the school before 8:30 a.m. giving the reason for the absence. If contact is not established between a parent/guardian and the office within 24 hours of an absence, the absence will be considered unexcused. Any calls made by students or non-parent/guardians will not be accepted. A doctor's note is required for three or more consecutive days of absence. Missing two (2) or fewer class periods is equal to ½ day's absence; 3 or more missed periods will equal a full day of absence.

ABSENCES AND PARTICIPATION IN EXTRA-CURRICULARS

Any student absent from school on a given day may neither practice nor participate in a sport or other extra-curricular activity (club, dance, etc.) without permission from the principal.

EARLY DISMISSALS

Early dismissals must be arranged in advance. The parent/guardian must send a note or call the main office stating the time and reason for dismissal. The student must be signed out or verbally released by the parent/guardian through the main office. Any missed work must be made up. An early dismissal extending over 15 minutes will count as an absence in that class.

HALL PASSES

If a student is outside of her designated class area, she must have a hall pass from her teacher. Any student moving through the hallways without a pass will be subject to inquiry by any adult in the building and disciplinary action as is merited.

ILLNESS AT SCHOOL

A student who is ill during the day must first report to her classroom and obtain a pass to go to the office. If a student's illness is serious enough to warrant going home, a parent/guardian or adult designated by the parent/guardian will be notified. If a student's condition requires immediate medical attention, paramedics will be called and the parent/guardian will be informed immediately. The principal or another designated administrator will accompany the student in the ambulance and will bring the student's emergency information form with the parent's/guardian's signature giving authorization to attend to the child if the parent has not been able to be contacted.

LEAVING THE PREMISES

Josephinum has a closed campus. Students may not leave the building until the end of the school day without permission from a parent/guardian or school administration. For safety reasons, students are encouraged to wait inside the school if they are being picked up at the end of the day. **The school building closes at 4:30 p.m. Students unaccompanied by an adult will be asked to leave at this time.**

FIELD TRIPS

Field trips are a vital part of the Josephinum curriculum. Students are expected to attend planned trips. In order to leave the building, students must return written permission forms, signed by a parent or legal guardian. Students are expected to dress in school uniform unless otherwise stated. Students missing classes for a field trip are responsible for missed academic work.

UNIFORM POLICY

UNIFORM REGULATIONS

All students are expected to wear the school uniform to school everyday, except on school-sponsored spirit days (on the school calendar), and special out of uniform days. Failure to comply with the uniform rules and regulations will result in a MATS Assignment.

Personal Appearance: Students are expected to be neat, clean and well groomed. Uniforms should be washed and kept in good condition.

Shirts: Students are required to wear the standardized purple Josephinum Polo, containing the school logo. This polo must be purchased at the school. The polo shirt must be worn everyday as part of the school uniform. If a student chooses to wear a sweater, the polo shirt must be worn underneath the school sweater.

During the cold months, students may choose to wear a solid white or black long sleeve shirt underneath their school polo shirts.

Sweaters: Students may wear the standardized (A+ Brand) ash gray v-neck school sweaters over their polo shirts. The sweaters are available for purchase through Zemsky's and they come in three options: long sleeve, button down, or vest. Students are not allowed to wear sweatshirts or non-uniform sweaters during the school day.

Pants: Students may wear the standardized gray school pants. The pants are available at Zemsky's for purchase. Other acceptable pant options are: charcoal gray Dickies Brand or charcoal gray Rifle Brand. Other gray pants are not acceptable. Yoga pants, sweat pants, jeans, and leggings, whether gray or not, are not acceptable uniform pants.

Skirts: Students may wear the standardized Rifle Brand Box Pleat Skirt in charcoal gray. The skirt option is available for purchase at Zemsky's. Students are not permitted to wear any other skirt to school, even if it is gray and pleated.

Socks (if wearing skirt): If students choose to wear a skirt to school, they must wear solid white or black socks or tights. Students may also choose to wear solid white or black leggings underneath their skirts. No other colors are permitted as part of the uniform.

Shoes: Shoes/boots of all colors are acceptable. Gym shoes are permitted. Additionally, students may wear open-toed shoes with back straps. Flip flops and any other slippers without a back strap are not permitted.

Outerwear: Coats, jackets, fleece jackets, sweatshirts, scarves, winter hats, and gloves are considered outerwear. Upon arriving to school, outerwear should be removed and placed in the locker. Outerwear is not permitted in class.

Hats/Head Coverings: Hats of any kind are not to be worn in the building. Students may not wear head-coverings, unless approved by the administration.

Most major uniform pieces (pants, skirts, and sweaters) may be purchased from one of the Zemsky's locations. Zemsky's offers limited online service and full in-store service, with three locations located throughout the city of Chicago. Visit the link above or contact the front office for more information.

OUT OF UNIFORM DAYS

Josephinum Academy of the Sacred Heart reserves the right to enforce a dress code during out of uniform days. Although students will be allowed to dress out of uniform on specified days, the following items are not appropriate for the school environment:

- Low-cut shirts
- Crop-tops
- Strapless tops/Spaghetti Straps
- Clothing containing vulgar language
- Short skirts/shorts
- Flip-flops/backless sandals

Spirit Days: Students may dress in spiritwear on days specified as spirit days by the school administration. On spirit days, students are required to wear Josephinum Academy of the Sacred Heart spirit gear, in order to be out of uniform. If a student is not in spiritwear, she will earn a MATS Assignment for being out of uniform.

Student Birthdays: Students are allowed to be out of uniform on their birthday. Students must **obtain a birthday out of uniform pass** from the main office on the morning of their birthday before going to class.

Extra Curricular Activities: At specified times, students belonging to sports teams, clubs or organizations may wear their attire (**must be approved by the school administration**).

WELLNESS POLICY

All members of the school are committed to take personal responsibility for balance in their lives and for their health and well-being.

School Meals

- Breakfast and lunch are served every day, and menus are clearly posted in the kitchen of the school.
- Gourmet Gorilla, Josephinum's food service provider, offers balanced, healthy, and nutritious meals including:
 - Locally sourced, organic ingredients
 - Fresh fruit and vegetables
 - Whole grains
 - Milk
 - A la carte foods that are low in fat and sugar
- Gourmet Gorilla offers drinking water in the cafeteria.
- Filtered water dispensers are available on the first and third floors.
- Lunch time lasts 30 minutes to give students enough time to eat.
- Students have the opportunity to offer input through Student Council (Josephinum Ambassadors Council) and other advisory opportunities.
- School is in the process of acquiring healthy vending machines.
- The Assistant Principal limits bake sales to a maximum of 5 per year and promotes the sale of healthy snacks.

Physical Education

- PE classes are scheduled for all freshman as a requirement. The class is divided into two components: Yoga and the YES program.
- Elective PE classes are available for upperclassmen.
- The YES program is designed to provide students with a clear understanding of healthy lifestyles, including: building healthy relationships, healthy eating, exercise, and sexual health.

Health Services

- School nursing is provided via a partnership with Presence Hospital. Our goal is to keep students healthy and in school.
- We partner with community-based health organizations to provide extra services, such as dental exams and flu shots for our student body.
- Josephinum has created the position of Director of Health & Wellness in order to assess our health needs and articulate an action plan to meet said needs.
- The YES Program offers a health club during lunch on Wednesdays. They also offer a summer program at Josephinum.
- Presence Hospital has provided additional mental health services to Josephinum.
- Faculty and staff members are offered additional CPR and AED training.

Health Class and other programs

- Each student shall be required to take one semester or the equivalent, i.e., at least 18 weeks, of health education during the secondary school experience.
- Our partnership with the Presence Outreach program offers other opportunities to our students. Speakers, including nurses and doctors, attend the Health class regularly.
- The school provides opportunities for students to join after school sports and yoga/fitness clubs.
- Additional offerings in self defense and CPR training are in the works.

SCHOOL PROPERTY

Care of school property is all students' responsibility. A spirit of pride and respect for the school requires that all members of the community keep the school clean. Damage resulting from carelessness requires restitution. Students who deface or break school property will face consequences in accordance with the seriousness of the damage as well as the situation/behavior surrounding the damage. If a student finds anything out of order, she should report it to the office immediately.

Lockers: Lockers are provided to each student. Students must give their lock combination to their Heart leaders. Students may not share their lockers with other students nor should they give other students their combinations. Students must use only a Josephinum lock; any other lock will be cut and the contents of the locker confiscated. Students may go to their lockers before school, during passing times, and at dismissal. A trip to a locker is not an excuse for tardiness. The school will not be responsible for any loss or damage to student property. Therefore, lockers are to be kept locked at all times.

Elevator: Students who must use the elevator because of injury or for some other special reason must obtain permission from the school administration. Students that use the elevator without permission will be subject to disciplinary action.

Graffiti/Vandalism: Any student responsible for graffiti on school property will be fined \$25.00 and be subject to disciplinary action. When damage is done to school property, restitution is required and the offender may face dismissal from school.

STUDENT CONDUCT EXPECTATIONS

Food: During the school day, the cafeteria is the only place where food consumption is permitted. If a faculty member would like to allow food for his/her class he/she will reserve either the faculty lounge, cafeteria, or garden. Students drink water throughout the building, as long as it is in a travel mug. Students who violate this expectation will be given a FAR Violation.

Forgery: Falsely signing a parent's, guardian's, doctor's, faculty member's, or staff member's name on notes or any other school form is serious matter and will result in a Saturday MATS Assignment.

Fighting: Because the safety of our students is of utmost importance, students who engage in a physical altercation will be referred immediately to the Dean of Student Life. Physical Fighting may be grounds for dismissal from school.

Public Displays of Affection: Students are expected to refrain from public displays of affection. Handshaking, handholding and a brief embrace used as a greeting or goodbye are acceptable displays of affection. All other displays of public affection are unacceptable in a school setting. Students in violation of this policy are subject to verbal correction and/or disciplinary action.

Stealing: Stealing is a direct infringement upon the rights of others. Stealing, or possession of stolen property, will result in immediate referral to the Dean of Student Life. The consequences for stealing are serious and may include: restitution, a Saturday Morning MATS Assignment, in-school suspension, or Behavior Contract.

Harassment/Bullying: Josephinum Academy of the Sacred Heart is committed to the growth and learning of all its members, and seeks to foster an environment where everyone feels safe and respected. Harassment against any members of the community will not be tolerated. In addition, harassment based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, or disability violate state and federal law.

No individual or group may verbally, non-verbally, or behaviorally intimidate, harass, bully, or in any way, try to pressure another person. While every individual has a right to his/her own convictions, within the school, **any actions perceived to be verbally, non-verbally or behaviorally intimidating or harassing of another individual or group of individuals will not be tolerated.**

The consequences for bullying/harassment are serious and may include: restitution, a Saturday Morning MATS Assignment, in-school suspension, or Behavior Contract.

Smoking: Smoking anywhere on school grounds / property is strictly prohibited. Smoking on school grounds will result in immediate parent communication and disciplinary action.

Alcohol and Other Drugs: At Josephinum Academy of the Sacred Heart,, we recognize that the primary responsibility of our school is to promote the full realization of a student's potential. To this end, the educational process must prepare students to make informed decisions about significant life issues. We know that students cannot make full use of the total school program if they are involved with mood-altering chemicals, which can seriously inhibit their capacity to learn and function effectively.

Our community recognizes that chemical dependency is a treatable health problem.

If any student appears to be dependent on chemicals, Josephinum will share such concerns with the student and her family. Where there is evidence of a drug or alcohol-related problem, Josephinum may require an evaluation by qualified persons to determine a course of action.

Should an adult member of the school community, who has been identified as having a drug- or alcohol-related problem, fail to seek help and/or should the problem persist, appropriate disciplinary action will be taken. Each situation will be addressed individually and confidentially.

Evidence that a student possesses, uses, purchases, or is under the influence of alcohol/drugs, or drug-related paraphernalia, on school property or at any school-related function, will face disciplinary sanctions and parent notification.

Possession or control of any illegal substance or prescription medicine with the intent to sell or distribute will result in severe disciplinary action, and may result in expulsion from Josephinum. Distribution includes sharing any illegal substances with friends/classmates. In the state of Illinois, selling or distributing illegal drugs within 1,000 feet of schall can be classified as a Class 1 Felony, punishable by imprisonment and/or fine of up to \$20,000.00.

Josephinum will notify the municipal police department or the office of the county sheriff of verified incidents involving drugs occurring in the school, on the property compromising the school, on a public

way within 1,000 feet of the school, any vehicles owned by the school or school personnel, or any vehicles contracted by the school to transport students to or from a school-related activity within 48 hours of becoming aware of the incident.

Josephinum shall also notify the State Police of such incidents through the School Incident Reporting System (SIRS).

Firearms and Weapons: Students are forbidden possess, handle, transmit or use any instrument that is generally considered a weapon, while on school grounds. The following are some examples of such instruments: knives, pellet guns, guns, tasers, pipes, chains, brass knuckles, fireworks, and explosives. Students in possession of a weapon are referred immediately to the administration for disciplinary action with the potential of expulsion.

Josephinum shall immediately notify a local law enforcement agency of firearm incidents at the school. The school will also immediately notify the parents or guardians of students in possession of firearms on school grounds, including on the property compromising the school, on a public way within 1,000 feet of the school, any vehicles owned by the school or school personnel, or any vehicles contracted by the school to transport students to or from a school-related activity within 48 hours of becoming aware of the incident.

Josephinum shall also notify the State Policy of such incidents through the School Incident Reporting System (SIRS).

ATHLETICS

Josephinum belongs to the Girls Catholic Athletic Conference (GCAC) Blue Division and to the Illinois High School Association (IHSA) and as such adheres to their rules and regulations. Students participating on a school team must be passing all of their current classes with no Ds or Fs. Students with Ds and no Fs will be allowed to participate in practices, but not in games. Students with Fs are suspended from the team (no practice or game participation) until their grades improve to passing. The school has volleyball, basketball, soccer, and softball. Students involved in interscholastic sports are representatives of Josephinum and must be responsible to represent its values in their behavior. Unsportsmanlike behavior is unacceptable. As a member of a team, students are expected to attend all practices, meetings, and to be on time. Team members must clear absences with coaches. Absence from school on the day of an event means students may not participate in any sporting activity on that day. Each team member is responsible to turn in all uniforms and equipment at the end of a season. Students that do not return school property will be responsible for compensating the school for the missing item(s). Additional details regarding Josephinum Athletics are available on our website.

SPORTS PHYSICALS

In order to tryout and participate in the interscholastic sports and practices, a sports physical (or a full physical examination dated within 12 months of the sport season, must be completed and on file in the office prior to the tryout date.

ASSEMBLIES

Assemblies for the school are held to build school spirit, for educational advancement, and for cultural experiences. Students should display appropriate behavior at all assemblies. If they cannot, then they

will be asked to leave, face disciplinary action, and may be excluded from future school events, games, dances, etc.

SCHOOL DANCES

Students from Josephinum are required to explain the school rules to their guests and hold them responsible for acceptable conduct. All school rules regarding illegal substances apply to dances. No coats, head coverings, gang colors or items, markers, or weapons are allowed. Police, as well as faculty and parents, will provide security. Guests of Josephinum students may be required to have a "Dance Guest Approval" form filled out by an administrator at the guest's school. The school has the right to set and maintain the rules of conduct as well as dismiss students who fail to cooperate. No student or guest will be allowed to leave the dance and re-enter. No admittance will be permitted after 9:00 p.m.

FRONT OFFICE

OFFICE HOURS

The school office is open from 7:30 a.m. to 4:30 p.m. Students not participating in extracurricular activities must exit the building by this time, as there is no supervision after 4:30 p.m.

VISITORS

All visitors must report to the Main Office, sign in, and wear a pass while in the school. Before exiting the school, visitors must sign out. If a student wishes to bring a prospective student, she must see the Admissions Director at least two days before to be approved and to begin the procedure.

CTA VENTRA CARDS

CTA Ventra Cards are available to students in the front office at a cost of \$5. Students' behavior on public transportation is expected to reflect the values of the school. If there are confirmed reports of misbehavior a parent/guardian will be contacted.

CHANGE OF ADDRESS/TELEPHONE NUMBER

Students and/or parent(s)/guardian(s) must report any change of address, phone number or legal guardianship to the Main Office.

MEDICATION

No medication will be provided by the school. Prescription drugs must be turned in to the main office at the beginning of the day. It is the student's responsibility to request the medication when needed and to take it home at the end of the day. Asthmatic students with inhalers are to carry and to use them when necessary.

EMERGENCY SCHOOL CLOSING

If weather conditions are hazardous, or some other emergency warrants, the Principal may cancel classes. If classes are canceled during a school day, students will be given the opportunity to call parents/guardians.

The school is part of a computerized storm service which announces school closings. Closings are announced on a daily basis on radio stations WGN-720am, WMAQ-670am, WBBM-780am; Channels 2, 5, 7, 9, 32, CLTV, and/or **www. josephinum.org**.

FIRE AND OTHER EMERGENCY DRILLS

Josephinum makes a continuous effort to observe fire safety regulations and has established definite procedures for conducting fire, tornado, and school lock-down drills. The Fire Marshall and Chicago Police Department come periodically to conduct timed drills. The students are asked to take these seriously and to move quickly and quietly in evacuating and re-entering the building. Any student that sounds a false fire alarm will be recommended for serious disciplinary action. In addition, the student may be arrested by police and prosecuted to the maximum penalty allowed by law, and will make financial restitution to the Chicago Fire Department.

ADMISSION/TRANSFER GUIDELINES

Students may enter the school at the beginning of the year or at the semester if we are able to place them in the courses they require. Transfer seniors will only be admitted at the beginning of senior year, and are made aware of required credits for graduation.

To be admitted students must:

- Present current/completed grades to date
- Have present school fill out a Josephinum discipline form and return it to Josephinum
- Take an entrance exam, provide a writing sample and submit a letter of recommendation from a teacher
- Have parent/guardian fill out all admission materials
- Pay the registration fee and first month's tuition upon acceptance

Within 14 days after enrolling a transfer student, the school shall request directly from the student's previous school a certified copy of her record. When forwarding a copy of a transferring student's record to the new school, Josephinum shall comply within 10 days of receipt of the request unless it has been flagged as that of a missing person, in which case the copy shall not be forwarded and the requested school shall notify the Illinois Department of State Police or local law enforcement authority of the request.

HEALTH AND WELLNESS POLICY

All members of the school are committed to take personal responsibility for balance in their lives and for their health and well-being.

School Meals

- Breakfast and lunch are served every day, and menus are clearly posted in the kitchen of the school.
- Gourmet Gorilla, Josephinum's food service provider, offers balanced, healthy, and nutritious meals including:
 - Locally sourced, organic ingredients
 - Fresh fruit and vegetables
 - Whole grains

- Milk
- A la carte foods that are low in fat and sugar
- Gourmet Gorilla offers drinking water in the cafeteria.
- Filtered water dispensers are available on the first and third floors.
- Lunch time lasts 30 minutes to give students enough time to eat.
- Students have the opportunity to offer input through Student Council (Josephinum Ambassadors Council) and other advisory opportunities.
- The Assistant Principal limits bake sales to a maximum of 9 per year and promotes the sale of healthy snacks.

Physical Education

- PE classes are scheduled for all freshman as a requirement. The class is divided into two components: Physical Education and the YES program (health program).
- Elective PE classes are available for upperclassmen.
- The YES program is designed to provide students with a clear understanding of healthy lifestyles, including: building healthy relationships, healthy eating, exercise, and sexual health.

Health Services

- We partner with community-based health organizations to provide extra services, such as dental exams and flu shots for our student body.
- Josephinum has created the position of Director of Health & Wellness in order to assess our health needs and articulate an action plan to meet said needs.
- The YES Program offers a summer program at Josephinum.
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- The school provides opportunities for students to join after school sports and yoga/fitness clubs.
- Additional offerings in self defense and CPR training are in the works.

Exempted Fundraising Days

Additional offerings

- Athletic teams and clubs at Josephinum are allowed no more than 9 total exempted fundraising days per year. Clubs and teams must submit a request to the Assistant Principal at least two weeks in advance of their desired fundraising day. Assistant Principal then approves or denies each fundraising day as (s)he sees fit.

HEALTH EXAMINATIONS AND IMMUNIZATION

According to the Illinois State Board of Education School Code, current physical exams, including complete immunization records are required for students entering 9th grade and for transfer students from out of state. The physical exam must be completed and dated within the previous 12 months and be reported on the Illinois Certificate of Child Health form. All health forms are to be completed and on file by October 15. Students who have a medical reason for limited physical activity must have a

doctor's note on file in the office. Students who have a medical excuse concerning Physical Education must have it approved by the Principal and on file in the office. The Principal will notify teacher(s) of any special restrictions.

TRANSCRIPTS AND TRANSFERS

A **transcript** is an official record of the student's complete academic history including college related standardized test scores, grades, credits, grade point average, and class rank. At the beginning of senior year, students and families are able to waive their right to show all college related standardized test scores on the transcript. Once a decision is made by October 1st, families cannot revoke their decision. This is an all or nothing decision, students will either have all test scores on the transcript or none. Be advised that colleges reserve the right to require a student to provide an official ACT/SAT score report from ACT/SAT, resulting in an additional fee.

A **transfer** is an official paper showing a student is moving to another school. In order for a transfer to be issued, the school must have the parent / guardian submit a written request including the name and address of the new school and the reasons for the transfer. An official transcript will not be issued if all financial obligations are not met in full; however a transfer may still be granted in this circumstance. If the transfer occurs during a school year, the student will be accompanied by the Assistant Principal as she returns books to her teachers and the library and cleans out her locker. Any student transferring out must submit her student ID to the Dean of Student Life.

School records are only released to authorized individuals. Parent(s)/Guardian(s) or students may request to see their records. They will be examined in the presence of the official in charge of the records and under no circumstances will these records leave the building.