

Academic Excellence

Consistent with Father Coindre's values, we view academic excellence as the development of each student to the maximum of his or her potential. We commit ourselves to this goal as a means of helping students become the whole and complete persons that God created them to be. To accomplish this, we pursue our own ongoing professional development, establish a demanding curriculum that emphasizes command of the basics, work at presenting well prepared and interesting classes, and continually adapt our curriculum and methodologies to meet changing needs.

Because all of creation, history, and culture are means God has chosen to reveal truths about Himself, we believe in making efforts to motivate students to appreciate the value of learning as a good in itself. What motivates all Catholic education is the belief that knowledge of the created world leads to knowledge of God and of human potential. The ultimate goal regarding motivation is for each student to accept responsibility for lifelong learning and self-motivation. So, in addition to providing students with a curriculum that is valued in the workplace and that opens options for them in higher education, the school should nurture in students the habit of lifelong learning and ground them solidly in traditional Christian values (Partners in Mission).

Learning Environment

Through its philosophy, admission policies, curriculum, and facilities, Catholic High School strives to create an atmosphere for learning and self-growth. Such an atmosphere provides each student an opportunity to realize his potential and to develop healthy attitudes and responsible behavior that will permit him to pursue further studies and to assume his place in society as a concerned Christian gentleman committed to the service of his fellow human beings.

Catholic High School conducts an eighth grade program and a four-year high school program. Students must complete four years of high school studies in order to graduate. Diplomas are awarded at the graduation ceremony in May or after the completion of summer remediation for seniors who have not fulfilled graduation requirements.

Catholic High School has a college preparatory curriculum and is not staffed or equipped to provide special education services or significant adaptations of its traditional instructional practices for students with learning disabilities. Catholic High School does serve a number of students with relatively mild learning disabilities and is able to provide what it deems to be reasonable accommodations for those students. Acceptance of an offer of admission to Catholic High School signifies that a student and his parents agree that CHS is not obligated to provide adaptations of its traditional instructional practices beyond what it considers to be reasonable accommodations for students with mild learning disabilities.

Because of the wide variety of interests, needs and abilities found among students, the curriculum is constantly evaluated and revised. Continuing curriculum improvement gives students an opportunity to develop insights that will enable them to best contribute to the political, social, economic, moral and intellectual life of both civil and church communities.

In setting up its curriculum, Catholic High School strives to provide educational opportunities that will enhance the growth and development of all its students. In order to encourage students to work to their fullest potential, to use their talents most effectively, and to give themselves the broadest possible education, Catholic High School encourages each student to plan his own academic schedule with the assistance of his teachers, his school counselor, and his parents. Thus the student is guided in developing his future plans and in assuming responsibility for meeting his goals.

Offerings are designed, within budgetary constraints, to permit the student to select courses that are within his range of ability and interest. In the areas of English, foreign language, mathematics, science and social studies, courses are available to meet a broad scope of student needs. A fine arts program encourages the student to develop his musical and artistic abilities. Business, computer education, engineering, physical education, and religion programs promote formation of a well-rounded, well-informed individual.

Communication with Parents about Student Academic Status

As part of its ongoing effort to work as partners with parents, the CHS faculty uses PlusPortals, an online tool, to inform parents about a student's standing in their course. Students' grades will be updated at least every two weeks, and parents can log on to their account to check their son's academic status in each class. Parents should pay particular attention at the mid-point of each quarter, so that any academic problems their son may be having in a class can be addressed before the end of the quarter. Through PlusPortals, parents have access to student documents such as schedules, transcripts and report cards. It is essential that the service be activated and parents become familiar with it. Catholic High will not mail report cards home. Families without access to the Internet should call the school and CHS will make the necessary accommodations so parents are aware of their son's academic progress and current status. Parents and students receive information in the summer of their incoming year about setting up their PlusPortals account so they receive school communication in a timely manner. Additionally, the school will communicate with students via their school issued email accounts and parents via the email addresses on file with the school's registrar.

Catholic High School uses Moodle, a course management system, to organize course content, deliver materials, and communicate with students about assignments and assessments, especially through the use of the Moodle calendar. Parents may access their son's Moodle account as a guest so that they can stay informed about their son's schoolwork.

Program of Studies for Eighth Grade

Eighth grade students must have seven units. Eighth graders with exceptional aptitude in English, foreign language, math or science are eligible to take classes for high school credit in those subjects. While 8th grade students do receive high school credit for eligible courses, all grades earned in the 8th grade year are not calculated to determine the student's GPA.

Any high school credit earned prior to 9th grade will appear on the student's transcript as a P for pass.

Course and Credit Requirements for 8th Grade

Religion 8	1
Physical Science or Biology H	1
English 8 or English 8 H	1
Louisiana History	1
Math (placement depends on department evaluation)	1
Health and Physical Education 8	1
Elective: (1) Band, Choir, Foreign Language, Art, Fine Arts Survey	1
Minimum Academic Credits	7

Program of Studies for High School

Catholic High School's course and credit requirements are designed to meet the standards for a high school diploma set forth in the Louisiana TOPS Core Curriculum requirements. Four credits of math, science and English must be earned between the 9th and 12th grade years.

Course and Credit Requirements for Grades 9-12

Religion	4
English	4
Fine Arts	1
Foreign Language (in sequence)	2
Health and Physical Education	2
Mathematics	4
Science	4
Social Studies	3
General Electives	2
Financial Literacy (Class of 2028)	1
Minimum Academic Credits	27

Academic Accountability

If a freshman, sophomore or junior falls short of his respective 7, 14 or 20 credits at the end of the regular school session, he will be required to make up the needed unit(s) in summer school at Catholic High School. A student who does not remediate failures will not be allowed to continue at Catholic High School. Exceptions will be considered only in the case of non-availability of courses in summer school.

Any student who in the view of the Catholic High School administration fails to satisfactorily complete the hours of community service required in his religion course will not be allowed to return to CHS.

In order to receive a Catholic High diploma, a senior must complete credit requirements, participate in the senior retreat, and complete his Religion IV service requirement.

Seniors who have not met graduation requirements by the conclusion of senior exams may be given the opportunity to meet those requirements by attending “senior remediation” the week after senior exams. Students may remediate failed classes, complete service requirements, or otherwise meet outstanding obligations. Students who complete all necessary work by the conclusion of this week will receive a diploma at graduation. There is a \$200 fee for this program. Students who do not meet these requirements by the conclusion of this week may still participate in graduation exercises but will not receive a Catholic High School diploma at graduation in May. After graduation, a student whose missing requirements include failed courses will receive a Catholic High School diploma only if he completes the failed course(s) in the summer credit recovery program. For any other missing requirements, the administration will determine when and how they will be remediated.

A senior who fails required courses still may participate in school functions, including graduation exercises. He will receive a Catholic High School diploma only if he passes the failed course(s) in the summer school session immediately following his senior year. For courses not offered in summer school, the administration will determine remediation requirements.

Late Work and Make-up Tests

Students who miss tests or assignment deadlines must complete the missing work in a reasonable amount of time. Teachers will work with students to establish deadlines and expectations that balance personal attention to a student’s circumstances and our effort to teach students personal responsibility and accountability.

Students who need to make-up a test should contact the teacher and make arrangements to take the make-up test. If a student does not take the make-up test at the agreed upon time, then the teacher will assign a new date and time for the make-up test, and will contact the student’s parents so they are aware of the situation. If the student does not make up the test at the new time, he may be subject to disciplinary consequences from the assistant principal for discipline, and he may receive a lower grade on the test for his failure to make it up in a timely manner. The assistant principal for discipline will schedule the make-up test with the student and administer it.

Policies governing small daily assignments will vary from teacher to teacher, so students should be aware of individual teachers expectations in that regard. Teachers will review their make-up and late work policy with students at the beginning of the school year.

When daily homework assignments (typically an assignment given in class and due the next day; frequent and of relatively small point value) are not completed on time, and without a legitimate reason that the student has discussed with his teacher, the student should expect either a grade of 0 for the missed work, or a short extension

for its completion and an opportunity for partial credit for the late work. Students who miss the short extension deadline will not receive partial credit.

Students should not expect open-ended deadlines for small daily assignments. Teachers will contact parents of those students who show a pattern of missed daily assignments.

Major assignments (typically, an assignment students have a week or more to complete; only a few such assignments of this type in a course, and with a relatively large point value; e.g. projects, papers, term papers, etc.) that are not turned in on time will receive a new deadline and a lower grade for each day they are late. Students who fail to meet the final deadline will be required to complete the assignment in detention or Saturday school at the discretion of the assistant principal for discipline and the academic assistant principal.

Cancellation of School Day

In case of a general emergency in which on-campus learning is called off due to dangerous weather or other circumstances, Catholic High School will, in most cases, follow the action taken by the East Baton Rouge Parish public high schools. Students and their parents should monitor local media outlets for information concerning whether or not schools will be open. In such circumstances Catholic High will follow its Electronic-day (E-day) policy.

Electronic-Day Policy (E-day)

If circumstances require Catholic High School to suspend on-campus classes, one of the following plans will allow education to continue uninterrupted, and they will be communicated via email and text messaging. In the case of wide-spread power outages or family displacement, school, online or in person, would simply be cancelled.

PLANNED SINGLE E-DAY or LATE NOTICE E-DAY

In the event of a last-minute cancellation or a single day planned closure, teachers will post assignments on Moodle by 8 a.m. of the affected day. Students must complete the assignments, and they will be recorded as absent from classes whose assignments are not completed by the start of the following school day

EXTENDED NEED FOR E-DAYS

Should CHS be required to suspend on-campus classes for an extended period of time, CHS will move to the Teacher Supported Online Learning (TSOL) synchronous platform. Classes will be held synchronously (in real time) according to the schedule below, and will be held through Microsoft TEAMS. Students are expected to be online in the class, according to teacher requirements. Students must be on time, visible, and present for the entirety of the online portion of the class so that attendance can be documented. Students not online and not visible will be considered absent. Students will follow these TSOL guidelines:

- The student's full face should be visible at all times
- The background and workspace should be free of distraction
- The student should be in school attire
- Students may not be in bed while joining their classes remotely
- During class, students are not allowed to use their phone, watch TV, or do anything else that can take their focus off their schoolwork
- Distracting behavior, inappropriate comments, or inappropriate gestures are unacceptable and the student will receive consequences.

In TSOL, classes will be held on a block schedule with Periods 1-4 on Mondays and Thursday, and Periods 5-8 on Tuesdays and Fridays. Wednesdays will be reserved for teacher office hours so students can virtually meet

individually with teachers as necessary. Wednesdays should be used by students to complete work assigned on Mondays and Tuesdays. Teachers will use Wednesdays to collaborate with one another on best practices for TSOL.

TSOL Platform Schedule (All Classes on Campus Suspended – Remote Only)

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1: 7:30-9 a.m.	Period 5: 7:30-9 a.m.	Teacher Office Hours/At home work day/Teacher Collaboration	Period 1: 7:30-9 a.m.	Period 5: 7:30-9 a.m.
Period 2: 9:10-10:40 a.m.	Period 6: 9:10-10:40 a.m.		Period 2: 9:10-10:40 a.m.	Period 6: 9:10-10:40 a.m.
Lunch Break: 10:40-11:30 a.m.			Lunch Break: 10:40-11:30 a.m.	
Period 3: 11:30-1 p.m.	Period 7: 11:30-1 p.m.		Period 3: 11:30-1 p.m.	Period 7: 11:30-1 p.m.
Period 4: 1:10-2:40 p.m.	Period 8: 1:10-2:40 p.m.		Period 4: 1:10-2:40 p.m.	Period 8: 1:10-2:40 p.m.

Senior Exams and Exemptions

Only seniors may be exempt from final exams. A senior may be exempt from final exams if he meets the following criteria: for full year courses, a student who has a first semester A, and a third and fourth quarter A is exempt from the final exam. In addition, seniors can be exempt from their semester senior religion course exam in either semester. Students must have an A for the first quarter and an A going into the final exam of the given semester religion course. The teacher will notify a senior who qualifies to be exempt from an exam by the beginning of “dead days.”

Course Selection, Scheduling and Schedule Changes

New students receive copies of their course placement at the welcome meeting for incoming students and their parents in the spring prior to enrollment.

Returning students receive a list of their requested courses in the spring. Students may request course changes. This process must be completed before the end of the academic year. After that time, course change requests normally are not considered. Specifically disallowed are requests to move a course (including unassigned periods) from one class period to another or to change from one teacher to another. Note: Published and/or scheduled courses may be deleted in a given school year if a sufficient number of students do not request the course or if scheduling conflicts prevent a sufficient number of students from scheduling the course. Also disallowed are requests to change semester elective courses once the school year has begun.

Once the school year has begun, correction of inadvertent scheduling errors and solutions to certain administrative problems may be necessary. These adjustments will be determined by the Academic Assistant Principal. Teachers may also request a change in schedule if a student placement in a course should be reconsidered. These changes are not guaranteed and will be determined on a case by case basis.

A teacher’s suggestion that a student’s schedule change is discussed with the teacher’s department chairperson before being proposed to the academic assistant principal, who, in turn, must approve the request before it is explored with a student or his parents. After consultation with the chairpersons of the departments affected by the proposed change, the teachers involved, the student’s school counselor, the student and his parents, the academic assistant principal makes a final decision on the proposed schedule change.

Seniors may request an unassigned period during the scheduling process, but should be aware that this may affect their admission to colleges or programs. Seniors may not request an unassigned period once schedules have been issued. Seniors considering an unassigned period must consult with their college counselor and receive parent approval.