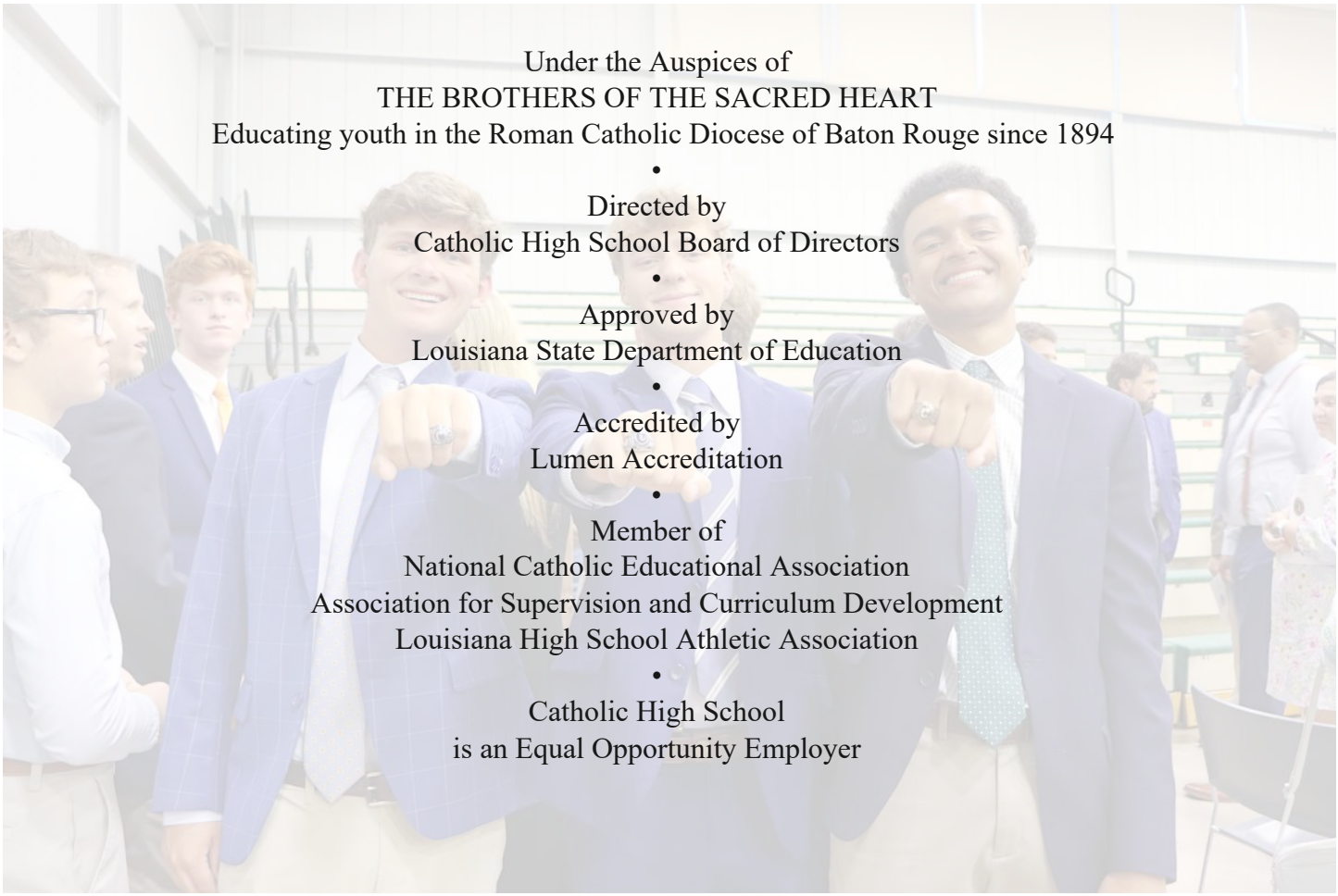
CATHOLIC HIGH SCHOOL

A Brothers of the Sacred Heart School Since 1894

2026-2027 Student Handbook



Under the Auspices of
THE BROTHERS OF THE SACRED HEART
Educating youth in the Roman Catholic Diocese of Baton Rouge since 1894

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Directed by
Catholic High School Board of Directors

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Approved by
Louisiana State Department of Education

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Accredited by
Lumen Accreditation

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Member of
National Catholic Educational Association
Association for Supervision and Curriculum Development
Louisiana High School Athletic Association

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is an Equal Opportunity Employer

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Purpose of the Handbook

The regulations and other provisions outlined in this handbook are material conditions of the contractual agreement between Catholic High School, each student enrolled in the school, and his parents. In addition, this handbook is designed to serve several important purposes:

- It provides a handy source of the basic information the student needs for planning and carrying out his course of study
- It serves as an official source of school policies and requirements for participation in academic, extracurricular, and informal activities at Catholic High School
- It provides information to enable parents to assist and support the efforts and activities of their sons. It is especially important that parents read and become familiar with the handbook's sections on admission, attendance and behavior policies
- It contains brief statements of the history and philosophy of the Brothers of the Sacred Heart and of Catholic High School. The board of directors and the administration hope that students and parents will find the information articulates the foundation of the Brothers of the Sacred Heart, which in turn serves as the basis for educational formation at Catholic High School.

Please Note Carefully:
A Catholic High School student's interests are best served by cooperative relationships between the student, his parents, his teachers, and the school's administrators. The regulations and procedures set forth in this handbook are designed to serve the student's interests and to facilitate a spirit of cooperation. At times, however, disagreements may arise between a student's parents and the school concerning application of school regulations. In such instances, reasonable efforts are made to resolve the disputed issues. If cooperative efforts fail and an impasse results, the school reserves the right to require the parents to withdraw from the working partnership.

In developing policies for Catholic High School, the Board of Directors has tried to anticipate as many problems as possible. But as new and unusual situations may arise, the principal will have the authority to make decisions in whatever circumstances the handbook rules do not precisely apply. Further, should unforeseen circumstances require it, the principal of Catholic High School reserves the right to amend this handbook. Wherever the term "parent" is used in this handbook, "parent" or "guardian" is implied.

Mission

The mission of Catholic High School is to form young men by instilling the Gospel in a sanctuary committed to holistic education through religious values, personal attention, friendly discipline, and academic excellence, according to Catholic tradition and the charism of the Brothers of the Sacred Heart.

Philosophy

In order to pass on the educational charism that belongs to the Brothers of the Sacred Heart, the brothers and their lay partners have composed a number of documents, including *Educational Mission and Ministry* (1985 and revised in 2007), and *Partners in Mission* (2019). Excerpts from those documents are below and introduce major sections of this handbook.

From *Educational Mission and Ministry: Opening Statement*

As Brothers of the Sacred Heart, we inherit a tradition of quality Catholic education. This tradition stems from the religious commitment, personal dedication, and professional competence of the many men and women, past and present, who have devoted themselves to the education of youth. Our tradition in education has developed as each generation of teachers has learned the lessons of experience from previous generations. While our philosophy and teaching methods share many aspects in common with all of Catholic education, particularly Catholic education directed by religious communities, over the years we have developed a basic educational philosophy and fundamental pedagogical techniques which have become our hallmark. This educational spirit is lived out in the attitudes, values, and practices that we have traditionally emphasized. We value our spirit and wish for it to continue to play a major part in the role of Catholic education. We want to retain our educational heritage and share it with future Brothers and with the dedicated lay people who join us in the educational apostolate. We believe in a holistic approach to education. We believe that a young person learns from his or her total experience of the school setting. We attempt to address the religious, academic, social, psychological, physical, and cultural development of the young person through the school's programs, courses, and policies.

Because we believe that a student learns through his or her experience of the total school environment, we devote ourselves to build within the school a community spirit that is characterized by a pervading influence of Christian values, a strong insistence on an orderly and disciplined atmosphere, a personal approach to education, and a firm commitment to academic excellence.

From *Partners in Mission: Hopes for Our Graduates*

As a result of our emphasis on holistic education, we hope our graduates are well rounded young people who:

- *are aware of their own gifts, talents, and limitations;*
- *recognize the need to continue their own spiritual, psychological, emotional, social, intellectual, and physical growth;*
- *respond to God's call to be balanced, compassionate adults.*

Because of our emphasis on spiritual growth and religious values, we hope that our students graduate with:

- *a strong belief that God loves them;*
- *a willingness to respond to Jesus' directive to love one another;*
- *a commitment to compassion, justice, and service;*
- *a desire for a deeper relationship with God through prayer;*
- *an intentional integration of faith and daily life;*
- *an understanding of the teachings and traditions of the Catholic Church;*
- *a willingness to become active members in their local church communities.*

Because of our efforts at firm and friendly discipline, we hope that our graduates:

- *have developed self-discipline that guides their actions;*

- *are sensitive and respond with compassion to the limitations of others;*
- *have respect for authority and for persons for whom they are responsible;*
- *approach relationships with fairness, mutual trust, and cooperation.*

Because of the caring nature and personal attention given to our students, we hope our graduates:

- *genuinely care for others;*
- *value themselves and others as unique children of God;*
- *nurture positive relationships and build community.*

As a result of our commitment to academic excellence, we hope our graduates:

- *are intellectually curious;*
- *are prepared to meet the academic demands of college;*
- *strive to reach their intellectual potential;*
- *use their intellectual gifts to serve others more effectively and generously.*

From *Educational Mission and Ministry: Opening Statement*

In summary, education according to the tradition of the Brothers of the Sacred Heart is holistic education rooted in religious values, structured through friendly discipline, nurtured by personal attention, and committed to academic excellence. While such an approach to education may not be unique to us, it is characteristic of us. This educational spirit consists of ideals and practices that we, through experience and reflection, have grown to value as essential to our school apostolate.

History

The Founder

André Coindre was born in early 1787, into a family of middle-class means, his father at first a tailor and then a salt salesman. André had two living siblings, a sister and a brother. Another sister died while only a baby. André's birth in Lyon, France came little more than two years prior to the start of the French Revolution, an event that was to color not only his entire life but also that of France itself.

The Revolution of 1789-1799 shook the nation to its foundations. Napoleon Bonaparte brought an end to this period of chaos when he came to power in the Consulate of 1799, declaring that France had finished with the romance of the Revolution. Five years later, he literally crowned himself emperor in the presence of Pope Pius VII and the era of the First Empire began.

Set against this background was the early development of André Coindre. The Coindre family members were active in the underground Church during the Revolution. Young André decided upon the priesthood and entered the minor seminary in 1804, graduated to St. Irenaeus Major Seminary in 1809, and was ordained a priest for the Archdiocese of Lyon on June 14, 1812.

It was in this setting of post-Revolutionary France, which was plagued by social chaos and the disintegration of family and institutions including the Church, that Father Coindre felt the need to act. The Napoleonic Wars decimated a generation of young fathers, thus dramatically increasing the number of orphans and delinquency. Without parents to care for them and with no other institution capable of housing and supervising them, large numbers of young, orphaned delinquents, some as young as eight, were sent to prisons and hospitals. It was to this dire situation that Father Coindre responded with his *Prospectus 1818*, written to help raise funds to support a ministry to these desperate children.

They are young prisoners who, having been incarcerated for a more or less lengthy period, find that no one will give them work. However, they are deserving of special concern and of the individual attention which has for some time been exercised on their behalf in an effort to set them on the path of goodness.

Guilty at an age when boys tend to be reckless rather than wicked, impetuous rather than incorrigible, hope for their transformation must never be lost. They must be surrounded with every possible help in order to form them to good habits; they must be isolated, even while in prison, from exposure to the criminal contagion of the inmates (Partners in Mission).

Seeing the plight of these young people, Father Coindre became determined to alleviate their suffering. The ministries of Father Coindre that emerged from this chaos, including the founding of the Brothers of the Sacred Heart, were in a true sense "born in prison."

Through the preaching, fervor and inspiration of Father André Coindre, in 1821 a group of men, initially ten in number, took vows in the Institute of the Brothers of the Sacred Hearts of Jesus and Mary and dedicated their community to the well-being of the young people who bore the brunt of social upheaval. Time and experience have changed many things including the name of the Institute, now known as the Brothers of the Sacred Heart, but nothing has altered its link to the founding charism and the desire to make the love of God known in our world through the ministry of education.

Brothers of the Sacred Heart in America

Initially, the brothers' new community went through very difficult times, but by 1847 it had grown and prospered to the point that five missionary brothers were sent to the United States at the request of the first bishop of Mobile,

Alabama. The arrival of the brothers in America in 1847 signaled the beginning of the transformation of the Brothers of the Sacred Heart from a strictly French congregation into a worldwide institution made up of many nationalities.

The brothers' work did not remain limited to Mobile for very long. In 1854 they established St. Stanislaus College in Bay St. Louis, Mississippi, and in 1869, St. Aloysius College in New Orleans. Continued expansion resulted in establishment of schools and orphanages in several Midwestern states, in the south and southeastern United States, as well as in New York, New England and Canada.

Today, the Brothers of the United States Province serve in Baton Rouge; New Orleans; Bay St. Louis, Mississippi; Klagetoh, Arizona, Pascoag and Woonsocket, Rhode Island; East Elmhurst, New York; Metuchen, New Jersey; Nashua, New Hampshire; Saint Albans, England; Rome, Italy; Digos City, Davao, and Bogo, Philippines; and Lusaka, Zambia.

Catholic High School

In 1894, the Brothers of the Sacred Heart established a school in Baton Rouge under the name St. Vincent's Academy. From a humble beginning, with 106 students, the school continued to grow so that by the late 1920's the old frame building that housed St. Vincent's no longer could contain its student body of nearly 300 boys. As a result, a new school building, gym and brothers' residence were begun in 1928 and completed in January 1929 on North Street at Fourth Street. At that time, the school became known as Catholic High School.

Even though the depression years were very difficult, enrollment at the school continued to increase. By the early 1940's the lack of schoolroom space made it necessary to begin turning away applicants. Therefore, the brothers started looking for a piece of property on which to build a school to accommodate a larger student body. On June 5, 1946, 36 acres of land were purchased, but lack of building funds delayed construction of the school for nearly 10 years.

Through the generosity of many friends in Baton Rouge, in 1956 the Brothers of the Sacred Heart were able to begin construction of their long hoped for new school. In September 1957 the faculty, along with 450 students, moved from the original property near the state capitol to the new campus — the present location on Hearthstone Drive.

Catholic High School has been recognized six times as a National Blue Ribbon School of Excellence by the U.S. Department of Education.

Catholic High School is accredited through Lumen Accreditation, offered by the Catholic University of America. Lumen's standards attend to the specific charisms of dioceses and Catholic schools, and align improvement efforts with the example and teaching of Christ and the Church's vision for Catholic school mission and identity. The school is affiliated with the National Catholic Educational Association, the National Association of Secondary School Principals and the Association for Supervision and Curriculum Development. Athletic teams participate under the auspices of the Louisiana High School Athletic Association.

One of the school's greatest assets is the outstanding achievement of its graduates. Many prominent leaders in the Baton Rouge area were students nurtured through their crucial adolescent years by the Brothers of the Sacred Heart and dedicated lay partners at Catholic High.

Sanctuary

Compassion and trust cannot be practiced in a vacuum; they can only be implemented in an environment that is created by caring educators for whom both values are central concerns. That environment is best described by the term "sanctuary," a place where students sense the compassion which motivates those who care for them, where they feel safe to become the best person God created them to be, and where they are known, valued, and treasured. Such a well-ordered, structured, and nurturing environment—a sanctuary—uplifts students academically, socially, and emotionally. It promotes students' respect for authority and one another and helps them to develop a sense of self-discipline. Ultimately, it contributes to the students' experience of God's love, love of neighbor, and love of learning (Partners in Mission).

An essential aspect of education in the tradition of the Brothers of the Sacred Heart is that the school be a sanctuary for students. In the spirit of Father Coindre, Catholic High School continually works to develop policies and practices that allow the school to be a sanctuary from those social forces that would interrupt a student's maturation into the person God has called him to be.

Catholic High School considers a school environment that provides a sanctuary for every student and faculty member to be an essential component of a CHS experience. Consequently, Catholic High prohibits any behavior that negatively labels, demeans, or isolates a particular individual or group. This includes any actions that are perceived as racist, sexist, homophobic, or otherwise exclusive, negative, or offensive towards another individual or group. Included in such behavior is the display of Confederate battle flags, swastikas, or other material that the administration deems is divisive, demeaning, negative, offensive, or inappropriate. Any student who engages in such actions will be subject to corrective measures, which may include probation, suspension and/or dismissal.

Partnership with Parents

Parents are the primary educators of their children. A CHS education is therefore successful only when undertaken in partnership with parents. To that end, Catholic High School strives to communicate with parents through a variety of media. The CHS website provides basic information, including the school calendar and Principal's Newsletter. Catholic High School provides an email address for each student, which will serve as the primary source of electronic communication. CHS will communicate with parents through the email address provided by the parents at registration. CHS also uses Rediker PlusPortals to communicate with parents about student academic progress. This service also allows CHS to text parents and students. More information about these services is in the Academic Excellence section of the handbook.

An important expression of partnership with parents is the diligence performed by CHS to ensure that its students enjoy a safe environment free from abuse or harassment. The CHS Board of Directors has adopted policies intended to prevent any type of abuse of students while in the care or supervision of CHS. Key elements of these proactive policies include the thorough screening and supervision of all employees and volunteers, the education of employees, volunteers and students regarding prevention strategies, and a serious response to any allegation of abuse. These Board policies, entitled "Prevention of Abuse" and "Work Related Harassment" are located in the General section at the end of the student handbook.

Additional opportunities for partnership with parents are extended through the CHS Men's Club and CHS Mothers' Club. The Men's Club is open to fathers and grandfathers of current students, CHS alumni and fathers of alumni and other men who wish to be associated with CHS as friends. Likewise, the Mothers' Club is open to mothers and grandmothers of current students, mothers of CHS alumni and other women who wish to be associated with CHS as friends. In addition, many parents serve in support roles for the various teams and clubs to which their sons belong.

Custody

The school presumes that both biological parents have access to their children unless a parent provides legal evidence of sole custody rights. It is the custodial parent's responsibility to provide the school with a court certified copy of a court order. Copies of legal documents (custody of child, court approved guardianship or tutorship, or court approved visitation rights) must be on file in the student files located in the counseling center. Unless a court has ruled otherwise, non-custodial parents have the right to copies of their children's academic records and to discuss the child's progress with school personnel. Custody matters between parents or guardians are to be settled off campus.

Safety Plans

Catholic High School will follow the procedural guidelines according to our Safety Plan manual. A copy of the Safety Plan is located in every classroom on campus. There is an Automated External Defibrillator located in the main hall, science building, Br. Donnan Berry, S.C. Student Center, gym, Fine Arts, Brothers' Residence, basketball locker room, athletic training room, Jume Center, and The Grizzly Greats Weight Room. The athletic trainers have a portable defibrillator.

Emergency Action Plan

If students are involved in a health emergency, CHS will follow the guidelines in the Emergency Action Plan. Copies of that plan are in the main office and the athletic training room.

Admission Policy

Catholic High School admits young men of any race, color, national or ethnic origin or religious preference. In admitting students, we look for young people who can profit from and contribute to the religious and educational mission of the school. While accepting the fact that there is a limit to what any one institution can do, we believe that the school is to serve a broad cross section of students with regard to both academic ability and socioeconomic status. Promoting and maintaining a diversity of young men within the school community is a positive value consistent with the tradition of the Brothers of the Sacred Heart. Therefore, in the admission of students, high priority is given to those whose families have supported our schools and Catholic schools in general, and great care is taken to ensure that the school does not become available only to the social, academic, or athletic elite.
In keeping with the philosophy of education of the Brothers of the Sacred Heart, Catholic High School seeks to create a diverse student body. Therefore, we reserve the right to accept students who may not be Catholic, who may not be attending Catholic schools, or who belong to a minority group.

Typically, the students offered admission to CHS

- had conduct grades of As and/or Bs
- had academic grades of As, Bs, and/or Cs
- had good attendance records.

Additional information regarding admission, including a document entitled "Sharing Our Vision," and online application forms are available on Catholic High School's website.

Candidates for admission to the freshman or eighth grade classes at Catholic High must submit completed application forms by the third Friday of November.

Offers of admission are contingent on documented successful completion of elementary scholastic requirements as well as records of behavior and attendance considered acceptable by the Catholic High School administration. For students transferring to CHS, all provisions of the school's admission policy apply. In addition, any grades expressed numerically are converted to letter grades.

Readmission of Students

Once a student has been asked to leave Catholic High School because of academic or behavioral problems, he will not be readmitted. If a student has left CHS for any reason acceptable by the administration, readmission will be contingent on available space at the time the student wishes to be readmitted. If space is available, as defined by the principal, then regular admission criteria and procedures apply.

Religious Values

Brothers of the Sacred Heart schools create school cultures in which prayer is a natural and routine part of daily life. We need to ensure that celebrations of the Eucharist, the Sacrament of Reconciliation, and other school-wide prayer experiences are not just available, but a rich part of school life for every student. We need teachers to help students discover the mystery of God's self-revelation in all branches of learning, and we need classrooms, campus facilities, and even exterior spaces to be rich in images and symbols that evoke our Catholic faith. Finally, we need to provide service opportunities through which our students can put their developing faith into action, and we must lead our students to assume responsibility as lay leaders in the life of the larger Church. Ultimately, in the tradition of Father Coindre's charism, religious formation must lead others to faith as a lived reality that empowers individuals to persistent commitment to and love of others (Partners in Mission).

Campus Ministry

The primary goal of Catholic High School's campus ministry program is to enable students to integrate their faith with their daily living. Campus ministers, who are responsible for the overall program, work closely with the Religion Department. They provide for the students' needs in liturgies, the sacraments, prayers, retreats, pastoral counseling and religious education.

Student Ministry Team

The student ministry team is composed of juniors and seniors who have heard the call of God to minister to their peers. Team members are selected following a discernment process at the end of their sophomore or junior year. In a program that begins with a three-day summer workshop and continues into the school year, team members receive training in small group leadership, prayer development and other ministry skills. The student ministers meet monthly for faith sharing. The team staffs retreats for underclassmen and conducts small support groups for eighth and ninth graders. The team also plans liturgies and provides the faculty with current information concerning the spiritual needs of the student body.

Mission Program

Each year, the campus ministry team plans, organizes and leads both domestic and international mission trips for CHS students. Students receive information about the trips in the fall and must complete an application in order to be considered for participation. Once participants are selected, the students, parents, and chaperones meet to set appropriate expectations and goals.

Religion Department

The Religion Department strives to blend academic religious studies and the dynamics of human development, encouraging students to undertake the lifelong search for ultimate values and personal growth. Service to others, especially those in need, is stressed at every level. Community service is viewed as an essential facet of the religious education of a Catholic High student. In this respect, a program of required community service has become an integral part of religion courses. Thus, the student actually applies the concept of putting the Gospel into practice.

Service Program

The main way we follow the example of Jesus Christ is through serving others, especially those who have trouble helping themselves. The CHS service program therefore is an integral part of religion courses in each year of the student's curriculum (see Course Descriptions). By participating in the service program, students gain a broader perspective on how people live in the Baton Rouge community, discover the unique gifts they have to offer others, and experience the joy and peace that comes from serving others. To highlight the importance we place on service,

students must successfully complete the service requirements called for in each religion course in order to receive credit for that course.

Community service is introduced in eighth grade, where students must serve a minimum of 5 hours. Freshmen provide a minimum of 10 hours and sophomores contribute at least 15 hours of service. Juniors and seniors participate in special programs as noted below. The service project for all grade levels will account for 15 percent of a student's 4th quarter grade.

Seniors perform 20 hours of community service to those who are most in need, namely the poor, underprivileged persons, the handicapped, and elderly.

The heart of the service program is the Christian Service Experience, which juniors must successfully complete. Students serve people who are most in need and thereby learn to see the face of Christ in those who struggle to survive on a daily basis. The 40 hours of service must be completed and verified before the student may be admitted to the senior year at CHS.

Retreats

Because of the essential role of prayer in the formation of one's relationship with God, students participate in varied and regular experiences of prayer. Each October, seniors participate in an overnight closed retreat in order to set the tone for their final year at Catholic High. Students in grades 8, 9, 10 and 11 participate in one-day retreats, with special attention given to the needs of each age group. Student ministers who relate well with younger students serve as peer ministers for underclassman retreats.

Pastoral Counseling

As pastoral counselors, campus ministers work toward the total faith development of each student, attempting to help him fulfill his social, psychological and religious needs. Campus ministers are available to students on a daily basis for spiritual guidance and faith counseling, listening, helping and lending support.

Liturgies

All students and faculty celebrate school Masses regularly. Special emphasis is placed on having all students participate in order to make our liturgies transformative experiences for students. Students serve as lectors, greeters, altar servers, and extraordinary ministers of Holy Communion. In addition, the student choir sings at all liturgies, often with the accompaniment of student musicians. We hope that our liturgies will inspire students to become actively involved at their parishes, and we strongly encourage students to become leaders of their parishes' youth organizations. In these various ways, students are challenged to assume their responsibility as lay leaders and to consider vocations and the many ministries offered by the Church. Out of respect for the liturgy, we encourage students to wear ties on Mass days.

Reconciliation

Twice a year the Campus Ministry Department holds reconciliation services to celebrate the Sacrament of Reconciliation for all students. We hope that the powerful experience of God's forgiveness through the sacrament in a school setting will inspire students to celebrate the sacrament regularly in their parishes.

School Wide Charity Drives

The Campus Ministry Department, as well as other school organizations, promotes numerous charity drives throughout the school year. The purpose of these drives is not only to raise money for important charities, but

also to help students form solidarity with our brothers and sisters who are suffering throughout the world. Students participate in food drives benefiting the Greater Baton Rouge Food Bank, which strongly depends on students' contributions to feed the hungry in the Baton Rouge area. During Advent, teachers may have their classes adopt a family and purchase gifts for them. Some teachers also have their classes donate money to other charitable organizations. During Lent, the entire school participates in Operation Rice Bowl, the official Lenten charity drive of the United States Catholic Church. The Campus Ministry Team provides all teachers with resources to help explain the purpose of Operation Rice Bowl and inspire students to participate in the drive. Lenten contributions may also benefit the Brothers of the Sacred Heart missions outside the United States. Teachers emphasize that participating in this drive allows students to participate more fully in the life of the Church. In addition, the school has a dedicated fund drive every year to raise funds for the local Habitat for Humanity organization. The Habitat for Humanity drive sponsors a home that is constructed with student and faculty labor.

School Wide Prayer

Communal and private prayer is essential in forming an intimate relationship with Christ and thereby being transformed by his loving presence. Therefore, great emphasis is placed on prayer throughout the entire school day. Every school day begins with a student leading prayer over the intercom. Every class starts with prayer led by teachers and/or students. In religion classes, students frequently lead prayer services, which include music, scripture readings, and personal reflections.

The school day concludes with this prayer led by a student over the PA system:

Most Sacred Heart of Jesus,
We offer gratitude for the blessings of this day and our time together.
Guide and protect us during our time away from school.
As we open ourselves to the grace of Your presence, help us to love like you.
Amen.
Ametur Cor Jesus. Loved be the Heart of Jesus.

Friendly Discipline

Every good parent and educator knows that demonstrating love to young people always involves setting limits, communicating clear and reasonable expectations, and providing accountability to ensure that the young person meets these expectations. It is perhaps the most unloving thing to indulge a child's every whim and desire. Doing so would simply guarantee that the child would remain self-centered and never achieve his or her potential. Therefore, a critical component of the holistic perspective in the tradition of Father Coindre's charism is a disciplined love that seeks to direct, motivate, correct, and support each young person along his or her life journey… Our emphasis is on friendly discipline, which admonishes and corrects, but at the same time teaches and encourages. While we expect and demand respect for authority and adherence to rules and regulations, we advocate discipline that is respectful of the dignity of the individual, is consistent and fair, and is based on a relationship of mutual trust and cooperation (Partners in Mission).

Behavior Philosophy and Policy

Catholic High School believes that learning requires a disciplined atmosphere that fosters both personal freedom and responsibility for one's decisions. Therefore, CHS has developed a behavior policy designed to provide orderly growth and development of the individual student that promotes the health and safety of all.

Students must behave in a manner consistent with their status as members of the Catholic High School community. Student conduct must reflect an awareness of one's own personal and academic needs and sensitivity to those of his fellow students. All students must cooperate in advancing the educational process in general and in maintaining the reputation and integrity of Catholic High School.

SPECIAL NOTE: It is neither the province nor the desire of Catholic High School to prescribe what limits or freedom parents may specify for their sons' behavior. Nevertheless, there are times and places in which behavior of students reflects on Catholic High School. In all such cases, student behavior definitely becomes the province of CHS and the school's policy will be applied by the faculty and administered judiciously and rigorously by the school administration.

Student Conduct

Student conduct must conform to provisions of the Catholic High School Behavior Policy as prescribed in this Student Handbook. At all times a student must conduct himself appropriately and in a manner befitting a Christian gentleman. The following is exemplary but not exclusive of such behavior: being sensitive to the needs of others, being cooperative with those in authority, displaying honesty and integrity, and furthering the mission of Catholic High School. If a student fails to conduct himself in a manner consistent with this policy, he subjects himself to corrective actions, which may include probation, suspension or dismissal. The assistant principal for discipline makes the final decision concerning any interpretation or application of these regulations, and determines any corrective action that may be appropriate.

The 24-7-52 policy of Catholic High School mandates that off campus a student must conduct himself in a manner consistent with his status as a member of the Catholic High School community.

Violations of civil or criminal law involving moral turpitude or other conduct that in the professional opinion of the school administration would reflect on or cause discredit to the reputation of Catholic High School by being contrary to the moral, religious or orthodox ethical principles of the Roman Catholic Church or the philosophy, policies, goals and commitments of Catholic High School as indicated in the Student Handbook, make a student subject to corrective actions, which may include probation, suspension or dismissal. A student accused or

suspected of serious wrongdoing may be placed on a home study program pending the outcome of a judicial proceeding or internal investigation.

If a student is present when wrongdoing is evident (such as but not limited to fighting, smoking, vaping, vandalism, use of alcohol or other illegal drugs, and so forth), then that student must remove himself from that situation; otherwise, he shares in the consequences related to such behavior. These consequences may include probation, suspension or dismissal.

Honesty
Every Catholic High School student agrees to abide by the Honor Code (see page 26), which, among other things, requires each student to conduct himself in an honest manner. Any student who fails to be honest will be subject to corrective actions, which may include probation, suspension and/or dismissal.

Respect
Every Catholic High School student is required to treat others with respect. Any student who fails to be respectful of others will be subject to corrective actions, which may include probation, suspension and/or dismissal.

Harassment
Every person has a right to his or her own dignity and individuality. Thus, any student who harasses, bullies or demeans another person, in any manner or by whatever means, subjects himself to appropriate corrective actions which may include probation, suspension or dismissal. CHS is aware of the growing prevalence of the use of electronic communication for harassment and bullying, and considers such behavior, commonly referred to as cyberbullying, to be a clear violation of the dignity to which each person is entitled.

This prohibition against acts of harassment applies to all students, regular and temporary, part-time or full-time employees, volunteers, itinerant instructors, and consultants. It also applies equally to clergy, religious and laypersons.

Note: Cyberbullying is illegal in the state of Louisiana. Instances of cyberbullying by Catholic High students may be reported to the authorities. For a more detailed description of cyberbullying, see the Acceptable Use Policy at the end of the Behavior Policy section.

- **Physical Harassment:** Physical harassment includes unwarranted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal school or work movements.
- **Racial Harassment:** Racial harassment is racially discriminatory conduct that demeans or abuses another individual or group because of racial or ethnic background which can include racial slurs, offensive or derogatory remarks made about an actual or perceived race, or the display of racially offensive symbols.
- **Sexual Harassment:** Sexual harassment can include sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature. This behavior includes unsolicited written or verbal statements, vulgar or obscene photographs, drawings, slurs that reference sexual orientation, jokes or comments, gestures, or physical contact of a sexual nature.
- **Verbal Harassment:** Verbal harassment can include derogatory remarks, jokes, slurs, and belligerent or threatening words spoken to another.
- **Written or Electronic Communication Harassment:** This includes communication of any threat of, or act of sexual, verbal, or physical harassment.
- **Hazing:** Hazing is the intentional, knowing or reckless act by a person when 1) the person knew or should have known that the act endangers the physical health or safety of the other person or causes

severe emotional distress; and 2) the act was associated with being initiated into, affiliating with, participating in or membership in any CHS or SJA student organization. Hazing includes physical activity or other activity that subjects a person to an unreasonable risk of harm, adversely affects the physical health or safety of the individual, or causes severe emotional distress, including, but not limited to, the consumption of foods or substances. Hazing is contrary to the charism of the Brothers of the Sacred Heart, is a criminal act under Louisiana law, and is forbidden at CHS. All allegations of hazing will be investigated by administrators. If there is sufficient information to determine that hazing has occurred, CHS will report the hazing to law enforcement as required by Louisiana law. Any student determined to have engaged in hazing shall be given consequences at CHS which may include suspensions or dismissal.

- **Bullying:** Bullying behavior is the repeated harassment and targeting of another person or group of persons with the intent to cause emotional, physical, or psychological harm.
- **Reporting:** Any student, faculty, or staff member who believes that any portion of this harassment policy is being violated should report the same immediately to a member of the administration. The Stop It App is also available for such reporting.

Fighting

For Catholic High students, fighting on or off campus is a serious offense calling for strict corrective measures. Fighting is defined as an act of physical aggression resorted to when alternatives are available for avoiding such an act.

Use of Inappropriate Language

It is very important for students and parents to understand that certain behavior perhaps condoned elsewhere is not permitted at Catholic High School. In this respect, a pertinent example is the use of vulgar or abusive language. The school administration realizes that, with changing mores, language once generally considered vulgar or profane is now freely used in movies, television and by many people in everyday situations including social media. Nevertheless, the student must learn to moderate his behavior in accordance with time and place. Based on the principles and judgment of the school administration, the policy of Catholic High School considers certain language, although perhaps condoned elsewhere, as inappropriate on campus, online or at CHS sponsored activities off campus. Such language is considered disrespectful and completely unacceptable (see section on Respect).

Inappropriate Objects on Campus

Certain substances and objects are considered harmful, dangerous or otherwise inappropriate for students to possess on the campus, including all parking lots. The school reserves the right to examine a student's car (on or off campus), clothing, cellular telephone, locker, book bag, wallet or other enclosure in order to prove or disprove possession of any questionable materials. Inappropriate materials may be confiscated by the school, and if so, their return will be at the discretion of the assistant principal for discipline.

Drugs

Catholic High School defines 'drugs' to include any substance, legal or illegal, that is promoted, commonly believed, or used in such a manner as to alter natural states of consciousness, emotions, or alertness. The sale, purchase, possession or consumption of drugs, other than appropriate medical use, and administered in a manner consistent with the policies of Catholic High School, including but not limited to anabolic steroids or alcohol, is strictly prohibited. Attending, sponsoring or participating in activities where alcoholic beverages or narcotics are illegally sold, purchased, possessed or consumed (including entering a bar), is strictly prohibited.

Further, the possession or association with items that, in the judgment of the principal, promote inappropriate use of drugs or illegal substances is strictly prohibited.

Electronic Equipment
Except for cellular telephones (see following paragraph), and the student's school-issued laptop, students may not bring onto campus any radio, tape player/recorder, gaming devices, smart watch, smart glasses, video camera, beeper or other electronic communication equipment of any type. All such equipment that is the property of Catholic High may be used only for school purposes, as specified in the Student Technology Policy. "Smart watches" or similar devices are not allowed to be worn on campus during the school day. If a student is caught in violation of this provision, his smart watch and the connecting device will be confiscated and subject to search.

Cell Phone Policy
Students' phones should be off and stored in a booksack upon arrival at school. They may not use their cell phone if they are on campus before school. Cell phone use is prohibited during the school day; however, teachers have the discretion to allow cell phone use for legitimate educational or health purposes. If students have a locker, they may store the phone in their locker. At no time should a phone be in a student's pocket. Students may turn on their phones and use them outside of buildings once the school day has ended. Consequences for not following our phone policy include CHS holding the phone for 48 hours, 5 days of detention, and the phone being searched at the discretion of the assistant principal for discipline. When appropriate, students may be held accountable if there is evidence of violations of the CHS behavior policy on the cell phone (or any searched electronic device).

The school reserves the right to examine any such confiscated device, and when appropriate, a student may be held accountable for violations of this behavior policy if there is evidence of such violation on the confiscated device. The school reserves the right to examine any student's electronic device on suspicion of wrong-doing and upon reasonable belief that evidence of such wrong-doing is present on the electronic device to be examined. If a student's cellphone is confiscated, a parent must pick the phone up from the assistant principals' office, once the assistant principal for discipline has released the phone. The school does not notify parents when a cellphone is confiscated or when it has been released. Students are responsible for notifying their parents if their cellphone has been taken, when and if it is ready to be picked up by a parent. During the academic day, any telephone communication that a student may have (incoming or outgoing) must be through the office of the assistant principal for discipline.

Medication
Use or possession of any medication while a student is on campus that is not already registered with the Counseling Center must be reported to the assistant principal for discipline. The school is not permitted to give a student even simple medication such as aspirin or its substitute without express written or verbal permission of one of the student's parents. Once all such provisions have been met, the student may obtain a prescribed dosage at the Counseling Center.

Tobacco/Vaping
Smoking, vaping, e-cigarettes and related devices used by a student are strictly prohibited at all times on school property and the area immediately adjacent to the school. Also, use of and/ or possession of any tobacco or vaping product is prohibited for students at all school related functions. Students who are observed using tobacco or vaping may be subject to dismissal (see Catholic High School Alcohol and Drug policy).

Weapons
A weapon is defined as any instrument whose purpose is to cause serious bodily harm. No student is permitted to possess any type of weapon while on Catholic High property (including all parking lots) or at any school related function. Students in possession of a weapon on campus or at any school related function are subject to disciplinary action up to and including dismissal.

Other Prohibited Objects
Objects that in the opinion of the assistant principal for discipline serve no purpose at school, would be distracting and could cause disruptions may not be brought onto the campus (including parking lots).

Gambling
With the exception of school authorized raffles, no form of gambling or games of chance are allowed on the campus.

Student Accounts
Student debit accounts are managed through the myCHS link on the CHS website. Payments may be made online utilizing a credit or debit card or through E-checks (processing fees apply). In addition to online payments, cash, checks, and credit cards are acceptable forms of payment at the Bruin Shop on campus between 7:00 a.m. and 3:30 p.m. (Closed daily for lunch). Payments made at The Bruin Shop are not immediately available and may take up to 24 hours to process. In accordance with school policy, payments are not taken over the phone and cash back on checks or debit cards is not permitted.

Students must always carry a positive balance on their debit card. CHS notifies parents through email when a student account balance goes below $20 so that parents can make a payment to avoid service fees. Once an account goes negative and is not brought current by 3:00 p.m., his parents' default payment method on their myCHS account will automatically be charged the total of two amounts: (a) the amount the account is negative (b) a $25 credit to be added to the debit account to bring it to a positive balance.

Should the payment method on file not reconcile a negative balance, the parents' FACTS account will automatically be charged the total of three amounts: (a) the amount the account is negative (b) a $25 overdraft penalty (c) a $50 credit to be added to the debit account, not the FACTS account, to bring it to a positive balance. Students may check their balances at any time during the day at The Bruin Shop or as they check out in the cafeteria.

Questions regarding student accounts can be emailed to The Bruin Shop, bruinshop@catholichigh.org.
Questions regarding the use of myCHS should be emailed to Katie May, kmay@catholichigh.org.

Married Student
A student who marries is not allowed to remain at Catholic High School.

Paternity
Paternity, per se, is not a reason for dismissal from Catholic High School. When a student's paternity is confirmed, he and his family must receive counseling at the diocesan office of Catholic Charities.

Visitors
A student may not invite or bring visitors to the campus without prior permission of the assistant principal for discipline.

Distribution of Printed Materials or Email Blasts
As the school is neither a public forum nor a public property, no person is allowed to distribute any type of printed materials on campus or send email blasts without permission of the assistant principal for discipline.

Sale of Items
Individual students are not permitted to sell any items on campus without permission of the assistant principal for discipline. Fundraising for extracurricular organizations must have approval of the activities director.

Communication of Wrongdoing
Typically, Catholic High School will not respond to nor act upon an anonymous communication regarding wrongdoing or a violation of CHS rules or state or local law. Should one be interested in notifying the school of such wrongdoing, one must disclose his or her identity in the communication or make such communication in person. However, in the interest of student safety CHS has provided students with access to the STOPit app, an anonymous reporting app by which students can communicate with the administration about any issue which could affect student health and safety. Regardless of the form of communication, a report in and of itself does not guarantee that the school will take action. A final determination of action is up to the discretion of the assistant principal for discipline. To access the STOPit app, search for it on either Google Play or the Apple App Store and install it on any smart device. When prompted, enter the code coindre855chs.

Communication with Law Enforcement
Should student conduct lead to an investigation by law enforcement and subsequent request by law enforcement for demographic information about a student under investigation, Catholic High School will provide law enforcement with that information. Catholic High School will notify parents as soon as possible about any such circumstances. Should a student need to be questioned by authorities, parents should check their son out of school so that the questioning occurs off campus.

Student Safety and Electronic Notification
In addition to the StopIt app, Catholic High School employs monitoring software on school-issued laptops that alerts staff of keywords in a student's email or social media that could indicate a potential for self-harm or harm to others. While such systems are in place to aid Catholic High School administration and staff in addressing serious situations, they are not a guarantee of safety. The systems are monitored during school hours. However, Catholic High School does not guarantee the monitoring of these systems outside of the school day.

Permanent Record
A student's permanent record after graduation consists of the following:

1. Educational and standardized testing results
2. Transcript

The following items from the students' records are returned to the student before graduation: elementary school records, copy of birth certificate, copy of social security card, and immunization records.
The student's behavior record is not part of the official student record and will not be provided upon request.

Dress and Grooming

Clothing

The purpose of the CHS dress and grooming policy is to embody the importance the Brothers of the Sacred Heart place on an orderly and disciplined environment.

A student must always be appropriately and neatly dressed. He must wear dress or casual slacks that are not excessively baggy or tight, pants should extend down the leg to within 2 inches of the top of the dress shoe. Pants with cut or frayed hems or frayed cuffs are not allowed. He must wear a dress or sport shirt with a collar, dress shoes and dress socks, and a belt with pants designed for a belt. Belts must be brown or black leather and must not have a large or "novelty" buckle.

Clothes considered unacceptable for school wear include denim clothes of any color, camouflaged clothing, cargo or painter pants, pants with pockets stitched on the exterior, shorts, T-shirts, shirts displaying any type of advertisement or wording (worn as outer or undershirts), and ankle socks. No clothing except CHS outerwear may display a logo more than two inches in diameter. To be acceptable for school wear, shoes must be leather (suede is acceptable) dress shoes, must fit properly, and must have a relatively flat sole. Shoes that appear too casual, that have a sneaker appearance, or have a slipper like appearance (including shoes such as those designed by Hey Dude, Vans, Ugg, etc.), sandals, athletic footwear, backless shoes, and the like are not acceptable. Dress shoes that reach slightly above the ankle are acceptable; shoes that lace up well above the ankle are not acceptable, nor is any type of boot. While slip on dress shoes that conform to the above regulations are acceptable, shoes that are designed to have laces must have laces, and they must be always laced and tied.

Clothing worn as outerwear is limited to clothing issued and/or sold as an approved Catholic High School article of clothing. Use of outerwear not issued and/or sold as an approved Catholic High School article of clothing will be permitted on a limited basis during inclement or extremely cold weather (35 degrees Fahrenheit or lower as posted on the Catholic High School website) and at a time designated by the assistant principal for discipline.

CHS students may not wear makeup, nail polish, earrings, other body piercing jewelry, or display a tattoo of any sort during the school day or at any school-related function. Students may wear unobtrusive jewelry such as a single small necklace, ring, watch, and/or bracelet.

Any student who has a medical reason that prevents him from wearing long pants must obtain permission from the assistant principal for discipline to wear shorts. Those shorts must be dress style shorts and longer than mid thigh. Shirts are required to be tucked in and a belt is required.

Hair

CHS recognizes that there are different types of hair and that no single set of descriptions will perfectly capture the school's expectations about haircuts, but the following guidelines will keep a student in compliance with the school's expectations. These guidelines allow for some individual preferences regarding haircuts, while ensuring that hair is neat in appearance and not a distraction.

A student's hair may be of only moderate length, height and thickness in the front, back, top and sides. A common guideline for length is not more than 3-4 inches on the top and not more than 1-2 inches on the sides. Students are expected to comb, brush, style, or otherwise groom their hair before they arrive on campus. Students who come to school without having done so should expect consequences.

Students with straighter hair should keep their hair at a length so that it is naturally off of their ears, collar, and eyebrows. Students with wavy or curly hair should keep their hair to a moderate length so that it does not get too high or extend out too far on the sides. Any transition from shorter to longer hair should be gradual.

Completely shaven heads, mohawks or faux mohawks, shaving or carving lines into the natural hairline or eyebrows, braided, dyed, bleached or tinted hair and the like are not acceptable. Students are not allowed to use rubber bands, hair ties, clips, etc.

Each student is to be clean-shaven each day. Sideburns may not extend lower than the middle of the ear and must be neatly groomed.

NOTE: The assistant principal for discipline decides all matters of dress and grooming.

Student ID and Lanyard
Student identification cards must be worn every school day around the student's neck using the school-issued lanyard for his grade level. The student should wear the ID when he arrives on campus.

The identification card must be visible at all times and must be worn outside of bulky clothing including outerwear. If a student remains at school after classes conclude, he should continue to wear the ID unless he is involved in an athletic practice or other activity for which the lanyard would be impractical. IDs do not need to be worn at school functions outside the normal school day (e.g. convocations, club meetings, conventions, athletic events, etc. unless instructed to do so). A student who does not wear his identification card when required to do so will be subject to corrective action.

Compliance

A student is required to be in compliance with all dress and grooming rules from the moment he steps onto campus for a school day until he departs for the day. If a student has eighth period physical education he may remain in his physical education uniform after eighth period, likewise if a student has PE first period, he is allowed to come to school in his PE clothing. Students involved in after school extracurricular activities, for which regular school dress would be impractical, should dress appropriately for the given activity.

Care and Use of Facilities

Respect for Property
A student is expected to use the buildings, furnishings and equipment only for the purposes intended. A student who by his action causes damage to school property is obliged to replace that property whether the damage was intentional or not. Committing or attempting to commit any act of vandalism against school property, including any school owned computer, the property of another school, the property of any member of the faculty, staff or student body, either on or off campus, or any act that affects a person's life, health or property, is considered a very serious offense. Consequences for such an act may include suspension or dismissal.

Campus Cleanliness
Students should take pride in their school and assume responsibility for the cleanliness of its buildings and grounds.

Books & Personal Items
Each student is responsible for any of his books or personal items that are lost, damaged or stolen. Catholic High seeks to provide a secure environment, but assumes no responsibility for lost or stolen items.

Boundaries and Decorum

Before and after school a student is permitted in any of the following areas:

- The Student Center
- The Mall
- The Hearth
- The Pavilion outside the Student Center
- The Centennial Courtyard
- The Plaza

During lunch, students may be in the Student Center, Pavilion, Mall, Plaza, Centennial Courtyard, or The Hearth. Students are not allowed to loiter in the Science Center lobby or courtyard, the Fine Arts Courtyard, or the walkway leading from the Fine Arts building to the Plaza.

No student is permitted in the following areas before school, after school, or during lunch:

- The parking lots (except for normal access to and from school buildings)
- The athletic practice field
- The area on the Claycut side of the Union or in front of the school on Hearthstone Drive, except while walking to or from classes
- In the science or health and physical education buildings except when supervised by a teacher or other school authority.
- The Fine Arts Courtyard, or the walkway leading from the Fine Arts Courtyard to the Plaza
- Students may not use the bathroom in the Fine Arts Courtyard or the Science Center during their lunch period.

In the hallways and in the stairwells, a student should keep to the right; he must not run, push, shove or make unnecessary noise. During class periods, hallways are places of silence. At the first tone of the school day, students should be in, or moving toward, their first period classrooms. Students must be silent, still and attentive during daily announcements, fire drills and other safety drills.

Restroom Use During the School Day

With the exception of between classes, students may only use the restrooms located in the main hall. Additionally, during lunch, students are allowed to use the restrooms located on the first floor of the Student Center. Any student who uses the restroom during class must have a signed note from a faculty member, and that note must be brought to the assistant principal's office after using the restroom.

Lockers

A student may use his assigned locker before his first period class, between classes and after school. Each student must assume responsibility for the contents of his locker and the school will not be liable for any losses that the student may incur. Lockers must be kept locked with school issued locks.

Students also have access to lockers during P.E. Each student must assume responsibility for the contents of the P.E. locker he uses and the school will not be liable for any losses that the student may incur. P.E. lockers must be locked with CHS issued locks.

Lockers remain the property of Catholic High School. The school reserves the right to open and search lockers at any time.

Items Left at Home
The student must demonstrate individual responsibility by bringing all necessary items to school on a timely basis. Parents or anyone else should not try to deliver such items as lunch, lunch money, books, homework, uniforms and the like inadvertently left at home. Students or school personnel are not permitted to accept delivery of such items to campus.

Food or Drink
Consumption of food (including candy) or drink is not permitted anywhere in buildings other than downstairs in the Student Center or in the Mall. As an exception, students may bring water in a sealed water bottle and it may be consumed during class.

Gum chewing is prohibited on campus at all times.

Commuting and Parking
Any student who wishes to park on campus during the school year must complete and turn in a CHS Student Parking Agreement and pay the required parking fee. This fee defrays the costs associated with student parking, including security. Students and parents must certify that they have read, understand and are bound to the terms of the agreement.

Below is the CHS Student Parking Agreement to which the student and the parent are bound when issued a parking tag:

> *It is hereby agreed and understood that the parking fee paid for parking in the main parking and Westmoreland parking lots is to help defray the cost of security for these lots, among other costs.*
> *It is also agreed and understood that the parking fee for these lots does not include loss or claims for any damage to the vehicle while parked in these lots. The owner's personal vehicle insurance will be the only coverage for any/all loss concerning their vehicle.*
> *I agree to indemnify, hold harmless, waive and relinquish all claims, including negligence against Catholic High School and its officers, agents, employees and volunteers including claims of bodily injury, including death and property damage as a result of, arising out of, or caused by, parking in these lots, except claims arising out of, or intentional misconduct of Catholic High School. I also agree that this fee is non-refundable.*

A student who has been issued a parking tag is allowed to use the parking lot for its intended use.

A student who drives a car to school must conduct himself at all times in accord with the behavior principles in this handbook and all pertinent laws. On campus, the student must comply strictly with provisions of the school's official parking regulations given to students when they apply for the parking tag. Any student, in the opinion of the school's administration, who jeopardizes the safety of any person during commuting or parking activities, or who fails to comply strictly with provisions of the school's official parking regulations, may lose on campus parking privileges.

When a student parks on campus, he should not loiter in the parking lots. Rather he should promptly exit his vehicle and the parking lot and enter campus. Students must follow the direction of the parking lot proctors.

CHS has always valued a positive relationship with its neighbors. Students are not to park in the neighborhood without the homeowners' permission. Unauthorized parking in the neighborhood prevents vehicles from safely passing each other, prevents firetrucks or other emergency vehicles from accessing homes or the area safely, makes it unsafe for homeowners to back out of their driveways, and leads to safety concerns for pedestrians as it relates to blocked lines of sight for drivers and pedestrians. Students who do obtain homeowners permission to

park at their house must complete the "Permission to Park in the Neighborhood" form available in the Assistant Principal for Discipline's Office.

Student Attendance

From the time he arrives at school until the end of his last scheduled class period, a student must remain on campus. The assistant principal for discipline is the only person who can give a student permission to leave campus or to enter a restricted area.

Absences

A student's attendance record is based on the official CHS calendar which is considered a part of this handbook and is available on the CHS website. BESE policy dictates minimum attendance requirements for a student to receive credit for a course, and these requirements do not differentiate between excused or unexcused absences.

Because they involve actual absences from the school schedule, tardiness and early checkout are treated as absences under Catholic High's attendance procedures. The assistant principal for discipline makes the final decisions on matters concerning students' attendance and absences. Every student is allowed a full day excused absence in each semester for non-CHS sports events. No other excused absences will be granted for non-CHS athletic events during the school year.

Types of Absences

- **Excused Absence:** An excused absence is one in which the student is absent for a legitimate reason as determined by the assistant principal for discipline. The student is allowed to make up all work missed during his absence.
- **Educational Absence:** An educational absence is one in which the student is excused from his regular classes to participate in a school sponsored activity. Such absences are not counted as days absent from school, but the student must make up whatever assignments are missed.
- **Unexcused Absence:** An unexcused absence is one in which the student is absent without an approved reason or simply as a matter of convenience to himself or his family (e.g., out of town trips, work, getting a haircut, etc.). He must make up the time and the assignments missed during his absence. Unexcused absences may result in corrective action and repeated unexcused absences may result in probation, suspension, or dismissal.
- **Excessive Absences:** Any student who misses an amount of school time considered as excessive by the assistant principal for discipline must meet with him to discuss the relevant circumstances. Depending on such circumstances, a doctor's note may be required in order to allow the student to complete outstanding assignments or tests. A student who has missed more than 10 days, excused or unexcused, in a semester may be placed on probation, required to make up the missed time, or under certain circumstances, may be asked to withdraw from Catholic High School.

SPECIAL NOTE: Parents and students are expected to keep absences to a minimum. When a student misses school, it is his responsibility to consult his teachers within three days of his return to school concerning missed work. Lack of serious effort on the part of the student in making up work or tests in a timely manner may result in a grade as low as F on the missing work. A student who is absent for a single day prior to or on the day of a planned and announced quiz, test or assignment, must make up the work on the day he returns to school.

Procedure for Handling Absences

Parental Notification

Parents must call or email attendance@catholichigh.org about a student's absence, and should do so as soon as possible, ideally before 1st period begins at 7:30 a.m. For absences from school due to medical appointments, a doctor's excuse must be presented to the attendance office the next school day. Unexplained and unexcused absences will result in one lunch duty for each period missed.

Procedure for Checking Out

A student who needs to check out during the school day must bring a note signed by a parent to the attendance desk in the assistant principal for discipline's office before the first bell for the school day (7:25 a.m.). The note should be dated, signed by a parent, and include details such as the time for dismissal and the reason for checking out. Parents may call the school or email the attendance secretary at attendance@catholichigh.org but the student must still report to the attendance desk to receive his checkout slip.

Extracurricular Consequences

On the day a student is absent for other than an educational absence (see definition above), he may neither attend nor participate in an athletic event, practice or extracurricular school activity without permission of the assistant principal for discipline. If the absence is on a Friday, this rule applies through the entire weekend.

College Visitations

In order to avoid unnecessary student absences from school, students and their parents should begin early in making college plans and the associated campus visitations. No college visits will be approved in December, or during the 4th quarter. Sophomores are allowed one excused absence for a college visit, juniors are allowed two, and seniors are allowed three. Any other college visits should be planned for a time when CHS is not in session. Summers before the junior and senior years, as well as holidays such as Thanksgiving, Christmas, Mardi Gras, and Easter are excellent opportunities for extended college visits. Seniors invited to university spring testing events, including LSU's Spring Invitational, are allowed the necessary excused absences if they have followed proper check-out procedures.

Extended Absence

A student absent for an extended period must present a doctor's note to the assistant principal for discipline before he is readmitted to class. Before being readmitted to school, a student who is absent 10 days or more in a semester must be accompanied by at least one parent to discuss with the assistant principal for discipline the reason for the excessive absences.

Checking Out During the School Day

Any off campus appointments for students (with doctors, dentists, etc.) should be scheduled for times outside of school hours. An excused absence may be arranged for such an appointment only if a parent sends a signed note to the assistant principal for discipline prior to 1st period. The attendance secretary will take that note and issue a dismissal slip for the student to leave class at that time. He will not be allowed to leave class without the dismissal slip. A student who becomes ill during the school day must report to the attendance office. In no case is a student allowed to leave school without the permission of the assistant principal for discipline plus that of a parent.

Field Trips

Field trips, including those associated with extracurricular activities or sports, are privileges afforded to students. No student has an inherent right to a field trip. A student may be denied permission to attend a field trip if he fails

to meet academic, attendance or behavioral requirements. Failure to turn in field trip permission slips on time may lead to the student missing the field trip.

Recording Absences
A student must be on time for every class. Any student who is absent for the beginning of his first period class must report directly to the attendance office to receive an admit slip. Absences are credited to the student's attendance record as follows:

- A student who misses a full class period or any part of a class period is recorded as tardy. Repeated tardiness may require corrective actions which may include probation, suspension, and/or dismissal.
- A student who misses more than one but less than three full class periods is considered absent for one half day.
- A student who misses three or more complete class periods is considered absent for the whole day.

Accountability and Consequences

Detention
The school reserves the right to detain students during or outside regular school hours as a result of inappropriate behavior or other violations of the Behavior Policy. The assistant principal for discipline may assign a student to Saturday school as a result of serious or repeated violations. In all cases, the assistant principal for discipline and the principal shall use their discretion in deciding appropriate consequences in response to student behavior.

Probation
A student may be placed on probation if in the judgment of the Catholic High School administration he has participated in or experienced a serious behavioral incident or experienced chronic behavioral or chronic attendance problems. Probation places a student in jeopardy of being dismissed from CHS. During probation time, no serious misconduct will be tolerated and the student is expected to show positive improvement in all behavior and overall attitude. At the end of a probationary period, a student may be removed from probation, may have the probationary period extended or may be dismissed from school.

Students on probation are subject to drug testing at the discretion of CHS (See alcohol and drug policy on page 27). Students on probation are also subject to periodic review of their electronic devices, whether personal or issued by the school, at the discretion of the assistant principal for discipline.

Suspension
A student may be suspended for serious misconduct or repeated occurrences of less serious misbehavior, including attendance problems. Suspension places a student in jeopardy of being dismissed from Catholic High.
A suspended student is not allowed to attend classes or any school related activities. He must make up the assignments missed during his suspension time.

Dismissal

Dismissal requires that a student immediately withdraw from Catholic High School. A dismissed student is not allowed to attend any CHS activities. A student is dismissed from Catholic High School if after undergoing the dismissal process the principal decides he can no longer attend Catholic High School. The process begins, when in the professional judgement of the assistant principal for discipline, a student's behavior warrants dismissal. Typically, such a student would already be on probation, but behavior that in the opinion of the administration threatens the safety or well-being of students, or of Catholic High School, or other serious behaviors, may mean that a student is considered for dismissal without already being on probation. There is no requirement that a student be on probation prior to being considered for dismissal.

All discipline situations that may lead to a student's dismissal are discussed in a meeting with the principal, assistant principal for discipline, the student, and the student's parents. At the conclusion of this meeting, the student and parents will leave campus. Students facing the possibility of dismissal are suspended until the dismissal deliberations are complete.

The principal and the assistant principal for discipline meet with the CHS Discipline Committee, which is composed of faculty and staff members. The committee considers the situation and makes a recommendation to the principal. The principal then decides what actions will be taken. The assistant principal for discipline will communicate the principal's decision to the parents.

An appeal of dismissal may be made only to the president. An appeal will be granted only if there is new relevant information or of there were substantive irregularities in the disciplinary procedures. A request for an appeal of the principal's decision must be made in writing by the student's parents within seven calendar days beginning with the day of notification of the decision. Consideration of a request for an appeal of a dismissal presumes that the student and his parents have honestly and thoroughly communicated with the school officials in the discipline process.

Deliberate withholding of information from school officials, lying or deliberate misleading of school officials by the student or his parents during the discipline process may be the basis for a denial of an appeal request. The president will contact the student's parents to notify them whether an appeal of the decision will be granted.

If an appeal is granted, the student and the student's parents will meet with the president. After discussion of the new relevant information or discussion of irregularities is in the disciplinary procedures, the parents and student will leave the meeting. After reflection and possibly consultation, the president will contact the parents to communicate the decision confirming or altering the principal's decision.

Actions of the principal are final unless an appeal is granted by the president. If an appeal is granted, the president's decision is final.

Catholic High Honor Code and Honor Board

The Honor Code and the Honor Board at Catholic High School were created by the school and students in 1997.

Preamble

With the following policies and procedures, students attending Catholic High School will feel a sense of responsibility for maintaining the high moral and ethical standards set forth by the Mission Statement of Catholic High School. Such empowerment will promote a sense of school pride and spirit.

This honor system, which promotes discipline and accountability, is based on self-respect and respect for the entire community of Catholic High School - students, faculty, staff, parents, alumni and the Brothers of the Sacred Heart. The Honor Code provides individuals with the opportunity to develop physically, emotionally, academically and spiritually in an atmosphere of trust.

Honor Code

On my honor, I will do my own work, uphold the ideals of Catholic High School and the Brothers of the Sacred Heart, protect the good name of the school and see that all others do the same. I vow to transmit the school greater and better than it was transmitted to me.

I will do my own work both in and out of school. I will not plagiarize the work or ideas of others, nor will I allow another student to use any part of my work as his own. I will not represent the work of artificial intelligence (AI) as my own.

I will not lie. I will not forge the signature of another student, my parent, a teacher or authority on notes or school documents including, but not necessarily limited to, reports, tests or status reports.

I will report myself to the Honor Board for any infringement of the above rules and regulations. I will ask another student to report himself to the Honor Board for any infringement of these rules and regulations. I will report to the Honor Board another student who fails to report himself when asked to do so.

Honor Board Procedure

During orientation each student will receive a copy of the CHS Honor Code. Each student must rewrite the Honor Code in his own handwriting and sign it along with his parents. This handwritten and signed copy will be collected by his teacher at first period during the first week of school. At the Honor Board and Honor Code school-wide assembly, all new students must sign the permanent Honor Code. The list of Honor Board members will be posted on Moodle and a copy of the list will be available in the assistant principals' office.

If a student is observed committing an offense that falls under the purview of the Honor Code, a teacher or another student will ask the student involved to report himself to a member of the Honor Board. The student should turn himself in within 48 hours. Turning oneself in is not an admission of guilt but is simply an initiation of the Honor Board process.

Following initiation of the process, the student involved will be asked to appear before the Honor Board to discuss his case. At that time, disposition of the case will be made by the board in consultation with the assistant principal for discipline. Following an appearance before the Honor Board, parents will be contacted by a moderator to discuss the Honor Board's decision. All Honor Board proceedings are held in strictest confidence. Absent significant mitigating circumstances, students who are found guilty of a 2nd honor board offense will be placed on probation.

Honor Board Membership

The Honor Board is comprised of thirteen members (three sophomores, four juniors, and six seniors) and is moderated by faculty members. Elections for membership are held in the spring of the preceding school year. Student nominations are reviewed by faculty and administration before peer election. Students elected to serve on the Honor Board are required to attend the Honor Board retreat held during the summer. Honor Board members are expected to attend all case hearings. Should a member be unable to do so, members are expected to communicate scheduling conflicts with a moderator prior to the case hearing. Meeting negligence can result in dismissal from the Honor Board.

CATHOLIC HIGH SCHOOL ALCOHOL AND DRUG POLICY

Catholic High School believes that one of the greatest obstacles to our students' fulfilling their God-given potential is substance abuse. Educational efforts, pastoral/counseling, and disciplinary action constitute the threefold approach that we use to confront this obstacle.

As an educational institution, Catholic High School provides a comprehensive no-use alcohol and drug prevention curriculum. As part of our holistic approach to education, our faculty and staff receive training in drug-use recognition and prevention. They also learn interdisciplinary methods for teaching about the physical, psychological and relational effects of drug use, as well as the legal consequences of such use.

Catholic High School remains dedicated to the concept of a drug-free campus and drug-free students. A student subjects himself to correction, including probation, suspension, or dismissal, in the following situations:

- Possessing, using, or purchasing alcohol or other drugs, including nicotine or vaping products
- Selling or otherwise distributing or intending to distribute alcohol, other drugs, or drug paraphernalia, including vaping products, regardless of time or place
- A second positive identification of alcohol, vape, or other drug use.

As part of our pastoral response to the substance abuse, CHS may require drug testing of any student for whom, in the professional opinion of the administration, there is reasonable concern that the student has used some substance, who has previously failed a school-administered drug test, or admitted prior use. When a student is suspected of such use in most cases the student will be screened (at the parent's expense) and, if necessary, referred for treatment also at the parents' expense. Parents will be consulted during this process. Students who admit to or test positive for substance use will be evaluated by a substance abuse counselor, who may refer the student for further individual or family counseling treatment.

Once a student has been referred for treatment, he and his parents must continue the treatment process until released by the counselor providing the services. If the student refuses or prematurely terminates counseling, he may be asked to withdraw from CHS.

A student who has a second positive identification of alcohol or other drug use will face the possibility of dismissal, and may therefore go through the dismissal process outlined in this handbook.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY (AUP)

This Acceptable Use Policy (AUP) is designed to clarify the rules on the use of technology by Catholic High School students. Catholic High students are expected to use technology in respectful, effective, and safe ways that are fully integrated into their academic curriculum.

Guiding Principles of this AUP:

- Respect: All students should be respectful in their electronic communication with everyone. This is not limited to email, but also includes online posting, social media, and private messages. Students should also be respectful of electronic devices used at school. They should properly care for and maintain their devices.
- The Honor Code: The CHS Honor Code reminds students that they are responsible for doing their own work, even electronic schoolwork. Teachers may place limits on the electronic tools and software students may use when completing assignments.
- Safety and Security: Internet safety is paramount at Catholic High School. Students should protect their passwords and private information. The Catholic High School network should be always kept secure.

I. Scope of CHS AUP

a. All students, faculty and staff must abide by the policies set forth in this AUP. The policies in the AUP govern students during their entire time at Catholic. These policies apply to the use of student devices, school provided internet, and any device used at school during classes or extracurriculars. Violations by students may result in disciplinary consequences up to and including dismissal.

II. Appropriate use of Devices and Facilities

a. Student Laptop:
   - Student laptops are expected to be regularly used by all students to improve and enhance their learning experience.
   - Laptops MUST be fully charged every night. Limited free charging is available on campus before school, during lunch periods, and after school. It is a teacher's discretion to allow computer charging in class. Students must use their own charger if permitted to charge in class.
   - Student computers should be properly stored and maintained when not in use.
   - Each student should be restarting their computer weekly to ensure it runs properly.
   - Laptops should always have a fully functional keyboard, stylus, charging port, touch screen, and other external ports.
   - Any damage to a laptop should be reported to the Help Desk immediately.

b. Charging Stations and Outlets

Students are allowed to use charging stations and chargers before school, during lunch, and after school. Students should only use outlets with their own charger in the Hearth or in the mall.

III. Appropriate Online Behavior

a. General Internet Usage

Students should only use the internet during school hours for school related activities. Students may use only Microsoft Edge. Web usage will be monitored and filtered by the CHS Technology Department in accordance with Children's Internet Protection Act (CIPA). Further limitations of internet use are at the discretion of each teacher.

b. Software Usage
   Students should only use software as directed by their teachers and the CHS Technology Department. Student can download approved software via instructions provided by the CHS technology department.
c. Electronic Communication
   Students should check CHS issued e-mail at least once a day during the school year. During the summer, students should check their CHS e-mail once a week at minimum. Students should be respectful in all communications with teachers and fellow students. Students represent Catholic High when posting electronically.
d. Use of Internet and AI on Assignments
   Students should follow their teachers' guidelines about appropriate use of the internet for research and assistance. Students should follow A.I. guidelines. All student work should be the sole work of the student and should follow the rules and intention of the CHS Honor Code.
e. Web Security
   Personal passwords for CHS Microsoft accounts should be kept secret and not shared. Students may use ONLY their assigned student laptop or a Help Desk issued loaner laptop while on campus. Passwords of any kind should be kept private and not shared. If student fears he has gotten a computer virus, been hacked or phished, or other internet safety issue, he should report it ASAP to the Help Desk.

IV. Prohibited Behaviors Relating to Technology
   a. No cell phone or personal electronic device use during the school day.
   b. No use of VPN, hotspots, or other ways disguising of internet usage.
   c. Student may NOT visit impropriate and immoral web content such as pornography, violent content, the Dark Web, etc.
   d. No circumventing of internet filters or blocks on or off campus.
   e. No use of student laptops for illlicit, immoral, or illegal purposes.
   f. No use of YouTube during school hours unless directly allowed by a teacher.
   g. No downloading of unauthorized programs by students. This includes browser extensions, games, and unauthorized web browsers.
   h. Students may not violate terms of service for school purchased software or hardware.
   i. No unauthorized use of Catholic High networks, including any faculty or guest networks
   j. No spamming or solicitation using Catholic High email or network.
   k. No social media should be accessed during the school day (unless permitted for a class).
   l. No cyberbullying, online harassment, and any other intimidating or stalking electronic behavior. All accusations of cyberbullying will be treated seriously and will be reported to the assistant principal for discipline.
   m. Student may not intentionally share computer viruses, software to circumvent blocking software or any other software or hardware that intentionally damages Catholic High networks or software.

V. Authority on Violations to AUP
   a. Teachers may assess consequences to students for violations in class.
   b. Help Desk/ Technology faculty and staff may assess consequences to students for violations observed.
   c. Catholic High Administration will have any final ruling on disputes related to this AUP.

A.I. Guidelines

Artificial intelligence (AI) offers both opportunities and risks with respect to education. Consistent with the Charism of the Brothers of the Sacred Heart, Catholic High School recognizes the need to provide students with instruction about the nature of artificial intelligence, the ethical issues surrounding its creation and use, and how to use of AI effectively. Preparing students to engage AI with wisdom and virtue is itself an act of personal attention and pastoral care our charism requires. Father Coindre accompanied his young men into the realities they would face. The world's circumstances have changed drastically, and addressing emergent technology is necessary.

Recent research has not yet reached a clear consensus about the best uses of AI in education. On one hand, it may serve as a helpful tool for student learning and creativity, but it can easily replace the effort students must put forth in order to learn. Catholic High School has developed a robust AI policy, informed by Catholic teaching, professional consultation with CHS and Catholic educators focused on best use of AI, and student feedback. The policy is available through the school's website, and addresses the wide variety of issues AI presents. Given the rapidly developing AI environment, we recognize that the policy will necessarily be adjusted regularly as circumstances demand. The policy was created with the following fundamental understandings.

AI as Tool, Not Person

AI serves as an instrument in service of the teacher and student – never as a substitute for the personal encounter that is the heart of Catholic formation and the core of Father Coindre's charism. The relationship between teacher and student – in which God's love becomes visible through the love of a credible adult witness – cannot be delegated to any machine.

No Dehumanizing Use

AI must never be used to mock, diminish, manipulate or reduce any person to a caricature or a target. Catholic teaching holds that every act that treats another person as a means rather than an end violated the natural law written on the human heart (CCC 1956). This includes deepfakes, false quotations, AI-generated harassment, and any content that violates the dignity of any human being as a son or daughter of God or is otherwise inconsistent with the behavior policy of Catholic High School.

Proper Use

Students will be allowed to use AI at the discretion of their teacher, and with consideration of the discipline of each course. When courses are devoted to the development of a particular skill (e.g. critical thinking, writing, problem-solving) AI use will be kept at a minimum. Courses more focused on creativity or real world applications of acquired skills may see more AI use. As with all assignments, students are expected to complete their own words in accordance with teachers' instructions and the tenets of the Honor Code.

Preferential Care of Struggling Students

Catholic Social Teaching's preferential option for the poor (CCC 2448) and Father Coindre's charism of serving those "for whom no one else is concerned" both call use to ensure that AI use in our school reflects a preferential care for students who struggle. AI tools that genuinely assist students with learning differences, disabilities, or language barriers are to be encouraged.

Dignity of Student Data
The Church's teaching on privacy holds that "everyone should have a sufficient degree of privacy to protect his personal identity" (CSDC 166). Student data – academic, behavioral, personal, biometric – is treated with the dignity of the student himself. No AI system may process student information without explicit governance approved by the administration, consistent with civil law and Church teaching.

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 all course requirements 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.

Programs of Study 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 credit recovery 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 the summer recovery program. Additionally, any freshman, sophomore, or junior enrolled in summer recovery will also be placed in the Academic Success program at the beginning of the following school year.

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 the following week. Students may complete service requirements, discipline consequences, or otherwise meet outstanding obligations. Students who complete all necessary work by the conclusion of this week will receive a diploma at graduation.

Seniors with a single semester grade of F in a course required for graduation may enrolls in a "Senior Mini Session" after final exams and before graduation, and remediate that semester so long as that have no other outstanding graduation requirements (e.g. service hours, discipline consequences). Students who must use the week after senior final exams to meet graduation requirements will be charged $200.

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 and Remediation program. For any other missing requirements, including courses not offered in the summer credit recovery, the administration will determine when and how they will be remediated.

Academic Success After School Program

Academic Success is a proctored, after school program designed to motivate students to take advantage of various supports available in the Hearth. Students who attend summer recovery and those who are identified as experiencing academic difficulty are required to attend by administrators. The goal of the program is to provide additional structure, accountability, and targeted support for students who need additional work to strengthen their academic performance. Expectations are communicated to students and parents when students are enrolled in the program. Those expectations include:

- Minimum weekly attendance requirements.
- Demonstration of focused, productive effort. Socializing, phone use, off-task computer use, sleeping, sitting idle, disruptive behavior, and similar actions are not allowed.
- Regular check-in and check-out using Hearth kiosks.
- Remaining in the Hearth for the duration of the session.
- Clear and timely communication regarding requests for absences.

The assistant principal for instruction has authority over attendance and requirements. General policies include the following:

- Students must receive advance approval for an absence and must make up missed sessions as directed.
- If a student has a conflict with after school detention, he should prioritize Academic Success attendance. Missing Academic Success for detention is never excused; however, a student may reschedule detention to attend Academic Success. The office of the assistant principal for discipline should be notified of this conflict to reschedule detention.
- There are consequences for unexcused absences from Academic Success as well as behavior infractions.
- When enrolled, students must attend a brief, mandatory orientation session. There are consequences for missing the orientation.

Student academic status is regularly reviewed by administration, Academic Success moderators, and the Hearth staff to determine when a student should be added to or released from the program. Students and parents will be notified via email of such changes. A student should not assume he is released from the program until he has received official notification in writing.

Academic Probation

While grades offer an official record of a student's academic performance, Catholic High School also requires each student to act as a faithful partner in his education by demonstrating consistent effort and a willingness to meet basic academic expectations. When a student's pattern of academic performance, effort, or cooperation indicates that this partnership is not being upheld, the school may place the student on Academic Probation.

Academic Probation is a formal notice that the student must make immediate and sustained improvement. The specific terms of probation will be determined by the school based on the student's individual circumstances and may include, but are not limited to, requirements related to more consistently completing assigned work, engaging productively in class, demonstrating fuller effort, and maintaining appropriate communication with teachers and administrators.

Failure to meet the terms of Academic Probation may result in further corrective action, including loss of privileges, additional disciplinary or academic consequences, denial of continued enrollment, or dismissal from Catholic High School.

The purpose of Academic Probation is to clearly identify areas of concern, establish expectations for improvement, and provide the student with an opportunity to make positive contributions to the school community.

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 will be sent a sign in form via email. Their response to this form will constitute attendance for that day. Students without internet access will be marked as excused if attendance is notified by parent or guardian.

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)

<table>
<tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Period 1:
7:30-9 a.m.</td><td>Period 5:
7:30-9 a.m.</td><td rowspan="6">Teacher Office Hours/At home work day/Teacher Collaboration</td><td>Period 1:
7:30-9 a.m.</td><td>Period 5:
7:30-9 a.m.</td></tr>
<tr><td>Period 2:
9:10-10:40 a.m.</td><td>Period 6:
9:10-10:40 a.m.</td><td>Period 2:
9:10-10:40 a.m.</td><td>Period 6:
9:10-10:40 a.m.</td></tr>
<tr><td colspan="2">Lunch Break: 10:40-11:30 a.m.</td><td colspan="2">Lunch Break: 10:40-11:30 a.m.</td></tr>
<tr><td>Period 3:
11:30-1 p.m.</td><td>Period 7:
11:30-1 p.m.</td><td>Period 3:
11:30-1 p.m.</td><td>Period 7:
11:30-1 p.m.</td></tr>
<tr><td>Period 4:
1:10-2:40 p.m.</td><td>Period 8:
1:10-2:40 p.m.</td><td>Period 4:
1:10-2:40 p.m.</td><td>Period 8:
1:10-2:40 p.m.</td></tr>
</table>

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

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 change their course requests. This process must be completed before the end of the third quarter. After that time, changes to course requests will not be considered.

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.

Courses offered in the course catalog 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.

Specifically disallowed are students requests to move a course (including unassigned periods to a different period), drop a course to have an unassigned period, or change a course from one class period to another or to change from one teacher to another. 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.

CURRICULUM PLANNING SHEET			
FRESHMEN YEAR	**SOPHOMORE YEAR**	**JUNIOR YEAR**	**SENIOR YEAR**
Religion I	Religion II	Religion III	Religion IV
English I, English I H	English II, English II H	English III, English III H, AP English Language and Composition	English IV, English IV DE, English IV H, AP English Literature
Math	Math	Math	Math
Biology, Biology H	Environmental Science, Chemistry H	Chemistry, Chemistry H, AP Biology, AP Chemistry, AP Environmental Science	Physics, Physics Honors, AP Physics, Anatomy, AP Biology, AP Chemistry, AP Environmental Science
Civics (Part 1) (0.5), AP US Gov. and Politics (0.5)	Civics (Part 2) (0.5), AP Comparative Gov. (0.5)	American History, American History Honors, AP US History	Western Civilization, African American History, AP European History, AP World History
Health (0.5)	PE (0.5)	PE (0.5)	PE (0.5)
Fine Arts – Art I, Band, Choir, Fine Arts Survey, Intro to Digital Arts (0.5), Theatre (0.5)	Fine Arts - Digital Storytelling (0.5), Digital Sound Design (0.5), Theatre (0.5)	**Electives**	**Electives**
Foreign Language – Latin I, French I, Spanish I	Foreign Language – Latin II, French II, Spanish II	*A+ Certification (0.5)* *Accounting (0.5)* *Advanced Technical Drafting (0.5)* *Aerospace Engineering (0.5)* *AP Psychology* *AP Human Geography* *AP Economics (AP Micro & AP Macro)* *AP Statistics Architectural Drafting* *Applied Sports Medicine (0.5)* *Art I, II, III, IV* *Art: Sculpture (0.5)* *Art: Drawing and Painting (0.5)* *AP Art* *Band* *Broadcast Journalism I, II (0.5)* *Choir* *Civil Engineering and Architecture Honors* *Computer Science I, II (0.5)* *Computer Help Desk (0.5)* *Construction Management DE* *Cybersecurity (0.5)* *Dance I, II (0.5)* *Digital Storytelling (0.5)* *Digital Sound Design (0.5)* *Fine Arts Survey* *French, Latin, or Spanish III, IV, AP* *Foundations of Sports Healthcare (0.5)* *History through Film (0.5)* *Law Studies (0.5)* *Music Appreciation (0.5)* *Personal and Family Finance (0.5)* *Principles of Engineering* *Psychology (0.5)* *Publications I (Yearbook)* *Public Speaking I, II (0.5)* *Sports Officiating (0.5)* *Theatre I, II, III, IV, Tech (0.5)* *Webmastering (0.5)*	*A+ Certification (0.5)* *Accounting (0.5)* *Advanced Technical Drafting (0.5)* *Aerospace Engineering (0.5)* *Architectural Drafting* *AP Economics (AP Micro & AP Macro)* *AP Human Geography* *AP Psychology* *AP Statistics* *Applied Sports Medicine (0.5)* *Art I, II, III, IV* *Art: Sculpture (0.5)* *Art: Drawing and Painting (0.5)* *AP Art* *Band* *Broadcast Journalism I, II (0.5)* *Choir* *Civil Engineering and Architecture Honors* *Computer Science I, II (0.5)* *Computer Help Desk (0.5)* *Construction Management DE* *Cybersecurity (0.5)* *Dance I, II, III (0.5)* *Digital Storytelling (0.5)* *Digital Sound Design (0.5)* *Fine Arts Survey Principles of Engineering* *French, Latin, or Spanish III, IV, AP* *Foundations of Sports Healthcare (0.5)* *History through Film (0.5)* *Law Studies (0.5)* *Music Appreciation (0.5)* *Personal and Family Finance (0.5)* *Principles of Engineering* *Psychology (0.5)* *Publications I (Yearbook)* *Public Speaking I, II (0.5)* *Sports Officiating (0.5)* *Theatre I, II, III, IV, Tech (0.5)* *Unassigned Period* *Webmastering (0.5)*
Electives	**Electives**		
Art *Band* *Choir* *Computer Help Desk (0.5)* *Digital Storytelling (0.5)* *Digital Sound Design (0.5)* *Introduction to Engineering and Design (0.5)* *Speech* *Theatre I, II (0.5)*	*A+ Certification (0.5)* *Accounting (0.5)* *Advanced Technical Drafting (0.5)* *AP Economics (AP Micro & AP Macro)* *AP Human Geography* *Applied Sports Medicine (0.5)* *Art I, II, III, IV* *Art: Sculpture (0.5)* *Art: Drawing and Painting (0.5)* *Architectural Drafting* *Band* *Broadcast Journalism I, II (0.5)* *Choir* *Computer Science I, II (0.5)* *Computer Help Desk (0.5)* *Digital Storytelling (0.5)* *Digital Sound Design (0.5)* *Fine Arts Survey* *French, Latin, or Spanish III, IV* *Foundations of Sports Healthcare (0.5)* *Music Appreciation (0.5)* *Principles of Engineering* *Psychology (0.5)* *Publications I (Yearbook)* *Public Speaking I, II (0.5)* *Theatre I, II, III, IV, Tech (0.5)* *Sports Officiating (0.5)* *Webmastering (0.5)*		

List of Courses

Engineering and Technology
- Aerospace Engineering
- Civil Engineering and Architecture H
- Computer Architecture
- Computer Science I, II
- Cybersecurity
- Engineering Design and Development H
- Independent Study: A+ Certification
- Independent Study: Computer Science
- Introduction to Engineering Design
- Principles of Engineering
- Webmastering

English
- English 8
- English I, I H, English II, II H
- English III, III H
- AP English Language
- AP English Literature
- English IV, English IV H
- English IV (Dual Enrollment)
- English V (Dual Enrollment), English V H
- Academic Skills
- Public Speaking I, II
- Publications I, II (Yearbook)
- Broadcast Journalism I, II

Fine Arts
- Art I, II, III, IV
- Art: Sculpture
- Art: Drawing and Painting
- AP 2-D Art and Design
- Advanced Technical Drafting
- Media Arts I, II, III
- Beginning Men's Choir
- Intermediate Men's Choir
- Fine Arts Survey
- Advanced Men's Choir
- Schola Cantorum and Chamber Singers
- Applied Music (Percussion)
- Advanced Band A, Advanced Band B
- Wind Ensemble
- Dance I, II, III, IV
- Theatre I, II, III, IV
- Technical Theatre

Foreign Language
- French I, II, III H, IV H, AP , V H, VI H
- Latin I, II, III H, IV H, AP
- Spanish I, II, III H, IV H, V H, AP

Health, Physical Education and Health Occupations
- Health and Physical Education 8
- Health
- Health Summer
- Physical Education II, III and IV
- Physical Education Summer III, IV
- Sports Medicine I, II
- Sports Officiating

Mathematics
- Algebra I, I H, II, II H, III
- Geometry, Geometry H
- Advanced Mathematics: Functions & Statistics
- Pre-Calculus, Pre-Calculus H
- Calculus, Calculus H
- AP Calculus AB, AP Calculus BC
- AP Statistics

Religion
- Religion 8 – Church History/Morality
- History of Religion
- Religion II, III, IV

Science
- Physical Science (8th Grade)
- Biology, Biology H, AP Biology
- Environmental Science
- AP Environmental Science
- Chemistry, Chemistry H, AP Chemistry
- Physics, Physics H, AP Physics C: Mechanics
- Anatomy and Physiology

Social Studies
- Louisiana History 8
- Civics (Part 1), Civics (Part 2)
- AP United States Government and Politics
- AP Comparative Government and Politics
- American History, American History H, AP US History
- AP Microeconomics
- AP Macroeconomics
- AP Human Geography
- Law Studies
- History Through Film
- Western Civilization
- AP European History, AP World History
- Psychology, AP Psychology
- Accounting I
- Personal and Family Finance
- African American History

STREAM PROGRAM CURRICULUM

A student may receive a STREAM Certificate by taking Engineering, Design, and Development Honors course in the senior year and co-enroll in Religion IV – Religion, Science, and Humanity. In addition to the pre-requisites to EDD, they must have taken one additional semester of a technology elective.

A student may enroll in Engineering, Design and Development Honors without the co-enrollment in Religion IV – Religion, Science, and Humanity. In that situation the student does not receive a Stream Certificate. They do receive an honors credit for Engineering, Design and Development Honors.

At the discretion of the administration and STREAM faculty members, a student may be awarded a STREAM certificate if for some reason he is unable to schedule a required course, has demonstrated proficiency in STREAM through exceptional work, and has completed more than the minimum of STREAM electives.

STREAM Certificate

Senior Year Course Requirements (must have both)

- Engineering Design and Development Honors (full year course) *AND*
- Religion IV Religion, Science, and Humanity (semester course)

Prerequisite for Engineering Design and Development Honors (one of the following options) for one credit

- Principles of Engineering (most popular choice)
- Civil Engineering and Architecture
- Computer Science I AND Computer Science II
- Computer Science I AND Cybersecurity
- Introduction to Engineering AND Aerospace Engineering
- Construction Management Dual Enrollment (2 semester course)

Plus, ONE additional semester of a technology elective (one of the following in addition to the above requirements):

- Computer Science I
- Computer Science II
- Computer Science Independent Study
- Cybersecurity
- Webmastering
- Computer Architecture
- A+ Certification

Total = 3 credits

Honors Program

For qualified students, honors courses are available in English, mathematics, social studies, science, and foreign languages. Each department establishes requirements for admission to honors courses. Students who meet the requirements are placed in honors courses during the course selection process early in the second semester. A student who does not meet departmental requirements for an honors course at the end of the first semester but who subsequently qualifies may file an admission petition with the appropriate teacher during the first week in May.

A student who successfully completes the Honors Program earns an Honors Diploma. In order to successfully complete the Honors Program, a student must meet all CHS graduation requirements and the following criteria:

- Cumulative weighted grade point average of 3.5000 or higher. GPAs are not rounded.
- No semester grade lower than a C in any course
- Completion of at least 13 honors credits, including 2 honors credits in the senior year

Advanced Placement

Catholic High School offers Advanced Placement (AP) classes that meet the standards set by the College Board. AP classes are considered part of the Honors Program. Students in AP classes take standardized AP tests each spring and may earn college credit based on their score. Catholic High School administers AP tests for those AP courses offered at CHS, as well as for some subjects taught in our academic program.

Not all AP classes require a semester exam; however, students enrolled in an AP class are required to take the AP exam for that class. Students who are absent for the AP exam, sent out of the exam because they have caused a disruption of the testing environment, or are observed to have made less than a good faith effort on the exam, will be required to take the regular academic exam for that subject during Catholic High School's underclassman exam week. The score on that non-AP exam will be averaged into a student's grade for the AP class. Seniors take note: if you are an AP student who must take a non-AP exam due to any circumstance described above, your grade for the course may not be complete before graduation. In this instance, you will receive a blank diploma until your final grade is available.

Other Considerations

An honors course will be offered only if a sufficient number of students are placed in this the course.

If scheduling conflicts prohibit a student from meeting the exact course requirements of the Honors Program, the administration may approve an alternate program for the individual student.

Only courses on the transcript as honors or AP counts towards the 13 required credits for an Honors Diploma.

From time to time the administration may add courses to or remove courses from the Honors Program. Any addition or removal of a course must be announced by the end of the school year prior to the academic year for which the change will take effect.

Once a student receives honors credit for a particular course, the honors credit remains even if the course is later removed from the Honors Program.

Classes Taken Off-Campus

In rare circumstances, students may be allowed to take courses for high school or college credit in courses not offered at CHS. In order for a course taken other than at Catholic High or St. Joseph's Academy to be recorded

on a Catholic High transcript, a CHS student must have prior permission from the academic assistant principal. All courses taken outside of CHS and SJA are recorded on transcripts as pass/fail courses. Exceptions may be made to this policy.

Seal of Biliteracy

A senior completing four years of a foreign language and having an ACT English and Reading scores of 19 or above, qualifies for the State of Louisiana Seal of Biliteracy. Students who score a 3 or higher on a World Language AP Exam are also qualified to receive the Seal of Biliteracy. Students that meet the Seal of Biliteracy will receive a Seal of Biliteracy certificate.

Grading

Report Cards: Report cards are issued four times a year. Each division of the school year is referred to as a quarter. The first two quarters make up the first semester. The third and fourth quarters make up the second semester. The letter system of grading used is as follows:

A: 4 Quality Points
B: 3 Quality Points
C: 2 Quality Points
D: 1 Quality Point
F: 0 Quality Point

Grade Determination

- **Homework:** Students must complete assigned homework on a regular basis in order to qualify for full academic credit. Such assignments help each student to determine if he has truly understood materials presented in class and reinforce the learning process. The student's work on an assignment also helps the teacher assess his/her own effectiveness in classroom instruction.

- **Makeup Work:** Whenever a student misses an assignment, quiz, test or examination, it is his responsibility to contact teachers in order to make up the work. The student will receive a failing grade for whatever work he fails to make up within the time limits set by individual teachers.

- **Examinations:** Course examinations are administered on a semester basis. The time period for an examination is one and one-half hours. Exam schedules are announced through the Principal's Newsletter, the school website, and are posted around school in the days prior to exams. If a class requires an exam, students must take the exam to earn credit for the class. In classes where a final project or essay takes the place of an exam, students must complete this assignment to earn credit for the class. Any student who fails to complete the assignment on time will receive a 0 and must still complete the assignment to earn credit in the class even though no points may be offered for the late assignment.

  Since exams are important and the dates are published well ahead of time, permission to reschedule exams is granted only in exceptional circumstances. Prior administrative approval is required. Requests should be directed to the assistant principal for discipline. If a student is absent from an exam without approval or insists on rescheduling for convenience or personal reasons, there is a $100 charge per exam rescheduled, due before grades will be released.

- **Quarter Grades:** Quarter grades are determined on the basis of student work. The student will receive a numeric average as his grade for each quarter. Parents can view the numeric average by viewing the student's grades on PlusPortals.

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

- **Semester Grades:** First and second semester grades are calculated by counting each quarter's numeric average as 40% of the semester grade and the semester exam as 20%. For example, a student with an 89% in the first quarter, a 95% in the second, and who scored 97% on his exam would have his semester grade calculated according to the following formula:
  (89 x .4) + (95 x .4) + (97 x .2) = 35.6 + 38 + 19.4 = 93. According to the scale above, the student would receive an A for the first semester.

- **Final Grades:** No final grade is given. Semester grades stand alone, with the exception noted in the following paragraph.

- **Overcoming First Semester Failures:** If a student fails the first semester of a full year course, he may earn full credit for the course if he earns a grade of C or higher for the second semester, demonstrating that he has overcome his first semester deficiency. In such cases, on the student's final transcript, the first semester F will be changed to a D, and the second semester grade will be lowered one letter grade. A new report card will not be issued. A second semester failure occurs at the end of the school year and therefore can only be amended by summer remediation work.

- **Grade Point Averaging:** Catholic High School calculates both an unweighted cumulative grade point average (GPA) based on semester grades and a weighted cumulative grade point average (WCGPA).

NOTE: Summer school is considered an additional semester. Therefore, a grade earned in summer school does not cancel or replace an F or D earned during the academic year. Both the F or D and the summer school grade are included in the CHS grade point average.

As stipulated under the CHS admission policy, any transfer student's grades expressed numerically are converted to letter grades.

Questions about calculating quarter, semester or weighted cumulative grade point averages should be directed to the academic assistant principal.

Weighted GPA Calculations
Catholic High School offers students the opportunity to take certain courses in order to receive additional weight in calculating a student's grade point average (designated as WCGPA – see below for exact calculations). Additional weight is given to these courses because they are within core academic disciplines and are available to the widest possible group of qualified students, while still allowing students to select from a variety of electives. Additional honors/AP courses available to students outside of this program do not receive additional weight. The WCGPA system produces a grade point average distribution that accurately reflects the relative positions of graduates for determination of valedictorian and salutatorian.

Only the following honors and AP courses are given weight in a student's WGPA. These honors and AP courses are weighted equally.

- English II Honors

- Any two of the following: English III Honors, AP English Language, English IV Honors, or AP English Literature
- Algebra II Honors
- Pre-Calculus Honors
- One of the following: Calculus Honors, AP Calculus AB, AP Calculus BC
- Chemistry Honors
- One of the following: Physics Honors or AP Physics
- One of the following: AP Biology, AP Chemistry, AP Environmental Science
- American History Honors or AP US History
- One of the following: AP World History, AP European History, World History Honors

The WCGPA is determined by the following formula: Weighted cumulative grade-point average = GPA + {number of honors program core curriculum semesters (see below) completed with grades of A, B, or C x .02}. In determining the WGPA, all semester grades are included; however, weight is given at the end of each semester to a limited number of Honors Program Core Curriculum semesters. Weight is not given until a student completes the 1st semester of his sophomore year. The highest possible WCGPA at CHS is a 4.4400.

Time and semesters of Honors Program Core Curriculum semesters that are given weight:

Sophomore (mid-year) - up to 3 semesters
Sophomore (end) - up to 6 semesters
Junior (mid-year) - up to 10 semesters
Junior (end) - up to 14 semesters
Senior (mid-year) - up to 18 semesters
Senior (end) - All eligible semesters (capped at 22 semesters)

Honors/AP Courses	Count for Honors Diploma?	Count in Weighted GPA?
English I Honors	X	
English II Honors	X	X
English III Honors	X	**any two of these**
AP English Language	X	
English IV Honors	X	
AP English Literature	X	
English V Honors	X	
French III Honors	X	
French IV Honors	X	
AP French	X	
French V Honors	X	
Latin III Honors	X	
Latin IV Honors	X	
AP Latin	X	
Latin V Honors	X	
Spanish III Honors	X	
Spanish IV Honors	X	
AP Spanish	X	
Spanish V Honors	X	
Algebra I Honors	X	
Geometry Honors	X	
Algebra II Honors	X	X
Pre-Calculus Honors	X	X
AP Statistics	X	
Calculus Honors or AP Calculus AB	X	X
AP Calculus BC	X	
Biology Honors	X	
Chemistry Honors	X	X
Physics Honors or AP Physics C	X	X
AP Biology	X	**any one of these**
AP Chemistry	X	
AP Environmental Science	X	
AP U S Government	X (.5)	
AP Comparative Government	X (.5)	
American History Honors or AP U S History	X	X
AP European History or AP World History or World History H	X	X
AP Human Geography	X	
AP Macroeconomics	X (.5)	
AP Microeconomics	X (.5)	
AP Psychology	X	
AP Studio Art: 2-D Design	X	
AP Studio Art: Drawing	X	
Civil Engineering and Architecture Honors	X	
Engineering Design and Development Honors	X	
Any H/AP transfer course not listed above	X	
Band and Choir courses based on recommendation of directors	X	

Valedictorian and Salutatorian

CHS does not publish or calculate class rank except for the express purpose of determining the valedictorian and salutatorian at the end of students' senior year. To qualify for valedictorian or salutatorian, a student must have attended Catholic High School for at least three years, must have successfully completed the Honors Program, and must have taken both the SAT and ACT. The valedictorian is the Honors program graduate who has the highest WCGPA. The salutatorian is the Honors program graduate who has the second highest WCGPA.

If two or more students achieve the same WCGPA, the tie will be resolved as follows:

a. Based on a review of quarter grades and semester grades, the student who has earned fewer Bs merits the higher rank.
b. If students are still tied, rank is determined by using a rank score obtained by applying the following formula: (the student's highest SAT single administration composite score divided by 1.6) plus (the student's highest ACT single administration composite score multiplied by 27.778). This formula equalizes the weight of the SAT and ACT when calculating rank score.

NOTE: SAT and ACT scores used will be the highest composite scores while attending CHS prior to the start of senior examinations.

Students with tied highest rank scores are recognized as valedictorians. Students with tied second highest rank scores are recognized as salutatorians. If there are two or more valedictorians, the school administration determines if a salutatorian will be named.

Student Academic Records

Catholic High School abides by the provisions of the Family Educational Rights and Privacy Act (FERPA) with respect to the rights of parents and, in the event of divorce, the rights of custodial and noncustodial parents. In the latter case, absent a court order to the contrary, the school will provide the noncustodial parent access to academic records and to other school related information regarding the student. If there is a court order specifying that no information is to be given, it is the responsibility of the custodial parent to provide the school with a copy of the court order.

Also, Catholic High School abides by FERPA provisions dealing with confidentiality of students' grade records. School policy provides that certain honors and awards (e.g. valedictory, salutatory, perfect 4.0 grade point average, and student athlete) conferred on students are based on academic achievement and ranking. Under the law, CHS must honor any written request of parents in the unlikely event that they may possibly wish to keep such high achievement awards confidential.

Counseling Center

Staffed by professional counselors and a full-time secretary, the Counseling Center aims to help the high school student better understand himself and others. The counselors strive to help a student recognize and achieve his full academic potential, to develop moral values and to adapt to life and its pressures. As Fr. André Coindre wrote, "We want to surround them with every possible help to form them to good habits" *(Prospectus of 1818).*

Counselors see students on referral from teachers and at the request of students and/or parents. Grade level counselors meet with every student in their charge at least one time each school year. Counselors are available to confer with parents and to serve as a source for referral to professionals and outside services in the community. Thus, the Center joins the faculty and school administration as "partners with parents" in understanding and assisting them in their own important task as educators.

The counselor's primary obligation and loyalty is to the student. The information shared in a counseling session with the student will be treated with the utmost respect and confidentiality. However, professional ethical standards require counselors to disclose information to parents of minors when sharing such information may protect the student or others from harm. In addition, it may be necessary to inform school officials of any information that becomes known through a counseling session involving but not limited to

- Actions or intent to harm himself or others
- Actions or intent to engage in life threatening, illegal or immoral actions
- Actions or intent to harm school property

Every effort will be made to notify the student in advance of the counselor's obligation and intention to disclose such information.

The counselors also evaluate a student's current progress in school and provide academic, vocational and college planning. The counselors use the Scoir program to assist a student with college selections, scholarship searches, career assessments and resume building. The college counselors in the Counseling Center host a college information seminar for juniors, arrange school visits by individual colleges, and participate in an annual college fair for students and their parents. In addition, the college counselors arrange school visits with military representatives. It is the policy of Catholic High School to never provide student names and addresses to recruiters.

Testing Program
Catholic High School provides a comprehensive, objective testing program to assist the student in a variety of areas. Students will have an opportunity to take a standardized test in the fall and spring semester at each grade level.

Standardized Test Preparation
Catholic High School includes a standardized test preparation program as part of its basic curriculum. Students attend standardized test prep sessions as part of the academic day during both the fall and spring semesters. These sessions are designed to provide students with the skills and strategies necessary to maximize their results on standardized tests.

The Hearth Student Success Center

Our newly established Student Success Center, known as "The Hearth," is a dynamic hub designed to create a holistic experience for every student at CHS. This student-focused space offers a welcoming environment where learners can access various supports, including:

- **Math Lab:** Math teachers are available during lunch or after school to help students complete work, study for assessments, or review key concepts.

- **Make-up Tests:** Teachers often refer students to the Hearth to make-up a missed test, quiz, or similar assessment in a quiet, supervised setting.

- **Peer Tutoring:** Qualified upperclassmen are present to help students complete work or study for a variety of subjects.

- **Academic Success:** This after school program creates dedicated time and space for students to complete work, study, receive academic coaching, or attend tutoring sessions.

- **Library Services:** A wide variety of print and non-print media, including print and electronic books, magazines, newspapers, information databases, and audiovisual materials are available in the Hearth or on the Hearth Moodle page.

Beyond subject-specific support, the center provides targeted resources to help students strengthen executive functioning skills such as organization, time management, self-reflection, perseverance, attention to detail, task initiation, and self-control. Staffed by dedicated educators and trained peer mentors, the Student Success Center fosters a culture of collaboration, resilience, and growth - ensuring that every student has the tools and guidance they need to thrive across all disciplines.

Students are encouraged to congregate in the space before school, during lunch, or after school to study individually or with a group, to socialize, to take a break with a board game or puzzle, and to take advantage of the academic supports available.

Course Descriptions (semester courses are marked by asterisks)

ENGINEERING AND TECHNOLOGY

Aerospace Engineering*

Prerequisite: Concurrent enrollment in Algebra II or above, C or higher in previous math course.

Aerospace Engineering is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition, the course presents alternative applications for aerospace engineering concepts.

Civil Engineering and Architecture Honors

This course exposes students to the design and construction of residential and commercial building projects, design and teamwork, communication methods, engineering standards, and technical documentation. Topics include building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

Construction Management DE: LSU CM 1011*

Prerequisite: Permission of the instructor, current teacher recommendation, ACT score of 18 and English, 19 in Math. Additional cost of $300 due in March for LSU tuition (payment plans and accommodations are available on an individual basis).

Students taking this course will earn CHS Construction Management credit as well as 3 hours of college credit through LSU (CM1011). LSU credit is transferable to most universities. This course is a survey of the construction industry to include an orientation to essential elements of professional practice and development in construction management.

Computer Help Desk*

Prerequisite: Must complete the interview process with the technology staff and receive Instructor approval.

Computer Architecture is a one semester course designed to prepare students as entry-level service technicians. This is not a computer build or design class. Students will demonstrate an understanding of how a computer functions through troubleshooting computer hardware, software and networking operations. Topics will include hardware diagnosis and repair, software installation, configuration and troubleshooting, and peripheral support. Students enrolled in this class will also staff the CHS Help Desk, and they will be required to work the Help Desk outside of class time.

Computer Science I*

Prerequisite: Concurrent enrollment in Algebra II or above.

Computer Science I teaches the fundamentals of computer programming. Topics include problem solving techniques, algorithm development, and program design with a focus on Python. Robotics and cybersecurity are embedded throughout the course.

Computer Science II*

Prerequisite: Computer Science I (may be completed during the same school year or a previous year)

Computer Science II is an advanced-level semester course that builds upon concepts of computer programming covered in Computer Science I. This course focuses on data structures, object-oriented development using classes, methods, and inheritance with Java and Python. Current topics such as data mining, data visualization, web scraping with Python, the Internet of Things with Arduinos and Raspberry Pi, and Cyber Security are also included in this course.

Cybersecurity*

Instructor approval; Prerequisites: Rising juniors: Computer Science I, and Computer Science II
Rising seniors: Computer Science I

Students will develop the knowledge and skills needed to explore the technological aspects of cybersecurity with hands-on practice. This course covers the following categories of topics: foundational knowledge required for cybersecurity including reconnaissance and exploits; cryptography; risk assessments; and legal and ethical issues.

Engineering Design and Development Honors

Prerequisite: Instructor approval and Principles of Engineering, or Civil Engineering, or Computer Science I and Computer Science II, or Computer I and Cybersecurity, or Introduction to Engineering and Aerospace Engineering.
This course must be scheduled with Religion IV - Religion, Science, and Humanity for a STREAM Certificate.

Engineering Design and Development (EDD) is the capstone course in our high school engineering program. It is an open-ended, engineering research course in which students work in teams to design and develop an original solution to a technical problem that addresses the need(s) of a person (people) and highlights one or more of the corporal works of mercy. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. The course also addresses the business aspects of commercializing technology as it relates to intellectual property, manufacturing, marketing, etc.

A+ Certification*

Prerequisite: Instructor approval; Computer Architecture

Independent Study - An advanced-level semester course designed to cover concepts in CompTIA A+220-1101 and 220-1102 (Core 1 and 2). Students will learn about the following topics: mobile devices, networking technology, hardware, virtualization and cloud computing, operating systems, security, software and operational procedures. Students will use official CompTIA training materials that they may keep on course completion.

Computer Science*

Prerequisite: Instructor approval.

Independent Study - Computer Science is an advanced-level semester course designed to build upon the concepts of computer programming learned in Computer Science I and II. Students design and work on a semester long project that uses the application of computer science concepts to solve real world problems.

Introduction to Engineering Design*

In Introduction to Engineering Design (IED), students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real-world problems. They work both individually and in collaborative teams to develop design solutions using engineering documentation practices, design methods, measurement, concept sketches, and 3D modeling software.

Principles of Engineering

Prerequisite: C or higher in previous math course and instructor approval.

Principles of Engineering (POE) exposes students to a variety of engineering disciplines. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, material strength, structures, energy and power, electronics, programming, hydraulics and pneumatics, and statistics. They develop problem solving skills, hone their interpersonal skills, engage their creative abilities, and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions. It also allows students to develop strategies to enable and direct their own learning.

Webmastering*

Prerequisite: Concurrent enrollment in Algebra II or above.

Webmastering is a semester course designed to introduce the design, structure and maintenance of websites. Students create websites using HTML5 and CSS3, develop programs using JavaScript, compare popular Content Management Systems such as WordPress and Google Sites, use frameworks such as Bootstrap and Ruby on Rails, and create virtual reality images on A-Frame.

ENGLISH

Students are required to schedule an English course in each year of attendance at Catholic High School. Students who have completed English I through IV before their senior year are required to schedule English V DE, English V H, or an English elective in the senior year.

English 8

Covers four areas of study: vocabulary, grammar, composition, and literature. Grammar includes a review of parts of speech, spelling, sentence structure, punctuation, and subject/ verb agreement. Composition requires writing single and multi-paragraph papers. Literature includes short stories, novels, drama and non-fiction. Research process is studied and practiced.

English 8 Honors

Concentrated study in four areas: vocabulary, grammar, composition, and literature. Composition requires multiple reports including research and other essays.

English I

Concentrated study in four areas: grammar, composition, vocabulary, and literature. Composition requires writing single and multi-paragraph papers with stress on integrating grammar and mechanics skills. Vocabulary development is emphasized. Literature is thematically based and includes elements of the novel, short story, drama, poetry, fiction, and non- fiction. Course includes intensive unit on use of the library and the research process.

English I Honors

Concentrated study in four areas: literature, grammar, composition, and vocabulary. Literature focuses on elements of the novel and the short story. Also, special emphasis is given to the structures of poetry and drama. Grammar lessons are reflective of deficiencies in student writing and standardized test expectations. Composition emphasizes persuasive and expository essay writing. Vocabulary development is stressed. Research projects and outside readings are required.

English II

Includes three components: composition, vocabulary and literature. Composition includes review of grammar and mechanics of all aspects of multi-paragraph themes and expository writing. Vocabulary development continues at a higher level. Literature is genre-based and includes elements of the novel, short story, drama, poetry, and non-fiction; literary analysis is stressed.

English II Honors

Interweaves three areas: composition, literature, and vocabulary. Composition centers on in-depth study of the essay with emphasis on research, organization, and content development. Literature is genre-based and theme-related. Literary

analysis includes the novel, short story, poetry, and drama. Vocabulary development aims at proper usage. Research papers, extended readings and oral presentations are required.

English III
Includes three sections: American literature, mechanics and composition, and vocabulary. American literature constitutes a chronological study using an anthology and outside readings and includes discussion of relevant historical aspects of course subject matter. Mechanics requires training and assessment via NoRedInk and a concentrated review of composition mechanics and syntax in preparation for the PSAT and the ACT. Composition involves various types of expository and argumentative writing, including a major research paper. Vocabulary development continues at a higher level.

English III Honors
Survey of American literature via an American history timeline. Extensive study of movements of American literature, relevant influential historical aspects, respective leading authors and applicable literary elements. Vocabulary stressed. Required outside readings and mostly argumentative writings, including one major research project and resulting paper. Concentrated review of composition mechanics and syntax is conducted in preparation for the PSAT and the ACT.

AP English Language and Composition
Prerequisite: Instruction approval, application, and writing sample.
The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. AP Exam is required. The AP exam fee is $95.

English IV
Includes three sections: British literature, composition, and vocabulary. British literature is a chronological study. Composition is primarily literary criticism with review of some expository forms. Vocabulary development continues at a higher level. Includes discussion of relevant historical and cultural aspects of course subject matter.

English IV Honors
Includes three sections: literature, composition, and vocabulary. Literature is a survey of world literature with special emphasis on British literature. Composition emphasizes literary criticism and includes detailed review of expository forms. Vocabulary development continues at a higher level. Extensive outside readings and reports required, including one major research paper. Oral presentations required.

English IV Dual Enrollment: LSU English 1001 (1st semester) and English 2000 (2nd semester)
Prerequisite: Permission of the instructor, current teacher's recommendation, ACT scores of 18 in English, 19 in Math, and 38 English and Composite sum, as well as an application essay are required. Additional cost of $600 ($300 due in September and $300 due in March) for LSU tuition (payment plans and accommodations are available on an individual basis). Students taking this course will earn CHS English IV or V credit as well as six hours of college credit through LSU (English 1001 and 2000). LSU credit is transferrable to most universities. This composition course is comprised of eight papers written to university standards and focusing on rhetoric, analysis, inquiry, argument, and critical thinking. College policies are enforced, including required attendance and no late work.

AP English Literature
Prerequisite: English III credit.
An accelerated course with extensive and intensive reading of classic and contemporary literature, including student-selected readings and projects. Compositions on all readings include discussion of critical theory as well as relevant historical and cultural aspects of course subject matter. AP Exam is required. The AP exam fee is $95.

English V Dual Enrollment
This course is the same as English IV Dual Enrollment and is for students who have already earned English IV credit.

English V Honors
*Prerequisite: English I, II, III, and IV credit***.**
This class may be independent study or synchronous class depending on enrollment and schedule logistics. Students in English V Honors will study various aspects of the human experience through works of literature and creation of original composition. Students will read whole class and self-selected literature and compose in various formats. Students' understanding of the readings and research will be assessed through participation in class discussions, presentations, and writing assignments.

Academic Skills
Students are placed in Academic Skills by the Academic Assistant Principal.
Includes concentration in three areas: study skills, reading, and vocabulary. Study skills units focus on test taking proficiency, memory aids, and note taking practice. Students receive instruction and review multilevel comprehension skills, sequencing, context clues, skimming, scanning and reading for a purpose. Vocabulary is stressed through reading, written activities and a study of word roots. Students practice basic sentence construction and paragraph organization as well as math fluency and problem solving.

Public Speaking I and II
A survey course dealing with interpersonal and group communication, public speaking, oral reading skills, media and advertising. Includes development of listening and interpretive skills and training in research, organization, and presentation of ideas and attitudes to an audience.

Publications I and II (Yearbook)
This course includes the use of desktop publishing, photography, and journalistic writing. Proofreading, layout design, and time management are emphasized in creating publications. The final project is the production of the CHS yearbook, *The Bruin*. In the fall, students attend the annual meeting of the Louisiana Scholastic Press Association at LSU during one school day. Attendance after school is periodically necessary to meet deadlines, and mandatory works sessions are held at the beginning of summer break to finish the book. Students are to submit a final layout to complete the course.

Broadcast Journalism I and II
It is preferred that students have taken Media Arts I or II before taking this course to gain experience in Adobe Photoshop and Premiere Pro. Students in this course will be responsible for creating content for the Bruin Broadcast Network. Topics will include live video streaming and production; graphics construction; film editing and production; documentary filming, editing, and production; equipment maintenance, organization, and set-up; and HD video workflow management. Some attendance at broadcasted events may be required.

FINE ARTS

Art I
Art I is a yearlong, basic studio art course that includes art appreciation and art production focusing on the elements of design. This course is designed for students who are interested in producing art and learning the traditional fundamentals of art. Two-dimensional and three-dimensional art are produced using various drawing, painting, and sculptural media. Techniques are taught through teacher demonstrations, visual and historical examples, and personal attention by the teacher. Course grades are determined by projects, sketches, and daily effort. Participation in and attendance at the Spring Art Show are required.

Art II
Prerequisite: Art I or Introduction to Digital Arts
Art II is a yearlong course designed to provide students with a basic knowledge of the use of the principles of design within a work of art. This course is for the student who has demonstrated artistic talents and knowledge of the elements of art, learned in Art I or Media Arts I. Knowledge of the elements of art should be evident through composition, while

incorporating various principles. Students will produce works of art in two and three-dimensions using various fine arts media. The course also includes the rendering of different surface qualities, as well as a review in one-point perspective while learning two-point and three-point perspective. Techniques are taught through teacher demonstrations, visual and historical examples, and personal attention by the teacher. The students will use their computers for producing one required computer generated artwork. Participation in and attendance at the Spring Art Show are required.

Art III

Prerequisite: Art II and instructor approval

Art III is a studio arts course designed for the advanced art student. Lessons taught are for the student interested in learning the techniques of rendering surface qualities in their subjects and learning the use of a variety of art media. With the student goal of compiling a comprehensive portfolio and developing exhibition skills, this course is designed with a concentrated study of the following art forms: drawing, painting, and sculpture. Inspiration for their artwork will come through examples in art history and from their own life experiences. The students will use critical thinking skills to develop original, creative work and have the technical skills necessary to present their work. In the fourth quarter, the students select an area of concentration to focus on a specific subject and/or art medium. At least one of their area of concentration projects will be a computer generated artwork. Participation in and attendance at the Spring Art Show are required.

Art IV

Prerequisite: Art III and instructor approval

Art IV is the highest-level studio arts course. It is designed for the advanced art student who has the goal of fully developing his art talents and to nurture the development his creativity and imagination. Lessons taught are for the student interested in furthering his knowledge of learning the techniques of rendering surface qualities in subjects and learning more in depth the use of a variety of art media. With the student goal of compiling a comprehensive portfolio and developing exhibition skills, this course is designed with a concentrated study of the following art forms: drawing, painting, and sculpture. The students will use critical thinking skills to develop original, creative work and have the technical skills necessary to present their work. In the fourth quarter, the students select an area of concentration to focus on a specific subject and/or art medium. At least one of their area of concentration projects will be a computer generated artwork. Participation in and attendance at the Spring Art Show are required.

Art: Drawing and Painting*

Prerequisite: Art I and instructor approval

Painting and Drawing is a semester course designed for the student who has taken Art I and has an interest in furthering his knowledge of drawing and painting within an art composition. The class is project based, with 4-5 projects completed by the end of the semester. Students work in-depth in pencil, pen, acrylic paint, and watercolor paint. Projects will include, but not be limited to, optical illusion, zentangle, street art, calligraphy, value study, watercolor, and acrylic paint. Computers will be used for producing one required computer generated artwork. Course grades are determined by daily class participation, projects, originality. At least one of their area of concentration projects will be a computer generated artwork. Participation in and attendance at the Spring Art Show are required.

Art: Sculpture*

Prerequisite: Art I and instructor approval

Sculpture is a semester course designed for the student who has an interest in three-dimensional art forms. Students will design and sculpt free-standing, low relief, and high relief sculptures. Sculpture media will include clay, papier mache, cardboard, paper, and aluminum. Students will use their own original photographs and designs for their sculptures. Course grades will be determined by daily class participation, projects, originality, and class critiques. Participation in and attendance at the Spring Art Show are required.

Advanced Technical Drafting*

Advanced Technical Drafting is an in-depth study of technical drawing using computer-aided drafting software to solve engineering problems. Subject matter includes orthographic, pictorials, geometric construction, basic architectural drafting, sectional views, threads and fasteners and working drawings.

Architectural Drafting
Prerequisite: Advance Technical Drafting and Instructor approval
Architectural Drafting is an in-depth study of architectural design which includes basic design principles, designing house plans, construction detail drawing, and perspective drawing. Students also learn about construction materials and techniques with hands on instruction. AutoCAD and Revit software are used in the course. Portfolio and drawings are completed using AutoCAD software.

Fine Arts Survey
This course is an introduction to the history of visual arts, architecture, and music. Students are exposed to art and music throughout time and cultures. They will gain skills in analyzing, describing, and assessing works of art through art criticism and music appreciation. This course requires practical application of techniques used during different periods in history including drawing, painting, and sculpture. Grading is based on quizzes, tests, projects, and participation.

Introduction to Digital Art*
Introduction to Digital Art is a semester course that introduces students to the design process using a combination of media. Elements of art and design are explored through a combination of traditional and digital art experiences.
This is a project-based course where students develop skills in sketching and drawing, photography, photocopying, and printing. Submission of one piece of art to the Art Show is required. This course when taken in addition to either Digital Storytelling or Digital Sound Design fulfills the required Fine Arts credit.

Digital Storytelling*
This course explores the art and craft of storytelling through the lens of film, and digital media. Students will learn to read film as a visual language, analyzing classic works to understand story structure, composition, and cinematic techniques. Alongside film history and analysis, students will develop practical skills using Adobe Express to create digital media including trailers and story boards. This course when taken in addition to either Introduction to Digital Art or Digital Sound Design fulfills the required Fine Arts credit.

Digital Sound Design*
This course introduces students to the art of creating and shaping sound for digital media. Using Studio One, students will explore the fundamentals of music production, including listening skills, mixing techniques, and sound design. Through exposure to music from a wide range of genres, students will learn what to listen for and how to apply those insights on their own work. This course when taken in addition to either Introduction to Digital Art or Digital Storytelling fulfills the required Fine Arts credit.

AP Studio Art: 2-D Design
Prerequisite: Art I, II, III, and instructor approval
This course is a yearlong studio art class taught at a college level, demanding a very high level of student responsibility, creative expression and creative commitment. 2-D Design focuses on the use of the elements and principles of design within an artwork. The medium used for the projects are flexible; drawing, painting, photography, computers, etc. Students work intensively both in class and outside of class to prepare a portfolio of college level work for submission to the Advanced Placement College Board. Students will conduct an in-depth, sustained investigation of materials, processes, and ideas. Sustained investigations accompany an inquiry statement to support the artwork. Students will participate in class critiques, maintain a sketchbook to develop ideas, and practice responsibility for their work, materials and space. Students will submit 5 Independent works and 15 Sustained Investigative works to the College Board for grading**.** The AP exam fee is $95.

AP Studio Art: Drawing
Prerequisite: Art I, II, III, and instructor approval
This course is a yearlong studio art class taught at a college level, demanding a very high level of student responsibility, creative expression and creative commitment. AP Drawing focuses on the qualities of drawing within a work of art. Work must display an understanding of light and shade, full range of depth and value, mark making. Students work intensively both in class and outside of class to prepare a portfolio of college level work for submission to the Advanced Placement College Board. Students will conduct an in-depth, sustained investigation of materials, processes, and ideas. Sustained

investigations accompany an Inquiry Statement to support the artwork. Students will participate in class critiques, maintain a sketchbook to develop ideas, and practice responsibility for their work, materials and space. Students will submit 5 Independent works and 15 Sustained Investigative works to the College Board for grading. The AP exam fee is $95.

Beginning Men's Choir
A progressive program designed to teach music fundamentals through singing. Students learn sight-reading skills. The choral program collaborates closely with the choral program at St. Joseph's Academy. Participation required in a Christmas concert, a spring concert and in competitions sponsored by the Louisiana Music Educators' Association.

Intermediate Men's Choir
A progressive program designed to teach music fundamentals through singing. Students learn sight-reading skills. The choral program collaborates closely with the choral program at St. Joseph's Academy. Participation required in a Christmas concert, a spring concert and in competitions sponsored by the Louisiana Music Educators' Association.

Advanced Men's Choir
A progressive program designed for development of vocal skills and techniques. The program involves study and exercise in preparation and performance of a variety of choral literature. Participation required in a Christmas concert, a spring concert and in competitions sponsored by the Louisiana Music Educators' Association. Placement level is determined by audition with the chorus director. The choral program collaborates closely with the choral program at St. Joseph's Academy.

Schola Cantorum and Chamber Singers
A progressive program designed for development of vocal skills and techniques. The program involves study and exercise in preparation and performance of a variety of choral literature. Participation required in a Christmas concert, a spring concert and in competitions sponsored by the Louisiana Music Educators' Association. Placement level is determined by audition with the chorus director. The choral program collaborates closely with the choral program at St. Joseph's Academy. Students provide music at all school liturgies.

Music Appreciation*
The purpose of this course is to enable students to develop the knowledge and skills necessary to understand and appreciate the influence of music in one's personal life as well as in varied cultures, societies, and historical periods. The class is graded via presentations, papers, and written tests. No previous musical experience is required.

General Band Information:

Band courses are open to all students by audition or approval of the band director. Instruction includes basic tone production, concepts of pitch relationships, sight reading, and the performance of various types of band literature. Students and parents should understand that an integral part of the grade in band courses is participation in rehearsals, performances, and festivals. Performances include school functions, football games, marching festivals, pep rallies, Christmas and spring concerts, district and state music festivals and graduation. Summer band camp is required. All band courses require practice outside school hours. Because of required after school band practices, students who participate in athletics and band must make arrangements with appropriate coaches and the band director prior to registering for band class. All band courses required participation in marching band. After-school practices are required. This course is a year-long commitment. **All band classes require a course fee.**

Advanced Band B
This course is open to all students by audition or approval of the band director. Instruction includes basic tone production, concepts of pitch relationships, sight reading, and the performance of various types of band literature. Required participation at school functions, including football games, marching festivals, pep rallies, Christmas and spring concerts and graduation. After-school practices are required. Students and parents should understand that an integral part of the grade in band courses is participation in rehearsals, performances and festivals. This course is a year-long commitment. The band fee is $185.

Applied Music (Percussion)
This course is open to all students by audition or approval of the band director. Instruction includes fundamentals of rudiments, keyboard, timpani, sight reading and the performance of various types of percussion ensemble literature. Required participation at school functions, including football games, marching festivals, pep rallies, Christmas and spring concerts and graduation. After-school practices are required. Students and parents should understand that an integral part of the grade in band courses is participation in rehearsals, performances and festivals. This course is a year-long commitment.

Advanced Band A
This course is open to all students by audition or approval of the band director. Instruction includes basic tone production, concepts of pitch relationships, sight reading, and the performance of various types of band literature. Required participation at school functions, including football games, marching festivals, pep rallies, Christmas and spring concerts, district and state music festivals and graduation. After-school practices required. Students and parents should understand that an integral part of the grade in band courses is participation in rehearsals, performances and festivals. This course is a year-long commitment. The band fee is $185.

Advanced Band A Honors
Prerequisite: Registration in Advanced Band A, Wind Ensemble, or Applied Music (Percussion), and instructor approval.
This course is open to students by audition or approval of the band director and is designed for advanced musicians seeking to deepen their technical and artistic abilities. In addition to performing standard and advanced wind ensemble repertoire, students will audition for local and state honor bands, participate in Solo and Ensemble Festival, and engage in a deeper study of music theory, history, and ensemble leadership. Honors students are required to attend performances outside the school community, interview professional musicians, and complete a spring jury performance as their final exam. Participation in concerts, festivals, and other school-related performances is mandatory, with additional graded elements outside the traditional school day.

Jazz Band
This course is open to all students by audition or approval of the band director. Instruction includes the preparation and study of big band jazz music made popular in the 1940s. Instrumentation is limited to trumpet, trombone, saxophone, drums, guitar, bass guitar, piano, vibraphone, and auxiliary percussion. Required aspects of the class include, but are not limited to, jazz festivals, school concerts, grandparents' day, and jazz competitions. There are graded elements of the class outside of the traditional school day. Students must be co-enrolled in Advanced Band A, Wind Ensemble, or Applied Music (Percussion).

Jazz Band Honors
Prerequisite: Registration in symphonic band, wind symphony, or applied music, and instructor approval.
This course is open to students by audition or approval of the band director and builds upon the foundational skills of Jazz Band. In addition to the preparation and study of big band jazz music from the 1940s, students will perform more advanced repertoire, participate in Solo and Ensemble Festival, and deepen their understanding of jazz theory and improvisation. Honors students are also required to audition for local and state honor bands, attend concerts beyond the school community, interview professional musicians, and complete a spring jury performance as their final exam. Participation is mandatory in jazz festivals, school concerts, grandparents' day, and jazz competitions, along with additional graded elements outside the traditional school day. Students must be co-enrolled Registration in Advanced Band A, Wind Ensemble, or Applied Music (Percussion), and approval for Honors enrollment.

Wind Ensemble
This course is open to all students by audition or approval of the band director. Instruction includes basic tone production, concepts of pitch relationships, sight reading and the performance of various types of band literature. Required participation at school functions, including football games, marching festivals, pep rallies, Christmas and spring concerts, district and state music festivals, and graduation. After-school practices required. Students and parents should understand

that an integral part of the grade in band courses is participation in rehearsals, performances and festivals. This course is a year-long commitment.

Wind Ensemble Honors
Prerequisite: Registration in Advanced Band A, Wind Ensemble, or Applied Music (percussion), and approval for Honors enrollment
This course is open to students by audition or approval of the band director and is designed for advanced musicians seeking to deepen their technical and artistic abilities. In addition to performing standard and advanced wind ensemble repertoire, students will audition for local and state honor bands, participate in Solo and Ensemble Festival, and engage in a deeper study of music theory, history, and ensemble leadership. Honors students are required to attend performances outside the school community, interview professional musicians, and complete a spring jury performance as their final exam. Participation in concerts, festivals, and other school-related performances is mandatory, with additional graded elements outside the traditional school day.

Dance I* (St. Joseph's Academy)
This course is an introduction to classical ballet training focuses on establishing a strong technical dancer, poise and coordination through ballet skills. Students will learn the basic fundamentals by using the ballet barre, centre work and basic ballet terminology. Course requirements include participation in one production at the end of the semester, participation points, and three skill quizzes. Attire is strictly enforced, and students must be responsible for obtaining appropriate attire as directed by the instructor. Costume fee: $50.

Dance II* (St. Joseph's Academy)
Prerequisite: Dance I or letter of recommendation from professional teacher
Students who have successfully completed Dance I or have a strong ballet background from a qualified, recognized school, institution or teacher may enter Dance II. Intermediate skills in classical ballet training are necessary, including barre, centre work, adagio, allegro, petite and grande allegro. Course requirements include participation in one production at the end of the semester, participation points, and three skill quizzes. Attire is strictly enforced, and students must be responsible obtaining appropriate attire as directed by the instructor. Costume fee: $100.

Dance III* (St. Joseph's Academy)
Prerequisite: Dance I and Dance II
Students who have successfully completed Dance I or Dance II are qualified to enroll in the course. Students will focus on contemporary dance technique and modern dance. Students will focus on turns, leaps, stretch, improvisation, conditioning for performance, contemporary dance vocabulary, history and choreographic work for semester performance. Contemporary dance videos, PowerPoints and other tools will be used to increase art education. Attire is solid black leotard, black shorts at mid-thigh, paws and black tights. Students will be expected to perform in school activities during the semester.

Theatre I* (St. Joseph's Academy)
This course is designed to develop and exercise basic acting skills through practical application of the fundamental elements of the actor's art. Students will explore the physical, vocal, emotional and technical aspects of acting in a format that encourages freedom of imagination and personal growth. The course emphasizes the interpretation of the text through work on scenes and monologues from both the acting and directing perspectives. Students will develop the skills necessary to participate in a stage performance.

Theatre II* (St. Joseph's Academy)
Prerequisite: Theatre I
This is a follow-up course to Theatre I and is designed to develop advanced performance skills for the theater. Students will become proficient in self-evaluation, peer critique and textual analysis. Monologues and scene work will be drawn from historical and classical texts. Difficulty of memorization, execution of theatrical styles and historical research make this class more advanced than the introductory course.

Theatre III/IV* (St. Joseph's Academy)
This is a continuation of Theatre I and II and is designed to develop advanced performance skills for the theatre. Students will become proficient in self-evaluation, peer critique and textual analysis. Monologues and scene work will be drawn from historical and classical texts. Difficulty of memorization, execution of theatrical styles and historical research make these classes more advanced than the introductory courses.

Technical Theatre* (St. Joseph's Academy)
Prerequisite or concurrent enrollment: Theatre I
Students develop the skills to design and produce sets, costumes, make-up, lighting, and sound employing knowledge the historical/cultural components of each element. They develop the habits of collaboration required as part of a production team. Students gain essential information and practical experience related to the people, processes, and equipment that enable and enhance live performance. This course is enhanced by the incorporation of several local theatre professionals who are highly specialized in the more complex technical and electronic aspects of theatre production.

FOREIGN LANGUAGES

French I
This course is an introduction to the French language: reading, writing, speaking, and listening. The course emphasizes vocabulary, grammar, pronunciation, comprehension, and includes enrichment through study of French culture and geography.

French II
This course is an extension of French I which includes additional readings, increased vocabulary, and extensive grammar study, as well as an expanded study of French culture.

French III Honors
This course provides a more in-depth study of the French language, with an emphasis on continued, independent reading and writing. Almost exclusive use of the target language develops proficiency in conversational skills and increases oral comprehension. Extensive study of French and Francophone culture and history and an introduction to literature provide the students with a well-rounded knowledge of the French and Francophone world.

French IV Honors
Conducted almost entirely in French, this course focuses on the mastery of the French language through reading, writing, listening, and speaking activities. Students also develop a better understanding of French and Francophone literature, geography, and cultures, as they are exposed to a variety of authentic instructional materials (literary and non-literary texts, video, and audio). Daily interactive practice and rigorous work prepare students for college placement tests.

AP French/ French V Honors
The AP French course provides a French-only experience to advanced students. This highly interactive course stresses interpersonal, interpretive, and presentational communication. In class, students demonstrate proficiency in reading, listening, writing, and speaking as they review and refine the use of the target language in a variety of settings. Authentic instructional materials include printed and digital readings, podcasts, videos, audio broadcasts, and other thematically-based sources which expose them to diverse francophone cultures around the world. Additional AP-specific practice targets the mastery of formats, themes, and contexts that prepare them to take the required AP French and Culture exam at the end of the course. AP exam is required. The AP exam fee is $95.

Latin I
Latin I is an introduction to the Latin language through reading and writing. An emphasis is placed on vocabulary, grammar, reading, and comprehension as well as enrichment through Greek/Roman mythology, history, and culture.

Latin II
This course continues and builds upon the material from Latin I. There is a gradual increase of emphasis on reading and comprehension of extended passages from Roman literature and continued enrichment through Greek/Roman mythology, history, and culture

Latin III Honors
Latin III is an honors elective course that reviews and builds upon the grammar and vocabulary from previous courses with more in depth and extended reading passages. It continues the enrichment through Greek Roman mythology, history, and culture. There is an emphasis placed on reading and comprehension of authentic Latin literature from all eras of Roman history. Completion of this course prepares students for AP Latin and/or college placement exams.

AP Latin
AP Latin follows the Advanced Placement syllabus, which guides the student through an in-depth, college-level study of authentic Latin prose and poetry. Completion of this course prepares students for the AP Latin exam and college placement exams. The AP exam is required. The AP exam fee is $95.

Latin V Honors
Prerequisite: AP Latin
Latin V is a special topics course following AP Latin focusing on text from genres and authors of interest to the students. There is an emphasis on review of Latin vocabulary and grammar, Greek/Roman mythology, history, and culture, and an introduction to the ancient Greek language through reading and writing.

Spanish I
This is an introduction to the Spanish language: reading, writing, speaking, and listening. The course emphasizes vocabulary, grammar, pronunciation, enrichment, and comprehension and includes the study of Hispanic culture and geography.

Spanish II
This course continues and builds upon the material of Spanish I through emphasis on oral communication and introduces simple readings in Spanish as well as enrichment through study of videos on Spanish and Latin American culture and geography.

Spanish III Honors
This course is an honors elective course that requires genuine interest in the study of the Spanish language and its culture. It includes a review of grammar and vocabulary from previous courses and proceeds with more in-depth study of both. Emphasis is placed on gradual development of written and oral communication skills in Spanish. Introduction to the writings of Spanish and Latin American authors. Includes discussion of relevant political and cultural developments in Spanish speaking countries.

Spanish IV Honors
Taught in Spanish, this course concentrates on the history, geography, and culture of Spain and Latin America. It includes oral discussion of relevant political and cultural developments in Spanish speaking countries and readings from Spanish and Latin American authors. It is recommended for those who wish to develop fluency in Spanish. Listening and speaking practice is conducted to prepare students for college placement tests for the Spanish language.

AP Spanish/Spanish V H

In this course the students will develop a strong command of the Spanish language focusing on mastery in reading, writing, speaking, listening comprehension and culture. The course will be conducted almost entirely in Spanish and the students will be required to speak, read and write in Spanish in class every week. Students will be exposed to a variety of authentic and level appropriate materials: written, audio, and visual. The class will include a rigorous review of grammar explored through texts, literature and other authentic realia. AP exam is required. Students who select Spanish V H will have the option to take the AP exam. The AP exam fee is $95.

HEALTH, PHYSICAL EDUCATION, AND HEALTH OCCUPATIONS

Physical Education 8

Physical Education 8 is a program designed to achieve physical fitness by developing the student's coordination, endurance, and strength. Emphasis on development of skills and techniques in team and individual sports including football, basketball, softball, volleyball, pickle ball, dodge ball, and team handball. Students also take part in physical aptitude testing with things like sit-ups, push-ups, long jump, vertical jump, and running events.

Health*

Students will cover physical and emotional health issues, alcohol and drug abuse along with other various health issues. The students will also be trained in First Aid/ CPR. Students with scheduling conflicts may take Online Health, a hybrid health course, during the summer.

Physical Education (10th Grade)*

Continues the basic program designed to promote physical fitness (SAS) and encourage active participation in sports. Includes advanced strategies and techniques for team and individual sports including flag football, basketball, soccer, softball, volleyball, and pickle ball.

Physical Education (11th Grade)*

Continuation of Physical Education II.

Physical Education (12th Grade)*

Continuation of Physical Education III.

Physical Education Summer (11th and 12th Grade)*

This course is open to students who want to schedule two full year electives, subject to approval. The course will combine online assignments, weekly physical activity requirements, as well as instruction and activity opportunities on campus. The content of the course is consistent with the fall and spring P.E. courses.

There is a fee associated with this course. This course does require students to be on campus on several dates in the summer.

Physical Education IV Activity (12th Grade)*

Seniors may select this course if they are a member of the extracurriculars listed below. Seniors in these extracurriculars will receive their P.E. credit if they remain a member of the extracurricular throughout their senior year. If a student in that activity ceases to be a member of the extracurricular, that student will have to be placed in a regular P.E. course. Note that being placed in P.E. may require a significant schedule change. Extracurriculars: band, ultimate, swimming, or cheerleading.

Physical Education Varsity*

This course is for varsity athletes in football, basketball, wrestling, tennis, baseball, soccer, golf, bowling, powerlifting, lacrosse, track, and cross-country. Student athletes will have the option when scheduling courses and will receive details about the course from coaches prior to scheduling. Athletes in more than one sport should consult with their coaches about which course is most appropriate. Students in 8th and 9th grade must receive approval from the Athletic Director prior to taking this course.

Foundations of Sports Healthcare*

This course will provide an overview of the field of sports medicine as well as expose students to fundamental skills involved in a sports medicine healthcare setting. Topics covered in this class include an examination into the different career paths in the sports medicine field and how each medical profession contributes to a coordinated sports medicine healthcare delivery team. Students will be provided the opportunity to examine a sports medicine facility and explore their policies, procedures and protocols utilized in patient care. A cornerstone of the field of sports medicine is risk management and injury prevention. Students will explore a variety of topics in injury prevention and be able to participate in skills that healthcare providers utilize to reduce injuries in sports medicine settings. The course requires attendance at assigned athletic events so students get real experience applying the principles of the course.

Applied Sports Medicine*

This course will provide students with an overview of sports injuries' anatomy and pathology and management skills basics. Students will learn about the body's response to an injury, how to treat sports injuries, and how to apply rehabilitation principles and exercises. An emphasis is placed on common sports injuries for each body region. Students will also be introduced to the systematic process healthcare professionals use when dealing with an injury, including evaluating an injury, initial and continued treatment, planning a rehabilitation plan, and return to play protocols for those injuries. The course requires attendance at assigned athletic events so students get real experience applying the principles of the course.

Sports Officiating*

This semester course introduces the rules, mechanics, and responsibilities of officiating across multiple sports — including football, basketball, baseball/softball, soccer, and volleyball through the Ref Reps Officiating Education System. The course combines video-based instruction, classroom discussion, virtual simulations, and on-field experiences. Students will develop officiating mechanics, practice making live calls, and gain hands-on experience in athletic settings. By the end of the course, students will be prepared to take the NFSHS (National Federation of State High School Associations) certification exam which is required to work as youth or high school officials. Course fee $150.

MATHEMATICS

Catholic High School requires students to be enrolled in a math course each academic year. In order to accommodate specialized needs and aptitudes, the Mathematics Department offers several course options. Placement in mathematics is dependent on courses previously taken, proficiency and skills in mathematics and standardized test math scores. Students will enter the math curriculum at a level appropriate to their background and will complete their curriculum with the appropriate course given the entry point and their math performance during high school.

Algebra I
This survey course includes the study of variables, simple equations, rational and irrational numbers, algebraic functions and their applications, polynomials, special products, factoring, linear equations and their graphs (Math XL Login and TI-30XIIS Scientific Calculator are required).

Algebra I Honors
Comprehensive study of algebra I at an accelerated pace. Includes study of variables, simple equations, rational and irrational numbers, algebraic functions and their applications, polynomials, special products, factoring, linear equations and their graphs, quadratic equations, inequalities (Math XL Login and TI-30XIIS Scientific Calculator are required).

Geometry
A study of plane figures with emphasis on sharpening inductive and deductive logic and reasoning skills. Topics include points, lines, planes and angles, parallel and perpendicular lines, congruent triangles, writing proofs, quadrilaterals, proportion and similarity, basic trigonometry, circles, polygons and area, solid and coordinate geometry (Math XL Login and TI-30XIIS Scientific Calculator are required).

Geometry Honors
Comprehensive study of geometry at an accelerated pace. A study of plane figures with emphasis on sharpening inductive and deductive logic and reasoning skills. Topics include points, lines, planes and angles, parallel and perpendicular lines, congruent triangles, writing proofs, quadrilaterals, proportion and similarity, basic trigonometry, circles, polygons and area, solid and coordinate geometry (TI-30XIIS Scientific Calculator is required).

Algebra II
Algebraic study of open sentences in one variable, systems of linear and quadratic equations and inequalities, polynomials, factoring, rational and radical expressions and equations, graphing equations, rational equations, exponential functions, and logarithms (Math XL Login and TI-30XIIS Scientific Calculator are required).

Algebra II Honors
Comprehensive study of Algebra II at an accelerated pace. Topics include concepts of Algebra II with a more in-depth study of polynomials, systems of equations, complex numbers, quadratic equations and systems, exponential and logarithmic functions, analyzing conic sections, radical and rational expressions and equations, probability, sequences and series, and introduction to trigonometry (TI-84 Graphing Calculator is required).

Advanced Mathematics: Functions and Statistics
This is a college algebra course. Topics include solving equations and inequalities; function properties and graphs with transformations; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations and basic trigonometry (Math XL Login and TI-30XIIS Scientific Calculator are required).

Pre-Calculus
This is a course covering college algebra and trigonometry. Topics include polynomial, rational, exponential and logarithmic functions, including graphing and transformations. A full course in trigonometry and trigonometric identities. (Math XL Login and TI-30XIIS Scientific Calculator are required).

Pre-Calculus Honors
Prerequisite: Algebra II H
This course provides comprehensive coverage of college algebra and trigonometry topics at an accelerated pace. Topics include polynomial, rational, exponential and logarithmic functions, including graphing and transformations. A full course in trigonometry and trigonometric identities, graphing and applications are covered, including vectors and polar graphs and complex numbers expressed trigonometrically. Additional topics include sequences and series, parametric graphs and binomial theorem (TI-84 graphing calculator required).

Calculus
A college preparatory class, which introduces basic calculus concepts including functions, limits, continuity, and differential and integral calculus and applications (Math XL Login and TI-30XIIS Scientific Calculator are required).

Calculus Honors
Prerequisite: Pre-Calculus H
A challenging college level learning experience. Includes topics on functions and graphs, limits and continuity, differential and integral calculus with applications (TI-83 or TI-84 graphing calculator required.

AP Calculus AB
Prerequisite: Pre-Calculus H
A challenging college level course. Includes in-depth topics on functions and graphs, limits and continuity, differential and integral calculus with applications. Calculus AP includes extra emphasis on independent learning, assimilation and integration of topics, and writing and proving mathematical concepts (TI-83 or TI-84 Graphing Calculator is required). AP Exam required. The AP exam fee is $95.

AP Calculus BC
Prerequisite: AP Calculus AB
This is a challenging course including differentiation and integration of functions in one variable in rectangular, polar and parametric forms. Also covered are polynomial approximations using sequences and series and applications of these concepts (TI-83 or TI-84 Graphing calculator required). AP Exam required. The AP exam fee is $95.

AP Statistics
Prerequisite: Algebra II Honors or Pre-Calculus
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: Data Analysis and Display, Experimental Design, Probability, and Inferential Statistics. Students who successfully complete the course and exam will receive credit for a one-semester introductory college statistics course. TI-84+ calculator required. AP exam is required. The AP exam fee is $95.

Catholic High School Mathematics Department Placement Policy

The Mathematics Department at Catholic High School has developed a department policy concerning placement in the mathematics classes. In order for a student to enter the Honors track and/or remain in the Honors track he must meet the criteria of the department. Eligibility for an honors level mathematics class depends on both ability and performance. A student will be placed in an honors level course based on ability. Continued placement in an honors level mathematics class will be based on performance.

Mathematics Courses available (<u>Typically</u> taken in the listed grade level below)

8th Grade: Algebra I, Algebra I Honors
9th Grade: Algebra I, Geometry, Geometry Honors
10th Grade: Geometry, Geometry Honors, Algebra II, Algebra II Honors
11th Grade: Algebra II, Algebra II Honors, Advanced Math, Precalculus, Precalculus Honors, Calculus Honors, AP Calculus AB
12th Grade: Advanced Math, Precalculus, Precalculus Honors, Calculus, Calculus Honors, AP Calculus AB, AP Calculus BC, AP Statistics

Progression from one course to the next:

Current Course	**Next Course and Criteria**
Algebra I (8th grade only)	8th graders in Algebra I will be placed in **Algebra I, Algebra I Honors, Geometry, or Geometry Honors** at the discretion of the 8th grade teacher.
Algebra I (9th grade only)	**Geometry** **Geometry Honors** – must have an A all quarters and semesters
Algebra I Honors	**Geometry** **Geometry Honors** – must have all As/Bs for the semesters
Geometry	**Algebra II** **Algebra II Honors** – must have an A quarters and semesters
Geometry Honors	**Algebra II** **Algebra II Honors** – must have all As/Bs for the semesters
Algebra II	**Advanced Math** – determined by performance in Algebra II **Pre-calculus –** determined by performance in Algebra II ***it is not possible to take Pre-calculus Honors from Algebra II**
Algebra II Honors	**Pre-calculus** **Pre-calculus Honors** – must have all As/Bs for both semesters **Advanced Math** – only recommend for students with Cs or below in two semesters
Advanced Math	**Pre-calculus**
Precalculus	**Calculus *it is not possible to take Calculus Honors from Precalculus**
Precalculus Honors	**Calculus** **Calculus Honors** **AP Calculus AB**–determined by performance in Precalculus Honors
Calculus	**AP Statistics** **AP Calculus AB**
Calculus Honors	**AP Statistics** **AP Calculus AB**
AP Calculus AB	**AP Statistics** **AP Calculus BC**–determined by performance in Calculus AB Advanced Placement

AP Statistics is offered as an elective **in addition** to the student's regular math course. Students must have the recommendation of their current math teacher ***and*** an A average in Precalculus or an A/B average in Algebra II Honors or higher.

Placement in some science courses depends on mathematics placement. A student will not be placed in the honors mathematics program for science placement purposes unless they meet the mathematics department requirements.

RELIGION

Catholic High's religion curriculum provides classroom instruction and theological study aimed at helping students to believe in God's love and actively pursue God's plan in their lives. Designed to mirror the faith journey they are living, the subject material at each grade level forms the foundation for the next year. The religion curriculum for 8th, 9th and 10th grade students builds on the fundamental elements of Church history, Sacred Scripture, and the sacraments. The 11th & 12th grade curriculum prepares students to contemplate their personal moral development in light of Catholic social teaching and the complex world into which they will graduate. The service requirement for each grade level helps to complete each student's religious formation at Catholic High.

Religion 8 - Church History/Morality

This course offers a comprehensive study of the history of Christianity, primarily from the Catholic perspective. Special attention is given to the issues, debates, struggles, and achievements of the Church, particularly with respect to their relevance today. Students are also introduced to basic morality from a pre-adolescent/adolescent perspective. Students are invited to consider the challenges of maturing as a sexual person within the context of Catholic/Christian values and community.

Minimum community service time: 5 hours.

History of Religion

This course is designed to give students a general knowledge and appreciation of the Sacred Scriptures. Our hope is that students will come to an encounter the living Word of God, Jesus Christ, through their study of the Bible. Students will learn about how the Bible was authored by God through inspiration, and encounter its value to people throughout the world. Students will learn how to read the Bible, closely examining the major sections and the books included in each section. This course will emphasize the importance of the Gospels, where students are invited to know and love Jesus Christ more personally. History of Religion fulfills a state required social studies credit and the grade is part of the TOPS GPA.

Minimum community service time: 10 hours.

Religion II - Sacraments/Spirituality/Sexuality

This course is designed to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, especially through the Eucharist. Students will examine each of the sacraments in detail so they can learn how they may encounter Christ in their daily lived experiences. Christ is emphasized as the primary sacrament. The study of spirituality focuses on the liturgy, the liturgical year and calendar, understanding the development of the Mass and the meaning and significance of the parts of the Mass. Students learn the elements of prayer and how best to use their own unique spirituality to approach their relationship with God. The course also deals with Catholic teachings regarding human sexuality using the Theology of the Body developed by Pope John Paul II.

Minimum community service time: 15 hours.

Religion III - Christian Morality

The focus of this course is the broad but fundamental question, "How ought one to live?" Students are challenged to internalize Catholic Christian morality and develop the conscience that will properly guide them as they enter the adult world. The course emphasizes masculine spiritual development as a framework for moral decision-making. Students will be introduced to the 7 themes of Catholic social teaching along with recent Church history and documents.

Minimum community service time: 40 hours.

Religion IV - Living as a Disciple of Jesus Christ in Society*

This course is dedicated to a study of Catholic social teaching. The intention is to move from consideration of the personal morality of individuals to a study of how we form societies that seek to create structures that promote and preserve the dignity of each human being. Issues covered include abortion, capital punishment, euthanasia, stem cell research, prejudice and discrimination, economic justice, war and peace, human rights and environmental concerns. All issues are examined in the light of the gospel and the social justice documents of the Catholic Church.

Religion IV - Ecumenical and Interreligious Issues*
This course is an exploration of religious faith from experiential and rational perspectives. Included is an examination of the nature of religion and its common characteristics across all major world faiths. Students will be taught the core tenets of Judaism, Islam, Hinduism, Buddhism, and other world religious traditions. Special emphasis will be on three Church documents which address the relationship between Catholicism and other faiths - The Decree on Ecumenism, The Declaration on the Relation of the Church to Non-Christian Religions, and The Declaration on Religious Freedom.

Religion IV -Philosophy of Religion*
A basic introduction to the philosophy of religion. The class is a seminar, with the expectation that students will keep up with the reading and actively engage in discussions. The course will focus on philosophical treatment of the more pressing issues in the philosophy of religion including arguments for the existence of God, the relationship between science and religion, and free will. In keeping with requirements of Religion IV, the course will integrate social justice and world religions as they relate to the above themes.

Religion IV - History and Charism of the Brothers of the Sacred Heart*
This course is designed to give students a broad and deep understanding of the mission, history, charism, and lifestyle of the Brothers of the Sacred Heart. The course focus will be on gathering and publishing the oral histories of the Brothers, building on the work produced by previous classes. Students will also participate in trips to historically significant sites for the Brothers, including St. Stanislaus College in Bay St. Louis, MS. Texts will be selected from the foundational writings of the Brothers, especially those of their founder, Fr. Andre Coindre, as well as the Brothers' Rule of Life and selected short biographies of the Brothers connected to our region. The class will also involve interaction with students from other Brothers of the Sacred Heart schools in the United States.

Religion IV - Catholicism in Literature, Film, and Art*
This course will use literature, film, art, and music to explore the fundamental teaching and beliefs of Catholicism. Born out of a desire to help students understand Catholicism in a personal way and bring the tradition of the faith to life, this course will utilize these different media (movies, literature, art, and music) to explore how Catholicism influences and is influenced by these media. It requires the ability to analyze media and assess the use of signs, symbol, and ritual in our faith.

Religion IV – Religion, Science and Humanity*
This course will explore the interaction and relationship between science and religion with a particular focus on human responsibility for creation. A significant part of our analysis will involve considerations related to the seven themes of Catholic Social Teaching, as we will consult historic and contemporary church writings in the form of Vatican documents and letters. In addition, both fiction and non-fiction selections will serve as dialogue and discuss starters for a wide range of topics and ideas. ***This is a required Religion course for those who are pursuing a STREAM certificate.**

SCIENCE

Students are required to schedule a science course each year while attending Catholic High School. The typical sequencing for academic level science classes is: Biology, Environmental Science, Chemistry, and Physics or Anatomy and Physiology. The typical sequencing for honors level science classes is: Biology Honors; Chemistry Honors; AP Chemistry, or AP Environmental Science, or AP Biology; and Physics Honors or AP Physics C: Mechanics.

Physical Science (8th Grade)

Introduces the student to various aspects of the physical sciences. Features include current science issues in the disciplines of physics, chemistry, space and earth sciences, and life science. The beginning student will be expected to develop laboratory and study skills needed for success in advanced science courses

Biology

A study of the scientific processes of plant and animal life including the study of DNA, gene expression, and biodiversity. Includes lectures, demonstrations, and laboratory work. Emphasis on appreciation, understanding, practical application of interrelationships and interdependencies of biological structures and functions

Biology Honors

**Prerequisite: instructor approval*

In-depth survey of the complex interdependencies of animal and plant life. Topics include scientific processes, biochemistry, cell and cell processes; genetics and heredity; photosynthesis and respiration; ecology; evolution; and the interaction of science, technology and society. Includes classroom lectures, demonstrations, and laboratory work. Stresses individual investigations and research with emphasis on practical application and scientific preparedness.

AP Biology

**Prerequisites: Biology, Chemistry, and department approval*

This course is the equivalent of a two-semester college introductory biology course for biology majors. Students will study the core scientific principles, theories and processes that govern living organisms and biological systems. Students will do hands-on laboratory work to investigate natural phenomena. AP Exam is required. The AP exam fee is $95.

Environmental Science

An integrated science course in which students investigate relationships between humans and their environment. Great emphasis is placed on demonstrations, laboratory investigation, and current events. These diverse activities are designed to enable students to develop skills necessary to make sound decisions on environmental matters that may impact science and society.

AP Environmental Science

**Prerequisites: Biology, Chemistry, and instructor approval*

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. These themes provide a foundation for the structure of the course. AP exam is required. The AP exam fee is $95.

Chemistry

Concepts stressed are the model of the atom, periodicity of atomic properties, bonding, the mole concept, mass and volume relationships in reactions, solutions, acid base reactions, kinetic molecular theory, oxidation reduction reactions and organic chemistry.

Chemistry Honors
Prerequisite: instructor approval
A classroom and laboratory course with an ambitious sequence of topics: The mole concept, mass, and volume relations in reactions, the gas laws, solutions, oxidation reduction, advanced atomic structure, molecular structure and qualitative analysis. Much emphasis is placed on use of mathematics and the inductive reasoning process in dealing with these concepts.

AP Chemistry
**Prerequisites: Chemistry, Algebra II, and instructor approval*
AP Chemistry is equivalent to a one-year introductory college general chemistry course. Students will learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. Students utilize to hands-on lab investigations and use chemical calculations to solve problems. AP Exam is required. The AP exam fee is $95.

Physics
A humanistic and historical approach to an introductory course in physics. Course includes fundamental principles related to the physical phenomena of motion, force, energy, matter, waves, electricity and magnetism, as well as concepts in modern physics. Problem solving applications, demonstrations, laboratory investigations and design projects reinforce and enrich the course content. This course requires algebra to solve equations and calculations related to physics.

Physics Honors
**Prerequisite: department approval*
Involves a more in-depth, trigonometry-based approach to the physical phenomena examined in physics including a more sophisticated mathematical approach to problem solving. Emphasis on making connection with the world around us and developing skills to investigate problems in a laboratory setting. Problem solving design/research projects, demonstrations and laboratory investigations are an integral part of the course content.

AP Physics C: Mechanics
**Prerequisite: Pre-Calculus and concurrent enrollment in Calculus; instructor approval.*
This course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the AP Physics C: Mechanics course is classical mechanics and includes topics in kinematics; Newton's laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. Calculus is used freely in formulating principles and in solving problems. AP Exam is required. The AP exam fee is $95.

Anatomy and Physiology
**Prerequisites: Biology, Chemistry; Environmental Science or an AP science course.*
Anatomy and physiology focuses on the structure and function of the human body. Topics will include human cells, tissue, organs and organ systems, basic chemistry, heredity and various human diseases. Students will also look at how organs and systems work together to allow feeling, communication, thought, growth, movement and reproduction.

Progression from one course to the next:

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<tr><th>8th</th><th>9th</th><th>10th</th><th>11th</th><th>12th</th></tr>
<tr><td rowspan="8">Physical Science</td><td rowspan="4">Biology I</td><td rowspan="2">Environmental Science</td><td>Chemistry I</td><td rowspan="12">Physics
Physics Honors
AP Physics
Anatomy
AP Environmental Science
AP Biology
AP Chemistry</td></tr>
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<tr><td>Environmental Science</td></tr>
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SOCIAL STUDIES

Louisiana History 8
A survey of the history of Louisiana from native cultures and its discovery by Europeans through establishment of the State of Louisiana and its role in the development of the nation. Combining lecture and seminar format, the course explores social, economic, political, and cultural developments and institutions that have contributed to the heritage and characteristics of the region.

Civics (Part 1)*
A study of the structure and function of government and the role of citizenship. Topics include the Constitution as the basis of American government, the federal government, state and local governmental structures, law and court decisions, national and international events.

Civics (Part 2)*
Continues the exploration of US government from Civics I with a focus on the rights and responsibilities of citizens, as well as the American free enterprise system, economic system, federal budget and tax policies.

AP United States Government and Politics*
This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The course will cover certain topics in college courses such as the Constitution, institution of the national government, civil rights, political parties, interest groups and mass media. AP Exam is required. The AP exam fee is $95.

AP Comparative Government and Politics*
This course compares economics, political challenges, trends, upheavals and institutional characteristics across six nation states: China, Great Britain, Iran, Mexico, Nigeria, and Russia. AP Exam is required. The AP exam fee is $95.

American History
A survey of the history of our country from its founding to the present that places an emphasis on the political, social and economic phases of the nation's development. The course also contains an emphasis on historical writing, with several essays intended to prepare students for AP and college level coursework.

American History Honors
American History Honors is designed to provide the advanced student with an intensive study of the history of our country from the Industrial Revolution to modern times with an emphasis on the social, political and economic history of the United States. Critical reading and analysis of historical events, book reports, special projects, and research papers are required.

AP U. S. History
A comprehensive survey designed to provide the student with analytic skills and factual knowledge at a college level. Students learn to assess historical materials and interpret various views of American history in order to arrive at a better understanding of important historical events. Supplementary text required. AP Exam is required. The AP exam fee is $95.

AP Economics (AP Microeconomics and AP Macroeconomics)
AP Economics is both AP Microeconomics and AP Macroeconomics. AP Microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markers and of the role of government in promoting greater efficiency and equity in the economy. AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. AP exam is required. The AP exam fee is $95.

AP Human Geography (St. Joseph's Academy)
The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. AP exam is required. The AP exam fee is $95.

Law Studies*
Law studies is a study of general law, including business law, the civil and criminal court system (with emphasis on torts and contracts) and their applications in everyday business situations. This course is taught by a local practicing attorney.

History Through Film*
This class will have students think critically about films that are based both on historical events and films that assume cultural identity and are social commentaries. Students will watch a number of films in the class, as well as individually, and be expected to write papers and create presentations based upon set criteria. Eligibility: no grade lower than a C in any semester of a social studies course.

Western Civilization
A study of the development of society through the ancient, medieval and modern periods. This course emphasizes the social, political, cultural and economic development of Western civilization. The course focuses on developing students writing skills and their ability to analyze primary source documents.

AP European History
The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Summer assignments and the AP Exam are both required. The AP exam fee is $95.

AP World History
A college level course that studies history on a global scale, in order to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks, their causes and consequences, as well as comparisons among major societies. An emphasis is placed on developing the student's ability to synthesize information from various sources into a comprehensive view of the world's history. AP Exam is required. The AP exam fee is $95.

African American History
This course is open to seniors only and is n exploration of the history of the United States of America from its founding to the present with a focus on the experience and viewpoint of American African persons. This approach will contextualize the narrative in a global context when applicable and use primary source documents to explore the fluid intersections between race, culture, gender, economics, politics, and their effect on history as lived and as understood.

Psychology*
The class explores the history of psychology, the human life span, sensation, and perception, altered states of consciousness, personality, individuality and abnormal behavior. Students will learn about the roots of human behavior. Students who take Psychology may also take AP Psychology.

AP Psychology
The class is an introduction to psychology that will prepare students to take the AP Psychology exam. It expands on the subjects of the single semester Psychology elective. AP exam is required. The AP exam fee is $95.

Accounting I*
Accounting is a study of the standard system of recordkeeping with an emphasis on fundamental concepts of accounting. Independent student application of concepts is required in this class, especially during work involving practice sets. This includes journalizing, posting, work sheets, statements, closing ledger and practice sets. This course is especially recommended for students planning a college major in business.

Personal and Family Finance*
Personal & Family Finance covers a variety of issues relevant to students as they enter adulthood. Topics include cost of college, TOPS, budgeting, managing a checking account, taxes, payroll deductions, insurance, owning a home, credit, saving and investing. Financial responsibility and independence are stressed.

UNASSIGNED CLASS PERIOD

Unassigned
The purpose of the unassigned class period during the school day is to provide the student the opportunity to do reference work, to use the library, to arrange conferences with teachers, school counselors and campus ministers, to complete assignments and the like. The intent of this feature of the academic program is to develop in the student a sense of responsibility, self-discipline, efficient use of unstructured time, and study habits needed both now and at the college level. Students with unassigned periods B through G must remain on campus.

Personal Attention

Remaining true to the tradition inherited from Father Coindre, we view being with young people as a privilege and opportunity. Through unconditional, selfless personal attention to the young people in our care, we witness to the compassionate love of Christ. Such personal attention, however, must be modeled on the characteristics and example of Father Coindre. It requires an active type of presence and attention. This means consciously choosing to be attuned to students' needs, and displaying accessibility through our words, posture, and actions. It also means responding with appropriate compassion and encouragement while maintaining high expectations. Finally, it means respectfully accompanying students with confident patience as God's grace and their own efforts gradually take effect (Partners in Mission).

Extracurriculars

Catholic High School provides many opportunities for students, with parental approval, to take part in extracurricular scholastic, service, social, and athletic activities. Such activities are designed to help the student develop his talents and interests and to learn how to live, work, and share cooperatively with others. Student activities not only add to the enjoyment of school life, they also permit the student to develop broader insights and experiences in cultural, political, social, and athletic areas. Students with an interest in an extracurricular club or sport are invited to consult the approved moderator or coach.

Catholic High considers clubs and organizations an important part of the life of the student and the life of the school. A student involved in an extracurricular activity is required to attend the scheduled events of the organization.

No student organization or individual may sponsor a raffle or any type of gambling activity. Before any fundraising activity by a student organization or an individual may begin, it must be submitted to the activities director who then communicates with the principal or director of advancement for final permission.

Before any school organization or athletic team schedules any activity or event, the date must be approved by the activities director and placed on the official school calendar.

The Catholic High School administration has defined the school's yearbook and Bruin Broadcasting Network (BBN) as instruments for developing students' communication skills. Content of the publications must be in keeping with the philosophy and mission of Catholic High School.

Club Officer Policy

The following policy applies to holding club offices at Catholic High School:

- A student may hold an office in a maximum of two extracurriculars;
- A student may hold the office of president of only one extracurricular, but he may hold concurrently a lesser office in one additional club.

Exceptions to these rules can be made by the activities director in consultation with the administration.

Clubs and Organizations

Note: A published club or organization may not be available in any given year, depending on sufficient student interest or faculty moderator availability. Unless otherwise indicated, all 8-12th grade students are eligible for the following clubs.

Art Club
The Art Club is composed of students interested in art and those who enjoy drawing and designing.

Bears in the Wild
The mission behind Bears in the Wild is to connect students who love the outdoors. Bears in the Wild plans outings such as hiking, mountain biking, kayaking, and rock climbing. They participate in service projects which include activities such as cleaning up parks, trail maintenance, and volunteering at local races.

Board Games Club
The Board Games Club plays a variety of board games and card games every meeting. The club provides a friendly and welcoming environment for everyone, whether he has never played any board games before, or he has a huge collection of his own. Players are encouraged to bring in games they find fun and share them with other club members.

Chess Club
The Chess Club gathers regularly to play chess, discuss strategy and socialize. Members seek to improve their strategic and logical faculties while getting to know their classmates better through the game of chess.

Cinema Club
The Cinema Club offers students the opportunity to share their passion for film. The club meets regularly to view a movie voted on by club members and to discuss the film and its relevance to history and society.

Drama Club
The Drama Club is an organization of CHS/SJA students whose desire is to improve their acting and technology skills in the theater and to share their talents with the two school communities members stage multiple productions throughout the year.

eSports Club
The eSports Club aims to foster a community where members can participate in competitive or casual video game tournaments against other participating schools. This group seeks to provide an opportunity where students can learn communication and strategy skills that promote teamwork, sportsmanship, and creativity while remaining true to the traditions and teachings of Catholic High School and the Brothers of the Sacred Heart.

Fellowship of Christian Athletes
Members of this organization are athletes and coaches who have an interest in serving God through their interpersonal relationships and in the fellowship of the Church.

French Club
The French Club participates in various activities to expand and enrich the study of French language and culture.

Games Club
The Games Club is an opportunity for students who like gaming to meet and play games together throughout the school year.

Grizzly Hospitality Group
The objective of the Grizzly Hospitality Group is to teach students all aspects of the restaurant and hospitality business including restaurant concept building, service and culinary job training, menu building, marketing, human resources, and budgeting. Ultimately, the group hopes to inspire creativity, initiative, and a passion for food and entrepreneurship.

Intramural Sports
Intramural sports are organized programs that enable Catholic High students to participate in single, dual and team sport activities. Intramurals promote wellness and provide opportunities for enjoyable activity and fellowship, while offering constructive use for improved usage of leisure time.

Investors Club
The CHS Investors Club helps students gain a better understanding of how the stock market works and how to invest money through different means. This group meets twice a month. Meetings consist of a variety of guest speakers with expertise in investment strategies, tax law, real estate, and retirement planning. Club members also share with the group their own personal investment strategies, including traditional investments through stocks, as well as securities trading.

Junior Classical League
The Junior Classical League participates in interscholastic competition, service, conventions, and other activities promoting the Latin language. Eligible: Students currently enrolled in Latin or students who have completed Latin II.

Mock Trial
This club strives to promote the development of oral communication skills; critical thinking; appreciation of literature and the spoken word; argumentation; understanding and appreciation of civics and public affairs; and respect for the opinions and talents of others. Students participate in the legal profession mock trial tournaments.

Mu Alpha Theta
Mu Alpha Theta is a mathematics club that participates in various math activities and competitions.

National Honor Society
The National Honor Society is an academic and service club. Eligible: Invited students in grades 11-12 who maintain a 3.8 weighted cumulative GPA.

Photography Club
The Photography Club is composed of student photographers who take pictures for the school newspaper, yearbook and certain public relations materials.

Quiz Bowl
The Quiz Bowl team promotes academic excellence while participating in competitions in Baton Rouge and nearby cities.

Respect Life/JPII
The Respect Life Club consists of students who are committed to a consistent life ethic that respects the sanctity of all human life from conception to natural death. The club works to educate others about the right to life by sponsoring activities that promote valuing all human life. The group known as JPII is a subset of Respect Life. Named after St. John Paul II, it is a faith-based organization dedicated to education and discussion on the concepts

of chastity, morality, and masculinity in today's world. Through scripture, prayer, and discussion, JPII aims to develop a generation of young men who honor God by their words and actions.

Robotics Club - Bear Bots
Bear Bots is a competitive robotics team with a concentration on smaller robots. Students work in teams to design, build, and program robots to achieve goals set out for each competition. The robots are coded to sense the environment and react to various stimuli. Opportunities to compete are scheduled throughout the school year.

Robotics Club – Bear Metal
Every year, Bear Metal participates in the First Robotics Competition at the Bayou Regional in Kenner. During the spring build season, the team designs, builds, and codes a large-scale competition robot,

Science Club
The Science Club is devoted to pursuing science in a fun, inclusive environment that allows a space for students to explore their interests with hands-on activities and encourages understanding scientific impact on the world.

Spanish Club
The Spanish Club is a language club that participates in conventions and activities promoting the Spanish language. Eligible: Students currently enrolled in Spanish or students who have completed Spanish II.

Student Ambassadors
Student Ambassadors' purpose is to help with the recruiting and retention process of all new students.
Eligible: Students with one year of CHS experience. Ambassadors help staff school events involving guests and prospective students.

Student Council
Student Council acts as liaison between the students, faculty, and administration. Student Council is responsible for planning and carrying out many student activities, such as school dances, food drives, and Challenge, among others.

Ultimate
This club meets twice a week to play Ultimate and prepare for competition. The team regularly travels to tournaments all across the region. Many alumni continue to play in college.

Youth and Government
Youth Leg conference and the Model United Nations conference give high school students an opportunity to participate in Louisiana government and in our world assembly where they can express their ideas for laws and resolutions.

Interscholastic Athletics

Catholic High School offers multiple interscholastic athletic teams competing in several different associations.

Louisiana High School Athletic Association (LHSAA)

The following sports are offered under the Louisiana High School Athletic Association and include competition at the varsity level, and junior varisty (jv), freshman (f) and eight grade (8g) where indicated.

Baseball (jv, f)
Basketball (jv, f and 8g)
Bowling
Cross Country (jv, f and 8g)
Football (jv, f)
Golf (f)
Soccer (jv)
Swimming (jv, f and 8g)
Tennis (jv)
Track (jv, f and 8g)
Wrestling (jv, f)

Catholic Schools Athletic Association (CSAA)

Catholic High School competes in 8th grade boys' basketball in the CSAA under the direction of the Catholic Diocese of Baton Rouge. Teams are offered at the varsity and junior varsity level. Eligible: 8th grade only.

Athletic-Affiliated Clubs

In addition to Interscholastic teams, the following clubs/squads operate within the CHS Athletic Department:

Bruin Broadcast Network

The Bruin Broadcast Network includes students who assist with streaming various student activities, including athletic events, choir events, and band events.

Cheerleaders

The CHS Cheerleaders are made up of juniors and seniors from both CHS and SJA selected through a tryout process. From running the C-H-S flags down the sidelines after a touchdown to performing complicated stunt sequences at pep rallies, the cheerleaders promote and uphold school spirit.

Fishing Team

The fishing team offers CHS students the opportunity to compete in the sport of freshwater fishing. All skill levels from beginner to experience anglers may try out. The fishing team competes through B.A.S.S. High School Nation. As part of the B.A.S.S. High School Nation, young anglers can compete in the B.A.S.S. High School National Championship. Teen anglers can also attend the High School Elite Experience, a free opportunity for anglers who live near certain Bassmaster Elite Series tour stops. All B.A.S.S. members must be in good academic and discipline standing as well as be current on dues/membership to compete in Bassmaster Tournaments.

Lacrosse

Lacrosse teams at Catholic High are governed by the Louisiana High School Lacrosse League (LHSLL). While lacrosse is not an LHSAA sanctioned sport, it operates under the direction of the CHS Athletic Director. Lacrosse is a spring sport offering teams at the Varsity, JV and freshman levels. These teams workout four days per week in the summer and practice approximately three days per week in the fall. Practices in the spring happen on campus five days per week from 6:00-8:00 am for Varsity and JV teams. These practices count as credit towards every student's PE requirement. Spring practices for the freshman team happen in the afternoons from 3:30-5:30 pm four days per week. The Varsity team competes in the West District of the LHSLL.

Beach Volleyball
The Beach Volleyball Club is open to students of all skill levels who are interested in learning the game of volleyball or enhancing their volleyball skills. Members practice and learn the fundamentals of the game, including serving, receiving, setting, and spiking.

Parent and Coach Communication Policy

Catholic High School coaches are available to meet with parents to discuss various topics regarding their son's athletic status and performance. This includes topics such as attendance, work ethic, areas to improve, mental/emotional status, areas of concerns outside of athletics, etc. However, it is the policy of Catholic High School that coaches will not discuss with parents evaluative decisions, or the reasons therefore. This includes, but is not limited to: playing time, status as starter/reserve player, team rosters/cuts, or the like. Athletes are encouraged to set up meetings and discuss these topics with their coaches. Any issues regarding this policy should be addressed with the Catholic High School Athletic Director.

Athletic Awards and Extracurricular Lettering

Below are criteria for athletic and extracurricular lettering at CHS.

Athletic Awards
Catholic High School awards a letter to any athlete who completes a season and, in the judgement of the head coach, makes a significant contribution to the program at the varsity level. Athletic letters are available for the following sports:

Baseball	Fishing	Soccer
Basketball	Football	Swimming
Bowling	Golf	Tennis
Cheerleading	Lacrosse	Track and Field
Cross Country	Power Lifting	Wrestling

Patches and Plaques
Catholic High School provides the following letterman patches for lettering members of interscholastic teams:

State Championship Team	State of Louisiana Patch
State Runner-Up Team	Square Patch
Regional, District, Metro Championship	Square Patch

Catholic High awards plaques rather than jacket patches to recognize individual achievement in any sport. Such plaques are presented to athletes selected for First Team All-district or All-Metro, First Team All-State, Individual Championships, and the like. Each interscholastic program also issues special awards for recognition of outstanding achievement. Special award winners are memorialized with a plaque and determined at the discretion of the head coach. Any athlete earning Academic All-State Honors will receive a certificate.

Extracurricular Awards
For outstanding performance in various extracurricular activities, students may qualify for several types of awards. Such awards include pins, certificates, and plaques. In addition, sophomores, juniors, and seniors may receive letter jackets for such performance. Extracurricular lettermen are contacted in August of each year.
Each extracurricular club has established criteria for a member to qualify for a letter jacket. Such criteria are subject to approval by the activities director and the school administration.

Athletic Championships -

Catholic High's athletic teams have achieved the following national championships, state championships, runners-up and District (metro/city/regional) championships:

Total	Sport	Championships
7	Baseball	Champions
7	Baseball	Runner-Up
35	Baseball	District
1	Baseball	National Championship
1	Basketball	Champions
2	Basketball	Runner-Up
12	Basketball	Final 4
16	Basketball	District
1	Bowling	Champions
4	Bowling	Runner-Up
12	Bowling	District
2	Boxing	Champions
1	Boxing	Runner-Up
2	Boxing	District
20	Cross Country	Champions
11	Cross Country	Runner-Up
34	Cross Country	Dist./Metro
5	Football	Champions
3	Football	Runner-Up
29	Football	District
6	Golf	Champions
12	Golf	Runner-Up
26	Golf	District
21	Golf	Metro/City

Total	Sport	Championships
1	Lacrosse	Champions
3	Lacrosse	Runner-Up
1	Lacrosse	District
1	Powerlifting	Regional
5	Soccer	Champions
6	Soccer	Runner-Up
33	Soccer	District
11	Swimming	Champions
18	Swimming	Runner-Up
41	Swimming	District/City
11	Tennis	Champions
9	Tennis	Runner-Up
34	Tennis	Regional
15	Track (Indoor)	Champions
8	Track (Indoor)	Runner-Up
21	Track (Outdoor)	Champions
8	Track (Outdoor)	Runner-Up
47	Track (Outdoor)	District
3	Wrestling	Champions
6	Wrestling	Runner-Up
34	Wrestling	City
9	Ultimate	Champions
1	Ultimate	Runner-Up
1	Ultimate	National Championship

Catholic High School
Policy on Student-Athlete Name, Image, and Likeness (NIL) Agreements

I. Statement: At the Spring Executive Committee meeting in 2022, the Louisiana High School Athletic Association ("LHSAA") released a position statement that student-athletes in LHSAA member-schools do not violate the Association's amateurism clause by engaging in, and receiving compensation from, Name, Image, and Likeness ("NIL") agreements. As a result, Catholic High School has instituted the following policy measures and guidelines as it concerns its student-athletes and NIL agreements.

II. Policy: In accordance with state law and LHSAA policies, both current and those enacted after the implantation of this policy, Catholic High School permits student-athletes to engage in Name, Image, and Likeness ("NIL") agreements under these conditions:

- All Catholic High School student-athletes must disclose and present a copy of any NIL agreement or contract to the Principal of Catholic High School via the Athletic Director, prior to official engagement by the student-athlete and/or his family. Failure to disclose NIL agreements as prescribed may result in consequences as determined by Catholic High School administration.

- Catholic High School may prohibit a student-athlete from engaging in specific NIL agreements if those agreements conflict with values and principles of Catholic High School, the Catholic Church, and/or the rules and regulations expressed in the Catholic High School Student Handbook.

- Student-Athletes may not engage in an agreement with, or earn compensation from endorsements for:
  - Alcohol;
  - Nicotine, in any form;
  - Devices or paraphernalia associated with drug use, including but not limited to, e-cigarettes, vape pens, or any other type of drug delivery device;
  - Illegal or controlled substances, including banned athletic substances, and prescription medication;
  - Cannabis or cannabis related products, including CBD, hemp, and hemp related products;
  - Any form of gambling, including sports wagering;
  - Firearms that the student-athlete could not legally purchase;
  - Adult entertainment or enterprises;
  - Politicians, political messaging, or political-based advertisements;

- Catholic High School retains the right to prohibit a student-athlete from engaging in an NIL agreement that promotes or endorses other products not specifically identified above if that product or products is deemed to conflict with the values of the school or the Catholic Church.

- Catholic High School may prohibit a student-athlete from engaging in specific NIL agreements if those agreements, or terms within the agreement, conflict with existing Catholic High School sponsorship agreements or contracts, including terms within those contracts and agreements, or other school or athletic agreements or contracts, including terms within those contracts and agreements.

- In accordance with Louisiana law, Catholic High School, its Administration, Directors, Faculty, Coaches, Staff, etc. shall not arrange for, promote, or entice specific NIL agreements for its student-athletes; nor shall they provide NIL compensation to any athlete.

- Student-athletes, nor the third-party entities with whom they contract, shall not authorize, permit, or otherwise use Catholic High School trademarks, logos, clothing, uniforms, equipment, or other Catholic Intellectual Property in any NIL deals without the expressed, written consent of Catholic High School.

- Student-Athletes may not use Catholic High School facilities or property in order to endorse products or enter into NIL agreements without the expressed, written consent of Catholic High School.

- Student-Athletes may not participate in NIL activities while engaged in official Catholic High School or Catholic High School Athletic functions without the expressed, written consent of Catholic High School.

- Student-Athletes may not wear, display, or promote a commercial enterprises' brand, insignia, logo, etc. with official Catholic High School uniforms, practice gear, or at Catholic High School athletic events without the expressed, written consent of Catholic High School.
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- All student-athletes, whether under NIL contract or not, shall remain bound to the rules and regulations found in the Catholic High School Student Handbook.

- Catholic High School encourages student-athletes who engage or consider engaging in NIL agreements to obtain certified and licensed legal and financial counsel throughout the process. However, Catholic High School will not provide these services.

- Catholic High School and its employees, coaches, directors, etc., shall not be liable for any damages to a student-athlete's ability to earn compensation for the use of the student-athletes name, image, and likeness, resulting from decisions and actions taken by Catholic High School in the ordinary course of school operations.

Policy adopted July 01, 2023.

Catholic High School Award Programs

Catholic High's award program is designed to recognize student excellence and achievement in areas of academics, extracurriculars, and service. In the area of service, the program includes recognition of alumni and other members of the CHS family who contribute substantially to the school and its programs.

Recipients of academic awards and extracurricular club awards are selected at the end of each school year. Athletic award winners are selected or voted upon by coaches and players after each sport's season.

If a club or organization wishes to initiate an intraclub award, the proposal for each award must be presented to the administration at the beginning of the school year and the individual club must finance the trophy.

If a student fails to attend an award presentation program to receive an award, he risks forfeiture of the award unless he has arranged with the proper authority for an excused absence. If a student transfers to another local high school before an earned award is presented, he becomes ineligible for the award.

Descriptions and qualification requirements for awards granted by CHS are listed below.

Golden Bear Award

The Golden Bear is the highest award of Catholic High School. The Golden Bear trophy was designed exclusively for Catholic High and it is the unique property of the school. The award is granted annually to the valedictorian and the salutatorian of the graduating class as well as to outstanding students for excellence in academic or extracurricular achievement. The Golden Bear award is intended to be a senior award earned for excellence over the course of a student's time at CHS. On rare occasions, a junior may be nominated for a Golden Bear. Before nominating a junior for a Golden Bear, the department chairpersons or club moderator must get approval from the administration.

Golden Bear Award - Special Awards

Certain seniors may earn the Golden Bear Award by demonstrating excellence in multiple areas or by qualifying for other prestigious honors and awards. Golden Bear awards in this category may be presented too:

- The senior selected by the administration as the most exemplary in service, loyalty, achievement, scholarship and character. He is named the year's Outstanding Graduate.
- The senior who most distinguishes himself in service to the school. He is the recipient of the CHS Service Award.
- The senior selected by vote of the senior class that most exemplifies courage, honor, leadership, patriotism, scholarship and service. He is the recipient of the American Legion Award.
- The senior who is most outstanding in the dual fields of athletics and academic achievement. He is the recipient of the Student Athlete Award.

Golden Bear Award - Academic

The Golden Bear Award is given to the outstanding senior in Art, Band, Chorus, Engineering and Technology, English, French, Latin, Mathematics, Religion, Science, Social Studies and Spanish. The selection of the Gold Bear Award in Academics is determined by the Department Chairperson in consultation with the faculty in that department. The following are the criteria used in selecting the outstanding senior in each subject area:

- The winner must have the highest academic average in the respective subject area, based on semester grades.
- He must have taken a minimum of three courses in that subject area, including the highest level available to a student who enters CHS as a freshman.
- He must have attended Catholic High School for at least two years.

- He must have shown outstanding proficiency in the subject area in both written and oral work.

Golden Bear Award - Extracurricular

Students with at least two years in a club and who demonstrate excellence or outstanding performance in extracurricular organizations may qualify for the Golden Bear Award. In order to grant such awards, organizations must meet certain criteria:

- The organization must have been in existence for at least four consecutive years. Each school year the club must have met on an average of at least once a month.
- Each club must participate in at least three major events in which the majority of the members are involved. One such event must be a service project. In order for a member to be nominated for a Golden Bear award, he must maintain active membership and meet all club criteria.
- In order to qualify to grant the Golden Bear Award for a given year, each club will submit an application in March to be evaluated by the activities department as to fulfillment of its purpose and mission.
- The moderator of each qualifying organization selects at least two but not more than five outstanding members as candidates for the award. A vote by the members and the moderator then determines a single nominee for the club's award. The club moderator, in consultation with the activities department, then presents the nomination for approval by the school administration.

Golden Bear Award - Hall of Fame

Inductees into the Catholic High School Hall of Fame receive the Golden Bear Award. Inductees are special individuals who have shown outstanding leadership, character and dedication, and whose membership in the Hall of Fame would prove an inspiration to the students of Catholic High. To qualify for selection, a person must either have graduated from CHS at least five years prior to induction or, if not a graduate, he/she must have been associated with the school for at least five years prior to induction. Nominations are open to the public.

Academic and Honors Awards

Lettering

Catholic High awards a letter jacket for academic, athletic, and extracurricular activities. If the student letters for multiple years or in more than one activity, he may receive a metal pin at the discretion of the moderator or coach to attach to the letter on the jacket, thus indicating the additional achievement(s). A student is eligible to letter each year in high school. Letter jackets are awarded beginning in the fall of the student's sophomore year. If a freshman letters, he may receive a pin. The school issues the student only one jacket during his high school career. The cost to a student for a letter jacket is $80, to be paid at the time the jacket is ordered. Additional insignia or patches may be added at the expense of the student. Athletic patches for city, district, or state achievement are awarded at the discretion of the athletic director. A student who transfers from another school must be enrolled at Catholic High for one year before he is eligible to receive a letter jacket. If a student transfers from Catholic High to another school in the greater Baton Rouge area before his letter jacket is awarded, he will not receive the jacket.

Academic letter awards are based on weighted cumulative grade point averages. To earn an academic letter a student must have a weighted cumulative grade point average of 3.5 or higher. The weighted cumulative grade point average is calculated at the end of each school year (for athletic and extracurricular lettering criteria, see section on Student Activities).

Other Awards and Honors

Honor Graduates

Three categories of students are honored at graduation:

- Academic Program Scholars - graduates completing the academic curriculum with a weighted cumulative GPA of 3.5 or higher. These students wear white colored stoles at graduation.
- Honors Program Scholars - graduates successfully completing the Honors Program by meeting the criteria located in this Student Handbook. Graduates designated as Honors Program Scholars receive the CHS Honors Diploma and wear gold colored stoles at graduation.
- Also, National Honor Society members who complete their NHS service and attendance requirements with an eight-semester weighted cumulative GPA of 3.8 or higher will wear orange cords at graduation.

CHS Men of the Year

Selection as a Catholic High Man of the Year is recognition of a student's career performance and development at the school. Whereas the Golden Bear is awarded for excellence in more specific areas, Men of the Year are selected by the faculty for outstanding holistic performance in academics, religion, human relations, extracurriculars and service.

Grizzly Greats

Grizzly Greats is an athletic Hall of Fame established to honor past Catholic High athletes or persons who have contributed significantly to the school's athletic program. Anyone who graduated from CHS at least five years previously or, if not a graduate, who has supported the school's athletic program for at least five years is eligible for induction.

Delario Eames Memorial Award

Delario Eames, a Catholic High graduate of the class of 1973, was a distinguished student and a person of great integrity and courage. He attended Louisiana Tech University on an athletic scholarship, and in 1977 he earned a degree in aviation. He then enlisted in the United States Navy and served as a carrier based fighter pilot until February 1981 when he was killed while participating in a training exercise over the Pacific Ocean.

The Delario Eames Memorial Courage Award is presented to a student, graduate or friend of Catholic High School who, by his or her actions, has demonstrated the mental and moral strength to confront, resist and overcome significant danger, opposition or hardship. In order to be considered for this award, nominees must possess extraordinary courage, spirit, resolve and tenacity.

St. Joseph's Academy

Students of St. Joseph's Academy who excel in Catholic High extracurriculars may receive certificates, pins, plaques or letter jackets as stated in their respective clubs' award criteria.

Awards and Presentation Events

In addition to Catholic High, certain support organizations in the community present a number of prestigious awards to students who excel or demonstrate outstanding performance in various areas and activities.
The various award winners are honored at six events that take place each school year. The events are the Academic Convocation, Fall Sports Convocation, Winter Sports Convocation, Leadership Convocation, Spring Sports Convocation and Honors Convocation.

Recipients of academic awards and extracurricular club activity awards are selected at the end of each school year. Academic awards are presented at the Academic Convocation and Honors Convocation; extracurricular club activity awards are presented at the Leadership Convocation and Honors Convocation. Athletic award winners are selected and/or voted on by coaches and players after each individual sport season. Results are made known at the respective sports convocations.

A number of special awards go to student athletes for special achievements. Also, certificates of participation, varsity lettermen certificates and all-district and all-state plaques are presented. Listed below are the awards conferred at the respective presentation events.

Honors Convocation

- Golden Bear Awards
- Certificates to seniors for outstanding performance at State Literary Rally
- Presentation of Nationally Recognized Finalists
- Presentation of Principal's Award to students who earn straight As throughout their CHS coursework
- Recognition of Honor Graduates and Academic Program Scholars
- Recognition of CHS Men of the Year

Academic Convocation

- Certificates for outstanding performance at District/State Literary Rally
- Certificates and/or honor pins for academic achievement
- Certificates for semifinalists and commended students in National Merit Scholarship competition
- Certificates for participants in foreign language festivals
- Certificates for participants in Cyber Discovery
- The F. Wayne Frey '71 and Majorie "Grammy" Frey Memorial Endowed Scholarship
- The Brother Adrian Gaudin, S.C. Scribe Memorial Endowed Scholarship
- The Mildred Creaghan Robichaux and Gertrude Creaghan Memorial Endowed Scholarship in Honor of Brother Carl Evans, S.C.
- Jordan T. "Jordy" Rourke '06 Memorial Endowed Scholarship
- Brent David Pecue '80 Memorial Endowed Scholarship
- Jacob Meek '17 Memorial Endowed Scholarship

Fall Sports Convocation

Cross Country

- Outstanding Runner
- Coach's Award
- Orange Wave Award

Football

- Team Captain
- The Steve Deumite Memorial Golden Grizzly
- Most Improved Player
- Coach's Award
- Special Team Award

Swimming

- Outstanding Swimmer
- Most Improved Swimmer
- Coach's Award

Winter Sports Convocation

Basketball

- Most Valuable Player
- Best Defensive Player
- The Robert Selleck Memorial Outstanding Offensive Player
- Coach's Award

Soccer

- Most Valuable Player
- Outstanding Offensive Player
- Outstanding Defensive Player
- Coach's Award

Wrestling

- Most Valuable Wrestler
- Most Improved Wrestler
- Coach's Award

Leadership Convocation

- Certificates for club officers and outstanding participants in certain extracurriculars
- Baton Rouge State Fair Foundation Student Volunteer Award
- Rensselaer Award for achievement in mathematics
- Bausch and Lomb Award for achievement in science
- Frederick Douglass and Susan B. Anthony Award for achievement in social studies
- Knights of Columbus Patriotic Award
- Tulane Book Award for achievement in English
- Barefoot Pedals Foundation in honor of Jeff Nola '94
- Jacob Meek '17 Memorial Award

Spring Sports Convocation

Baseball

- Clyde Didier Memorial Student-Athlete
- Highest Batting Average
- Golden Glove
- Brent Pecue Memorial Team Spirit

Bowling

- Outstanding Bowler
- Coach's Award

Lacrosse

- Outstanding Offensive Player
- Outstanding Defensive Player
- Most Valuable Player
- Coach's Award

Golf

- Outstanding Golfer
- Coach's Award

Tennis

- Most Valuable Player
- Coach's Award

Track

- Outstanding Track Man
- Outstanding Field Man
- The Brett Devall Memorial Outstanding Distance Man
- Coach's Award

CATHOLIC HIGH SCHOOL TUITION & FEES

TUITION PAYMENT OPTIONS

FACTS Tuition Management is our third-party partner who manages the tuition payment process for all CHS families. All families are required to have a FACTS account and connect a payment method, even if paying in full. This enables us to bill future incidental fees. Payment forms accepted are a checking or savings account (no fee) or a credit or debit card (approximate 3% transaction fee depending on type of card).

Three payment plans are available, and all are interest-free. FACTS collects a nominal annual fee per customer when your plan is activated (new families) or rolled over (returning families).

Annual Plan $25.00 annual FACTS fee Paid 10 days after activation	**100% due July 6, 2026**
Semi-Annual Plan $25.00 annual FACTS fee Paid 10 days after activation	**50% due July 6, 2026** **50% due December 3, 2026**
Monthly Plan $55.00 annual FACTS fee Paid 10 days after activation	**12 monthly payments** (choose the 3rd or 15th of month) first payment due June 2026 final payment due May 2027

MONTHLY PAYMENT

*A family who chooses the monthly plan would pay each month (June 2026 - May 2027). This amount **includes** tuition and re-registration for the 2027-2028 school year.*

$ 1,228.41 per month

In addition, for a family who chooses to pay for their son's laptop through monthly installments, the final cost of the laptop, less the $100 deposit, will be divided into 12 equal payments at 0% interest.

For complete details about the new Laptop Program,
see the Catholic High School Laptop Program flyer included in your acceptance packet.

Financial Assistance

Work Study Program / Financial Grants

In keeping with the educational tradition of the Brothers of the Sacred Heart, **no student is refused admission or asked to leave Catholic High School solely because of his family's inability to pay tuition.**

Financial assistance is available for students whose families are unable to pay the full cost of tuition. Applications after the publicized deadline will be considered for extraordinary circumstances only. However, requests for emergency grants will be considered as described below. Applications are to be completed and submitted online through a program called FACTS Management Company. Any parent who does not have access to a computer or who needs help completing the online application can get assistance by contacting Mr. Stuart Sonnier at Catholic High School by phone at (225) 383-0397 or by email at ssonnier@catholichigh.org.

The online application for financial assistance for CHS tuition can be reached through the FACTS link in the Financial Assistance section of the CHS web site.

Upon receiving a completed application for financial assistance, the CHS Financial Assistance Committee, headed by the president, will review the application and determine what amount and type of assistance will be offered. Financial assistance may be offered in the form of a partial tuition grant, an opportunity for the student to participate in a summer work study program for credit toward orientation and tuition expenses or a combination of partial grant and work study.

Emergency Grants

The president may use his or her discretion in cases where extreme financial problems jeopardize a student's continued attendance at Catholic High School. The student's parent(s) must contact the president in such cases.

Financial Obligations

Parents are asked and expected to honor their financial obligation to Catholic High School through the timely payment of tuition and fees. However, when CHS families experience severe financial situations, parents should contact the CHS president as soon as possible to discuss possible adjustments in scheduled tuition payments. Again, no student will be asked to leave CHS solely on the basis of his parent's inability to pay full tuition. If no alternative arrangement for payment is made and authorized by the CHS president, when a student's tuition account becomes two months in arrears, the student may be subject to suspension from classes or participate in extracurriculars and/or athletics. No student may take semester examinations until all financial obligations to the school have been satisfactorily addressed as defined by the CHS president. Families who have not met their financial obligations from the previous school year cannot attend orientation or begin classes until the obligations have been satisfactorily addressed as defined by the President.

Office of Advancement

The Office of Advancement serves to advance the mission of Catholic High School through an organized model of support that engages advancement, admissions, alumni Relations, communications and planned giving by fostering philanthropic relationships with parents, alumni and friends. Through outreach, pride and promotion of the school, the Office focuses on creating long-term sustainable relationships that support critical initiatives such as the annual fund, capital campaigns, endowments, scholarships, honorary/memorial gifts, and planned giving which directly impacts the holistic educational experience of our students.

872 Hearthstone Drive, Baton Rouge, LA 70806

bdipalma@catholichigh.org | catholichigh.org/giving

General

Announcements

Daily announcements are an important part of the school's communication effort. Each day, announcements are broadcast over the school's public address system, emailed to students and faculty, and posted on the school website. Any message to be included in announcements must first be approved by a faculty member.

The Bruin Shop – Campus Store

The Bruin Shop is conveniently located between the mall and gym in the main building and is open during the school year from 7:00 a.m. to 3:30 p.m. (closed daily for lunch). The Bruin Shop sells required class materials and workbooks, P.E. shorts and shirts, required outerwear, fan apparel, gifts and general school supplies.

The Bruin Shop – Online Store

A large selection of items available in the campus store can also be purchased online by following the Shop CHS link on the CHS website. Any questions regarding the campus store or online shopping can be sent to bruinshop@catholichigh.org.

The only sources for authorized school merchandise are The Bruin Shop or through the school's website. Other online sites and local stores do not have the school's permission to sell CHS merchandise and items purchased from them will not be considered acceptable as required school apparel or merchandise.

Lost and Found

Personal articles found around the campus should be taken to The Bruin Shop immediately. Whenever something of value is lost, and it has not been turned in to the store, students should file a report in the office of the assistant principal for discipline.

Messages for Students

We ask parents to refrain from calling the school office to leave routine messages for students. Only emergency messages from parents will be delivered. Parents may email students throughout the school day. Parents should not text or call students on their cell phones during the school day.

Insurance

Catholic High School neither offers nor provides insurance to cover an accident, injury, or damage to students and/or their personal property while they are on or off campus or while they are engaged in academic or extracurricular activities sponsored by CHS. By enrolling their sons at CHS, parents thereby acknowledge that fact, and they agree to accept the full financial responsibility, on their own or in conjunction with their personal insurance provider, for the cost of any treatments or services for their sons needed as a result of an accident, injury, or damage to students and/or their personal property regardless of when or where such accident, injury, or damage may occur.

Catholic High School has in the past obtained, and seeks to renew each year, a Student Accident Catastrophic Medical Insurance policy that covers all students. However, this policy is limited and it is designed for and only covers catastrophic injury and loss.

Use of Photographs

Students' Pictures

Catholic High reserves the right to use students' pictures in school publications and on the school website. Enrollment of a student in Catholic High School constitutes the consent of his parents or guardians for the use of the student's pictures in school publications, on the school's website and in school advertisements in print and broadcast outlets. A parent who does not want their son's identifying information included in school publications or the website must send an email to the principal of Catholic High School opting out, along with the justification.

Faculty Pictures, Videos, Recordings

Taking/posting/sending photos, videos or voice recordings of CHS employees at any time without their express consent is prohibited. Students who engage in such activities are subject to disciplinary consequences.

Security Cameras

Catholic High School has installed security cameras at various locations around campus to help increase the safety and protection of people and property. While these cameras are not monitored 24 hours a day, 7 days a week, they will record and preserve data for a period of time, allowing more effective response should a security issue occur.

Fencing, Gating, and Controlled Access on Campus

In an effort to maintain a safe and secure school campus, Catholic High has added fencing, gating, and controlled access doors around the campus. A student's standard issued ID card contains a chip that when activated allows entrance through the gates and exterior doors during designated times. In order to preserve security, students will only be allowed to have one activated ID card at any given time. If a student loses or forgets his ID card, he must purchase a new card and the old card will then be deactivated. Students must not do anything that defeats the purpose of the fencing and gating, in particular, but not limited to, propping open the gate or door for other students or sharing their ID with anyone. Students who leave gates or doors open,or allow others to use their ID to gain access to campus, will be subject to disciplinary consequences.

PREVENTION OF ABUSE
A Statement of Policy by the Board of Directors Catholic High School

"The mission of Catholic High School is to teach Gospel values in an environment of academic excellence according to Catholic tradition and the spirit of the Brothers of the Sacred Heart." (The Mission Statement of Catholic High School)
Catholic High School is committed to assuring that all employees' and volunteers' relations with the young further their human, spiritual, physical, moral, and social growth. It is equally committed to vigilance against any influences which are inimical to growth in these areas.
In light of its mission and its relationship of trust with young people, Catholic High states its strong commitment to preventing the sexual and physical abuse of the young who are the beneficiaries of this mission. It states with equal strength its commitment to preventing all forms of physical or sexual abuse. The concrete forms which define this policy of commitment to prevention of abuse are detailed in the subsequent paragraphs.

SCREENING
Catholic High School employs only persons willing to submit to thorough screening by use of procedures including, but not necessarily limited to, confidential written references; formal checking with the National Child Abuse Central Registry and with national and state law enforcement agencies; and personal interviews aimed at determining their suitability for work with young people and at ascertaining their readiness to supervision of their work with the young.

SUPERVISION
Catholic High School conducts close supervision of all employees and volunteers aimed at preventing sexual and physical abuse. Supervision at Catholic High includes the express promulgation of guidelines for conduct by employees and volunteers in their relationships with the young and with adults. Supervision at Catholic High aims not only at preventing behaviors which of themselves fall under the legal definitions of sexual and physical abuse but also at eliminating those words, actions, and comportments which are potentially exploitative, abusive, or demeaning.

EDUCATION
Catholic High School educates its employees and volunteers who work with young people in (a) the means of recognizing symptoms of abuse, (b) their responsibilities for reporting suspected instances of abuse or neglect, (c) state, parish, and municipal laws defining and governing sexual and physical abuse, and (d) the procedures of supervision.
Likewise, Catholic High educates its students regarding state, parish, and local laws pertaining to physical and sexual abuse, and how to recognize symptoms of abuse. Students are also informed regarding procedures to be followed in case of suspected or perceived abuse.

ALLEGATIONS
All employees and volunteers at Catholic High School will take seriously all allegations of sexual or physical abuse and neglect, regardless of the role and identity of the accused, by reporting the allegation to the competent school authority.
The school's first concern will be the protection, confidentiality, and welfare of the person(s) involved in the allegations, and the first action will be the immediate removal of the accused from the ministry site until the matter is resolved.

REPORTING ALLEGATIONS
In the event of an allegation of sexual or physical abuse, after protecting the person making the charge from possible further distress by removal of the accused from the ministry site, the competent school authority will abide by all state, parish, and municipal laws about reporting the allegation to civil authorities and will cooperate with such authorities in the discharge of their duties.

TERMINATION OF EMPLOYMENT
Any employee of or volunteer with Catholic High School who admits to guilt, is found guilty of, or pleads nolo contendere to a charge of abuse will be terminated.

Approved by Board of Directors April 21, 1994

PREVENTION OF WORK-RELATED HARASSMENT
A Statement of Policy by the Board of Directors

"The mission of Catholic High School is to teach Gospel values in an environment of academic excellence according to Catholic tradition and the spirit of the Brothers of the Sacred Heart." (The Mission Statement of Catholic High School)
Catholic High School is committed to assuring that the relations between and among its employees, volunteers, students and various publics are marked by mutual respect and an appreciation for one another's rights.
In light of its mission, Catholic High states its strong commitment to preventing all forms of harassment. It is school policy that all employees and volunteers are responsible for assuring that the workplace and academic environment are free from harassment. This policy is detailed in the subsequent paragraphs. While primarily dealing with the issue of sexual harassment, the policy applies to all forms of harassment in the workplace and academic environment.

1. DEFINITION
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or harassing nature. Sexual harassment occurs when:

a. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or academic success;
b. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions concerning the individual;
c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working/academic environment.

2. SCREENING AND HIRING
Catholic High School employs only persons willing to submit to thorough screening by use of procedures including, but not necessarily limited to, confidential written references; formal checking with national and state law enforcement agencies; and personal interviews aimed at determining, when appropriate, their suitability for work with young people in conjunction and cooperation with colleagues and at ascertaining their readiness to submit to supervision of their work.

3. SUPERVISION
Catholic High School conducts close supervision of all employees and volunteers aimed at preventing all forms of harassment. Supervision at Catholic High includes the express promulgation of guidelines for conduct by employees, volunteers, and students regarding their conduct. Supervision at Catholic High School aims not only at preventing behaviors which of themselves fall under the legal definitions of harassment, but also at eliminating those words, actions, and comportments which are potentially harassing, exploitative, abusive, or demeaning.

4. EDUCATION
Catholic High School educates its employees and volunteers in (a) the means of recognizing indications of harassment, (b) their responsibilities for reporting suspected instances of harassment, (c) state, parish, and municipal laws defining and governing harassment, and (d) the procedures of supervision.
Likewise, Catholic High School educates its students regarding state, parish, and local laws pertaining to harassment; and, through written and verbal policies and directives, informs students as to what is and is not appropriate behavior, both at school and at school-related functions and activities. Students are also informed regarding procedures to be followed in case of suspected or perceived harassment.

5. RESPONSIBILITIES
All employees and volunteers are responsible for maintaining a workplace free from any form of harassment. No employee or volunteer shall threaten or insinuate, either explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect that employee's employment, evaluations, wages, advancement, assigned duties, or any other condition of employment or career development. No employee or volunteer shall commit or allow other personnel to engage in other unwelcome or unwanted sexually harassing conduct including, but not necessarily limited to:

--sexual flirtations, touching, advances, or propositions;
--verbal abuse of a sexual nature;

--graphic or suggestive comments about an individual's dress or body;
--sexually degrading words to describe an individual;
--the display in the workplace of sexually suggestive objects or pictures.

An employee who has a question regarding this policy or who has a complaint of harassment at work by anyone, including any supervisor or administrator, co- worker, vendor, student, supplier, or other, must bring the problem to the attention of the principal or the president. Allegations related to the principal or the president should be submitted directly to the Board of Directors.
The employee is hereby assured that the filing of a complaint will in no way result in any form of retaliation.

6. REPORTING ALLEGATIONS
All individuals at Catholic High School, but especially those charged with offices or roles of supervision, shall take seriously all allegations of harassment, regardless of the role and identity of the accused, by reporting the allegation to the principal or the president, whose first concern will be the protection, confidentiality, and welfare of the person(s) named as victim(s) in the allegations. If circumstances dictate, the principal or the president may require the immediate removal of the one accused of the harassment from the ministry site until the matter is resolved.

7. INVESTIGATING ALLEGATIONS
In the event of an allegation of harassment, after protecting the alleged victim from possible further distress by reasonable and appropriate means, including the possible removal of the accused from the ministry site, the principal or president will immediately initiate an investigation in an impartial and confidential manner.

8. DISCIPLINARY ACTION
Any member of the Catholic High School community who admits to or is determined to have been guilty of harassment will be subject immediately to disciplinary action ranging from a written warning to termination or dismissal, depending upon the severity of the violation in each case.

Approved by Board of Directors April 21, 1994

Bruin Fight Song

Come on and fight, all you Bruins, and triumph on the field!
Big Bruin cohorts are cheering for the
Bears will never yield.
Hey! Hey!
This day we're all out for vict'ry
No matter what the cost
'Cause we'll fight forever
"Til the last white line is crossed.

Alma Mater

Dear Alma Mater,
We'll be true to you
When storm clouds hover and
When the skies are blue.
Long may you prosper.
May your ills be few.
Dear Alma Mater we'll be
Ever true.
C…H…S!