



— **ACADEMY OF THE** —  
**SACRED HEART**  
GRAND COTEAU

**2018-2019**

**ACADEMY OF THE SACRED HEART  
UPPER SCHOOL  
STUDENT/PARENT HANDBOOK**

***PARENT/STUDENT HANDBOOK CHANGES***

The administration reserves the right to waive or amend any and all regulations, policies, and practices stated in the *Parent/Student Handbook*. Faculty, staff, parents, and students will be notified promptly, in writing, of changes which may affect them.

# ACADEMY OF THE SACRED HEART

## UPPER SCHOOL

### PARENT/STUDENT HANDBOOK

#### 2018-2019

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# SCHOOLS OF THE SACRED HEART AT GRAND COTEAU

## MISSION STATEMENT

The mission of the Schools of the Sacred Heart at Grand Coteau is to make the future noble by forming the minds and hearts of young people in a challenging and innovative academic environment that reflects the aims and ideals of the Sacred Heart.

Schools of the Sacred Heart at Grand Coteau, founded in 1821, is a Catholic independent college preparatory school composed of two single-gender schools, the Academy of the Sacred Heart and Berchmans Academy of the Sacred Heart. Enriched by a tradition of educational excellence that focuses on the spiritual, intellectual, emotional, social, and physical development of each individual, Schools of the Sacred Heart at Grand Coteau prepares students to become confident, faith-filled, and effective leaders committed to the service of others. The school offers students the experience of an innovative and challenging curriculum within a single gender environment. All twenty-two Sacred Heart Schools in the United States and Canada adhere to the following goals:

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

As a member of the Network of Sacred Heart Schools, Schools of the Sacred Heart at Grand Coteau also abides by the following Foundational Principles from the *Goals and Criteria for Sacred Heart Schools in the United States and Canada*:

1. In the *Goals and Criteria*, the Society of the Sacred Heart defines the mission of the school as part of the Society's educational mission in the Catholic Church.
2. Each school is accountable to the Society of the Sacred Heart Commission on Goals for adherence to the *Goals and Criteria*.
3. Each school's Board of Trustees and Administration establish and uphold policies that are consistent with the *Goals and Criteria*.
4. The school allocates its resources to support each Goal and its Criteria.
5. The school is in compliance with professional standards as stated by accrediting agencies.

# HISTORY

The Schools of the Sacred Heart at Grand Coteau is the oldest independent school in Acadiana. Its philosophy emanates from the educational tradition begun in France in 1800 by St. Madeleine Sophie Barat and brought to America in 1818 by St. Philippine Duchesne. Founded in 1821 by Mother Eugénie Audé and Sister Mary Layton, at the direction of St. Philippine Duchesne, the school is listed in the National Register of Historic Places as the second oldest institution of learning west of the Mississippi River and second oldest institution of learning in the state of Louisiana. The main building dates back to 1830 and the campus extends over 250 acres. The school offers a challenging curriculum, and the students are encouraged not only to acquire the basic skills to continue their education, but also to gain a love of learning and the ability to apply their knowledge to moral, intellectual, and social questions. While focusing on the individual, the school endeavors to provide opportunities for students to develop a concern for others through the sharing of experiences by students and faculty from diverse cultural, ethnic, religious, and socio-economic backgrounds.

Schools of the Sacred Heart at Grand Coteau employs highly qualified professional educators and a competent staff who are committed to the philosophy of Sacred Heart education as expressed in the *Goals and Criteria for Sacred Heart Schools in the United States and Canada*. These Goals express the philosophy of the Sacred Heart Schools in the United States and Canada, and indeed throughout the world. Schools of the Sacred Heart at Grand Coteau is an independent school, governed by a Board of Trustees who make a formal commitment to promote the values of Sacred Heart education. Trustees are accountable to the Society of the Sacred Heart for the implementation of the *Goals and Criteria for Sacred Heart Schools in the United States and Canada* through a formal evaluation cycle coordinated by the Sacred Heart Commission on Goals (SHCOG).

Students, faculty and staff, alumnae, trustees, and parents participate actively in the United States and Canadian Network of Sacred Heart Schools through the Student Exchange Program and Summer Service Projects, Network Membership meetings, training for trustees, formal and informal visits to other Sacred Heart schools, professional development conferences, national and international alumnae/i gatherings, and support for international Sacred Heart projects.

Sacred Heart educators embrace this unique Sacred Heart philosophy and join the Religious of the Sacred Heart and alumnae/i of Sacred Heart schools throughout the world in a long and proud tradition of education.

# SACRED HEART TRADITIONS

Schools of the Sacred Heart at Grand Coteau has maintained many traditional celebrations which are part of treasured heritage of children of the Sacred Heart.

These include:

**Blue Ribbons/Pins:** Blue ribbons are awarded to Academy of the Sacred Heart Upper School students and blue pins are awarded to Berchmans Academy of the Sacred Heart Upper School students for outstanding contribution to the life of the school through their loyalty, concern for others, responsibility, service, spirit, community building, and integrity.

**Christmas at Coteau:** An annual fundraiser which includes holiday lunches, shopping with numerous vendors.

**Closing Ceremonies:** Younger students close their year in formal celebrations. Preparatory and Upper School students receive academic and other awards during their respective Prizes. II Scholastics celebrate at a special Mass, and IV Academics receive their diplomas at the end of Graduation Mass under the oaks. Parents and other guests are welcome to attend these celebrations.

**Congés:** On these "play days" at school, the older students have an opportunity to develop their skills of planning and implementing special events for the younger students.

**Family Congé:** held annually in the spring, is a day of family fun with proceeds benefiting the school.

**Father/Daughter:** Students at the Academy of the Sacred Heart in grades 7-12 enjoy an evening of dancing with their fathers. Students, grades PK3-6 share a Mass and breakfast with their fathers.

**Father/Son:** Students at Berchmans Academy enjoy a prayer service and meal with their fathers.

**Goal Awards:** Preparatory students who exemplify a particular Goal receive ribbons of various colors or pins; Upper School students receive certificates or pins.

**Goûter:** A French word meaning "to taste." Boarding students have goûter every afternoon after classes, and the entire school enjoys goûter on special occasions.

**Honors Assemblies:** Assemblies provide recognition of students achieving special academic and honors previously known as "Primes".

**Liturgies:** Students plan the liturgies which are held each week. Special liturgies include the Mass of the Holy Spirit, Feast of Mater Admirabilis, Feast of St. Philippine Duchesne and Feast of St. Madeleine Sophie Barat. Other liturgies commemorate special events or occasions such as

the Miracle at Grand Coteau, Black History Month, May Crowning, First Communion celebration, etc.

**Mater Admirabilis:** “Mother Most Admirable.” The original Mater, a fresco painted by Pauline Perdreau, RSCJ at the Trinita dei Monti in Rome, represents Our Lady as a young girl. Mater’s feast is October 20.

**Mother/Daughter:** Academy of the Sacred Heart students enjoy Mass and brunch with their mothers.

**Mother/Son:** Berchmans Academy of the Sacred Heart students enjoy Mass and brunch with their mothers.

## **Schools of the Sacred Heart Songs**

### **Coeur De Jesus**

Coeur de Jésus, sauvez le monde, quel’univers vous soit soumis.  
En vous seul notre espoir se fonde:  
Seigneur, Seigneur, vous nous l’avez promis.

Vous l’avez dit votre promesse, fait notre espoir, notre bonheur:  
“Je bénirai, dans ma tendresse, les enfants de mon Sacré Coeur”.

### **School Song**

We pledge our love to Grand Coteau, mid oak and towering pine.  
O dearest alma mater, a glorious task is thine:  
To make the future noble, to make the future noble,  
To make the future noble, that task is thine.

We promise to be faithful to all that Coteau’s taught,  
To spread the fire of charity that burns in Coteau’s heart,  
With aims and with ideals, with aims and with ideals,  
With aims and with ideals true to the Sacred Heart.

## **SOME IMPORTANT PEOPLE TO SACRED HEART**

**Mater Admirabilis:** “Mother Most Admirable.” The original Mater, a fresco painted by Pauline Perdreau, RSCJ at the Trinita dei Monti in Rome, represents Our Lady as a young girl. Sacred Heart students around the world have had a special devotion to Mater since the mid-nineteenth century. Mater’s feast is October 20.

**Society of the Sacred Heart:** The religious community founded by St. Madeleine Sophie Barat was named for the Sacred Heart of Jesus and finds its inspiration in devotion to the Sacred Heart. The Feast of the Sacred Heart is celebrated on the first Friday after the octave of the Feast of Corpus Christi.

**St. Madeleine Sophie Barat:** Founded the Society of the Sacred Heart in France in 1800 and served as Superior General for 65 years. Her feast day is celebrated on May 25.

**St. Philippine Duchesne:** The Religious of the Sacred Heart who brought the Society of the Sacred Heart to America in 1818. She is considered the first missionary of the Society of the Sacred Heart. Philippine Duchesne visited the campus at Grand Coteau twice in her life. Her feast day is celebrated on November 18.

**St. John Berchmans:** On December 14, 1866, Blessed John Berchmans, a Jesuit scholastic who died in the early 17<sup>th</sup> century, appeared to a young Religious of the Sacred Heart, Mary Wilson, and cured her of a terminal illness. The miracle which occurred at Grand Coteau in 1866 was recognized by the Roman Catholic Church as the third miracle needed for John Berchmans canonization. His feast day is celebrated on November 26. A mass commemorating the miracle is celebrated on December 14.

**Mary Wilson:** The Religious of the Sacred Heart who was miraculously cured of a terminal illness by Blessed John Berchmans on December 14, 1866. The infirmary in which she was healed is now a Shrine to St. John Berchmans.

**Mother Eugenié Audé and Sister Mary Layton:** The two Religious of the Sacred Heart who brought the Society of the Sacred Heart to Grand Coteau, LA in 1821.

**Mother Aloysia (Mary Ann) Hardey:** One of the first students to attend the Academy of the Sacred Heart in Grand Coteau. After becoming a Religious of the Sacred Heart, Mother Hardey made numerous Sacred Heart foundations in New York, Canada, and Latin America.

**Mother Janet Erskine Stuart:** The sixth Superior General of the Society of the Sacred Heart. Mother Stuart’s writings, educational philosophy, and vision continue to inspire Sacred Heart educators around the world.

## UPPER SCHOOL PHILOSOPHY

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

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

In keeping with the Goals of a Sacred Heart education, the school furnishes opportunities for the student to reflect upon and respond to God personally and communally. The student celebrates liturgies and feast days as a part of the school community and is offered the opportunity to participate in reconciliation services. Additionally, the student is encouraged to aid in the planning of these spiritual activities. Student ministers coordinate their efforts with the Campus Ministry staff to prepare annual retreats tailored for different grade levels.

The student's moral development is fostered in an environment in which each one is taught to live the message of the Gospel. The student is exposed to issues of justice and confronted with the reality of the needy and of those who suffer injustice. Outreach programs call on the student to act on this insight through required service experiences in projects with the young and the old, the impoverished and the undereducated. By giving of oneself and by actively living one's faith in Jesus, the student realizes one's responsibility and efficacy for a wider community.

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

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

With this multifaceted training, a graduate of Schools of the Sacred Heart at Grand Coteau leaves the school having gained many things: a personal and academic knowledge; the skills to continue learning; commitment to service; responsibility to act as a Christian leader; and the confidence in one's ability to be an effective agent of change in the local and wider communities. However, no student graduates as a finished product. Educators of the Sacred Heart: "bring up our children for the future not for the present.... So we must remember that it is better to begin a great work than to finish a small one.... A piece of finished insignificance is no success."

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



# **GENERAL INFORMATION AND POLICIES**

## **ACCREDITATION AND MEMBERSHIPS**

Schools of the Sacred Heart at Grand Coteau is approved by the Louisiana State Department of Education and accredited by the Independent Schools Association of the Southwest, and AdvancED (formerly SACS – Southern Association of Colleges and Schools). Schools of the Sacred Heart at Grand Coteau is a member of the Network of Sacred Heart Schools in the United States and Canada and of other professional organizations and works collaboratively, when appropriate, with the Office of Catholic Schools of the Diocese of Lafayette.

## **ADMISSION CRITERIA**

As part of the admissions process, each applicant is considered on an individual basis. The birthday deadline for applicants is September 1<sup>st</sup>. Applicants for Pre-Kindergarten (three and four year olds) and Kindergarten (five year olds) should be the appropriate age on or before the deadline to ensure full consideration for admission.

### **I Pre-Primary - I Primary**

- Children applying for admission will be accepted on the basis of their school performance to date, admission screening, and parent interview. I Primary (Grade One) applicants must have successfully completed Kindergarten. Pre-Primary, PreK4, and Kindergarten applicants will be evaluated on their developmental maturity.

### **II Primary-IV Preparatory**

- Children applying for admission to II Primary through IV Preparatory (Grade Two through Grade Eight) will be accepted on the basis of their academic record, standardized and admission testing, discipline record, teacher recommendations, and parent/student interview.

### **I Academic-IV Academic**

- Students at the Schools of the Sacred Heart at Grand Coteau in the IV Preparatory (Grade Eight) who wish to continue at Schools of the Sacred Heart must meet the requirements of the Upper School.
- Students from other schools applying for admission to the Upper School will be accepted on the basis of academic record, testing, discipline record, and parent/student interview.
- All student boarders must meet the entry requirements for the Upper School.
- Students are admitted into IV Academic (Grade Twelve) only for exceptional reasons. They must be able to meet the requirements for graduation, including the community service requirement.

## **CONTINUING ENROLLMENT**

- During the III Preparatory (Grade Seven) year, a Schools of the Sacred Heart at Grand Coteau student's readiness for the I Academic (Grade Nine) will be carefully assessed. In the event that success cannot be predicted for a student, his or her parents will be so advised. This student's progress will be carefully monitored during the first semester of the IV Preparatory year (Grade Eight), and her program adjusted to give the student every reasonable opportunity to develop the skills needed to improve his or her performance.

- In the Upper School, a student who finds herself on Academic Probation for two consecutive grading periods may be counseled toward an adjusted or alternative academic program and may not be allowed to participate in co-curricular activities.
- If during a student's education at Schools of the Sacred Heart at Grand Coteau a student continually fails to respond to the training offered, the student may be asked to withdraw from the school whether it be for academic, discipline, or personal reasons.

### **RE-ENROLLMENT**

- No student whose tuition is in arrears will receive a re-enrollment contract for the following year.
- Schools of the Sacred Heart at Grand Coteau reserves the right at all times to suspend, dismiss, or not enroll for any academic year any student whose conduct or academic performance is determined by the Head of School and the appropriate Division Head to be inadequate, or contrary to the school's rules, or to the *Goals and Criteria of Sacred Heart Schools*. Parents who demonstrate an unwillingness to support the educational philosophy or programs of the school may be asked to enroll their children in a different school.

### **DISASTER DRILLS**

To ensure the safety of all members of the school community and the orderly evacuation of school buildings in emergency situations, regular disaster drills are necessary. Emergency evacuation routes are posted near the doors in all rooms. All disaster drills are treated seriously; no inappropriate behavior will be tolerated.

In the case of drills, after the emergency signal is sounded, students and adults are immediately to leave all buildings without running, shoving, or talking. Students and adults are to remain absolutely silent in the holding areas while awaiting further instructions and are to remain silent while returning to their classrooms.

In the case of tornado or other drills, students and adults are to move in silence to designated areas away from doors or windows.

### **FIELD TRIP TRANSPORTATION POLICY**

Insofar as reasonably possible, the school will provide transportation to and from off-campus school-sponsored events. In cases where this is not reasonably possible or practical, students or parents provide part or all of the transportation need by means of their personal vehicles, the Dean of Students or Athletic Director must use the following guidelines:

- Parental permission slips must be obtained and kept on file with regard to:
  - A student providing her own transportation with/without faculty/staff employee required to be in the vehicle
  - A student driving other students with/without faculty/staff employee required to be in the vehicle
  - A student being driven by another student with/without faculty/staff employee required to be in the vehicle
  - Student drivers must provide a photo copy of a valid drivers' license at the beginning of each semester and during any summer session.

- Students given permission to drive other students must furnish a photocopy of their parents' automobile policy or other proof of insurance showing limits of liability of at least \$100,000/\$300,000 or \$300,000 combined single limit.

Student drivers must report to the Upper School Dean of Students whenever a traffic citation for a moving violation has been issued to them, regardless of whether they were driving to and/or from an off-campus school-sponsored event at the time of the citation.

The use (loan) for school purposes of a vehicle owned by a third-party, namely, one titled to a parent or friend of Schools of the Sacred Heart at Grand Coteau, and where a Sacred Heart employee is the driver, must be approved by the Division Head. In no case may the vehicle be designed to carry more than nine passengers.

The vehicle owner must be informed in writing that his/her liability policies are primary in the event of a claim. The Division Head and/or Dean of Students must also confirm that the owner has adequate liability insurance in effect, by requesting a copy of the owner's automobile policy or other proof of insurance showing that limits carried are at least \$100,000/\$300,000 or \$300,000 combined single limit.

### **FINANCIAL AID**

Schools of the Sacred Heart provides financial aid to students who might otherwise be unable to attend the school. Financial aid **must be applied for each year** by parents through the FAST program. The FAST application is accessed through the school's website. Final decisions regarding financial aid awards rest with the Head of School. Financial aid is not available for boarding fees or for Pre-Primary (PreK3) children.

### **FINANCIAL OBLIGATIONS**

All financial obligations, including but not exclusive to, tuition, lost textbooks, library books/fines, athletic obligations, and class dues must be cleared before a student may take semester exams. Access to online grades will be denied if financial obligations are not met. Parents of a student who withdraws from the school for any reason must pay all financial obligations before an official transcript or student records will be released.

### **FIREARMS/WEAPONS**

Schools of the Sacred Heart at Grand Coteau adheres to Act 833 of the 1991 Regular Session of the Louisiana Legislature, which designates as a crime the carrying of a firearm by a student or non-student on school property. The crime is defined as the intentional possession of any firearm by any student or non-student on a school campus or on a school bus during regular school hours. Whoever is convicted of the crime of carrying a firearm on school property or on a school bus is subject to a maximum penalty of imprisonment at hard labor for not more than 5 years. The Law exempts from its provisions a federal, state, or local law enforcement officer. Additionally, firearms are prohibited at school functions off campus. Knives, matches, lighters or any other object that could cause bodily harm or damage to school property are prohibited on campus, school buses, and school functions off campus.

## **GUIDANCE AND COLLEGE COUNSELING**

All students have regular group guidance sessions, as well as opportunities for personal consultation with the Guidance Counselor and/or other faculty members.

Group Guidance:

- I and II Academic: Students focus on adjusting to upper school, with an introduction to college decision-making. Students widen focus to include preparation for and practice in taking college entrance standardized tests.
- III and IV Academic: Students participate in more serious planning of college selection and application process. College representatives visit Schools of the Sacred Heart at Grand Coteau and speak with interested students. Students are encouraged to take the SAT and ACT at the end of their III Academic year. **Selection of, and applications to, colleges should be completed by the end of the first semester of the IV Academic year.**
- IV Academic Projects (May Projects): In the second semester of the IV Academic year, students prepare for IV Academic Projects (May Projects), an experiential learning program that is a requirement for graduation. Only the Upper School Head may exempt a senior from the Academic Project (May Project).

## **HEALTH**

A student who feels ill will be sent to the Dean of Students or the School Nurse. If the student is too ill to attend classes, parents or guardians will be called, and the student will be sent home. If the student is well enough to remain at school, the parent or guardian will be called for permission before administering any medication to the student.

If a student takes medication regularly, even over-the-counter medication, the medication and full instructions for its administration should be sent to the Dean of Students. Students are not allowed to keep medications with them during the school day. Exceptions are made for diabetics, asthmatics, and those whose allergic reactions could endanger their lives. With permission of the Dean of Students, Upper School students are allowed to keep some medications on them. In all such cases, arrangements must be made with the Dean of Students.

If parents of students in I Academic through IV Academic wish, they may request in writing that the Division Head, Dean of Students, School Nurse, or Administrative Assistant give their son or daughter certain over-the-counter medications without contacting them first. If such a request is on file, the appropriate adult will dispense the medication and record the time and the dosage. Such a procedure is suggested for parents who are difficult to reach during the school day. If such a request is not on file, the parent will be contacted before dispensing any medication. Even if such a request is on file, medication not indicated in the request will not be dispensed unless the parent has sent the medication and a note detailing its administration. Parents of students in PreK4–IV Prep will be contacted before any medications will be given. The school does not dispense medications to students in Pre-Primary (PreK3). Parents are obligated to complete/update the student's Magnus account at the start of each school year. Should a change occur during the year, parents are to update the student's Magnus account. This includes changes with medication and health issues.

- **COMMUNICABLE DISEASE POLICY**

The school has a responsibility to care for and safeguard the health and wellbeing of all students, faculty, staff, parents, and members of the larger community. Schools of the Sacred

Heart at Grand Coteau will not discriminate against students or employees on the basis of any communicable disease.

All persons in the school community (including faculty, staff, students, and parents) have the responsibility to report immediately to the Head of School any health condition that may call for separation or isolation or other special measures to protect the health of other persons. Any case of Hepatitis, Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS), or any other communicable disease (chicken pox, measles, mumps, rubella, staph, tuberculosis, etc.) must be so reported.

Any such matter reported to the Head of School will be referred to a Health Review Committee, which will consider the particular circumstances of the affected individuals, the health risks presented to other persons by the affected individual's condition in the light of available medical information, alternative possibilities for minimizing exposure of others, legal constraints, and all other relevant circumstances. Each situation will be addressed individually and confidentially. The Committee will report its findings and recommendations to the Head of School, who will make whatever determinations she deems necessary. Parents will be notified and are expected to agree to reasonable recommendations.

- **HEAD LICE**

Occasionally outbreaks of head lice occur in all schools. When school officials learn of such an occurrence, parents of students at that grade level are alerted and asked to check other family members. Students with lice/nits are sent home to receive treatment. In accordance with the recommendation of dermatologists, students who have been treated for head lice and are free of nits are allowed to return to class. However, students may not ride the buses until their heads have been checked by school personnel and no evidence of active infestation or nits is found to be present. A parent should accompany these students, and they should report to the school nurse's office upon arrival.

- **ILLNESSES WITH EXTENUATING CIRCUMSTANCES**

Parents should notify the Division Head of an illness that may interfere with a student's ability to function in school, such as severe depression, eating disorder, or other illnesses, including those that require medication. The school may require that parents sign a waiver allowing the school to communicate with the student's doctor and/or counselor/psychologist.

## **LEARNING DISABILITIES/SPECIAL ACCOMODATIONS**

Schools of the Sacred Heart at Grand Coteau does not offer Special Education services or facilities. The program does, however, attempt to accommodate the special needs of its students within reasonable limits consistent with the school's mission, philosophy, course of studies, and standard of a college preparatory education. In situations in which the school cannot meet the educational needs of a student as determined by the Upper School Head and Head of School, the school has the right to ask the student to seek a more appropriate learning environment.

To receive accommodations, students must have a psycho-educational evaluation on file in the Upper School. The multi-disciplinary evaluation must be current (within the last three years). The

evaluation must include an achievement test and a test of cognitive ability. The school determines the accommodations that will be offered based on the suggestions outlined in the evaluation. The evaluation must include a recommendation for extended time. Extended time is defined as time and a half.

When a student is evaluated for a learning disability, a clinical psychologist will ask the student's teachers to complete observation forms as a part of the evaluation. These forms must be sent to the Upper School Counselor who will disseminate them to the appropriate faculty, who will assure that they are returned to the evaluator in a reasonable amount of time.

A learning disability, in itself, does not constitute a sufficient reason for a student not to complete homework assignments, nor to have reduced assignments, nor to turn in work after a deadline.

Evaluations of students are kept in sealed envelopes in the office files of the Division Head's office.

College Board and ACT determine extended time eligibility through their own process; therefore, the school cannot guarantee that a student who receives extended time on assessments at Schools of the Sacred Heart will receive extended time on standardized tests. College Board tests include the PSAT, SAT, and Advanced Placement; ACT tests include the ACT and PLAN. To apply for extended time with either standardized testing company, a student must have a complete evaluation (cognitive ability tests and achievement test) on file at school, and notify the college counselor to apply for extended time for standardized tests. Please see [collegeboard.org](http://collegeboard.org) or [act.org](http://act.org) for more information.

### **LOCKERS, VALUABLES, AND LOST AND FOUND**

- The School Administration reserves the right to inspect periodically for health and safety purposes lockers, boarders' rooms, book bags, automobiles, and purses. Lockers are school property; consequently there should be no expectation of privacy. A school official may search the personal effects of a student if there is reasonable suspicion that they may contain unauthorized objects.
- The school cannot assume responsibility for things left unattended. Valuable items or large amounts of cash should not be brought to school. If it is unavoidable, the valuables/cash should be given to the Dean of Students or Division Head to hold until the end of the day.
- Unclaimed articles are given away at mid-semester and at the end of the year. In order to avoid loss of personal items, students are encouraged to write their names on their belongings, including clothing, textbooks, notebooks, calculators, laptops, etc.

### **LUNCH**

Schools of the Sacred Heart at Grand Coteau provides lunch service for all students, faculty, and staff through Sage Dining. A variety of foods are served daily. Participation in the lunch program is mandatory and parents are assessed a fee for this service.

### **NETWORK EXCHANGE**

I, II and III Academics may apply to visit one of the other 18 Sacred Heart upper schools in the United States or a Sacred Heart school in another part of the world for a period of several weeks, not to exceed one quarter. Students selected for exchange must receive faculty and administrative

approval, based on their academic standing, social capacity, maturity level, and personal adaptability.

The Exchange Coordinator will make initial contact with the host school and inquiries about the host family. Subsequently, students, parents, and teachers determine a compatible program of study that will aid a smooth academic reentry to Schools of the Sacred Heart at Grand Coteau. The grades earned at the host school are averaged proportionally in the quarter average.

Periodically, the Network offers exchange programs for III and IV Preparatory students.

### **ORDER IN THE SCHOOL**

- Cleanliness is everyone's responsibility. In the classroom, students are asked to leave chairs arranged in neat order and pick up trash.
- In the Dining Hall, students are asked to observe good manners, to clear the tables, and to leave the room in order.
- Chewing gum is not permitted in the day school.

### **PARENT CHAPERONES**

Because parents chaperoning school-related events on or off campus are supervising students, they will not partake of alcoholic beverages prior or during the school-related event. Schools of the Sacred Heart at Grand Coteau smoking policies must also be followed by parent chaperones.

### **PARENT COOPERATION POLICY**

Schools of the Sacred Heart at Grand Coteau recognizes parents as the primary educators of their children. The education of students at Sacred Heart is a partnership between parents and the school. The school assists parents/guardians in carrying out their primary responsibility of providing for religious and academic education, as well as personal formation of their children. An on-going positive working relationship between parents/guardians and the school is critical to the success of the school and students. As part of that working relationship, parents/guardians are expected to be involved as much as appropriate in the educational process, to refrain from conduct which thwarts the orderly administration and operation of the school, to support and participate in school activities, and to be positive examples for their children both at home and in the community and on social media.

While Schools of the Sacred Heart at Grand Coteau encourages the constructive exchange of ideas, feedback, and suggestions intended to foster the continued growth and improvement of the school, the administration of Schools of the Sacred Heart at Grand Coteau is ultimately responsible for the orderly administration and operation of the school, including the policies, procedures, curriculum, and co-curriculars implemented to achieve the educational mission of the school.

The Head of School reserves the right to terminate the enrollment of any student(s) in the event that (1) it is determined by the administration of the school that a positive working relationship between the school and the parents/guardians no longer exists and/or is irreparably damaged or (2) the parents/guardians have failed to provide the support, assistance, and example necessary for the religious and academic education, as well as personal formation, to which each child is entitled. Furthermore, failure on the part of any student and/or parent/guardian to abide by the rules,

regulations, and policies of the school as stated in the *Parent/Student Handbook* or as promulgated by the administration during the course of the school year may result in termination of the student's enrollment from the school.

### **PARKING/CARS ON CAMPUS**

Having a car on campus is a convenience and a privilege granted by the school that is dependent on a student's adherence to the following school policies:

- All cars must be registered with the Dean of Students as soon as they are brought on campus. Registration must include the student's driver's license number, the make, and the automobile license number. Each student is required to have a Schools of the Sacred Heart at Grand Coteau car tag on the upper driver side windshield of his or her car. A student driving a car different from the registered vehicle must inform the Dean of Students immediately.
- Cars shall be locked at all times.
- Students must come into the school building as soon as they arrive at school and may return to their cars only with permission of the Dean of Students, Upper School Head, or Head of School.
- During the school day, all student vehicles must be parked in the student parking lot. Students who park in other areas will subject themselves to reasonable sanctions.
- Student vehicles are subject to search by school officials.

**All drivers must follow posted speed zones on school property for the safety of the entire school community.**

### **PREGNANCY AND ABORTION POLICY**

The school's response to an unwed pregnancy is made in the light of Gospel values that call for concern, love, and support. Each situation will be addressed individually and confidentially.

When the Head of School learns of a student pregnancy, she will meet with the student and the parents or guardians to discuss how the student may best continue studies, while addressing responsibilities to the unborn child and the other parent, the purpose and objectives of the school, and the school's responsibility to other students.

The school acknowledges that with regard to abortion, what may be legal in civil law is forbidden by the Catholic Church. Should the Administration of Schools of the Sacred Heart at Grand Coteau have knowledge that a student is involved with an abortion, the school will offer the student counseling opportunities according to the principles of the Schools of the Sacred Heart at Grand Coteau and professional principles of counseling.

### **SCHOOL CLOSINGS AND ALL SCHOOL ALERT SYSTEM**

If Schools of the Sacred Heart at Grand Coteau must close unexpectedly for a full day due to bad weather or for any other emergency, contact will be made with each child's parent(s) or guardian(s) through the all-school alert system. Calls will be placed to all the emergency numbers provided by parents or guardian(s) for this purpose. Administration, faculty, and staff will also be contacted through the all-school alert system. Announcements will also be made on the radio (KSMB/FM 94.5 and KTDY/FM 99.9) and on television (KATC, Channel 3 [ABC] and KLFY, Channel 10 [CBS]).

Families should tune in to these announcements if they have any reason to question whether school will be in session that day. School buses will not run.

If Schools of the Sacred Heart at Grand Coteau must close during the day for weather or for any other emergency, contact will be made with each child's parent(s) or guardian(s) through the all-school alert system. Calls will be placed to all the emergency numbers provided by parents or guardian(s) for this purpose. If appropriate, announcements will also be made on radio and television, as noted above. Students will be dismissed and Schools of the Sacred Heart at Grand Coteau buses will take students to their usual bus stops when driving conditions are safe. Parents are asked not to call the school so that school phones will be open for other concerns which may accompany the emergency situation.

In the event of some emergencies, students will be bused to a separate location for retrieval by parents or guardians. This site is the parking lot at Melançon Funeral Home in Grand Coteau (337/662-7286).

If evacuation (dismissal) occurs because of an approaching weather system, students must take all their school books with them. If storm damage prohibits returning to the campus, check the school's website, [www.sshcoteau.org](http://www.sshcoteau.org), for the latest information. For the duration of the displacement from campus, upper school students **MUST** check Moodle, Google Classroom and/or NetClassroom to obtain class work for each of their classes.

### **SCHOOL DIRECTORY**

A directory of names, street and e-mail addresses, and phone numbers for all families is published each year **for the convenience of the school community**. This information is confidential and should never be given to those outside the community or used for any commercial purpose, even by non-profit organizations or personal business. It is very important that the school have accurate phone numbers and addresses for every student at all times. Parents should report errors/changes to the Division Administrative Assistant's Office immediately.

### **SCHOOL OFFICE HOURS**

School offices are open from 7:30 AM until 4:00 PM, Monday through Friday during the school year. During the summer break offices are open Monday through Thursday with abbreviated hours.

### **SMOKING POLICY**

Smoking, vaping or use of tobacco products are not permitted on the campus of Schools of the Sacred Heart at Grand Coteau as well as any Schools of the Sacred Heart at Grand Coteau function off campus.

### **STUDENT FUNDRAISING**

The Dean of Students will coordinate student fundraising. Guidelines from the Division Head or Head of School will ensure that students support school-fundraising efforts and that student events do not conflict with other fundraising efforts of the School.

## **DRUG AND ALCOHOL USE**

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

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

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

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

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

### **Drug Testing Policy and Program**

A drug testing program for Upper School students is hereby instituted according to the procedures outlined below.

The Sacred Heart drug testing policy is intended to:

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

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

## **ALCOHOL AND DRUG TESTING POLICY**

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

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

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

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

## I. TESTING

1. **Random testing:** Testing may be done on a periodic basis. Notification of test \ results will be given to the Dean of Students, the Division Head, the Upper School Counselor and the Head of School. Parent(s) or guardian(s) and students will be notified of results as soon as possible. If a student's test results do not indicate the presence of any unauthorized drugs, her name will simply be returned to the random pool. Consequently, some students may be tested more than once a year.
2. **Refusal to participate in testing:** A student's refusal to participate in testing will be considered a positive test.
3. **Method of testing:** A sample of hair is cosmetically removed from the scalp by trained personnel and all chain of custody procedures will be followed. The hair is sent to a clinical laboratory. This program tests for a variety of chemical substances, including but not limited to, cocaine, marijuana, opiates (heroin/morphine/codeine), phencyclidine (PCP), hydrocodone, and methamphetamine. Positive results will be confirmed by the lab before the School is notified. Strict confidentiality is maintained.

Sacred Heart reserves the right to test for additional drug substances and to utilize additional methods of testing, including, but not limited to, blood or urine tests.

4. **Prescription drugs:** The testing will produce positive results for certain prescription drugs. Accordingly, all students using physician prescribed medication must provide the School nurse with a record of their prescription prior to drug testing and/or within 3 days after testing and before the student's test results are received by Sacred Heart.

## II. PROCEDURES TO BE FOLLOWED AFTER POSITIVE TEST

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

1. The first positive tests result will result in a confidential meeting with the parent(s) or guardian(s), the affected student, and the school administration, to discuss the drug test findings. Generally, these students will be directed to undergo counseling and treatment, as deemed necessary by the administration, with the costs to be borne by the student and her parent(s) or guardian(s). In certain circumstances, and solely at the discretion of the School administration, a student could be asked to withdraw from Sacred Heart or be separated from the School.
2. A student testing positive for drugs will be subject to a retest after 90 days. If the retest results are negative, the student will be placed back into the pool of students for further random testing. But, if the retest results are positive, indicating the continued presence of unauthorized drugs, the student will be asked to withdraw from Sacred Heart or be separated from the School.
3. A student with one prior positive drug test who receives a second positive drug test after passing her initial retest, will again be required to attend a confidential meeting with her parent(s) or guardian(s) and the School administration to discuss drug test findings. In certain circumstances, and solely at the discretion of the School administration, a student could be asked to withdraw from Sacred Heart or be separated from the School. If the student remains enrolled at Sacred Heart, she must submit to a retest after 90 days. If the retest results are negative, the student will be placed back into the pool of students for further random testing and must comply with the requirements of section 4 below. But, if the retest results are positive, indicating the continued presence of unauthorized drugs, the student will be asked to withdraw from Sacred Heart or be separated from the School.
4. A student with two prior positive drug tests who passes both retests and is allowed to remain enrolled at Sacred Heart must undergo an assessment by a duly licensed and accredited drug treatment center. This assessment and treatment must commence within 30 days of the discovery of the positive drug test findings. All costs and expenses of the assessment and treatment will be borne by the student and her parent(s) or guardian(s). A student who fails to comply with the requirements set forth in this paragraph will be asked to withdraw from Sacred Heart or be separated from the School.
5. A student who tests positive for drugs a third time at any time during her years in the Upper School will be asked to withdraw from Sacred Heart or be separated from the School.

### III. APPEAL OF TEST RESULTS

The school has the right to allow or deny the opportunity for a retest. If the student or her parents(s) or guardian(s) feel that the test results are in error or that the drug in question was a properly prescribed medication for said student, they have a right to request a retest be performed. The right to appeal is the school's decision and will be made in consideration with the student's

behavior record as well as her fulfillment of all components of the original behavior contract. This retest must be requested and taken within three days of notification to the parent(s) or guardian(s). If the student or her parent(s) or guardian(s) claim that the drug in question was a properly prescribed medication, then her parent(s) or guardian(s) must produce evidence satisfactory to Sacred Heart indicating that the drug in question was a properly prescribed medication. The school reserves the right to submit the sample for testing to the company of its choice. The student may not alter her hairstyle before this retest. The cost of this testing will be borne by the student and her parent(s) or guardian(s). If the retest results garner a negative test, the administration and the parent(s) or guardian(s) will discuss the further action to be taken; however, the School's decision will be final.

#### **IV. RETENTION OF RECORDS**

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

#### **SUMMER SERVICE PROGRAMS**

The Network of Sacred Heart Schools sponsors a number of service programs across the country for several weeks during the summer. I through IV Academic students are eligible to apply with permission from the Division Head and the Head of School.

#### **T-SHIRTS**

The Division Head or Dean of Students must approve all t-shirt designs including, but not limited to, classes, clubs, athletic teams, and dances.

Only faculty/staff employed by Schools of the Sacred Heart at Grand Coteau may place orders for t-shirts and then may make pre-paid orders only.

#### **TECHNOLOGY**

Please see pages 28-34.

#### **TRANSFER STUDENTS**

A student who has attended a school approved by the State Department of Education or who has been home schooled using a program approved by the State Department of Education may enter Schools of the Sacred Heart at Grand Coteau, provided the student meets entrance requirements.

A student who has attended a school not approved by the State Department of Education or who has been home schooled using a program not approved by the State Department of Education may only enter Schools of the Sacred Heart at Grand Coteau after successfully passing exams verifying the student's competency in academic areas that have been studied. In the Upper School, the school may award Carnegie Units based on these examinations.

## **TRANSPORTATION SYSTEM POLICIES**

The Schools of the Sacred Heart at Grand Coteau transportation system serves communities within a fifty-mile radius of the campus. The fleet is well maintained and inspected regularly to provide optimum safety for the passengers. Fees vary according to the route. Questions regarding bus charges should be directed to the Business Office. Concerns regarding drivers, buses, routes, and behavior should be addressed to the Transportation Director, who will consult with the appropriate Dean of Students regarding behavior issues.

Only students whose parents have made prior arrangements for bus service may ride the Schools of the Sacred Heart at Grand Coteau buses. A student who wishes to ride a bus other than his or her regularly scheduled bus may do so only after presenting to the Dean of Students or the Division Head a note signed by the student's parent/guardian and receiving a boarding pass. There is no additional charge for regular users of the bus system; other students are billed \$5.00 for a boarding pass. The student is to present the boarding pass to the driver when he or she boards the bus.

The safe transportation of students is of primary concern; therefore, students are expected to comply with all regulations regarding Schools of the Sacred Heart at Grand Coteau buses. In addition to the regulations that follow, all school rules governing student behavior apply while students are aboard buses. **Students will receive consequences for inappropriate behavior.**

- Be on time.
  - For safety reasons the driver cannot stop en route to pick up or drop off a student. A student who is not picked up on time from his or her bus stop will be taken to the next stop or back to school.
  - Comply with the driver's requests.
  - Exercise caution when entering and exiting bus area.
  - Remain seated while the bus is in motion.
  - Refrain from kneeling on the seat and leaning over the back of the seat.
  - Keep arms, legs, and belongings inside the bus.
  - Refrain from throwing objects in the bus or from the bus.
  - Only bring items on the bus small enough to be placed under the seat.
  - Refrain from communicating with pedestrians or drivers of other vehicles with words or hand gestures.
  - Use a conversational tone when speaking.
  - Refrain from bringing glass objects on the bus.
  - Keep the aisle clear at all times.
  - Use the emergency door only in an emergency.
  - Avoid disturbing the driver while the bus is in motion.
  - Be courteous, and safety-conscious, considerate of others, and respectful of the property of the school.
  - Parents are not allowed on the bus to address other students.
- **PROCEDURE FOR BUS BREAKDOWN**
- Occasionally, mechanical failures occur while buses are transporting students. In such instances, the following will be employed:
- The driver will use a cell phone to alert school officials.
  - The Transportation Director will dispatch mechanics.

- A school official will go to the bus to oversee student behavior and safety.
- A spare bus will be dispatched to the site of the breakdown to pick up students, if necessary.
- Parents/guardians and administration will be advised of the situation and will be asked to remain at the regular drop-off point(s) until students arrive.

## **VIOLENCE**

Because safety in our schools is of utmost importance and is one of our top priorities, the school will take seriously any report of possible violence or even threats of violence and will address the issue. The school has a policy for dealing with not only real threats of violence but also those that may be considered frivolous. Even frivolous threats can disrupt the operation of the school. Following any such reports, the school will do the following:

- The Head of School will immediately contact the appropriate civil authorities, the sheriff's office, and/or the local law enforcement agency and will follow their directives.
- If the threat or danger involves a student or students, the school will contact parents/guardians immediately.
- If the student is on campus, he or she will be detained in a safe place according to directives received from the law enforcement agency contacted.
- The school will inform the Superintendent of Catholic Schools of the threat and the action being taken.
- If the threat comes from a non-student, appropriate action will be left in the hands of the civil authorities.
- In the event of immediate threat of bodily harm to students, faculty, or staff, the school will notify the civil authorities and follow their instructions, seek medical assistance as needed, and evacuate the building as necessary.

## **VISITORS**

All visitors must sign in and receive a visitor's badge at the front entrance to the Administration Building for the Academy of the Sacred Heart and at the Berchmans Academy of the Sacred Heart Lower School Office for both Berchmans Lower School and Upper School.

Students shall request prior approval for a visitor with the Division Head.

# **THE ETHICAL AND RESPONSIBLE USE OF TECHNOLOGY POLICY 2018-2019**

The following document is intended to state Schools of the Sacred Heart at Grand Coteau's commitment to insuring the ethical, responsible, and legal use of technology at Sacred Heart. The policy applies to all telephone, voice-mail, computer, data network, and internet use.

## **DEFINITIONS**

*Individuals* are the employees, students, alumnae, parents, and third parties of Schools of the Sacred Heart at Grand Coteau who share and access networked voice and data systems.

*School community* is composed of employees, students, alumnae, and parents.

*Sacred Heart systems* are the computers, printers, telephones, voice-mail, networks, online and offline storage media and related equipment, software, and data files that are owned, managed, or maintained by Schools of the Sacred Heart at Grand Coteau.

*Personal systems* refer to any piece of hardware or software owned and maintained by individuals. This may include, but is not limited to, computers, phones, printers, mobile devices, such as iTouches, iPads, electronic readers, game devices, online and offline storage media and related equipment, software, and data files that are owned and maintained by individuals, including non-school e-mail and social media accounts.

## **PURPOSE**

The use of technology at Schools of the Sacred Heart at Grand Coteau is guided by the Christian philosophy and mission of the school as stated in the *Goals and Criteria of Sacred Heart Schools*. The School promotes the use of technology as a tool for life-long learning and as a means to facilitate communication in support of research, education and development of spirituality. The school attempts to prepare students to assume their roles in a global society and work force by teaching them to be guided by Christian values and to be ethical and responsible in their use of technology, the internet, and social media.

The implementation and upgrading of technology is a costly endeavor. Students are to be instructed in the proper and careful use of computers and other forms of technology prior to use. Food and drink are not to be taken to areas in which computers are located. Students are not to tamper with or damage computers, hardware or software. Care and caution is to be exercised relative to any use or handling of computers and related technology.

## **THE INTERNET**

Individuals associated with Schools of the Sacred Heart at Grand Coteau are offered access to the internet as a means for gathering informational sources from distant computers to enhance the learning experience and to provide a communication tool among members of the school community.

## **INTERNET SAFETY**

All internet access is filtered in accordance with the Children's Internet Protection Act (CIPA). Additionally, the school endeavors to block websites that are inconsistent with the mission and philosophy of Sacred Heart education as stated in the *Goals and Criteria*. The filtering software system used by the school blocks access to inappropriate sites, including, but not limited to, those that are obscene or pornographic, that engage in live chatting, or that are in any way deemed unsuitable or damaging to Christian ideals. The internet is a constantly changing environment; thus the Technology Department reserves the right to add or remove access to any site as the need arises, with or without notice. If an individual should encounter a site that is questionable or deemed inappropriate, he or she should leave the site and report the site to a faculty member or administrator who will advise the Technology Department of the need to block the site, if necessary.

It should be noted that the school's filtering system is unable to monitor devices that access the internet via 3G, 4G, or LTE (phone) services. **Students use of VPN/proxy servers is prohibited.**

## **EDUCATIONAL OBJECTIVES**

Electronic information research skills are now fundamental in education and future employment opportunities. Access to the internet enables individuals to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging information with people around the world. The internet is to be used for scholarly research, for obtaining information, and exchanging information pertinent to the academic program of the school, as well as spiritual development. Schools of the Sacred Heart at Grand Coteau expects individuals to use the internet throughout the curriculum and to adhere to all the rules and policies put in place by the school. Neither employees nor students may use the internet to do any action or receive and/or communicate any language that the employee or student could not do in person.

## **PRIVACY POLICY**

Schools of the Sacred Heart at Grand Coteau may, at any time, monitor, inspect, copy, and review any individual computer or e-mail activity to ensure that all users are acting responsibly. This includes any information that resides on school/state owned equipment or personal equipment used to gain access to the school's network, including, but not limited to, personal computers, laptops, cell phones, electronic readers, game devices, online and offline storage devices, e-mail or other internet communications, wireless routers, and wireless cards. All such information files shall be, and shall remain, the property of Schools of the Sacred Heart at Grand Coteau. Privacy is not guaranteed nor should it be assumed.

## **CONFIDENTIAL AND PROPRIETARY INFORMATION**

Individuals are prohibited from disclosing information that is understood to be private property or privileged according to the norms of state and federal law, and in the case of faculty and staff contractual obligations. No data is to be exported from any school data base and shared with any outside individual.

*\*Confidentiality must be protected under all reasonable circumstances.*

## **TRADEMARK AND LOGOS**

Personal use of trademarks and logos that are the protected intellectual property of Schools of the Sacred Heart at Grand Coteau may not be used without specific permission from the school.

*\*No individual or group may create any website or social profile that incorporates in any way the name of the school, the school logo, or any such identification with Schools of the Sacred Heart.*

### **ELECTRONIC MAIL (e-mail)**

E-mail accounts are provided to all employees and Upper School students for exchanging information consistent with the educational and spiritual mission of Schools of the Sacred Heart at Grand Coteau. The school e-mail system is to be used for the exchange of appropriate information. Emotionally charged, derogatory, sexually explicit, or otherwise inappropriate exchanges through e-mail are forbidden. E-mail that is threatening, unsolicited, obnoxious, or sexually explicit is a form of harassment. Delicate or difficult communications should take place face-to-face. One should not send anything on e-mail that one would not be able to say face-to-face. Communication between faculty and students should be limited to class topics. E-mail of a personal nature should not be exchanged between faculty and students. The use of school provided e-mail to forward chain letters or any material deemed spam is expressly forbidden.. No one should ever access another personal's e-mail account. Individuals are expected to respect the privacy of e-mail messages belonging to others. No one should read the personal e-mail of another without the recipient's permission. At any time the school reserves the right to revoke access to school e-mail accounts, with or without notice, due to the misuse of the school's e-mail system.

### **INSTANT MESSAGING AND CHAT ROOMS**

Instant messaging and/or texting, is not considered an appropriate or valid means of exchanging information for academic and/or spiritual reason. Individuals are not to use this form of communication while on campus unless specific permission has been given by a member of the school's administration. Individuals are not to join chats at school unless there is a legitimate academic and/or spiritual reason to do so and permission has been granted by the school's administration. Chats offer opportunities to develop relationships with people through the internet; however, one should realize that there are certain safety measures to consider when communicating on the internet. Because it is often impossible to know with whom one is communicating, one should be very cautious about providing personal information (name, address, phone number, age, etc.) to anyone, or site, on the internet.

### **DISCUSSION BOARDS**

The use of on-line discussions, especially through the use of Moodle, is a valuable and enriching part of the academic program at Schools of the Sacred Heart at Grand Coteau. In general, on-line discussion boards are to be used for the exchange of academic information and to enhance academic discussions beyond the confines of the traditional classroom. The posting of a new discussion topic must be approved by the instructor of the class in which the discussion will occur or by the appropriate administrator for conversations related to non-academic, but school-related topics (Student Council, etc.). There are to be no emotionally charged, derogatory, or otherwise inappropriate exchanges within the discussion board. One should not post anything to a discussion which one would not be able to express in a face-to-face setting.

### **DATA BACKUP**

It is the responsibility of each individual to back up any data stored on a personal or school owned computer which has been designated for the individual's use.. The Technology Department does

maintain a backup of data stored in each faculty/staff *My Documents and Desktop* folder and will make every effort to recover lost data. However, this backup is not all inclusive or guaranteed, thus it should not be relied upon if any data loss or damage occurs. The Technology Department will show each user, upon request, the proper method of backing up data and will inform the user of a proper backup schedule. Because the school supports an off-site system of backing up the files of school owned computers, individuals should avoid storing personal files, such as photos, music, and/or videos.

### **USE OF TECHNOLOGY EQUIPMENT**

It is the responsibility of the individual to ensure that the proper operating procedure is followed for each piece of technology equipment that is used. Failure to do so can result in loss of use or damage to equipment. If a user is not aware of proper operating procedure, it is the individual's responsibility to request proper operating procedures from the Technology Department.

### **NETWORK SECURITY**

Employees, Scholastic, and Upper students are issued a personal log-on ID and e-mail password. This information must be kept private at all times and is not to be given to any other student, parent, member of faculty/staff, or any other personal entity outside of the school organization. To do so is a direct violation of network security and upon discovery the user will lose access to e-mail, networks, and/or computers. The Technology Department makes every reasonable and cost effective effort to ensure network security and that data is kept private, but privacy is not guaranteed nor should it be assumed.

Tampering with the network or a computer to impair the functionality of either, or knowingly initiating a computer "virus" on a computer or a network which modifies or destroys the work of others shall be considered a serious offense of the Ethical and Responsible Use Policy.

Attempting to subvert security systems or to bypass restrictions set by the network administrator, (hacking), is considered a serious offense of the Ethical and Responsible Use Policy.

### **PERSONAL LAPTOP**

An individual is allowed the use of a personal laptop, iPad, electronic reader, or other mobile device only with permission from a member of the school's administration and the Technology Director.

### **SOCIAL MEDIA**

Accessing social media websites from school, whether through the school's network or through a personal device with internet connectivity, during normal school hours is prohibited. Such websites include, but are not limited to *Facebook, Instagram, Twitter, and Snapchat*. Faculty and staff may be given permission to access these websites for communication purposes which pertain to the business of the school. Boarders are allowed access to some social media websites during non-school hours.

The school recognizes that social media is becoming the norm of communication for many people. Individuals should be guided by the same principles and guidelines that apply to their activities at school to their activities on-line. These on-line activities include online publishing and discussion, including blogs, wikis, file-sharing, user-generated video and audio, virtual worlds, and social media

websites. Individuals are expected to exercise personal responsibility, in keeping with Goal V of the *Goals and Criteria*, whenever they participate on social media websites. Specifically, social media may not be used for illegal discriminatory or retaliatory purposes, conducting outside business, defamation and/or activity designed to falsely disparage, embarrass, and/or undermine the reputation of an individual or institution, or divulging any personal information about another that would jeopardize their safety or well-being in any way.

Outside of school, individuals associated with Schools of the Sacred Heart, inclusive of parents, students, faculty, and staff, may create personal websites, blogs, and social media identities as a medium of self-expression which is unrelated to school work. As a member of the Sacred Heart school community, these individuals must recognize that anything published on a personal website is available to the public. Any information that misrepresents or undermines the mission, philosophy, positions and activities of the school is prohibited. Any posts, comments, or other publications designed to and/or having the effect of undermining the school's operation, administration and/or business and/or damaging the school's reputation is also prohibited.

*\*Employees of Schools of the Sacred Heart may not be "friends", "tag", or "follow" students on social media sites, nor may students be "friends", "tag" or "follow" any employee of Schools of the Sacred Heart.*

#### **NETIQUETTE (INTERNET AND E-MAIL ETIQUETTE)**

At all time, when participating in online activity, including, but not limited to, e-mail, discussion boards, blogs, wikis, file-sharing, user-generated video and audio, virtual worlds, and social media, individuals associated with Schools of the Sacred Heart at Grand Coteau are expected to exercise personal responsibility and respect for others. Failure to do so may result in disciplinary action, up to and including suspension or expulsion or loss of employment.

Guidelines to be followed:

- Before publishing, always consider the power of your comments and contemplate whether or not your post shows respect for yourself, others, and the school. Remind yourself that your posts will follow you; what may appear insignificant today, might be very significant for future school and/or college acceptances or employment.
- Respect all confidential and proprietary information that you possess as a result of your relationship with the school. Secure written permission to publish or report on conversations that are private or internal to the school.
- When disagreeing with others' opinions, be respectful, appropriate, and professional in doing so when responding via e-mail, discussion board, blogs, wikis, or on social media sites. Remind yourself, that in most cases, you do not know who your audience is.
- When posting about your work at the school, use your real name, identify your relationship with the school, and ensure that what you post is consistent with how you wish to present yourself and with the *Goals and Criteria of Sacred Heart Schools*.
- Respect your audience. Do not use protected class slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable according to the rules and regulations of the school, or which would be contrary to Christian principles and values.
- Respect the privacy of others and do not engage in topics that may be considered morally objectionable or deliberately inflammatory.

- The posting of any type of photograph of any student, faculty, staff, or volunteer on social networking sites is prohibited without the express written approval of the school and the individual.
- The school has a process for communicating publicly, whether for marketing purposes or for other reasons. Only those individuals who are officially designated to speak on behalf of the school may do so.
- When posting or sending e-mails, respect individuals and the school. Posts or e-mails regarding the school, its employees, or its students, which violate the social media policy, may result in disciplinary actions, which may include suspension or expulsion.
- Video or audio recordings of others may only be done with explicit permission from those individuals being recorded.

### **ACCEPTABLE/UNACCEPTABLE USE**

Using technology in an educationally and/or spiritually valuable way is the shared responsibility of the students, parents, and faculty and staff of Schools of the Sacred Heart at Grand Coteau. Individuals must comply with the following terms and conditions and failure to do so may result in loss of all technology/internet privileges, suspension or expulsion, and/or the loss of employment.

#### **ACCEPTABLE USE:**

Individuals shall:

1. Use Sacred Heart systems for educational and spiritual purposes only.
2. Respect the privacy of files and e-mails of other individuals.
3. Practice lawful copyright procedures.
4. Use good judgment while accessing internet sites.
5. Be responsible for proper use of all technology equipment.
6. Print only after having material approved by a teacher.
7. Use proper internet and e-mail etiquette (Netiquette). (See guidelines.)
8. Report immediately any incident that breaches the *Ethical and Responsible Use of Technology Policy* or any misuse of technology to the appropriate member of the school's administration.

#### **UNACCEPTABLE USE:**

Individuals shall not:

1. Access any accounts or files of any other member of the student body or faculty/staff.
2. Visit internet sites that contain obscene, hateful, inflammatory, or other inappropriate materials, including but not limited to profanity, swimsuits, lingerie, nudity, etc.
3. Give personal addresses or phone/fax numbers of any adult or student at the school, including one's own personal information.
4. Engage in any activities that are prohibited under local, state, or federal law.
5. Use the ITS systems to send or receive messages that unlawfully discriminate based on gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability.

6. Disclose any passwords or login names to another member of the faculty/staff, parents, other students, or any member outside of the school community.
7. Use ITS systems to make audio or visual recordings without the consent of all who are being recorded.
8. Play games of any kind on ITS systems without permission.
9. Install or download any software, mp3, or video files through ITS system without explicit approval from an appropriate member of the school's administration.
10. Bring software CDs or DVDs to school to install on school computers or take from school grounds to install on personal computers for any other reason.
11. Introduce intentionally any spy-ware, mal-ware, or virus while through ITS systems.
12. Participate in any form of chatting, texting, blogging, journaling, skypeing and the like during the school day except for school purposes and only when explicit permission has been given by a member of the school's administration.
13. Attempt to gain unauthorized access to the network or to any other computer system through the network or to go beyond one's own authorized access, including attempts to access blocked internet sites or attempting to access personal ISP software..
14. At any time deface or destroy any piece of technology equipment.
15. Assist others in violating the rules set forth in the *Ethical and Responsible Use of Technology Policy*.

**ENFORCEMENT:**

Any violation of The Ethical and Responsible Use Technology Policy by any individuals associated with Schools of the Sacred Heart shall be subject to disciplinary action as deemed appropriate under the circumstances by the administration, including but not limited to suspension and expulsion.

**THE ETHICAL AND RESPONSIBLE USE OF TECHNOLOGY POLICY AGREEMENT**

Since the rules of this policy are not intended to be comprehensive, they presuppose good will and good judgment on the part of the individual in all circumstances. . The enrollment of a student is considered an agreement on the part of the student and the student's parents/guardians that all policies of Schools of the Sacred Heart at Grand Coteau, including this one, will be upheld. In a similar manner, the employment of faculty and staff also presumes that individuals will comply with all school policies. All disciplinary action is left to the judgment of the Head of School and/or Division Head, based on disciplinary standards in other sections of the Parent/Student *Handbook* and/or the *Rule of the Faculty and Staff*. These rules are subject to change with or without notice as deemed necessary by the administration of Schools of the Sacred Heart at Grand Coteau. I understand the significance of my responsibility in following the *Ethical and Responsible Use of Technology Policy* while I am a member of the school community of Schools of the Sacred Heart at Grand Coteau. I understand the consequences of not following the above defined policy can lead to loss of technology/internet use, and/or suspension or expulsion from the school. I have read and agree with the terms of Schools of the Sacred Heart at Grand Coteau *Ethical and Responsible Use of Technology Policy*.

## ACADEMICS

A college preparatory curriculum reflects both the interests and needs of the student. In order to receive an Academy of the Sacred Heart diploma from the school, a student must satisfactorily complete the following program of courses. One credit is granted for the successful completion of a full year of course work.

### COURSE REQUIREMENTS

<u>Department</u>	<u>Course Requirements</u>
Religion	Required each year (4 Carnegie Units)
English	Required each year (4 Carnegie Units)
Mathematics	Required each year (4 Carnegie Units) (Algebra I, Geometry, Algebra II required)
Science	Required each year (4 Carnegie Units) (Biology, Chemistry, & Physical Science/Physics required)
Social Studies	Required each year (4 Carnegie Units)
Foreign Language	Required 3 levels of same language (3 Carnegie Units)
Fine Arts	1 Carnegie Unit Required
Health & Physical Education	2 Carnegie Units Required
Test Prep	^Required ½ Carnegie Unit in ACT Test Prep and Required ½ Carnegie unit in PSAT Test Prep
Electives	1 - 2 ½ Carnegie Units

\*Total Carnegie Units = 28

Students must be enrolled in at least seven academic classes each year. Academic courses are Religion, English, Math, Science, and Social Studies. Only one unstructured period may be scheduled during any school year in grades 11 and 12. Students in grades 9 and 10 may schedule an unstructured period only under special circumstances and with the approval of the Division Head.

\*The Academy of the Sacred Heart academic program meets and exceeds the requirements established through the Louisiana Department of Education Core 4 program and for TOPS.

^All students will participate in the ACT and PSAT test prep courses, preferably during their sophomore year. Exemption from the test prep courses will be considered if a student scores a 33 or higher on the ACT and/or a 650 or higher on each section of the PSAT.

### Academic Probation and Course Failures

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

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

At the end of each semester, a student forfeits her eligibility to participate in athletic programs for the forthcoming semester if her GPA falls below 2.0 or if she fails to earn six credits toward graduation. If an athlete does not maintain a 2.0 grade point average, she will be placed on athletic probation or suspension for the **semester** following the scholastically inadequate semester.

Students whose average is failing for the year in a particular course must earn a full credit in either summer school or repeat the year-long sequence. If the Division Head recommends summer school, both the F from the year and the grade earned in summer school (no higher than a C) will be posted on the transcript and included in the GPA. If the course is repeated, the transcript will reflect both the original F and the repeated course grade, and both grades will be included in the GPA. Students who repeat a course will be advised that, in the future, they may be required to earn eight credits per year rather than the required seven.

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

*Note: A senior who fails a semester or year-long course needed to fulfill the basic academic requirements or the twenty-eight credit requirements of the Sacred Heart program of studies must attend summer school before being issued a diploma and may not participate in senior end-of-the year activities and graduation ceremonies.*

*A senior who fails to complete graduation requirements, including her May Project and/or service requirements, will not be issued a diploma until all requirements have been met and may not participate in senior end-of-the year activities and graduation ceremonies.*

### **Bell Schedule**

Schools of the Sacred Heart Upper Schools will utilize an 8-period A/B block schedule with four (4)-80/90 minute periods. Regularly scheduled activity periods will accommodate liturgical celebrations and co-curricular activities. The semester will be split into “A” and “B” days with “B” following “A.” Should school be cancelled for extraordinary reasons, every effort will be made to maintain the A-Day/B-Day rotation.

## **Community Service Program**

**GOAL THREE- *Social Awareness which impels to action.*** (*Community Service*) is an integral part of Sacred Heart spirituality and the mission of Schools of the Sacred Heart. **The school offers all its members opportunities for direct service and advocacy and instills a life-long commitment to service.** All students are required to participate in some form of service to others.

**Upper School 2018-2019 requirements are:**

**Grades 9-10: 6 service experiences (2 Direct + 4 of any of the other types below)**

**Grades 11-12: 8 service experiences (4 Direct + 4 of any of the two other types below)**

- **Direct Services – Hands on, face to face service in a reciprocal manner with ministries among our sisters and brothers who are poor, marginalized and suffering from injustice.** (ex. Tutoring at the Thensted Ctr., Hope for Opelousas, serving at St. Joseph’s Diner, visiting or planning events for senior citizens in home, hospital, Thensted Center, nursing/assisted living facilities, New Life Center). The Nicaragua trip is direct service.
- **Indirect Services –** volunteering at school, church parish events or ministries, altar serving, lector, cantor, choir, day care, catechism classes, summer camp. Blue Ribbon Camp- when not being paid; Conge, Christmas at Coteau.
- **Advocacy Services – involvement in a cause because it is just, or for the common good, or is a need that cries out to be heard.** Organizing a blood drive, working a run for cancer, or someone’s family in need, gathering clothes, food, or needed items for people in an emergency. World Food Day, Miles Perret, Breast Cancer Awareness, Hearts for Haiti, Change for Change are all examples of advocacy opportunities from this year.

Many opportunities are offered here at school but students are expected to seek out opportunities of their own on weekends, holidays or after school.

**All Service requirements must be met and submitted by April 17, 2019.**

**The consequence of not meeting the requirements and/or deadline may effect a student’s grade and/or participation in school functions. Any account which is not complete by the first day of finals will result in a block on all grades, schedules, and announcements. If the student is a senior, this includes Graduation and all end of the year activities.**

## **Course Change**

A student may request a schedule change before the start of school with parent’s permission and the approval of the Upper School Head. A student enrolled in a yearlong course is expected to remain in the course for the full year. Faculty members or the Head of the Upper School may initiate changes when deemed necessary. Approval will be given only in cases of scheduling errors or for serious extenuating circumstances.

*Note: A student’s desire to have a different teacher does not constitute a serious extenuating circumstance.*

## **Course Withdrawals**

Course withdrawals are allowed during the first two academic days of the year or in the case of the second semester course, in the first two academic days of the second semester. Rarely, after the withdrawal deadline, will students be permitted to withdraw from a course. In serious situations, however, and only after consultation with the teacher and the department head, the Division Head

may permit a student to withdraw from a course prior to the final exam. The transcript will bear either a withdrawn pass (WP) or a withdrawn fail (WF) designation.

### **Examinations/Assessments**

Comprehensive examinations or assessments may be given at the end of each semester. These assessments are normally one and one-half to two hours in length. The exams demand more than a recall of factual information and afford the student an opportunity to establish relationships and to apply her knowledge and skills to new material. Assessments are approved by the Department Heads and copies are submitted to the Division Head.

Examinations/Assessments are traditionally administered during the designated week at the end of each semester. The Division Head will review all requests for early administration of exams. The final decision for such requests rests with the Division Head who will consider each case on an individual basis.

*Note: Examinations/Assessments will not be administered out of rotation for such reasons as boarding school students who wish to return home early or for student/family travel plans.*

*Note: All financial obligations owed to the school---including but not limited to tuition, textbooks, library books, dining hall fees, athletic uniforms & equipment---must be settled before a student may take her exams or her grades can be released.*

### **Failure to Receive Credit**

- A student who in one year fails one or two courses that require four units for graduation – religion, English, math, and science – and who wishes to remain at the Academy must:

Option 1: Successfully complete a summer school program or an independent high school study course through an accredited university for the failed course.

- The student will work with an ASH department member to ensure that the necessary material is covered in the summer school course or university program.
- A written test developed by the appropriate department will be administered by the Division Head or Dean of Students at the end of the summer school or university session. The student must pass the test with at least a “C” in order to receive course credit.

Option 2: The failed course may be repeated the following year while meeting the requirements for the upcoming academic year.

\*This option will be granted only under extraordinary circumstances and with approval of the Division Head.

- A student who repeats a course in summer school will receive no higher than a grade of “C” for the course on her transcript.
- A student who has failed a class will be on “Academic Probation” status the next year and will have to maintain an average of “C” in every class at the end of the first

semester in order to be issued a re-enrollment contract for the following year. The student must end the year with at least a “C” in every class for the re-enrollment contract to be valid.

- A student who fails a course that requires three units for graduation would be able to repeat the subject the next year.

*\*Final approval for any plan to recover academic credit must be granted by the Division Head.*

### **GRADING AND REPORTING OF GRADES**

90-100% A- to A+	80-89% B- to B+	70-79% C- to C+	65-69% D	Below 65% F
Exceptional grasp of content and mechanics	Thorough grasp of content and mechanics	Basic grasp of content and mechanics.	Minimal grasp of content and mechanics	Grasp of content and mechanics is inadequate for proceeding to the next level.
Ability to see and to articulate generalizations and analogy and to explain complex ideas and concepts clearly, supporting them with well-selected, concrete details and examples.	Capacity to see relationships independently and apply them accurately to new material; ability to support analyses with appropriate examples.	Ability to recognize generalizations and relationships when pointed out, but rarely able to apply them to new material.	Required analytical work tends merely to describe or narrate, not evaluate or explain; lacks ability to make generalizations or to see relationships.	Required work shows no analysis and indicates lack of understanding of ideas, techniques, or directions.
Thorough preparation of class work and homework often going beyond assigned requirements.	Regular and thorough preparation of class work and homework.	Spends enough time on homework to “get it done;” acceptable study habits.	Poor ability in memorizing.	Demonstrates lack of effort in routine required tasks.
Demonstrates initiative, self-motivation, and active participation.	Willingness to tackle projects and perform such work competently with minimal assistance.	Competent, accurate preparations and presentations that are teacher-initiated.	Incomplete assignments; poor study habits; inadequate class preparation.	Fails to complete assignments on a timely basis; quality of work is unacceptable.
Engages the course material in non-routine as well as in routine tasks.			Inconsistent quality of work; carelessness in preparation and presentation.	
			Performs at minimum acceptable level on <u>evaluative criteria.</u>	

### **Grade Point Averages**

A cumulative grade point average is computed for every student at the end of each academic year.

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

A student may not graduate with Honors, High Honors or Highest Honors if she has an F or more than one D as a final average in a course.

### **IV PREPARATORY(8<sup>TH</sup> GRADE) CREDITS**

Upper School courses taken for high school credit in the IV Preparatory year (Grade Eight), French I, Spanish I, Physical Science, and Algebra I (and possible other courses) which meet the state

requirements for a Carnegie Unit will be placed on the student's transcript. The grades and quality points assigned by the previous school will be included in the upper school grade point average. Foreign language courses satisfy the first level of the three required upper school courses.

### **Grade Reporting/Communication**

Academic progress is essential to the successful completion of the Academy's program. To that end, the following reporting systems will be used:

- Every new student in the Upper School will receive by e-mail a Progress Report after the first month of school.
- Students with a grade of C- or lower in a course will receive a Progress Report at the mid-point of each semester.
- At the end of each semester, the school will e-mail a report card. The report card will show the grades for that semester, the semester average, teacher comments, and, at the end of the second semester, the final grade.
- Every teacher has voice mail and email. Teachers can be emailed by typing in the first initial of their first name added to the last name @sshcoteau.org.  
Ex: [ahymel@sshcoteau.org](mailto:ahymel@sshcoteau.org)

Grade reports are e-mailed to parents in all subject areas four times a year; at the middle and end of each semester. The mid-semester grade is an indicator of progress and is neither averaged into the grade point average nor noted on transcripts; however, these grades are used to determine a student's status for academic probation. Semester grades are determined by averaging the work done during the semester with the exam grade. The final yearly grade is determined by the average of the first and second semester grades.

\*After all scheduled exams have been administered, teachers may orally report exam and average grades to individual students but are not required to do so.

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

Special communications are interim reports provided to parents at the mid-point of each semester for all new students (including all I Academics in the fall), for all students on academic probation and for any student earning a C- or below cumulative average in any course. In addition, faculty may provide special communications as frequently as is deemed necessary to record students' progress, including significant improvements. Parents may request special communications and are encouraged to call or e-mail the Division Head or teachers directly for an update on their daughter's status. Time is made available during the school week and daily from 3:00 - 3:30 PM for students to request special help sessions with teachers. It is the student's responsibility to take advantage of this opportunity.

A Parent-Teacher Conference is held in the first semester, shortly after mid-semester progress reports are e-mailed. Parents are encouraged to attend these conferences in order to meet teachers and to discuss in general their daughter's program. Parents whose daughters are experiencing academic difficulties are expected to attend Parent-Teacher Conferences. All phone calls to faculty

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

### Grading Scale

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

### Upper School Honors Program

The SSH Honors Program is an individualized course of study that allows students to explore a topic of interest and to demonstrate their understanding through an authentic capstone project. This program began with the 2017-18 eighth grade class and will, as this class rises, replace the curriculum tracking that separates students into “honors” and “regular” class sections in the Upper School.

The Honors Program was designed by a cross-curricular team of teachers to support meaningful differentiation of Honors-credit work, to create a uniform and clear set of Honors expectations rooted in the Goals of Sacred Heart education, and to alleviate scheduling limitations. Instead of selecting an Honors course or a Regular course of study, all students schedule the courses they need or want in their schedule, and all students in each course receive the same credit. Students interested in achieving Honors distinction and the associated weighted grade point average must complete the Honors Program and pursue an individualized curriculum in a year-long, cross-curricular examination of a topic of choice to produce an authentic final product.

All eighth grade students are invited to join the Honors Program, but only students who successfully complete the individualized curriculum according to criteria developed by the Honors Board faculty and approved in Curriculum Committee will receive Honors distinction. Only students who earn SSH Honors distinction every year in grades 9-12 are eligible for valedictorian ranking, and students who engage in academic dishonesty are ineligible for Honors credit during the year of their infraction.

Eighth and ninth grade students enrolled in Honors will have a class period in their schedule for Honors Program work. Rising tenth through twelfth grade students may not have an Honors Program class in their schedule, but will have class time, unstructured time, and activity period time during the school day to devote to their work.

Each year, a lead Honors Board faculty member will teach the Honors Program class to eighth and ninth graders, but evaluation of Honors-bound students is a collaborative decision among Honors Board faculty, students' classroom teachers, and the community service director. All Honors Board faculty will work with students during the year through direct instruction, formal and informal individual conferences, online feedback, and guided practice opportunities, and all Honors Board faculty will participate in evaluating student work and progress. Additionally, students' classroom teachers and the community service director will offer their evaluations of student effort and achievement throughout the year, and all of these evaluations will be considered to determine whether Honors distinction will be awarded to the student. Students earning Honors distinction for the year will receive G.P.A.-weighted Honors credit on their transcripts and receive recognition at Prizes for their distinguished work. **For a student to be considered for valedictorian or salutatorian, she must have successfully completed the Honors Program each year of her 9<sup>th</sup>-12<sup>th</sup> grade years at the Academy.**

### **Honors/Advanced Placement Courses**

- Honors courses (grades 10<sup>th</sup>-12<sup>th</sup>) offer students a higher level of challenge, a broader scope, increased depth, and a faster pace than a regular course. Students must be recommended for Honors/AP courses. Criteria for admission include comprehension of content, motivation, and self-discipline, as well as specific department requirements. Grades in honors courses are weighted when computing the grade point average.
- An AP (Advanced Placement) course is an advanced course that directly prepares the student to take the Advanced Placement Examination in that field of study. Some classes require special textbooks which students are expected to purchase. Additionally, testing fees for the AP examination will also be covered by the student. The College Board administers the AP exams in May of each year and requires payment for the test. A GPA of B+ in the previous course of a subject is required for consideration in the next level's Honors course, and an A-GPA is required in the previous course of a subject for consideration in an Advanced Placement course.
- A student wishing to enroll in an AP course must also have the recommendation of the teacher in the previous level of the subject, an A- in the previous course, and be approved by a committee composed of AP teachers and the Division Head.
- Students enrolled in AP classes are required to take the AP exam.
- Students not enrolled in an AP class may not take the AP exam.

### **Incomplete Grades**

Incomplete is given as a grade when a student has been absent for tests and projects or when she has not produced enough concrete work to allow the teacher to evaluate her achievement, provided that extenuating circumstances such as illness, family crisis, etc. exist. If a student receives an "Incomplete," the teacher, after consultation with the Department Head and the Division Head, informs the student of what she must do to complete the course and when the work must be completed. If the work is not completed within the designated time, the incomplete is changed to failure.

### **Standardized Testing**

Standardized tests help to evaluate our academic programs and to compare student performance with that of students throughout the country.

IV Preparatory	PSAT
I Academic	PSAT
II Academic	PSAT
III Academic	PSAT
IV Academic	ACT, SAT as desired

## **Student Recognition**

### **Honors**

Honors are determined at the end of each semester.

- Highest Honors are attained with a 4.0 or greater GPA.
- High Honors are attained with a 3.7 to 3.99 GPA.
- Honors are attained with a 3.4 to 3.69 GPA.

The determination of “Highest Average” will be made only at the end of the academic year for the student with the highest average in her class, based on a student’s highest GPA for that year. A student’s GPA is shown on her official transcript that is sent to colleges and universities.

### **Honors Assembly**

At the end of the first semester, students are recognized for achievement in a subject and/or improvement in a subject.

- Awards are given to students who particularly exemplify one of the Goals of Sacred Heart education.
- Ribbons of Merit are given twice during the year. Ribbons are a Sacred Heart tradition and recognize students for their outstanding contribution to the life of the school. The student body nominates students, who are then ratified by the faculty, for their loyalty, concern for others, responsibility, service, spirit, community building, and integrity.
- For a student to be on the Honor Roll, no single academic grade may be below B-, except in honors courses where no grade may be below C+. A student must also have a B- or better in Physical Education to be on the Honor Roll.

### **Prizes**

A formal ceremony, held on the last day of school, recognizes students for their achievements:

- Prize or Distinction in a subject area
- Highest average for the year
- Goal Awards
- Ribbons of Merit
- Awards for spirit and service

## **Summer English/Math Work**

English and Mathematics are basic to a student’s overall achievement in school. For this reason, required summer reading lists and suggested on-line math practice are posted on the school’s website ([sshcoteau.org](http://sshcoteau.org)) in June. Students are to complete required summer reading and be prepared to report/test on them at the beginning of the following school year.

## **TOPS**

The State of Louisiana has established a Tuition Opportunity Program for Students (TOPS) which provides financial assistance to all qualifying students attending Louisiana colleges and universities. The TOPS program has established certain criteria which must be used in order to calculate the GPA of any student who wishes to qualify for TOPS. The TOPS criteria differ from the weighted GPA that the Academy uses. However, in order for students to participate in the TOPS program, we will adopt the TOPS criteria as established by the program and may be changed or modified from time to time by TOPS and will utilize the conversion tables mandated by TOPS, but only for the purposes of assisting students to obtain TOPS scholarships. For all other purposes, the Academy will continue to use the grading system reflected in this *Student/Parent Handbook*.

***The State of Louisiana now requires a parental consent form to be submitted each year that a student is enrolled in the Upper School.*** (Form available through the office of the College Counselor.) The purpose of this form is to allow school officials to provide the Louisiana Office of Student Transcript Services with student records for the purpose of accessing information for TOPS eligibility.

## **Transcripts**

For college application purposes, a transcript is prepared for each student. Transcripts include courses taken and letter grades received (with + and - indications) including summer and/or work taken at other high schools, the student's weighted grade-point average, and completion or incompleteness of required community service work.

Second semester juniors are issued an unofficial copy of their transcript to verify accuracy and to present to colleges. Parents must sign a form to acknowledge receipt of and accuracy of the unofficial transcript. Official copies of the transcript are mailed directly to the colleges and universities to which students apply as seniors. The school will notify colleges of any significant changes in the student's academic or personal status between the time of application and graduation. This includes, but is not limited to, a significant drop in grades, honor violations, probation, suspension, and dismissal.

## **Tutoring**

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

1. wise use of classroom time and instruction
2. completion of all homework and other assignments
3. extra help sessions before or after school as arranged with teachers or with peer tutors
4. institutional response to varied learning needs, as specified and documented by professional testers

In some cases a student will need more help in a subject than the before/after-school help can provide. In this case, students are encouraged to seek an outside tutor or to secure the services offered through the SSH Academic Support Center. Parents are responsible for securing and paying SSH tutoring services or outside tutors.

## **ATTENDANCE**

Attendance in school is essential to every student, not just for the success of studies, but also for the development toward the Goals of Sacred Heart education. A student who routinely misses classes for less than serious reason is jeopardizing her academic progress. One who misses community-building or faith-building activities is jeopardizing her personal development.

- Participation is required in class retreats, workshops, Senior Congé, and school liturgies.
- Attendance at Prizes and Graduation at the end of the school year is mandatory for all students in the Upper School.

### **Absence Policy and Warning**

- **Illness:** Whenever a student accumulates more than five (5) consecutive absences from any class during a semester because of extended illness, the student will be readmitted only with a doctor's excuse.
- A student who misses two (2) periods on any A or B day will be considered absent for ½ day.
- A student must have a doctor's note if she does not dress out and participate in a physical education class more than two consecutive days.
- **Excessive Absences:** A student who accumulates seven (7) or more absences from any class during a semester may not receive credit in that course for that semester unless there are extenuating circumstances, including but not exclusive to serious illness or death of a close relative. Course credit granted for absences due to extenuating circumstances must be legally and/or medically documented. \*Final decisions on course credit will be made at the discretion of the Division Head.
- Unexcused absences are subject to penalties imposed by teachers on homework, tests, projects, and other assignments.
- Students representing the Academy at designated functions away from school will not be marked absent from school; however, a student who has accumulated excessive absences in a semester may be denied permission to attend. If the student chooses to attend without permission, she risks losing credit in a course.
- After accumulating five (5) absences from any course in a single semester, the student and her parents will be notified in writing that the student is in danger of accumulating an excessive number of absences and of failing that course. The Division Head may request a conference to review the matter.
- A student with a grade of *D* or lower in any subject at the most recent grading period may not miss that class, even for a school-sponsored event.
- Attendance at co-curricular activities rests solely with the discretion of the school and may be disallowed. Some reasons would include but are not be limited to absence from school on the day of the event, disciplinary action, and excessive absences.

### **Appeal for Credit**

A student who anticipates an absence from class is required to complete an *Appeal for Credit* form. Forms are available from the Dean of Students or the Division Head and must be submitted and approved at least 24 hours before the scheduled departure. Forms not signed by a parent or not submitted at least 24 hours before the departure may not be approved. A student may not make up work or tests if she chooses to leave without an approved Appeal for Credit. Exceptions will be made only by the Division Head for extenuating circumstances.

### **Co-Curricular Activities**

Co-curricular activities help students develop interests and talents outside of the academic setting. The Academy of the Sacred Heart encourages students to participate in a variety of activities, while at the same time realizing that academics and co-curricular interests must be kept in balance. A student who is struggling in her classes may be counseled to cut back on co-curricular activities.

- Students must be present throughout the entire school day (**7:55 a.m. – 3:00 p.m.**) in order to participate in that day's after-school events, including but not limited to the following: a dance, an athletic competition, a Quiz Bowl tournament.

*Note: Exceptions to this rule must be made in advance and with the approval of the Division Head or Dean of Students.*

### **Doctor's Appointments**

Students are required to schedule all routine medical appointments before or after school. When a physician does not schedule appointments after school hours, or in the case of an emergency, a written note from the physician must be brought to the Administrative Assistant upon the student's return to school.

### **Family Trips**

Students requesting permission to accompany parents on family trips must follow the Appeal for Credit procedure. If a student has accumulated excessive absences for any reason, permission to make up her work may be denied. A student's overall attendance record and her academic standing will be taken into consideration.

*Note: Mid-term and final exams will not be given out of sequence.*

### **Holidays and Vacations**

Students are required to be in school through the final day of classes prior to the beginning of a holiday and on the first school day following the holiday. The Division Head must approve any exception to this regulation in writing.

### **Make-Up Work due to Absence and School Activities**

- Homework and other assignments are posted on Google Classroom or Moodle. Absent students should check these sites to collect their work.
- On the day a student returns from an absence, it is her responsibility to contact teachers to receive missed assignments and to schedule make-up work, deadlines, and/or tests. Students who are absent only on the day tests are given and who return to school the following day may be required to make up the tests the day they return. All others will have one week to make up tests or work. Exceptions will be made only for extenuating circumstances at the discretion of the Division Head.
- Students who are absent on a day when a long-term assignment is due are responsible for making arrangements for having their work delivered to the teacher on or before the day it is due.

### **Permission Forms**

Participation in field trips is a privilege, not a right, and is dependent on students meeting academic and/or discipline requirements. Students must turn in the school's permission forms signed by

parents before leaving campus for any event. Permission given over the phone is not sufficient and a student will not be allowed to leave campus. A copy of the signed permission form may be faxed to the school, 337-662-3011.

### **Reporting Absences/Tardies**

When a student is late for or absent from school, a parent/guardian must notify the Administrative Assistant of that student's division by 8:00 am.

### **Retreats**

Days are set aside each year for retreats for each grade level in order to provide an opportunity for prayer, reflection, and the building of community. ***These are required days for all students.***

- If a student misses her class retreat, she must make it up with another retreat of the same length. The substitution must be approved by the Campus Minister.
- **The consequence of not meeting the requirements and/or deadline may effect a student's grade and/or participation in school functions.**
- A student must participate in a class retreat every year she attends in order to be allowed to graduate with her class.

### **School Day**

- School day: 7:55 a.m. to 3:00 p.m.
- Students are required to be present at morning assembly, liturgy, chapels, advisory, etc. at 7:55 a.m., where attendance is taken.

### **Special School Days**

Occasionally during the school year, classes may be suspended for special, community-building activities. Participation in these events is important to the development of Goal IV, "Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value." Because these days are critical to the life of the school, they are counted as school days and should not be viewed as an opportunity for a holiday.

### **Tardies**

Tardiness hinders the student from receiving the full benefit of the instruction provided. The effects of frequent (excessive) tardies are often reflected in the student's assessment and/or standardized test scores.

In order to remedy a pattern of excessive tardies, the parent of any student who accumulates more than five tardies during a grading period will be required to meet with the student's Dean of Students and/or Division Head.

- Attendance is taken at morning assembly. A student who comes late to morning assembly or who misses it entirely must report to the Dean of Students before going to the first class period.
- If a student arrives late to school for any reason, she must provide a written excuse and will then receive a sign-in slip from the Dean of Students before being admitted to class. This is also necessary if the student is late for any class during the school day.
- A student who does not have a reasonable, written excuse for being tardy will face disciplinary action as determined by the Upper School Dean of Students.

## **DISCIPLINE**

Discipline is promoted and maintained at the Academy of the Sacred Heart in order to foster acceptance of responsibility, self-discipline, and respect of self and the rights of others. In order to facilitate growth in freedom and personal responsibility, regulations are established for the good of the individual student and of the school community. Regulations are in effect during the entire school day, including free periods, lunch, activity periods, field trips, and other school-sponsored activities, both on and off campus. Thus, discipline has the two-fold purpose of helping the student take responsibility for herself and others, and of establishing within the school an atmosphere conducive to learning. The Division Head will make the final determination in assigning disciplinary consequences and may take into account extenuating circumstances. Suspensions and/or expulsions are determined in consultation with the Head of School.

### **Academic Dishonesty**

#### ***Cheating:***

No student shall give or receive help on any test or assessment nor shall she discuss the content of any test or assessment with a student in the same course or with a student who must complete a test or assessment in any course. She shall not give or receive assistance on homework or other assignments unless specifically instructed to do so by the teacher. Such actions demonstrate cheating on the part of both the student who provides the help and the student who receives the help.

#### ***Plagiarism:***

No student shall present as her own the ideas, interpretations, statistics, words, or structure of another. Such an action is considered plagiarism, which includes:

- Quoting directly from another source without using quotation marks and footnotes
- Incorporating into a paper the ideas of another person without citing the source
- Changing a few words and slightly altering the structure of a passage without annotation
- Failure to include a bibliography of all sources read in preparation of a paper

#### ***Consequences for Academic Dishonesty:***

Academic dishonesty requires serious sanctions, including but not limited to detention, the deprivation of all ceremonies and/or participation in school functions, suspension, or expulsion.

First offense: depending on the age of the student and the circumstances of the infraction, the student may be suspended from school. The student may receive a grade of zero on the assessment or assignment and that student's parent/guardian will be notified. The student may not be allowed to participate in ceremonies and/or school functions for a period of time determined by the Dean of Students with the approval of the Division Head.

Second offense: The student will be suspended from school. The number of days will be determined by the nature of the offense. The student will receive a grade of zero on the assessment or assignment and that student's parent/guardian will be notified. The student will not be allowed to participate in ceremonies and/or school functions for a period of time determined by the Dean of Students with the approval of the Division Head.

Third offense: The student may receive an extended suspension period or expulsion determined by the nature of the offense. The student will receive a grade of zero on the assessment or assignment and that student's parent/guardian will be notified. The student will not be allowed to participate in

ceremonies and/or school functions for a period of time determined by the Dean of Students with the approval of the Division Head.

*\*In any of the cases (offenses) stated above, the student may forfeit the right to be appointed to positions of leadership, to run for elective office, or to receive any special recognition, awards, or honors that would have, otherwise, been allowed by the school.*

### **Dance Attire**

- A dress or skirt must be no shorter than three inches above the knee.
- The slit of a dress or skirt may be no higher than three inches above the knee.
- The neckline of the dress or top must be cut in a modest way (no low-cut Vs, cut-outs, or showing cleavage).
- The back and sides of the dress or top in must NOT be below the natural bra line.
- Backless dresses or tops are NOT allowed.
- Spaghetti straps or strapless dresses are allowed, but they must not be low cut (see neckline specifications above).
- Strictly avoid cut-outs (this includes openings covered with net-like or flesh tone fabric), bare midriff, or exposed navel.
- Shorts are not allowed

If a student has questions about the appropriateness of her attire, she should bring the garment and shoes to school for approval by the Dean of Students.

A student may be denied admittance to an event or may be asked to leave an event if her attire is deemed inappropriate by the Dean of Students or her designees (Upper School Head or chaperones). Other consequences may also be considered.

### **Dance Regulations**

In following our philosophy of educating the whole child, we strive to provide students with safe, age-appropriate activities that allow students to develop confidence in social situations. To that end, we enforce the following policies:

- Guests/Dates of students must be of the opposite gender.
- Guests/Dates cannot be enrolled in a grade lower than ninth and cannot be 21 years of age or older.
- No alcohol or drugs are allowed anywhere on the premises during a Schools of the Sacred Heart student-sponsored event.
- Before entering any Schools of the Sacred Heart dance, a student and her guest(s) may be subjected to a search and seizure by means of an alcohol breath-testing machine, or Breathalyzer.
- Chaperones may require a Breathalyzer test on any student or her guest(s) whom they suspect, because of their observable behavior or condition, may have consumed alcohol before coming to or during the dance. Should the Breathalyzer register a trace of alcohol on the individual's breath, the individual will face these consequences:

- Schools of the Sacred Heart students – Parents will be called and will then be responsible for the student(s). The student(s) will receive an automatic three-day suspension for a first offense and expulsion for a second offense.
- Non-Schools of the Sacred Heart students – Parents will be called and will then be responsible for picking up the student(s).

*Note: Refusal to submit to a Breathalyzer test will also result in the above-stated consequences.*

- Chaperones may require a Breathalyzer test on any student or her guest(s) whom they suspect, because of their observable behavior or condition may have consumed mood-altering substances before coming to or during the dance.
- Schools of the Sacred Heart students may be required to submit a urine sample for laboratory testing. If the sample tests positive for mood-altering substances, then Disciplinary Policy for Drug Abuse will be followed.
- Picture ID is required of each guest at all Schools of the Sacred Heart dances.
- Smoking is not permitted at any Schools of the Sacred Heart dance, on or off campus. Any Schools of the Sacred Heart student or guest who is found smoking will have to leave the dance/activity and the parents will be called.
- All Schools of the Sacred Heart dances are “lock-ins.” All attendees must arrive by a previously announced time and may not leave before the previously stated departure time. Lock-in times are always announced to the student body before each dance.
- No attendee may loiter in the parking lot or elsewhere on the premises.
- Chaperones have the right to ask anyone to leave if there is inappropriate behavior and parents/guardians will be called.
- Students are always responsible for adhering to school and dance regulations themselves and for informing their guest(s) of the obligation to follow posted dance regulations.

Schools of the Sacred Heart does not sponsor, promote, or endorse parties held after school dances and other school activities. Inappropriate behavior at such parties could result in school sanctions.

## **Disciplinary Options**

### **Demerits**

A member of the faculty or administration may recommend students for demerits or a detention. The Demerit Card is to be signed by both the faculty member and the student. The Dean of Students reviews her recommendation. Marks are cumulative from August – December, and from January – May.

### **Detentions**

A student who receives three demerits in a semester must serve a detention on a regularly-scheduled detention day. Time and place of detentions will be determined by the Dean of Students. ***Detention takes precedence over any other scheduled commitments, personal or school-related.*** During detention, students are not allowed to study, sleep, talk, etc. If a student acquires two detentions in a week, she must serve them on consecutive weeks. A student who misses a detention will be assigned a second detention. Failure to serve a detention is a Type II offense.

### **Revocation of Senior Privileges**

Seniors who violate the discipline code may have their off-campus lunch privileges or any other senior-year privilege temporarily suspended or permanently revoked. Determination of senior privileges is made by the Upper School Dean of Students with the approval of the Upper School Head.

### **Suspension**

- In-school suspension – the student must come to school for the entire school day but does not attend class. The student is responsible for collecting all assignments in advance of the suspension and for making up missed class work, even if that involves tutoring at parental expense. Depending upon any extenuating circumstances of each issue, determined by Division Head, a student may make up major tests or major projects with a starting point of 74%. If a test is scheduled the day after the suspension, the student is required to take the test as scheduled.
- Off-campus suspension – the student does not come to school but is responsible for collecting work in advance of the suspension and for making up all work missed, even if it involves tutoring at parental expense. Depending upon any extenuating circumstances of each issue, determined by the Division Head, a student may or may not be able to make up major tests or major projects. If a test is scheduled the day after the suspension, the student is required to take the test as scheduled.
- A student may not attend any co-curricular activities during the period of suspension, including the afternoon and evening of the last day of suspension and any weekend that might fall during the suspension.
- Students should realize that many college and university applications require information from teachers and administrators regarding disciplinary action, and students may be asked on college application forms to disclose information about a served suspension.

\***Suspension** from the Academy of the Sacred Heart is based upon the recommendation of the Dean of Students and/or the Upper School Head in consultation with the Head of School. The Head of School has final authority in such matters.

- Upon serving two 3-day suspensions, a student facing recommendation for a third suspension may be asked to withdraw or be expelled from the school.

**Expulsion** – permanent dismissal from the Academy of the Sacred Heart

\***Expulsion** from the Academy of the Sacred Heart rests solely in the authority of the Head of School.

### **Dress Code**

Age-appropriate activities should be matched by age-appropriate clothing. Fashion often dictates clothing that is not suitable for young women in a Catholic school. Goal V, “Schools of the Sacred Heart educate to personal growth in an atmosphere of wise freedom,” guides students to choose *appropriate, modest* dress during the school day, for school activities, including dances, Ring Ceremony, Senior Induction into the Alumni, Congé, concerts and plays, athletic awards, etc. The Dean of Students or Division Head may ask a student in inappropriate attire to change attire or not to attend the event. *Piercings and visible tattoos are not allowed. Hair color must be within the*

*spectrum of natural hair colors. Hair styles must not be extreme.* Final determination of appropriate hair colors, styles and length will be made by the Dean of Students and/or the Division Head.

### **Free Dress**

Occasionally students have the choice of a free dress day. Appropriate, tasteful dress is expected on these days. The guidelines for free dress are as follows:

- Knee-length shorts may be worn.
- Skirt/dress length must be no shorter than 2 inches above the knee
- Leggings may be worn with a top that reaches mid-thigh both front and back
- No tank tops or spaghetti straps
- No revealing clothing
- No torn jeans
- Shoes must be worn

### **Honor Code**

At the Academy of the Sacred Heart, we believe that academic and personal integrity are essential elements in creating a comfortable and trusting educational atmosphere for students, faculty, and school community. We encourage all students to extend their educational experiences beyond textbooks and academics. The school endeavors to develop students' minds, as well as character, strong morals, and social responsibility; in essence, the school strives to educate the whole child. To accomplish that goal, each student must commit to following the school's honor code. The honor code is a system of mutual trust among students, faculty, and staff; it dictates that as members of the Sacred Heart community, we will not lie, cheat, plagiarize, or steal.

Honor code offenses include but are not exclusive to the following: dishonesty, stealing, vandalism, cheating, and plagiarism.

### **Types of Offenses**

Behavioral choices of students are categorized into three areas: Minor (demerit), Major Type I (automatic detention), and Major Type II (suspension/expulsion).

#### **I. Minor Offenses**

Demerits will be recommended for the following infractions, including but not limited to:

- A. Uniform and/or Free Dress violations
- B. Tardiness to class (not seated when the bell rings), liturgy, assembly, or any other class activity
- C. Littering
- D. Loitering in the halls
- E. Disrespect – word or action that expresses discourtesy to a student, teacher, or another person at school; use of vulgar or profane language
- F. Behavior that interferes with the orderly conduct of classes or has a negative impact on the learning environment, including but not exclusive to talking and not being prepared for class

- G. Gum chewing
- H. Misbehavior in the dining hall
- I. Being in the parking lot without permission
- J. Sunbathing in any location other than within the swimming pool fence

**II. Major Offenses, Type I (May result in detention or suspension)**

Detention or Suspension will be recommended, including but not exclusive to the following:

- A. Academic dishonesty such as copying homework
- B. Skipping a whole or part of a class, liturgy, assembly, club, or any other class or school-related activity
- C. Failure to sign in or out
- D. Serious disrespect for a member of the Sacred Heart community and/or guests, exemplary, but not exclusive to the following: name calling, refusing to follow directives, mimicking a teacher, answering back, and arguing
- E. Disorderly conduct during an emergency drill
- F. Vandalizing or defacing school property, including but not exclusive to: tampering with any security systems, marking or destroying bulletin boards, defacing school property (**Monetary restitution may be required**)
- G. Missing a detention (another detention will be added)
- H. Refusing to report to a teacher or office when instructed to do so
- I. Presence in faculty room or administrative office without permission (Offices include Upper School Head, Administrative Assistant to the Head of School, Dean of Students, Guidance Counselor, and other offices in the Administration Hall)
- J. Being in Off Limits areas of the campus. The following areas are always off limits to students, including but not exclusive to the attic, faculty rooms, pastures, woods, front lawn beyond Pine Alley, Oak Alley, Secret Hart, areas across the road in front of the school (except as required for athletic events), the state road in front of the school, and the private road alongside of the cottage except when accompanied by a member of the faculty or staff. The barn area is off-limits except as assigned to riding students. The Berchmans Academy campus is off-limits during the school day. The pool is restricted to designated times and events only.
- K. Violating fire code regulations by leaving personal belongings such as book/tablet PC bags in the hallway or doorways

**III. Major Offenses, Type II**

The following may result in suspension or expulsion, including but not limited to:

- A. Accumulation of four detentions in a semester

- B. Appearance of being under the influence of alcohol or drugs, in the opinion of the administration
- C. Repeated violations of school rules and policies
- D. Missing detention twice consecutively
- E. Leaving campus without permission of the Upper School Head, Dean of Students, or the Administrative Assistant to the Head of School
- F. Failure to report to school without parent's permission
- G. Smoking, vaping or use of any tobacco products on or off campus
- H. Lying – omission of facts or declaration of a self-serving statement that one knows is false, especially with intent to deceive in matters of a public nature – making two inconsistent statements
- I. Forgery of the signature of a parent, custodial adult, or teacher on notes, permission forms, school documents, etc., or any other form of misrepresentation with an intent to deceive
- J. Theft – taking or appropriating of another individual's property without permission, and with the apparent intent of keeping that which is taken
- K. Any act or omission that by its very nature endangers the safety and well-being of the Sacred Heart community
- L. Testing positive on a Breathalyzer or drug test on or off campus
- M. Overt sexual behavior
- N. Violence or threats of violence against persons or property
- O. A student may be subject to suspension or expulsion as a result of activities or conduct, whether inside or outside the school, that is detrimental to the reputation of the school, jeopardizes the good of the school, or which is harmful to members of the school community
- P. Serious academic dishonesty including but not limited to cheating or plagiarizing
- Q. Bullying, Hazing, Flagrant Disrespect: any word, action or deed that demeans or demoralizes another person is a serious violation of the values expected of every individual as a member of the Sacred Heart community.  
\*The administration will address any word, action or deed that is committed verbally, physically, and/or electronically with severe consequences.
- R. Violations of the Ethical and Responsible Use of Technology Policy

### **Uniforms**

A student wearing the ASH uniform is a representative of the school and her behavior reflects on the school. ASH students are expected to uphold the high standards of the Goals and Criteria of Sacred Heart Education at all times, both on and off campus.

A student who wears inappropriate clothing during the school day, for school events or is regularly in violation of the uniform policy will face disciplinary consequences.

## **IV ACADEMIC (SENIOR) ACTIVITIES**

### **College Visits**

III and IV Academics (juniors and seniors) are encouraged to schedule college visits. Students should seek consultation with and the signature of the College Counselor to begin the process. Students should then follow the standard Appeal for Credit procedure.

### **IV Academic Ceremonies**

Since the Academy of the Sacred Heart has a contractual relationship with its parents and students, and since the *Parent/Student Handbook* is an integral part of this contractual agreement, all parties are reminded of the following: full participation in IV Academic end-of-the-year events, including but not limited to May Projects, May Crowning, Ring Ceremony, formal reception into the Alumni Association, Head of School Dinner, Prizes, and the graduation ceremony at Academy of the Sacred Heart, is a privilege, not a right, for the individual student and her parents. The privilege of participating in end-of-the-year IV Academic events, as well as graduating with one's class under the oaks on graduation day, is governed by the following:

- Successful completion of the course of studies required by the Academy of the Sacred Heart by the last day of class. A student must have passed all required courses by the last day of classes and fulfilled the service program obligations. A student who fails a semester or year-long course needed to fulfill the basic academic requirements must attend summer school before being issued a diploma and may not participate in senior end-of-the-year activities and graduation ceremonies.
- Certification of the student by the Academy of the Sacred Heart's administrators as having followed the rules and regulations of the school to such a degree that the student has earned the privilege of being an active participant in the end-of-year events and graduation ceremony.
- Students must successfully complete all Community Service program requirements for each year of enrollment in order to participate in graduation and senior end-of-the-year activities.
- These rules and regulations specifically include the section on suspension and expulsion as found in the parent/student *Parent/Student Handbook*. However, other egregious breaches of rules and regulations may be considered by the administration in this regard.
- Two weeks in the month of May during the senior year is reserved for student internships, i.e. May Projects. It is not a time for a student to receive additional work or tutoring in an effort to raise her cumulative grade point average.

***Note: Students who have been enrolled in the Pre-Kindergarten and Kindergarten program of the Academy of the Sacred Heart or another Sacred Heart Network school will receive special acknowledgement during the Prizes Ceremony at the end of their IV Academic year. Students will be recognized according to the number of years of attendance.***

### **May Projects**

Students who have completed all academic requirements and who meet the requirements listed above are required to participate in May Projects. The College Counselor directs the two-week career-oriented learning experience. All IV Academics are required to comply with the rules and

regulations outlined in the May Projects handbook. All projects must meet the approval of the College Counselor and the Division Head. IV Academics must have passed all required courses by the last day of classes to be allowed to participate in the May Projects. A senior whose disciplinary record indicates, in the opinion of the Division Head, that she cannot represent in the wider community the Goals and Criteria of Sacred Heart Education may not be allowed to participate in May Projects and must remain at school during the entire period.

\*Completion of May Projects is a requirement for graduation. Every project must be approved by the administration before it is allowed. The approved project must be followed exactly as approved. Failure to comply with any or all of the May Project requirements may result in a student being denied participation in graduation activities.

### **Valedictorian/Salutatorian**

- The valedictorian is the student who graduates with the highest cumulative grade point average, using the Academy of the Sacred Heart weighted scale. The salutatorian is the student who graduates with the second highest grade point average, using the Academy of the Sacred Heart weighted scale.
- **Both valedictorian and salutatorian must have attended the Academy of the Sacred Heart all four years of high school.** Grade point averages will be computed to the ten-thousandths place. In the event of a tie, student transcripts will be evaluated on the basis of Honors and Advanced Placement courses, in addition to the greatest number of academic courses. In the event of a continuing tie, both students will be declared valedictorian, or salutatorian, as the case may be.

### **Graduation Day Attire**

In order for a IV Academic student (senior) to participate in Graduation Day Ceremonies (Prizes and Graduation Mass), she must wear the school-selected and approved white formal-length dress purchased through the school. The cost of the dress is covered in the “senior fees” portion of annual tuition. Representatives of the administration of the Academy of the Sacred Heart will choose the dress style and length. Representatives of the administration will measure and place the order for each member of the graduating class. Only representatives of the ASH Administration will work directly with the dress vendor.

## **STUDENT LIFE**

### **Athletics**

As a member of the Louisiana High School Athletic Association, the Academy of the Sacred Heart competes on a varsity and sub-varsity level with other schools in the Acadiana area, and in district, parish, regional, and state events. Varsity and sub-varsity teams include basketball, cross country, golf, soccer, softball, swimming, tennis, track & field, and volleyball. Cheerleading is offered as an alternative program for students interested in athletics but not in competitive sports.

An SSH student-athlete must meet Sacred Heart's scholastic requirement of maintaining a 2.0 grade point average throughout the scholastic year. If a student-athlete does not maintain a 2.0 grade point average, she/he will be placed on academic probation or suspension for the semester following the academically inadequate grading period. A student-athlete with a grade of C- or lower will not be allowed to miss any part or all of that class.

No athlete will be excused from any academic work – quizzes, tests, homework – because of an athletic event. The athlete must make arrangements with teachers IN ADVANCE for all assignments to be completed on time.

### **Cell Phone/3G & 4G Device Policy**

Cell phones and 3G and 4G devices can be useful for both parents and students but, no phone or electronic device other than the school-issued computer should be in use during the school day, these devices are disruptive to the learning process and have negative impact on community life. A student whose device is seen or heard will have the device confiscated. Any lost or confiscated device must be picked up from Division Head or Dean of Students at the end of school day. A second infraction will result in parents having to pick up the device.

### **Clubs and Organizations**

Clubs and organizations reflecting interests of the students, headed by student leaders under the guidance of a faculty member, are available to students. Early in the fall, an activity period is given for an explanation of the various clubs and organizations and an opportunity for students to join these co-curricular activities.

### **National Honor Society**

The National Honor Society recognizes students who reflect outstanding qualities of scholarship, leadership, character, and service. A student must have a cumulative grade point average of 3.7 and have completed one full year at the Academy before being eligible to apply. Students who are academically eligible may submit an application. A faculty council meets to select members. Once selected, members are responsible to maintain a high standard of academic excellence and to live up to the character, leadership, and service ideals of National Honor Society. Students who fail to maintain any or all of the characteristics may be put on probation, and then dropped from membership.

### **Play Production**

Plays are offered each year by the student body and are generally held during the spring semester. The cast of the play is chosen by audition and is open to all 5<sup>th</sup>-12<sup>th</sup> grade students. Rehearsals take place after school, usually Monday through Thursday. The culmination of these preparations involves evening performances open to the general public.

### **School Office Hours**

School office hours are from 7:30 am to 4:00 pm. During summer months, the school office hours are abbreviated.

### **Spiritual Life**

The spiritual life of the school is enhanced by school-wide and class liturgies, opportunities for the Sacrament of Reconciliation, and Morning Prayer in Assembly. Students and the Campus Minister plan the theme, content, and music of the liturgies. Priests from the Jesuit Spirituality Center and from neighboring parishes are invited to preside at the liturgies.

### **Stewardship**

The physical surroundings of the Schools of the Sacred Heart offer a unique setting not experienced on the traditional school campus. Due to the age of the facilities and to the historical nature of the school, every effort should be made to preserve the beauty and dignity of the buildings and grounds.

- Cleanliness is everyone's responsibility. In the classroom, students are asked to erase the boards after class, leave chairs arranged in neat order, and pick up trash.
- In the Dining Hall, students are asked to observe good manners, to clear the tables, and to leave the room in order.
- Chewing gum is not permitted in the day school.
- Care should be taken of all facilities, furnishings, and equipment.

### **Student Visitors**

Students shall submit a request to the Division Head prior approval for a visitor.

### **Telephone Use and Messages**

The Dean of Students will e-mail important messages for students. During class time, a student may use only the phones in the office of the Dean of Students, Administrative Assistant or the Division Head and then only for a serious reason. A student using a phone during class time must return to class with a note from the Dean of Students, Administrative Assistant or the Upper School Head. Parents are asked to make transportation arrangements before school so that students' time out of class is minimized.

\*If a change in plans is unavoidable, please call and speak to the Dean of Students or the Administrative Assistant **before** 2 p.m.

### **T-Shirts**

The Dean of Students must approve all t-shirt designs including, but not limited to classes, clubs, athletic teams, and dances.

Only faculty/staff employed by the Academy of the Sacred Heart may place orders for t-shirts through an approved vendor and then may make pre-paid orders only.

## **STUDENT SERVICES**

### **Guidance and College Counseling**

This program is a comprehensive advisory service providing individual and group counseling to students and their parents. The goal of the program is to help each student identify her personal gifts and strengths and limitations. In addition, students receive assistance in personal matters, course scheduling, graduation pathways, standardized testing, and career discernment.

One benefit of the program is that students use this information to select a college that will serve her needs, enhance her growth, and prepare her for the future. Assistance is offered to students in many areas encompassing the college selection process: the organization of the college search, admissions procedures and interview techniques, ACT preparation PSAT testing, and financial aid and scholarship application procedures. Assistance is also given to students in identifying possible programs of study in college and career opportunities. The college-counseling center houses resources for students to gather college-related information independently.

### **Health Services**

Students who feel ill should check out to go home (with permission from the Dean of Students or Division Head). A student who wishes to remain at school must attend her regular classes. Students with any contagious condition, such as staph infections, head lice, flu, or pink eye, should be kept home until released by a doctor. Students should be fever-free and symptom-free without the aid of medication for twenty-four hours before returning to school.

### **Library**

At the present time, due to limited space, materials will be made available from the library of the Academy of the Sacred Heart by request. An online library service is provided for students 5<sup>th</sup>-12<sup>th</sup> of the Academy of the Sacred Heart.

Books may be checked out for two weeks. Students in grades 5-12 are charged overdue fines of \$.10 per day per book. Primary students are not charged for overdue books. Students in all grades are expected to pay the replacement cost for lost books.

The librarian of the Schools of the Sacred Heart selects the library materials in accordance with the parameters set forth in the Selection Policy created by members of the Acadiana Catholic Library Association and approved by the Bishop of the Diocese of Lafayette. Materials selected support the Goals and Criteria of Sacred Heart Education and of our Catholic faith. The Schools of the Sacred Heart recognizes the role of parents in helping to form their child's reading habits and preferences.

### **Medications**

Students are responsible for bringing their own medications, both prescription and over-the-counter, to school.

# Uniform Regulations 2018-2019

## Upper School (Grades 8 – 12)

The Academy requires that students attend school wearing the proper uniform. A well-groomed young woman gives witness to her own confidence and character. Education in this area is part of our philosophy. Appropriate dress and appearance, as stipulated in the *Student Handbook* or as interpreted by the Upper School administration, are required. Occasionally a *non-uniform* day is given.

While the formal uniform may be worn any day, the regular uniform is acceptable unless the occasion requires the formal uniform.

### Formal

White oxford shirt with button down collar  
(short or long sleeve)

Navy or hunter cardigan, v-neck pullover  
sweater or vest (**Seniors may wear red**)

Plaid skirt

**Socks:** White or navy crew or knee length

#### **Tights/Leggings:**

White tights with white socks

Navy tights with navy socks

Navy leggings

### Regular

Navy polo with Academy logo  
(short or long sleeve)

Plaid skirt or shorts

Sweatshirt\* or fleece

**Socks:** White or navy crew or knee length

**Leggings:** Navy leggings

**Skirt/shorts length** - No shorter than two inches above the knee

**Shoes** - The following brands and styles are in keeping with uniform guidelines:

- Keds “School Days II” navy and white leather saddle oxford
- Keds “Champion” white leather saddle oxford
- Jumping Jack “Cheers” navy and white athletic style leather saddle oxford  
(sold at both locations of Greenwood Shoes in Lafayette)
- Any brand of the dress style navy and white leather saddle oxford (with terracotta color sole)

#### **Physical Education**

- Athletic shorts and t-shirt ordered thru *BSN Sports* online – Athletic shoes and socks

#### **\* Items sold by Coteau Corner**

### **Vendor Information**

#### **School Time**

1875 Pinhook Road, Suite A

Lafayette, LA 70508

337.234.1248

[www.schooltimeuniforms.com](http://www.schooltimeuniforms.com)

#### **Absolutely Apparel**

3010 Kaliste Saloom Road

Lafayette, LA 70508

337.232.7077

[www.absolutelycustomapparel.com](http://www.absolutelycustomapparel.com)

#### **Online Shoe Option** (School code - SSU064)

School Shoes Unlimited

[www.schoolshoesunlimited.com](http://www.schoolshoesunlimited.com)

#### **BSN Sports** – [www.bsnteamsports.com](http://www.bsnteamsports.com)

PE uniforms

Revised 4/10/18

# Upper School Curriculum Guide

## REQUIREMENTS

The Academy of the Sacred Heart plan of studies is designed to provide students with a broad-based liberal arts education. Our primary curriculum goal is to honor the integrity of our Sacred Heart academic program while also meeting the requirements of external programs such as TOPS and the LDE Core Four curriculum. Curriculum decisions are based on a blend of the traditional liberal arts curriculum and the educational needs of the twenty-first century.

<b>Academy of the Sacred Heart Upper School, Grades 9 - 12 Four Year Course of Study</b>				
<b>Graduation Requirement</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 4 credits	Introductions to Literature & Composition	British Literature	American Literature	World Literature or English IV AP: English Literature & Composition
Religion 4 credits	Hebrew and Christian Scriptures	Sacraments & Church History	Apologetics & Liturgy	Social Justice & Morality
Social Studies 4 credits	World Geography	Western Civilization: 1600 – Modern Times	US History or US History AP	Civics: Government or Government AP
Science 4 credits	Biology I or Physical Science	Chemistry I or Biology I	Physics or Chemistry I or science elective	Physics, AP Biology, Chemistry II, Biology II
Foreign Language 3 credits	Spanish I or II or French I or II	Spanish II or III or French II or III	Spanish III or IV AP or French III or IV AP	Spanish IV or IV AP or French IV or IV AP
Mathematics 4 credits	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus or Advanced Math	Advanced Math, Pre-Calculus or Calculus (R/AP)
^Test Prep 2 - ½ credits		ACT Test Prep 1 semester & PSAT Test Prep 1 semester		
Fine Arts 1 credit	Studio Art I, Chorus I Fine Arts Survey, Desktop Publishing	Studio Art I or II, Chorus I or II, Fine Arts Survey, Desktop Publishing, Media Art	Studio Art I-III, Chorus I-III, Fine Arts Survey, Desktop Publishing, Media Art	Studio Art I-IV, Chorus I-IV, Fine Arts Survey, Desktop Publishing, Media Art
P.E./Health 2 credits	PE I/Health or Equestrian I/Health	PE I or II/Health or Equestrian I or II/Health	PE I or II/Health PE III or Equestrian III	PE III-IV or Equestrian III-IV
<b>28 credits needed for graduation.</b>				
Honors or AP courses are offered in English II, III, IV, Western Civilization, US History, Civics, Biology, Chemistry, Physics, Spanish II, III, IV, French II, III, IV, Geometry, Algebra II, Pre-Calculus, and Calculus				

\*Electives offered are based on student requests. Electives that are offered may not be taught due to such considerations as enrollment numbers and/or the availability of qualified teacher

^All students will participate in the ACT and PSAT test prep courses, preferably during their sophomore year. Exemption from the test prep courses will be considered if a student scores a 33 or higher on the ACT and/or a 650 or higher on each section of the PSAT.

### **May Project\***

Seniors who have completed all academic requirements participate in a May Project, a two-week experiential learning program that gives seniors the opportunity to experience real-life careers. Projects are approved and monitored by the College Counselor and the Division Head. Each senior is assigned to work with a faculty member in developing her plan to meet this requirement. In recent years, seniors have worked with doctors, judges, social service agencies, artists, members of state and national government, and others, and have traveled throughout the United States and abroad. During May Projects seniors keep a journal of their activities and experiences and give a presentation to classmates and faculty at the conclusion of the project.

*Note: Completion of the May Project is a requirement for graduation.*

### **RELIGION**

The program of religious education seeks to develop the student's personal relationship with God and to develop an understanding of the teachings and traditions of the Catholic Church. Course work leads the student to develop increasingly mature convictions of faith and to see her world in relation to God, self, others, and our earth. The religious education program is required of all students along with the student's participation in the school's community service program. In addition to daily prayer, regular liturgies and prayer services, a required annual retreat provides each student with opportunities for spiritual growth. Religious education is an academic field; therefore, criteria for measuring skills, attitudes, knowledge, and behavior will be consistent with those used in other academic departments.

#### **Religion (8)**

This course consists of a study of the history of the Catholic Church from Pentecost to the present time. Students then examine the Christian perspective of "morality" based on a study of the Ten Commandments.

#### **Scripture (Old Testament)**

**(½ Carnegie Unit)**

This course covers most books of the Old Testament. The student's text summarizes and explains the most important scriptural stories and passages, including prayers, wise teachings, and poems enabling them to understand key moments in salvation history. It provides commentary about the historical setting or the literary themes of the Old Testament to modern life and culture. Students acquire basic skills necessary for a well-grounded Catholic interpretation of biblical materials.

#### **Gospels**

**(½ Carnegie Unit)**

A study of the writers of the four gospel, Matthew, Mark, Luke and John during the early church and the meaning and correlation to the church today.

#### **History of World Religions**

**(1 Carnegie Unit)**

This course examines the major religions of the world, both past and present. It requires skills in reading comprehension, structured written and oral expression, research, and the ability to analyze and discuss historical and current events. Students will undertake an examination of primary source materials, secondary source materials, graphs, maps, etc.

### **Church History (New Testament)**

**(½ Carnegie Unit)**

This course is a study of the New Testament. The goals of this course are to familiarize the student with the basic elements of the story and message of the New Testament, to develop the student's ability to deal directly with the text of the New Testament, and to help the student grow in faith through encountering Jesus Christ and the first community of his followers.

### **Sacraments**

**(½ Carnegie Unit)**

This course incorporates Sacraments and how they have developed over time. The sacraments portion has two goals: 1) that all students discover the meaning of the seven sacraments of the Catholic Church as they relate to their lives; and 2) that students cultivate a sacramental awareness in order to grow both in love of life and faith in God.

### **Social Justice**

**(½ Carnegie Unit)**

This course offers students a background in Catholic social teaching, always keeping the message of the Gospel at the forefront, while drawing essential references from the Catechism of the Catholic Church. The course exposes the students to the virtues of justice and the principles needed to promote justice and to recognize some of the social justice problems in our world. Time for reflection on the connection between the Christian faith, worship, prayer, service, and justice are also part of the study.

### **Morality**

**(½ Carnegie Unit)**

This course focuses on the teachings of Christian morality based on Scripture and Church tradition. Topics are integrated into other religion courses and include Jesus as a moral guide, making moral decisions, conscience formation, sin and forgiveness, and respect for life and for other gifts we have been given. Students will explore various case studies to learn how to apply moral teachings in real life scenarios. Students will learn how to personally discern what is "morally right" and "morally wrong" in society.

### **Apologetics**

**(½ Carnegie Unit)**

A full overview of the teachings and customs of the church with a strong emphasis on Scripture, giving students a deeper understanding of the meaning and reasoning behind our liturgies, sacraments, traditions and practices, and the tools to defend their beliefs'

### **Liturgy**

**(½ Carnegie Unit)**

This course delves into the history of Catholic liturgies and their Jewish roots. Students will discover the meaning and rubrics of the Catholic mass and all other traditional liturgies celebrated in the church.

## **ENGLISH**

The English curriculum seeks to develop students' verbal skills: speaking, reading, and writing. Courses each year cover literature, vocabulary, grammar, and composition (both expository and creative). Students are expected to express themselves orally and in writing, to become informed and discriminating consumers of print and electronic media, and, at the completion of the four required credits, to demonstrate mastery of research skills and the documentation/style system of the Modern Language Association.

*Note: Over the summer, each student is required to read three books selected from a list prepared for the grade she will enter.*

### **English (8)**

Students are expected to master grammar concepts, including the eight parts of speech, rules governing punctuation, and verbs. Students have many opportunities to practice various writing styles and write a formal term paper in the second semester, using age-appropriate library and internet research.

### **Literature (8)**

Students are exposed to a wide variety of genres, including non-fiction, drama, poetry, short stories, essays, and novels. While reading comprehension is emphasized, the primary goal of the course is to expose students to thought-provoking literature. The study of vocabulary is incorporated into the literature class, and many opportunities for essay and creative writing are provided. Assessment includes tests, presentations of memorized material, art projects to accompany the study of certain works, reaction papers, and the five-paragraph, literature-based essay.

### **Creative Writing**

**(1 Carnegie Unit)**

This course is a writing workshop that focuses primarily on the study of the short story, the nonfiction narrative essay, and poetry. The course will also introduce dialogue for performed writing and show how the novel is a composite of other genres. Students will be required to analyze the works of published authors, produce multiple drafts of their own work, and workshop the pieces of other students with the goal of creating publishable pieces.

*Note: This course is an ELECTIVE and does not meet the requirements for any other English course.*

### **English Basics (ESL)**

**(1 Carnegie Unit)**

This course is designed for the beginning to intermediate student. Basic communication skills are developed through a whole language approach with a variety of activities. Pronunciation, grammar, reading, and writing are taught primarily in the context of communicative situations rather than in isolation.

### **English I, English I H: Intro. to Literature & Composition**

**(1 Carnegie Unit)**

This course focuses on writing, including a review of grammar and usage. Students continue to practice writing topic sentences, supplying relevant details, and reaching logical conclusions in paragraphs. The primary focus of the year is on writing a five-paragraph essay using academic discourse. A major research essay concentrates on literary history and analysis of a literary work, and requires MLA format and documentation. Research and oral reporting are conducted throughout the year. Vocabulary study, coordinated throughout the high school program, stresses spelling, correct usage, synonyms, antonyms, and analogy.

### **English II, English II H: British Literature**

**(1 Carnegie Unit)**

This course includes a survey of English literature from Beowulf through Shaw. Assignments include analytical and critical essays, oral reports, and computer-generated, creative projects based on reading selections. After basic library preparation, students write a five to six page research-driven analytical essay using MLA format and documentation. Vocabulary study continues in the coordinated program. The Honors curriculum includes more complex reading assignments, a longer research essay, and more intense writing assignments than does the Regular curriculum.

**English III, English III H: American Literature****(1 Carnegie Unit)**

This course provides historical and cultural perspective and develops literary analysis skills in the context of American Literature. Students broaden their vocabulary skills through the readings and through weekly drills. They review grammar, punctuation, and usage. Students write simple paragraphs and five-paragraph essays. A major research essay of five to six pages concentrates on the development of thesis and structure while requiring documentation according to the current MLA Handbook. Research and oral reporting are conducted throughout the year.

**English IV: World Literature****(1 Carnegie Unit)**

This course requires students to engage in a survey of world literature from the writings of classical Greece to modern authors in developing countries. Students write critical essays on their readings and write a literary research essay of five to six pages following MLA documentation, with emphasis on self-editing. Students review grammar and usage, and expand vocabulary through weekly drills.

**English IV AP: English Literature & Composition****(1 Carnegie Unit)**

This course requires students to engage in a survey of English Literature. The Advanced Placement curriculum includes longer, more complex writing assignments and has a special focus on preparing students to take the Advanced Placement test.

**Film and Media Studies****(1 Carnegie Unit)**

This course will examine various forms of media, including films, in order to analyze how meaning is created, how propaganda works, how advertising works, and how media disseminates ideas into the culture. The class is designed to assist students in their ability to analyze literature through the media other than the traditional text model. Students will be provided ample opportunities to hone their writing skills.

**Speech****(½ Carnegie Unit)**

This course is designed to offer the novice speaker a number of opportunities to organize and prepare public speaking assignments. Students will learn about the role of communication in our lives, the communication model, spatial relationships, delivery styles, and the effectiveness of language, gestures, and organization techniques. Students will have the opportunity to stand in front of a live audience to practice public speaking skills.

**FINE ARTS**

Arts education is a collective term that denotes learning and instruction in music, theatre arts, visual arts, and art history, each including its own set of skills, knowledge, and techniques. It is the intent of this department that each student accomplishes a comprehensive understanding and appreciation of one or more of the arts. (Fine Arts electives are offered each year on the basis of student requests and enrollment is subject to student scheduling availability. Not every elective is offered each year.)

**Chorus****(1 Carnegie Unit)**

This course stresses the development of vocal skills such as proper breathing, articulation, dynamics, volume control, and solo and group performance in unison as well as in harmony. Academic Chorus members are required to perform at special functions such as the Winter Concert, Christmas Liturgy, Spring Concert, Mother-Daughter Mass and Brunch, and school

masses. They are also expected to lead the high school in singing practice in preparation for school liturgies.

*Note: Auditions are required.*

### **Composition & Design Theory**

**(1/2 Carnegie Unit)**

This course is an introduction to the principles and elements of design, and composition theories as they apply to basic art skills and media, aesthetic awareness, art criticism, and applications in the fine, applied, and multicultural arts. The release of the student's creative capacities is the primary focus. Hands-on art projects help students develop the means for expressing visual ideas effectively. Weekly homework design projects, using both traditional and electronic media, will be complemented by in-class projects, slide lectures, video tapes, and critiques.

### **Fine Arts Survey**

**(1 Carnegie Unit)**

This course focuses on the history of western art beginning with the art of ancient Greece and continuing through contemporary art periods. In addition to the general characteristics of each art period, the works of major painters, sculptors, architects, and photographers are examined. Methods of study include Lecture, PowerPoint, video, class discussions, research projects and presentations, field trips, and guest speakers.

### **Studio Art I**

**(1 Carnegie Unit)**

This course includes discussion in the meaning, major forms, and components of two-dimensional art. The basic elements of art and the fundamental principles of design and design theory in the visual arts are examined. Work is focused on exploration of the basic art techniques of drawing, painting and color theory. Mixed media is studied through developmentally appropriate activity-oriented methods and portfolio building. Students learn the characteristics of visual arts by using a wide range of tools, techniques, and processes to express their own ideas, emotions, and knowledge. Students are required to purchase some consumable materials.

### **Studio Art II**

**(1 Carnegie Unit)**

This course requires students to expand previously developed skills from Art I in drawing, painting and mixed media. Work is focused on the intermediate and advanced application of the elements of art and the fundamental principles of design and design theory in the visual arts. Exploration is conducted of intermediate and advanced art techniques of drawing, painting, and mixed media through individual design projects and portfolio building. Students learn how to write detailed project proposals and to produce artwork that expresses their individual voice. Students are required to purchase some consumable materials.

*Prerequisite: Studio Art*

### **Studio Art III**

**(1 Carnegie Unit)**

This course is designed for students with a serious interest in the visual arts. This is an advanced course that stresses strong technique, development of a studio work ethic in the production of art, and an emphasis on decision making in developing a strong personal statement through a craft. Deadlines are stressed and portfolio progression is required. Students are required to purchase consumable materials. *Prerequisite: Studio Art II*

### **Studio Art IV**

**(1 Carnegie Unit)**

This course is the most advanced studio art class available. It is for students considering a future career or vocation in the arts. There is a series of open-ended assignments with a minimal amount of formal instruction. Students are expected to be self-motivated and prepared to research media and techniques. This course requires that extra work be conducted outside of regular class time as well as full work participation during class. Each student must assemble a portfolio of at least thirty major assignments to represent her work as an artist. Students are able to use their portfolios when applying to colleges. Students are required to purchase consumable materials.

*Prerequisite: Studio Art III*

### **Theory & Design**

**(½ Carnegie Unit)**

This course includes an introduction to the principles and elements of design and composition theories as they apply to basic art skills and media, aesthetic awareness, art criticism, and applications in the fine, applied, and multicultural arts. Hands-on art projects help students develop the means for expressing visual ideas effectively. Weekly homework design projects, using both traditional and electronic media, will be complemented by in-class projects, slide lectures, video tapes, and critiques. The release of the student's creative capacities is the primary concern.

### **Desktop Publishing**

**(1 Carnegie Unit)**

This course is a comprehensive, project-based study of desktop publishing, graphic design, and basic principles of journalism using Adobe InDesign CS3 and Adobe Photoshop CS3 software, as well as digital SLR cameras, scanners, Jostens plug-in applications, and computer networking. From start to finish, students create, design, format, illustrate, edit, revise, and produce original and sophisticated layouts, cover designs, and theme development for a publication that is targeted for a real audience as the customer.

### **Media Arts I-Digital Photography**

**(1 Carnegie Unit)**

This course introduces basic usage of digital SLR cameras and enhancement of photographs using software applications. Demonstrations and assignments provide students with the ability to compose, edit, and retouch digital photographs. Students use *Adobe* software applications to create and represent individually-selected graphic arts projects. Individual creativity is encouraged with an emphasis given to developing a critical eye and a personal voice. Individually designed assignments and group critiques help students to assess their ability to convey to viewers the mood, image, or idea they were trying to capture in an image. A digital portfolio is created during the students' development of technical abilities. Students are expected to have a digital SLR camera, which permits manual adjustment of shutter speeds and apertures. The department will make available all software needed.

### **Media Arts II-Digital Photography**

**(1 Carnegie Unit)**

This course is in intermediate to advanced level in digital photography that further explores digital SLR cameras and enhancement of photographs using software applications. It includes the exploration of image manipulations and presentation techniques to develop more fully each student's unique personal vision and mode of expression. The student will create a series of photographs or photo essays, with emphasis on developing self-expression. A final digital portfolio and contributions to the school publications are required. Each student must have a digital SLR camera, which permits manual adjustment of shutter speeds and apertures. The department will make available all software needed. *Prerequisite: Media Arts I- Digital Photography*

**Visual Arts I-Film****(1 Carnegie Unit)**

This course is a beginning 35mm film photography course which introduces students to basic manual camera operation, photographic principles, techniques of black and white photography, and the darkroom and laboratory procedures of film development and printing. Individual creativity is encouraged with an emphasis given to developing a critical eye and a personal voice. Individually designed assignments and group critiques help students to assess their ability to convey to viewers the mood, image, or idea they were trying to capture in print. A portfolio is created during the students' development of technical abilities in exposing negatives and making prints. The history of photography is embedded in the course. Students are expected to have a 35mm camera, which permits manual adjustment of shutter speeds and apertures. Students supply their own film and developing paper. The department supplies all darkroom equipment and chemicals.

**Visual Arts II-Film****(1 Carnegie Unit)**

This course is an intermediate to advanced study in black and white photography which further explores black and white film developing, fine printing, and the exploration of image manipulations and presentation techniques. It is designed to develop more fully each student's unique personal vision and mode of expression. The student will create a series of photographs or photo essays, with emphasis on developing self-expression. A final portfolio and contributions to the school publications are required. Each student must have a 35mm SLR camera with manual settings. Students supply their own film and developing paper. The department supplies all darkroom equipment and chemicals.

*Prerequisite: Visual Arts I- Film*

**FOREIGN LANGUAGE**

The foreign language program seeks to provide students with a firm foundation in second language acquisition in French, Spanish, or English as a Second Language (ESL/EFL). Emphasis is placed on a combination of verbal and written communication skills, as well as on grammar and the cultural richness of the language studied. Students are required to take three consecutive years of the same language and are encouraged to go beyond level III.

**French I****(1 Carnegie Unit)**

This course is designed to introduce the student to French as a language and as a culture. The emphasis is on comprehension of spoken and written French, and communication in oral and written forms. Students are encouraged to develop correct pronunciation, grammar, and to build vocabulary.

**French II****(1 Carnegie Unit)**

This course is a continuation of French I. Emphasis is on listening, speaking, reading, and writing in the French language. In addition, students will be encouraged to develop an awareness of culture in Francophone countries.

**French III****(1 Carnegie Unit)**

This course includes a more advanced study of grammar and grammatical constructions, reading and listening for comprehension, study of Francophone civilization and culture, written compositions, and oral compositions.

**French IV Honors****(1 Carnegie Unit)**

This course includes an advanced study of grammar and grammatical constructions, reading and listening for comprehension, the study of Francophone civilization and culture, written compositions, and oral compositions. Readings are from modern French authors.

**AP French/French Elective****(1 Carnegie Unit)**

This course is designed for advanced students with a special interest in French who plan to take the Advanced Placement Examination in French language. It aims to develop a high level of proficiency in the language so that students can communicate effectively and fluently in speaking and writing, and can read with ease and appreciation both French literature and modern publications. During the course of the year, students read and discuss a variety of works and genres, write analytical essays, prepare oral exposes, listen to recordings and films, and refine their knowledge of vocabulary and grammar.

**Spanish I****(1 Carnegie Unit)**

This course introduces the Spanish language and the cultures of the people who speak it. Emphasis is on comprehension of spoken and written Spanish, as well as on correct pronunciation, grammar, and vocabulary building.

**Spanish II****(1 Carnegie Unit)**

This course is a continuation of Spanish I with emphasis on comprehension of spoken and written Spanish, further development of speaking and writing skills, grammar, and understanding of culture.

**Spanish III****(1 Carnegie Unit)**

This course continues to develop the listening and reading comprehension skills as well as the active communication skills of speaking and writing. Additionally, there is emphasis on advanced grammar, culture, composition, and both modern and classical Hispanic literature.

**Spanish IV Honors****(1 Carnegie Unit)**

This course carries students further in their development of the four language skills while deepening their insight into Hispanic culture through an exposure to the works of modern and classical writers of the Spanish-speaking world. Analytical and creative composition is developed.

**AP Spanish/Spanish Elective****(1 Carnegie Unit)**

This course covers the equivalent of a third-year college course in advanced Spanish listening, reading, writing, and conversation, thus preparing students for the AP Spanish Language Exam. It encompasses and integrates aural/oral skills, reading comprehension, grammar, and composition. Emphasis is placed on the use of Spanish for active communication. Extensive training in the organization and writing of compositions is an integral part of this course.

## **HEALTH AND PHYSICAL EDUCATION**

The mission of the Health and Physical Education Department is to foster an understanding and appreciation of the importance of daily physical activity and to develop positive behaviors that will lead to a healthy lifestyle. The philosophy of the Health and Physical Education Department rests upon 3 pillars: health, wellness and fitness. The outcome of the program should be the improvement of the students' physical and emotional health, positive fitness practices, positive self-esteem, and an overall enjoyment of physical activity. The department recognizes the importance of educating girls through different activities.

### **Equestrian Program**

**(1 Carnegie Unit)**

The equestrian program is designed to allow students to explore the various aspects of the horse: its instincts, mannerisms, and emotions, as well as its physical characteristics. Students will work to achieve specific goals in their riding and horsemanship in order to become skilled and confident horsewomen. Safety is stressed, and each student progresses at her own pace. The Equestrian Program, in conjunction with a health education component, is approved by the Louisiana State Department of Education as a substitute for physical education. Students who do take Equestrian for physical education credit do not take the health component.

### **Health & Physical Education**

**(1 Carnegie Unit)**

These courses offer activities that encourage life-long fitness and healthy lifestyles as well as team building and group cooperation. A variety of traditional sports and activities are covered while also providing skills' development in personal fitness. Health and wellness topics of interest and timeliness to adolescent girls are covered.

## **MATHEMATICS**

The Mathematics Department strives to develop in every student a mastery of problem-solving skills and logical thinking. Emphasis is placed on basics with a strong focus on problem solving, including application to the sciences and other areas of study. Graphing calculators and computers are used to enhance students' understanding of advanced mathematical concepts in a technological world. Graduation requirements include enrollment in a mathematics course during each year of upper school with successful completion of a minimum of four credits of mathematics. A student who has taken Algebra I in eighth grade must still take math every year of high school.

*Note: An advanced math student who completes the Academy's math program may be allowed to take college courses independently. While the college course grades are not averaged as part of a student's GPA, these courses are included on the official Academy transcript.*

### **Advanced Mathematics I**

**(1 Carnegie Unit)**

This course is an integrated course of various topics from algebra, geometry and trigonometry. At least one semester will be devoted to trigonometry. Other topics deal with relations and functions such as polynomial, rational, exponential and logarithmic, and their applications. Computers and calculators will be used as tools to strengthen the students' understanding of the concepts presented.

**Advanced Mathematics II****(1 Carnegie Unit)**

This course includes a progression of several math disciplines. It begins with a thorough review of algebra, geometry and trigonometry. This combination is followed by a thorough analysis of conic sections and decision math topics including combinatorics and probability. A survey of statistics and data analysis is an integral part of the course. An overview of basic calculus principles, including sequences and series, limits, differentiation, and simple integration, completes the course.

**Algebra I, Algebra I Honors****(1 Carnegie Unit)**

This course covers standard algebraic topics including linear equations and inequalities with their graphs, functions, operations with polynomials, systems of equations, quadratics, roots and radicals, as well as real-life applications of these principles. Graphing calculators and interactive computer software will enable the student to use a variety of integrated technology as learning tools. The honors course includes a deeper study of quadratics, exponential functions, and rational equations.

**Algebra II, Algebra II Honors****(1 Carnegie Unit)**

This course incorporates an understanding of the basic concepts from Algebra I with the introduction of new content as an extension of previous material. Included among the topics are inequalities, absolute value, relations and functions with their graphs, polynomials and radicals, quadratics and their applications, and an introduction to exponential and logarithmic functions. The honors course will focus on advanced quadratics and a deeper understanding of exponential and logarithmic functions with their applications.

**Calculus I, Advanced Placement****(1 Carnegie Unit)**

This course focuses primarily on developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The concepts and problems are presented graphically, numerically, and analytically to increase students' ability to learn and remember. Students use a TI-89 graph calculator.

**Calculus II, Advanced Placement****(1 Carnegie Unit)**

This course further develops students' understanding of the concepts of calculus and providing experience with its methods and applications. The concepts and problems are presented graphically, numerically, and analytically to increase students' ability to learn and remember. Students use a TI-89 graph calculator.

**Geometry, Geometry Honors****(1 Carnegie Unit)**

This course, relying on the concepts learned in Algebra I, provides students with the tools for the understanding of geometry: the skills of measurement and visualization, its properties and deductive nature, its many uses, and its algebraic and numeric representations. Students will develop the ability to explore and reason logically, to solve routine and non-routine problems, to communicate about mathematics, and to connect ideas within mathematics and with other disciplines. The honors course will explore non-Euclidean geometry along with an introduction to fractals.

### **Pre-Algebra**

The course focuses mainly on review of basic math skills. Once students have mastered these, the course proceeds to drawing conclusions from data, patterns and measurements in geometry, integers and variable expressions, algebraic equations and inequalities, graphing in the coordinate plane, functions, rational numbers, applications of percents and proportions, and probability. Emphasis is placed on skills mastery and on using math concepts.

### **Pre-Calculus**

**(1 Carnegie Unit)**

This course covers many of the same topics as Advanced Math (see course description above) in the first semester but in greater depth preparing the student for Calculus, whether AP or honors. At least one quarter of the course is devoted to trigonometry. Other topics include polar coordinates and complex numbers, conics, exponential and logarithmic functions, and sequences and series. Graphing calculators and computers will be used as a tool for understanding and for solving real world problems. The honors course will include material at a more challenging level than the non-honors course.

## **SCIENCE**

The primary goal of the Science Department is to develop science literacy. Science literacy requires that students see science, math, and technology as interdependent human enterprises with strengths and limitations. Students will understand the key concepts and principles of science, become familiar with the natural world, recognizing both its diversity and its unity, and use scientific knowledge and scientific ways of thinking for individual and social purposes.

### **Physical Science (8, 9)**

**(1 Carnegie Unit)**

This course includes a study of scientific principles of physical, earth and space, and life science. This includes a study of atoms and ions, organic chemistry, the Moon, stars and galaxies, groundwater, motion and forces, genetics, and fetal development. Throughout the year, the scientific method is practiced in various activities and experiments with emphasis placed on the development of critical thinking skills. Some class time will be spent in the computer lab where students will produce several technology projects such as slide show presentations (using Microsoft Power Point), graphs (using Microsoft Excel), concept maps (using Inspiration), and scientific diagrams (using KidPix, Microsoft Power Point, or Microsoft Word).

### **Anatomy & Physiology**

**(1 Carnegie Unit)**

This course offers an emphasis on human anatomy and physiology. It is a laboratory science course that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Student knowledge builds on information learned in Biology I and Chemistry. Students explore anatomical and physiological concepts through an inquiry-based and laboratory-based approach. The course is designed for college preparation, especially for biology and health career majors.

*Prerequisite: Biology I and Chemistry*

### **AP Biology**

**(1 Carnegie Unit)**

This course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following

topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that ample instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

### **Biology I**

**(1 Carnegie Unit)**

This course is an introduction to the basic principles of biology. Emphasis is placed on higher level thinking skills and processes in which cooperation and collaboration are instrumental parts. The relevance of biology today is shown through practical application exercises and decision-making skills. Laboratory work is an important part of the program and aims to develop the student's ability to design experiments. During the entirety of the course, students are encouraged to understand and internalize concepts rather than memorize facts.

### **Biology I Honors**

**(1 Carnegie Unit)**

This course is an introduction to the basic principles of biology. Emphasis is placed on building background knowledge through inquiry, while sparking interest in the field of science. Learning is reinforced through regular laboratory experiences. In addition to stressing the concepts of biology, critical thinking ability, writing skills, problem-solving, research and organizational skills, and the ability to ask and answer questions are primary goals of this course.

*Pre-requisite: Algebra I*

### **AP Chemistry**

**(1 Carnegie Unit)**

This course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that ample instructional time provides students with opportunities to engage in laboratory investigations.

*Pre-requisite: Algebra II*

### **Chemistry, Chemistry H**

**(1 Carnegie Unit)**

This course includes the study of the properties of matter as a consequence of its structure. The student's knowledge of chemistry is applied to analyze and make informed decisions involving science and technology, as well as to develop a lifelong awareness of both the potential and limitations of science and technology. The following concepts and skills are stressed: concepts of chemistry, vocabulary, thinking ability and problem-solving, writing skills, and research and organizational skills. These skills are further reinforced by regular laboratory experiences.

*Prerequisites: Algebra I and Geometry. A student MUST be in Algebra II concurrently.*

### **Chemistry II Honors**

**(1 Carnegie Unit)**

This course is a continuation of the study of the properties of matter as a consequence of its structure. Subject matter will include a review of the topics of Chemistry I as well as the following topics: oxidation-reduction reactions, nuclear chemistry, organic and biochemistry, forensic science application, electrochemistry, electricity and magnetism. The course emphasizes the study of chemistry as well as its impact on society. The following will be stressed; concepts of chemistry,

vocabulary, thinking ability and problem solving, writing skills, research and organizational skills, the use of computer based technology such as computer based labs and simulations, presentation media, CBL labs and the use of a graphing calculator. These will be reinforced by regular laboratory exercises. *Prerequisites: Biology I, Chemistry*

### **Environmental Science**

**(1 Carnegie Unit)**

This course provides students with a foundation for the understanding, knowledge and skills to deal effectively with environmental problems such as coastal erosion, global warming, acid rain, endangered species, and invasive plants and animals. Students learn a variety of basic laboratory and field techniques including soil and water sampling. The structure and function of natural ecosystems is taught, observed, and evaluated. Students also gain a broad awareness of environmental issues specific to the state of Louisiana, and the impact of those issues on the rest of the country. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment.

### **Physics**

**(1 Carnegie Unit)**

This course is designed to involve the learner in the study of the physical laws that govern all objects. Considerable time is spent on investigations which will help develop skills in gathering and analyzing data, communicating results to others, and applying these results by asking questions, answering questions and solving problems. The course utilizes the learner's personal experiences in everyday life to explore the "what" and "why" of each situation. Exploratory labs spark interest in the subject, concept development, and application of the concepts. In addition to mastering the concepts of physics, developing the learner's thinking abilities, writing skills, problem solving, research, and organizational skills are the primary goals of the course.

*Prerequisites: Biology I, Chemistry, Algebra I & II, and student must be enrolled in Pre-Calculus, Advanced Math I, or Calculus*

### **Physics Honors**

**(1 Carnegie Unit)**

This course is designed to involve the student in the study of the physical laws of nature that govern all objects. The course includes a thorough exploration of the topics in kinematics, dynamics, sound, light, electricity and magnetism. Considerable time is spent in investigations which help the students develop skills in gathering and analyzing data, communicating their results to others, and applying these results in problem solving.

*Prerequisites: Biology I, Chemistry, Algebra I & II, and student must be enrolled in Pre-Calculus, Advanced Math I, or Calculus.*

## **SOCIAL STUDIES**

The Social Studies curriculum includes the historical background, geographic information, and analytical tools necessary for the student to understand the nature of human societies, and to participate as a responsible citizen in society. An ongoing examination of political theory, economics, and public policy continues throughout the four-year required course load in Social Studies. In heterogeneous, student-centered classrooms, students take an active role in their own learning process. The school is viewed as a microcosm of society in which students practice the academic and practical habits of inquiry, deliberation, and expression (both oral and written). Research and writing skills, along with geography, are emphasized.

**Civics, Civics Honors****(1 Carnegie Unit)**

This course includes a survey of political theory from Plato to the 21st Century, a thorough examination of the U.S. Constitution, an in-depth study of key documents in American democracy, and a review of market economics. Students who are interested in taking the AP Government exam may pursue the additional study required in U.S. national government, U.S. Constitutional history and structure, and the nature of U.S. political institutions.

**Economics****(1/2 Carnegie Unit)**

This course examines the basic economic principles of micro and macroeconomics, international economics, and comparative economic systems. Students will study how the principal concepts of economics relate to each other and to understand the structure of economic systems. They will learn to make reasoned decisions on economic issues in their roles as citizens, workers and consumers.

**Psychology****(1 Carnegie Unit)**

This course includes a general survey of the important concepts in psychology with traditional theories and contemporary applications. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, personality, intelligence, gender roles, and abnormal behavior. A variety of assessments will be utilized by students to demonstrate their understanding of psychological terms and theories.

**Louisiana History**

Students will examine the history of Louisiana from the time of the early Native-American settlements, through the period of European exploration, the founding of significant settlements throughout the Louisiana Purchase region, and concluding with the political landscape of the 20<sup>th</sup> century and the early years of the 21<sup>st</sup> century. Key concepts, events, and people will be introduced to help students develop an accurate perspective of the history of our state. A variety of assessments will be offered in order to maximize student learning and performance.

**Sociology****(1/2 Carnegie Unit)**

This course will survey the concepts, theories, and research applied to social interactions of individuals in groups and the consequences (outcomes) of the interaction, socialization, social organization, the study of social processes, human groups, social institutions, and the effects of group relations on human behavior. A variety of assessments will be utilized by students to demonstrate their understanding of sociological terms and theories.

**United States History****(1 Carnegie Unit)**

This course draws on the student's knowledge of World History to situate the American experience within a global context. The focus is primarily on the development of the United States from colonization to the present with special emphasis on the political, social, and economic events that have shaped the nation.

### **United States History AP**

**(1 Carnegie Unit)**

This course is taught at the college level with content emphasis on major processes, events, and institutions contributing to the formation of America. Particular attention is given to political, social, economic, and cultural United States history. Exams include traditional objective items along with free response essays. Students work with supplemental primary and secondary source materials, document-based questions (DBQ's), research essays, and in-class discussions on a wide range of historical, social, economic, political, and cultural topics.

### **Western Civilization, Western Civilization Honors**

**(1 Carnegie Unit)**

This course examines how and why groups of people after 1600 fulfilled or failed to fulfill their basic needs by creating corresponding social institutions including government, economy, politics, culture, and religion. The course requires skills in reading comprehension, structured written and oral expression, research, and the ability to analyze and discuss historical and current events. In the honors course, students will undertake an examination of primary and secondary source materials and further develop skills to better understand documents, graphs, maps, and charts.

### **World History**

**(1 Carnegie Unit)**

This course examines how and why groups of people before 1600 fulfilled or failed to fulfill their basic needs by creating corresponding social institutions including government, economy, diplomacy, culture, and religion. The course requires skills in reading comprehension, structured written and oral expression, research, and the ability to analyze and discuss historical and current events. Students will undertake an examination of primary and secondary source materials and further develop skills to better understand graphs, maps, and charts.

## **SOPHIE CONNECT---ONLINE COURSE OFFERINGS**

SophieConnect is an online initiative for schools throughout the Network of Sacred Heart Schools. It provides upper level students in Sacred Heart schools across the country to take online courses with master teachers from Sacred Heart schools throughout the Network. Unlike other online courses offered by outside organizations where students work independently and are only accountable to their online teacher, SophieConnect offers the following advantages:

1. All teachers are Sacred Heart educators who have had experience teaching the courses offered, both in the classroom and online.
2. The teacher for each course will not only be in contact with the student on his or her progress and questions, he or she will be in regular contact with the coordinator, Jenny McDonald, if a student is having difficulty or falls behind.
3. Student taking the courses will have a place to work on campus and access to the in-house coordinator for help and encouragement.
4. Students will not only have the opportunity for periodic small group face-to-face conferences, but also sharing with other students registered for the course through a variety of online platforms.

The core objectives of SophieConnect are:

- Expand opportunities for students to pursue online educational experiences to foster success in higher education.

- Ensure that the Goals and Criteria and Sacred Heart educational philosophy are the foundation for all of our offerings to students.
- Allow for learning to occur across geographic locations collaboratively.
- Strengthen the connection between Sacred Heart Network Schools by promoting shared cultural and philosophical values.

The program supports students who are ready and willing to learn outside of regular class, which mirrors today's modes of communication shaped by the various technologies that have become a staple in our daily routines. The asynchronous learning model takes advantage of a student's desire to choose how and when they communicate and interact with others. Asynchronous texting, blogging, tweeting, and sharing over a variety of online platforms is by far the most common way students choose to communicate through technology. Asynchronous learning captures this energy and provides the structure and tools to turn "what students do anyway" in their spare time into a meaningful, productive, and accessible learning experience.

Courses through SophieConnect will be offered to qualified juniors and seniors in both Academy and Berchmans upper schools. A list of available courses is provided through the school administration.

To qualify to take a course through SophieConnect, a student must fulfill the following requirements:

1. Space in his/her schedule for the course requested.
2. Has demonstrated a maturity with completing work on time and independent work when required.
3. Permission from parent.
4. Recommendation for the course by the Division Head after consultation with the faculty.
5. Approval by the Head of School.

**ACADEMY OF THE SACRED HEART  
UPPER SCHOOL  
2018-2019 PARENT/STUDENT HANDBOOK**

**\*Please print, read, sign, and return this page to  
Ms. Bonnie Hale on or before Wednesday, August 15, 2018 .**

*I acknowledge that I have received, read, and agree to abide by all of the policies  
and procedures stated in the Upper School Student/Parent Handbook.*

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Name (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date