Captain Shreve High School
An Engineering & Liberal Arts Magnet

Recognized for excellence in Education
by
The President of the United States
and
The U.S. Office of Education

Handbook for Students
Class of 2022

Ginger Gustavson
Principal

Robert Silvie, Assistant Principal of Administration
Marie Eakin, Assistant Principal of Instruction
Maria Edwards, Assistant Principal of Instruction

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Shreveport, LA 71105-4699
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www.captainshreve.com
Twitter @CSHSGators
BELIEFS AND MISSION – CAPTAIN SHREVE HIGH SCHOOL
REAFFIRMED – MAY 2011

GATOR Expectations: G-oal oriented A-ware T-rustworthy O-rganized R²-espectful -esponsible

Captain Shreve High School’s mission is to promote academic achievement and leadership development in a safe environment.

Public education, one of the most important functions of government, should develop competent citizens prepared for productive and satisfying lives. To this end, the staff emphasizes a broad-based education including mastery of basic skills and enrichment programs for advanced learning. The faculty of Captain Shreve High School recognizes the importance of instilling in students the ideals and attitudes in keeping with their democratic heritage. In addition, the staff recognizes each student as unique with individual goals, drives, interests, abilities, and aptitudes.

Our broad-based education is important for all students. The mastery of basic skills is essential whether students select the magnet offerings in engineering or liberal arts or another career path. The faculty stresses the importance of a well-rounded education for each student by including a wide variety of course offerings.

Since each student is unique, the school offers a flexible program that allows all students opportunities to experience success. Because individuals react on the basis of their experiences, the faculty has committed to the extensive use of differentiated materials, multi-sensory aids, and human resources. Curriculum development, dynamic in nature, is an outgrowth of this commitment.

To achieve the goal of developing responsible citizens, the school provides experiences that will enable students to become contributing members of society. The faculty offers opportunities for involvement in curricular, co-curricular, and extracurricular activities. Such opportunities and experiences enhance self-esteem, encourage respect for others, and provide necessary development in critical thinking, problem solving, decision-making, and responsible citizenship. Furthermore, the faculty emphasizes education for the purpose of gainful employment.

Finally, the faculty also accepts the responsibility for implementing a plan of communication and outreach with the families of Captain Shreve High School because we realize the importance of an informed community.

“You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents’ best example and your teachers’ best efforts, in the end it is YOUR work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, and work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity.”

A Nation at Risk
April 1983
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ABOUT CAPTAIN SHREVE HIGH SCHOOL

Captain Shreve High School, a comprehensive program including college-preparatory academics, engineering prep courses, liberal arts offerings, varsity athletics, visual and performing arts, vocational opportunities, and special education services, was opened in the fall of 1967. The school was named for Captain Henry Miller Shreve, who was responsible for clearing the log jam on Red River. This clearing led to the founding of Shreveport in 1835.

The school, with a current enrollment of approximately 1600 students, is unique in that it is the only multi-story round school in this area. The center portion of this air-conditioned facility houses the administrative area on the first floor, the library on the second, and the science laboratories on the third.

During the summer of 1983, Captain Shreve was designated one of 73 “Outstanding High Schools in America” by the National Commission on Excellence in Education. Many factors contributed to this honor; among them;

- Approximately forty percent of faculty and staff with advanced degrees;
- ACT and SAT scores above average;
- Sixty-five percent of graduating students enroll in a four-year college or university;
- Charter member of the high school section of College Board;
- Advanced Placement courses available in several subjects;
- Gifted, honors, or enriched level classes for academically talented in English, mathematics, science, and social studies;
- Publications nationally recognized for excellence include the school newspaper and Log, the yearbook;
- Approximately forty clubs and organizations, including those devoted to service, academic honors, school spirit, and co-curricular interests;
- Our Student Council received distinction as a National Gold Council of Excellence Award for the 11th consecutive year;
- We have hosted 7 Louisiana Student Council Conventions. Which is more than any school in Louisiana;
- Our JROTC received the Challenge Cup for being the top JROTC program in the district in 2018;
- High degree of community involvement;

Outstanding parental support, highlighted by a very active PTSA sponsoring Back-to-School Night, Distinguished Scholars Program, Eighth Grade Orientation, Teacher Appreciation Week, College Knowledge Program, Honors Day assemblies, the Gator-Aid newsletter, New Parent Orientation, and the volunteer programs.
CAPTAIN SHREVE PARENT TEACHER STUDENT ASSOCIATION

In 1967 a group of interested parents organized the Captain Shreve PTA in the interest of the students, the teachers, and the parents of the school. By establishing the PTA at Captain Shreve, the organization became directly affiliated with the state and national PTA and, therefore, shares a common goal--the best possible education for our young people. In 1994, PTA became PTSA, allowing the students to join the organization. Since 1998 the PTSA was named a National PTA Parent Involvement School of Excellence.

Through the years the PTSA has become a working partnership of faculty and parents. It is a volunteer organization that strives to be of assistance wherever needed. PTSA is directly responsible for presenting New Parent Orientation; Back-To-School Night for parents; College Knowledge, a college awareness program for students and parents; Founders Day for recognizing a PTSA Life member and Service Scroll recipient; Distinguished Scholar Recognition Program; Educator of Distinction, Honors Day/Night for recognizing students who have brought honor and distinction to themselves and Captain Shreve; Eighth Grade Open House for potential Captain Shreve families to learn about the programs the school has to offer; and Circle of Honor, a banquet held in conjunction with homecoming activities to recognize individuals who have made outstanding contributions in time and service to improve the quality of life for others and brought honor to Captain Shreve.

During the year, the PTSA publishes and sends home a newsletter, Gator-Aid. The National PTA Reflections Program--a cultural arts contest conducted in the school by local chapter members through the art, music, and literature classes--is an opportunity for Captain Shreve students to express themselves with their original works. Teacher Appreciation Week in March and Faculty Birthday Luncheons are PTSA’s unique way of letting the faculty know what a good job it does.

The PTSA has sponsored and supported various other educational programs through the years as needs have evolved. In each case it has been rewarding to be a member of such an important group at Captain Shreve. PTSA members are willing to be of service and support in any capacity which benefits the school. The PTSA encourages its membership to join the Captain Shreve Academic Foundation and the Athletic Booster Club.

Each parent and student is encouraged to join the Captain Shreve PTSA. Sources of income are dues and the Gator Focus Fund. We also participate in the Kroger Share Card program. Your support, assistance, and active participation are needed. Everyone can belong to the PTSA--parents, students, teachers, grandparents, and individuals with or without children--anyone who cares about children and wants to make that caring count.
WHAT TO DO IN CASE . . .

You are hurt or ill
Go to the main office and request permission to check out. If you are in class when you become ill, ask your teacher for permission to go to the office.

There is a fire drill or tornado drill
Each teacher is responsible for briefing all classes on the evacuation plan and actions required during a drill. Each person should move quickly, quietly and in an orderly manner according to the evacuation plan.

There is a power failure
In the event of power failure, students and teachers are to remain in the classroom. The president of the Student Council should report to the principal. Teachers open classroom doors for verbal instructions.

You have been absent
The first day you return to school, you should bring a note stating the reason for absence and turn it into the facilitator in D105. This must be done within 2 days of the absence.

You are tardy
Report to the tardy desk in D105 until 9:20 a.m. All 1st period check-ins are considered Tardy without proper admit.

You need to leave school
Fill out a check-out form in the main office and give it to the secretary. Return to class until check-out is confirmed.

You have lost a book
Tell your teacher you want to pay for the book so that you can be issued another one.

You have found an article or lost an article
Consult the secretary in the main office.

You want advice about college, schedules, or personal problems
See your counselor in the main office area.

You want information about various colleges
Research colleges and universities online; sign up in the front office to visit with college representatives when they are on campus; see your counselor if you have further questions.

You are a graduating senior
Order your graduation supplies promptly to avoid possible delays.

VISITORS

All visitors are to sign in and out at the front office.

HALL PASS

Upon leaving a classroom, students are required to have a hall pass signed and dated by the teacher. The hall pass is to be returned to the teacher who issued it.

ANNOUNCEMENTS

An administrator must approve announcements. When a club or organization has an announcement, it is to be given to the secretary after an administrator has signed it. Plan ahead. The announcements are due by the beginning of 5th period each day.
### BELL AND CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:15</td>
<td>Entrance Bell</td>
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<tr>
<td>8:20 – 8:25</td>
<td>Homeroom &amp; Announcements</td>
</tr>
<tr>
<td>8:25 – 9:20</td>
<td>1st Period</td>
</tr>
<tr>
<td>9:25 – 10:20</td>
<td>2nd Period</td>
</tr>
<tr>
<td>10:25 – 11:20</td>
<td>3rd Period</td>
</tr>
<tr>
<td>11:20 – 11:50</td>
<td>1st Lunch Shift</td>
</tr>
<tr>
<td>11:55 – 12:50</td>
<td>4th Period for 1st Lunch Shift</td>
</tr>
<tr>
<td>11:25 – 12:20</td>
<td>4th Period for 2nd Lunch Shift</td>
</tr>
<tr>
<td>12:20 – 12:50</td>
<td>2nd Lunch Shift</td>
</tr>
<tr>
<td>12:55 – 1:50</td>
<td>5th Period</td>
</tr>
<tr>
<td>1:55 – 2:50</td>
<td>6th Period</td>
</tr>
<tr>
<td>2:55 – 3:50</td>
<td>7th Period</td>
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</table>

### LUNCH SHIFTS

<table>
<thead>
<tr>
<th>Lunch Shift</th>
<th>Time</th>
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<tbody>
<tr>
<td>1st Lunch Shift</td>
<td>11:20 – 11:50</td>
</tr>
<tr>
<td>2nd Lunch Shift</td>
<td>12:20 – 12:50</td>
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LIBRARY REGULATIONS

The library will be open from 7:45 a.m. to 4:15 p.m. each school day. Note: The times of day are subject to change. Students and teachers are expected to adhere to these rules:

Teachers and students are encouraged to recommend titles for purchase of materials.

All students are to enter the library using the main entrance.

A library pass must be presented at the circulation desk upon entering and leaving the library unless the student is accompanied by a teacher.

Students on pass will be monitored and disciplined as required by librarians.

No food or drinks in the library.

Students should exhibit rules of courtesy, which require that they leave their stations in the condition in which they were found. Courtesy also requires they respect the rights of others by keeping noise level to a minimum.

Students should bring materials needed for their library assignment leaving extra books, binders, or backpacks in the classroom.

Books may be borrowed for a period of two weeks and renewed for an additional two weeks unless they are needed for an assignment in the library.

Captain Shreve I.D. cards are required when checking out books.

Certain books and materials will be restricted to overnight loan and must be in the library before class the following morning. A fine of twenty-five cents per period will be charged on each overnight book until it is returned.

Students will be responsible for all borrowed materials including payment for lost or damaged books. A fine of twenty-five cents per school day will be charged for overdue books.

Written parental approval is required to use the Internet and technology.
ENGINEERING PREP MAGNET

Captain Shreve High School has incorporated a challenging high-tech pre-engineering program available to qualified applicants within its own district and across the parish. Applicants should possess genuine interest in the area of engineering and are expected to maintain a high level of motivation toward academic excellence.

ENTRANCE REQUIREMENTS:

To apply for the program, the student will need to present evidence of the following:

- Standardized test scores at or above the 50th percentile in Total Mathematics and Total Reading and/or English or PARCC test scores at or above a scale score of 730 in Mathematics and English;
- Good disciplinary record must be maintained with no suspensions in order to be admitted and remain in the magnet program;
- Regular attendance;
- 2.75 GPA required to be accepted and to remain in the program.

FOUR-YEAR PLAN FOR AN ENGINEERING PREP STUDENT:

9th grade
English I (Gifted, H, E), Civics (H, E), Algebra I (Gifted, H, E) or Geometry (Gifted, H, E) Foreign Language I, Physical Science, P.E. I/ROTC I, Introduction to Engineering Design (IED)

10th grade
English II (Gifted, H, E), Global Insights (H, E), Geometry (Gifted, H, E) or Algebra II (Gifted, H, E), PE II/Health or ROTC II, Biology I, Foreign Language II, Principles of Engineering (POE)

11th grade
English III - (Gifted, H, E), American History (AP or E), Algebra II (Gifted, H, E) or Adv. Math (Gifted, H, E) or Pre-calculus (Gifted, H), Chemistry (H or E), Civil Engineering Architecture or Digital Electronics (DE), and 2 electives

12th grade
English IV (Gifted AP, H AP, E), Advanced Math (H, E) or Pre-calculus (Gifted, H), Calculus (AP), Physics (AP, E), European History (AP) or other Social Studies, 3 electives

AP: Advanced Placement (College Board) H: Honors E: Enriched
LA Core 4 must have 1 unit of the Arts
LIBERAL ARTS MAGNET

Captain Shreve has developed a unique and challenging liberal arts curriculum available to qualified applicants within its own district and across the parish. Applicants should possess genuine interest in liberal arts and are expected to maintain a high level of motivation toward academic excellence.

ENTRANCE REQUIREMENTS:

To apply for the program the student will need to present evidence of the following:

- Standardized test scores at or above the 50th percentile in Total Mathematics and Total Reading and/or English or PARCC test scores at or above a scale score of 730 in Mathematics and English;
- Good disciplinary record must be maintained with no suspensions in order to be admitted and remain in the magnet program;
- Regular attendance;
- 2.75 GPA required to be accepted and to remain in the program.

FOUR YEAR PLAN FOR THE LIBERAL ARTS STUDENT

9th grade
Eng I (Gifted, H, or E), Civics, Algebra I (Gifted, H, or E) or Geometry (Gifted, H, or E), Physical Science (E), P.E. I/ROTC I, Foreign Language I, 1 elective

10th grade
Eng. II (Gifted, H, E), Global Insights (H, E), Geometry (Gifted, H, E) or Algebra II (Gifted, H, or E), P.E. II/ROTC II/Health, Foreign Language II (E), 2 electives

11th grade
English III (Gifted, Honors, or E), American History (AP, or E) Algebra II (Gifted, H, E) or Advanced Math (H or E), Chemistry (H, or E), Liberal Arts I, 2 electives

12th grade
English IV (AP Gifted, AP, E), Advanced Math or Calculus (AP) or Statistics (AP), European History (AP) or World Geography (AP, E) or Human Geography (AP), Science, Liberal Arts II, 2 electives

AP: Advanced Placement (College Board)          H: Honors          E: Enriched

Required:
Liberal Arts I                                     Liberal Arts II

Choose 2 from the following:
Foreign Language III and/or IV                       European History AP
Fine Arts Survey Enriched                            Novels
Other Recommended Electives for Liberal Arts Students:
Psychology and Sociology, Publications, Art, Music, Debate, AP Physics, AP Calculus, Chemistry II

AP: Advanced Placement (College Board)  H: Honors  E: Enriched
LA Core 4 must have 1 unit of the Arts

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) courses, sponsored by the College Board, allow students the opportunity to earn college credit in addition to high school credit. An AP course is a special college-level learning experience. It is challenging, stimulating, requires more work, gives greater opportunity for progress, and goes into greater depth than other high school courses.

At the conclusion of the course the student is encouraged to take a three-hour College Board AP Exam, for a fee of approximately $92.00. Exams, which include multiple choice and essay sections, are given at school during a designated testing period in May. Grading on a scale of 1-5 is done by the College Board. Scores that qualify for college credit are determined by the college. Students are urged to learn the policies at colleges they are considering by corresponding directly with appropriate officials.

A student may arrange to take an AP Exam without having taken the course. This is recommended only for extremely able and highly motivated students.

CLOSE UP

Close Up, recommended for juniors and seniors, is an opportunity for high school students and teachers to put aside their textbooks and travel to Washington, D. C. to experience government in action. Students may engage in frank discussions with senators, representatives, White House and executive branch officials, lobbyists, reporters and other news makers, and develop a richer understanding of the political process. Close Up is observing and understanding the complexities of living government.

VARSITY ATHLETICS

The purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players. Varsity athletics at Captain Shreve High School include Football, boys’ and girls’ Soccer, boys’ and girls’ Basketball, Volleyball, boys’ and girls’ Bowling, boys’ and girls’ Powerlifting, boys’ and girls’ Swim, Baseball, Softball, boys’ and girls’ Track, boys’ and girls’ Indoor Track, boys’ and girls’ Tennis, boys’ and girls’ Golf, and boys’ and girls’ Cross Country track. Lacrosse and Fishing are club sports made up of Captain Shreve students. The sports are played under the auspices of the Louisiana High School Athletic Association. To be eligible for extra-curricular athletics, a student must pass 6 subjects and maintain a 2.0 GPA for the first and third nine weeks and for the first and second semesters. Students must also be in compliance with the rules and regulations of the Louisiana High School Athletic Association.

Please contact Athletic Director for any questions about Athletics.
## TOPS UNIVERSITY DIPLOMA REQUIREMENTS (For Class of 2018 and beyond)

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
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<tr>
<td>Shall be English I, II, III and English IV in consecutive order.</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>4</td>
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<tr>
<td>Shall be 1 unit each of the following:</td>
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<tr>
<td>● Algebra I</td>
<td></td>
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<tr>
<td>● Geometry</td>
<td></td>
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<tr>
<td>● Algebra II</td>
<td></td>
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<tr>
<td>And 1 unit from the following courses:</td>
<td></td>
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<tr>
<td>● Algebra III</td>
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<tr>
<td>● Advanced Math</td>
<td></td>
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<tr>
<td>● Pre-Calculus</td>
<td></td>
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<tr>
<td>● Calculus</td>
<td></td>
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<tr>
<td><strong>Science</strong></td>
<td>4</td>
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<tr>
<td>Shall be the following:</td>
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<tr>
<td>● 1 unit of Biology</td>
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<tr>
<td>● 1 unit of Chemistry</td>
<td></td>
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<tr>
<td>And 2 units from the following courses:</td>
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<tr>
<td>Physical Science, Earth Science, Environmental Science, Physics, Biology II, Chemistry II,</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>4</td>
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<tr>
<td>Shall be the following</td>
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<tr>
<td>● 1 unit of U.S. History</td>
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<tr>
<td>● 1 unit of Civics</td>
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<tr>
<td>And 2 units from the following courses:</td>
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<tr>
<td>● European History</td>
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<tr>
<td>● Western Civilization</td>
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<tr>
<td>● World Geography</td>
<td></td>
</tr>
<tr>
<td>● World History</td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>4</td>
</tr>
<tr>
<td>Physical Education I &amp; half unit from Physical Education II, Marching Band, Extra Curricular Sports, Cheering or Dance Teams. (\frac{1}{2}) unit of Health. JROTC I and II may be used to meet the Health Education and P.E. requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language or American Sign Language</strong></td>
<td>2</td>
</tr>
<tr>
<td>Shall be 2 units in the same Foreign Language.</td>
<td></td>
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<tr>
<td><strong>Arts</strong></td>
<td>1</td>
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<tr>
<td>Art, Theater, Dance, Music, Fine Arts Survey, Visual Arts, Drafting or Speech III and IV(one unit combined)</td>
<td></td>
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<tr>
<td><strong>Electives</strong></td>
<td>3</td>
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<tr>
<td>TOTAL</td>
<td>24</td>
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</table>

**NOTE:** After finishing two years of high school, a student and parents may choose to OPT in to JumpStart diploma pathway. This option is for a student not planning to immediately attend a 4 year university.
# JUMPSTART CAREER DIPLOMA REQUIREMENTS (For Class of 2018 and beyond)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Requirements</th>
</tr>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 units</td>
<td>Shall be 1 unit each of&lt;br&gt; - English I&lt;br&gt; - English II&lt;br&gt; And 2 units from the following:&lt;br&gt; <em>English III, English IV, AP or IB English Courses, Business English, Technical Writing, or Comparable Louisiana Technical college courses offered by Jump Start Regional Teams as approved by the State Board of Elementary and Secondary Education.</em></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 units</td>
<td>Shall be 1 unit from the following:&lt;br&gt; - Algebra I&lt;br&gt; - Algebra I Part I and Algebra I Part II or an applied or Hybrid Algebra Course.&lt;br&gt; And 3 units from the following:&lt;br&gt; <em>Geometry, Math Essentials, Financial Literacy(formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math – Functions and Statistics, Advanced Math – Pre-Calculus, Pre-Calculus or Comparable Louisiana Technical College Courses offered by Jump Start Regional Teams as approved by State Board of Elementary and Secondary Education.</em></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 units</td>
<td>Shall be 1 unit of the following:&lt;br&gt; - 1 unit of Biology&lt;br&gt; And 1 unit from the following:&lt;br&gt; <em>Chemistry I, Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II (one unit combined) or AP * or IB</em> Science*</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>2 units</td>
<td>One credit of Civics may be substituted for any two of the one-half credit Social Studies courses Specified)&lt;br&gt; Shall be 1 unit from the following:&lt;br&gt; <em>U.S. History, AP</em> US History, IB* History of the Americas I.<em>&lt;br&gt; ½ credit form the following:&lt;br&gt; Government, AP</em> U.S. Government and Politics: Comparative, or AP* U. S. Government and Politics: United States.&lt;br&gt; ½ credit from the following:&lt;br&gt; Economics, AP* Macroeconomics, or AP* Microeconomics.</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>2 units</td>
<td>Shall be 1 unit of the following:&lt;br&gt; Physical Education I&lt;br&gt; Shall be ½ unit from the following:&lt;br&gt; Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams.&lt;br&gt; And ½ unit from the following:&lt;br&gt; Health Education (JROTC I and II may be used to meet the Health Ed Requirement).</td>
</tr>
<tr>
<td><strong>Jump Start</strong></td>
<td>9 units</td>
<td>Jump Start course sequences, workplace experiences, and credentials as approved in Regional Jump Start proposals.</td>
</tr>
</tbody>
</table>

**Note:** After finishing two years of high school, a student and parents may choose to OPT in to JumpStart diploma pathway. This option is for a student not planning to immediately attend a 4 year university.

**IBC = Industry-Based Credential**
### TOPS Core Curriculum (For Class of 2018 and beyond)

#### For the Opportunity, Performance and Honors Awards

<table>
<thead>
<tr>
<th>Units</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH = 4 Units</strong></td>
<td></td>
</tr>
<tr>
<td>1 Unit</td>
<td>English I</td>
</tr>
<tr>
<td>1 Unit</td>
<td>English II</td>
</tr>
<tr>
<td>1 Unit from the following:</td>
<td>English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)</td>
</tr>
<tr>
<td>1 Unit from the following:</td>
<td>English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)</td>
</tr>
<tr>
<td><strong>MATH = 4 Units</strong></td>
<td></td>
</tr>
<tr>
<td>1 Unit</td>
<td>Algebra I</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Geometry</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Algebra II</td>
</tr>
<tr>
<td>1 Unit from the following:</td>
<td>Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics or AP Statistics; IB Further Mathematics HL; IB Mathematics HL</td>
</tr>
<tr>
<td><strong>SCIENCE = 4 Units</strong></td>
<td></td>
</tr>
<tr>
<td>1 Unit</td>
<td>Biology I</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Chemistry I</td>
</tr>
<tr>
<td>2 Units from the following:</td>
<td>Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II, AP Chemistry, or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, or IB Physics II; AP Physics I and AP Physics II; Biology II, AP Biology, or IB Biology II</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES = 4 Units</strong></td>
<td></td>
</tr>
<tr>
<td>1 Unit from the following:</td>
<td>U.S. History, AP U.S. History, or IB U.S. History</td>
</tr>
<tr>
<td>½ Unit from the following:</td>
<td>Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States</td>
</tr>
<tr>
<td>½ Unit from the following:</td>
<td>Economics, AP Macroeconomics, or AP Microeconomics</td>
</tr>
<tr>
<td>2 Units from the following:</td>
<td>Western Civilization, European History, or AP European History; World Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE= 2 UNITS</strong></td>
<td>Foreign Language, both units in the same language, which may include the following: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, IB French IV, IB French V, IB Spanish IV, and IB Spanish V, American Sign Language</td>
</tr>
<tr>
<td><strong>ART = 1 Unit</strong></td>
<td>Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; or IB Theatre I, Drafting</td>
</tr>
</tbody>
</table>

**TOTAL = 19 Units**

1-GIFTED COURSES: Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student’s Individualized Education Plan shall be considered a “Gifted Course and shall fulfill the core curriculum.

Beginning with the students entering the 9th grade in 2014-2015 and graduating in the 2017-2018 school year and thereafter, the calculation of the TOPS Core Curriculum grade point average (GPA) will use a five (5.00) point scale for grades earned in certain Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Gifted Courses, and Dual Enrollment courses used to complete the TOPS Core Curriculum. At this time, BESE and the Board of Regents have not designated the courses that will be calculated on the five-(5.00) point scale. For such courses, five quality points will be assigned to a letter grade of “A”, four quality points will be assigned to a letter grade of “B”, three quality points will be assigned to a letter of “C”, two quality points will be assigned to a letter grade of “D”, and zero quality points will be assigned to a letter grade of “F”. Note that students earning credit in courses graded on the five (5.00) point scale may earn a grade point average on the TOPS Core Curriculum that exceeds 4.00.

This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute.

(800)-259-5626  custserv@la.gov  or  www.osfa.la.gov
P.O. Box 91202, Baton Rouge, LA 70821-9202  Updated 09/10/2013
ACADEMIC HONESTY POLICY

The essential rules of academic honesty are that every assignment should be the original work of the student who turns it in, and appropriate credit should be given to all sources used. It is the responsibility of each student to adhere to a high code of honor and integrity.

Student, Parent/Guardian, and Teacher Responsibilities:
● Students are expected to adhere to the principles of academic honesty in completing all tests, quizzes, reports, assignments, discussions, and other academic work represented as their own.
● Parents/guardians are expected to support the spirit and intent of this agreement by reviewing the principles of academic honesty with their student and encouraging the student to practice them.
● Teachers are expected to promote the academic honesty policy through ongoing reference to and application of the principles which safeguard the integrity of our program, to make clear to students the fact that the principles of academic honesty will be strictly enforced, and to act on and enforce appropriate consequences when a student is found to have violated the academic honesty policy.

Academic dishonesty is evidenced by not following testing procedures, cheating or plagiarizing and involves an attempt by a student to show possession of knowledge and skills he/she does not possess. Providing unauthorized information to another student, such as test/essay/ or assignment answers, is also a violation of academic honesty.

Plagiarism or violations of the academic honesty policy include:

1. Using or having had access to unauthorized information on a test
2. Stealing passages or ideas from any source and using them in one's own writing assignments without proper documentation.
3. Collaborating with another student on an individual assignment.
4. Recording/copying test questions or answers to pass to other students and/or receiving copied questions or answers.
5. Providing or receiving answers from individual assignments or essays
6. Discussing test questions or answers with another student without the express permission of the instructor.
7. Altering or misusing documents
8. Impersonating, misrepresenting, or knowingly providing false information as to one's identity
9. Use of an online language translator
10. Violation of testing procedures

Should plagiarism or violation of the academic honesty policy occur, the student will receive no credit for the assignment and may be referred to the administration for disciplinary action. In addition, a student involved in an instance of academic dishonesty should be aware of the ramifications regarding teacher recommendations and college admissions. The student remains responsible for the academic honesty of work submitted and should consult with the course instructor if anything about these guidelines is unclear.

This policy was adapted from the School Academic Honesty Agreement published by Louisiana Department of Education for Louisiana Virtual School.
END-OF-COURSE ASSESSMENTS (EOC)

The End-Of-Course (EOC)/LEAP 2025 tests are designed to measure whether students have mastered the knowledge, skills, and abilities at the end of courses. The content of the assessments is based on Grade-Level Expectations (GLE’s).

End-of-Course testing was recommended by the High School Redesign Commission to ensure consistent and rigorous instruction and academic expectations throughout Louisiana high schools. End-of-course tests are given to high school students in the following subjects: Algebra I, Geometry, Biology, English I, English II, English III, and American History.

Beginning with the 2010-2011 Freshman class, all incoming freshmen must pass three EOC tests in the following categories: English I or English II or English III, Algebra I or Geometry, and Biology or American History. The EOC/LEAP 2025 tests will replace the Graduation Exit Examination (GEE) for graduation purposes.

CORRESPONDENCE COURSES

A student may take one or more correspondence courses through Louisiana High School Correspondence, with permission of the counselor and the administration. Each semester of a course consists of approximately twelve lessons and two examinations. The exams are administered under a counselor’s supervision. The cost of $179.00 per semester does not include books, which must be purchased separately. The counselors have registration materials. Most courses can be completed online.

A correspondence course may be begun at any time during the year, but students who wish to complete a course in time for graduation must register by mid-January of their graduation year. Graduating seniors must complete courses by the April deadline as determined by Captain Shreve. Final grade must be in by the last day of senior exams for the student to participate in the graduation ceremony. Correspondence courses require a great deal of self-discipline and are very time consuming. In general, summer school is recommended over a correspondence course.

GRADUATION SUPPLIES

Orders for caps and gowns, invitations and other graduation supplies are taken in January. Seniors are required to purchase a cap and gown in order to participate in the ceremony, but other supplies are optional. All payments are considered non-refundable.

GRADUATION DRESS AND CONDUCT

“School officials may enforce a dress code requiring appropriate graduation attire and may prohibit a student who violates the dress code from participating in the graduation ceremony (Fowler v. Williamson, 1978).”

As we approach graduation, seniors who behave in violation of Caddo Parish School Board policy or Captain Shreve High School rules will not be able to participate in the graduation ceremony.
HONOR CORDS FOR GRADUATION

By Caddo Parish School Board policy the following are criteria used to designate those who may wear honor cords in the graduation exercises.

- Green/gold cords are worn by students with a GPA greater than 4.0.
- Gold/white cords are worn by the next 5% of the remainder of the class.
- The GPA will be determined at the end of the eighth semester.
- National Honor Society members will wear the NHS stole.
- Mu Alpha Theta and National Technical Honor Society may wear their respective cords.
- Other school-approved cords may be worn.

DEBT POLICY

If a student has outstanding debts, his/her report cards, diplomas, and other like documents, as well as the opportunity to participate in the graduation ceremony will be withheld.

SENIORS WHO DO NOT MEET GRADUATION REQUIREMENTS WILL NOT BE ALLOWED TO PARTICIPATE IN THE CEREMONY.
GRADING POLICY

Teachers will arrive at grades according to the following scale:

The mid-semester (9 weeks) grade reflects the student’s percentage grade at that point during the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Percentage</th>
<th>Enriched/Honors/A P/Gifted Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 93</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>92 - 85</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>84 - 75</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>74 - 67</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>66 - 0</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>

The semester grade is cumulative from the first day of the school until the end of the semester in most courses. Grades are cumulative for the year in courses that are taken for more than one credit. The semester examination will count twenty five percent (15%) in computation of the semester grade.

A graduating senior is exempt from semester exam(s) in the 2nd semester if he/she has 90% or better on his/her 1st semester grade (if applicable) and 90% or better for the semester grading period preceding semester exam(s) for the second semester.

If a senior is exempt, then the semester exam grade is the same as the grade earned for the semester grading period preceding the exam.

A qualifying senior may elect to take the exam.

The weighted grading system for the two phases in high schools is used in averaging semester grades for all courses to determine a cumulative grade point average.

<table>
<thead>
<tr>
<th>Enriched</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 5</td>
<td>A - 4</td>
</tr>
<tr>
<td>B - 4</td>
<td>B - 3</td>
</tr>
<tr>
<td>C - 3</td>
<td>C - 2</td>
</tr>
<tr>
<td>D - 2</td>
<td>D - 1</td>
</tr>
<tr>
<td>F - 0</td>
<td>F - 0</td>
</tr>
</tbody>
</table>

GRADE PLACEMENT

The following intervals of credits will be used for grade placement.

Total Units Required for Graduation: 24

<table>
<thead>
<tr>
<th>Grade</th>
<th>Units (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>0 - 4 ½</td>
</tr>
<tr>
<td>10th</td>
<td>5 – 10 ½</td>
</tr>
<tr>
<td>11th</td>
<td>11 – 16 ½</td>
</tr>
<tr>
<td>12th</td>
<td>17 – 24</td>
</tr>
</tbody>
</table>

Student records are evaluated for grade level placement at the end of each school year.
Curricular Offerings

FORMAT OF COURSE DESCRIPTIONS

The descriptions of course offerings at Captain Shreve have been prepared to list the content, requirements, time, credit, and prerequisites for the curricular program.

The format is designed to match the registration sheet used by the teacher, counselor, students and parents in setting the student’s course of study.

The information included in this handbook is as follows:

a. Course Title--(e.g., English I) gives the formal course title.
b. Phase--the terms enriched, general, honors, and gifted indicate the academic level at which the course is taught. Special sections of math and English classes are available to students particularly talented in those areas. Students are placed in enriched or general phases based on the following criteria: 1) previous teacher recommendations, 2) standardized test scores, and 3) academic standing in middle school. Not all courses are phased.
c. Placement – permission to enroll in the course requires the consent of the counselor and/or teacher.
d. Length of course (e.g., full year, semester) designates the duration of the course.
e. Credit (½, 1, and 2) designates the number of credit units which are granted to the student upon successful completion of the course. One credit usually indicates a full-year course: two credits usually indicate a full-year double period course, and one-half credit usually indicates a one-semester course.
f. Prerequisites--(e.g., English I is a prerequisite of English II) indicates what course or courses must be taken and successfully completed prior to enrolling in a given course. It would also indicate any other pre-conditions for enrolling in a course.
g. Co-requisite--indicates courses that are taken during the same semester.

The proper selection of courses by students is an important matter. It is important that the student carefully select each course as an integral part of the student’s four-year educational plan. Careful consideration of course selections are equally important to the school, as commitments for staffing and course offerings for the ensuing year are based on the student selections. Therefore, changes in student course selections after June 1 will be made only in rare cases. All changes must have the approval of the school principal.

A STUDENT MUST EARN 24 UNITS AND PASS ALL REQUIRED COMPONENTS OF THE GRADUATION EXAMINATION IN ORDER TO GRADUATE AND TO PARTICIPATE IN THE GRADUATION CEREMONY.
COURSE DESCRIPTIONS

LANGUAGE ARTS

Four units of English are required for graduation. Students are required to take English I, II, III, and IV. English II, III, and IV must have a prerequisite successfully completed. Two English courses cannot be taken simultaneously. (Example: You must have a unit in English I before you take English II.) Although specific curricula may vary, all English courses at Captain Shreve High School are aligned to the State of Louisiana’s LEAP 2025 career and college readiness standards.

-English I-

ENGLISH I GIFTED - full year, 1 credit. Prerequisite: Testing and Placement in Gifted program
The focus of the Gifted English I course will be contemporary literature and its relationship to the social, political, intellectual, and cultural developments of the Western World. Students develop analytical, informative, and argumentative writing to build a foundation for advanced programs.

ENGLISH I HONORS - full year, 1 credit. Prerequisite: Honors Placement
The honors phase of English I will lay the foundation for a four-year program that prepares students for a future in advanced programs. The course focuses on close, critical readings of texts that make up the Western literary canon as well as the development of analytical, informative, and argumentative writing.

ENGLISH I ENRICHED - full year, 1 credit. Prerequisite: None.
The enriched phase of English I focuses on the development of literary comprehension through the analysis of short stories, poems, novels, and various non-fiction sources. The course also focuses on the improvement of writing skills through the composition of narrative, informative and argumentative works.

ENGLISH I General - full year, 1 credit. Prerequisite: None
English I focuses on establishing the fundamental reading and writing skills necessary for success in high school. Emphasis is placed on reading comprehension through text analysis and an improvement in composition skill through both academic and real-world writing tasks.

-English II-

ENGLISH II GIFTED (Studies in World Literature, Composition and Research), full year, 1 credit. Prerequisite: English I Gifted
Students will continue their immersion in the liberal arts through a study of world literature. The approach will be twofold: (1) interdisciplinary, examining the relationship of culture, history, and geography to literature, and (2) rhetorical through literary criticism or philosophy that applies to a particular country at a particular period. Students continue developing their skills in the various types of composition while expanding their language skills and vocabulary, and conducting library research.

ENGLISH II HONORS - full year, 1 credit. Prerequisite: English I Honors. Students must have achieved a "B" average in English I honors or consistent "B" work in enriched English I with teacher recommendation.
The honors phase of English II prepares students for a future in Advanced Placement English programs by continuing to improve skill in argumentative writing, rhetorical analysis, and college-level research. Students also analyze literature from various eras and regions outside of the typical realm of American experience in order to establish a well-rounded literary and cultural perspective.

ENGLISH II Enriched - full year, 1 credit. Prerequisite: English I.
The enriched phase of English II continues the development of literary comprehension and writing skills that were established in English I enriched, with focus on developing skill in rhetoric and argument. Real-world writing tasks are also emphasized, as are reading and writing tasks that begin preparing students for collegiate-level achievement.

ENGLISH II General - full year, 1 credit. Prerequisite: English I.
Writing skills based on the Louisiana’s LEAP 2025 college and career readiness curriculum are stressed, while students are introduced to rhetoric and argumentative writing. Major literary genres - short stories, poetry, speeches and drama - as well as seminal historic works are explored, with many coming from the realm of world literature. Grammar, vocabulary, and reading comprehension are also emphasized.
-English III-
ENGLISH III AP Language and Composition - Gifted and Honors, full year, 1 credit. Prerequisite: Students must have achieved a “B” average in English II Honors or a “B” average in English II Enriched; all students must have teacher recommendation. This course presents a comprehensive overview of classic and current American literature with an emphasis on rhetoric and argument. Students gain an appreciation for their nation’s heritage by critically examining American poetry, short stories, novels, and essays within the framework of specific chronological genres such as Transcendentalism and American Realism. Students read at least ten (10) American literary classics; grammar and composition are integrated with the study of all literature. Writing assignments focus on critical analysis and include analytical, narrative, and argumentative writings.

ENGLISH III - enriched, full year, 1 credit. Prerequisite: English II.
The enriched phase of English III integrates grammar skills, literature, and composition. The literature is approached chronologically and related to major movements in American history and literary periods. The students learn to analyze and synthesize literary works. Writing assignments of various lengths and types give practice in the major forms of discourse, including analytical, narrative, and argumentative writing. Reading novels outside the class is required.

ENGLISH III - general, full year, 1 credit. Prerequisite: English II.
English III integrates grammar skills, literature, and composition. Students demonstrate competence in the basic skills study grammar, vocabulary, usage, and mechanics. Writing assignments include creating analytical, narrative, and argumentative texts. Students use library and research skill to demonstrate college and career readiness.

-English IV-
ENGLISH IV AP Literature and Composition - Gifted and Honors, full year, 1 credit. Prerequisite: English III Honors with “B” average and a recommended verbal PSAT score of 45. (English III-H preferred) A work in English III E may be considered; all students must have teacher recommendation. AP English Literature is designed for serious students who are willing to undertake a rigorous, writing-intensive curriculum. AP English engages students in the careful reading and critical analysis of fiction, non-fiction, drama, and poetry. Through close reading of selected works, students develop critical standards for interpreting literature. The writing that students produce in the course reinforces their reading. Writing instruction focuses students’ attention on achieving maturity in style as well as mechanics. Documented research is required.

ENGLISH IV - enriched, full year 1 credit. Prerequisite: English III.
Extensive in-class and outside reading and writing assignments hone the needed skills for college bound students. Attention is focused on British and world literature, then to related writings to promote critical thinking skills. In addition to a wide range of types of writing, a major task is the research paper which includes research in the library and compilation of that work into a unified, coherent, standard paper.

ENGLISH IV - general, full year, 1 credit. Prerequisite: English III.
The study of world literature, British literature, and additional classic works of literature enables the student to enlarge his world-view and to develop a personal philosophy. The student continues to develop his writing skills, then to refine and enhance them through use of imagery, figurative language and sentence variety. A major task is the research paper which includes research in the library and compilation of that work into a unified, coherent, standard paper. Accelerated Reader along with novels outside of class will enhance the study of literature.

DEBATE I (Beginning Debate) - general full year, 1 credit. Prerequisite: Consent of instructor.
This course provides students with the basic tools needed to compete in Lincoln-Douglas debate and extemporaneous speaking. Students will learn research, writing and speaking skills as they prepare for competition. Students are required to debate in tournaments throughout Louisiana during the course of the year. Students provide their own funding for tournament trips. Students are also expected to participate in hosting the Captain Shreve tournament by finding judges for events and by raising funds to pay for expenses. Most students will become eligible for membership in the National Forensic League through tournament competition.

DEBATE II (Intermediate Debate I) - enriched, full year, 1 credit. Prerequisites: consent of instructor and/or debate experience.
This course is designed to enhance the skills learned during the first year of debate. Students develop more sophisticated approaches to argumentation and rhetoric as they move into higher competitive divisions. Students are required to debate in tournaments and to provide funding for tournament trips. Students are also required to fulfill duties associated with hosting the Captain Shreve tournament.
DEBATE III (Intermediate Debate II/Beginning Advanced Debate) - enriched, full year, 1 credit. Prerequisites: Consent of the instructor and debate experience.

This course provides students with an additional year of statewide competitive debate tournament experience. Students will be expected to do more original research and argument creation and development. The opportunity increases at this level for regional and national competition in the tournament experience. Once again the student pays expenses for tournaments.

DEBATE IV (Advanced Debate) - enriched, full year, 1 credit. Prerequisites: Consent of the instructor and debate experience.

This is an advanced debate course that offers the student opportunities to compete in local, state, regional and national tournaments. The student is responsible for the creation and development of all arguments used throughout the year. The student explores all major lines of debate argumentation as well as advanced logic and rhetoric. Travel to tournament competition is required. The student pays expenses for the tournaments.

BROADCAST JOURNALISM - general, full year, 1 credit

Students will produce twelve minute news broadcasts by applying skills in research, writing, speaking, and use of equipment. They will learn elements of sound and lighting in television. Planning abilities will be evaluated through storyboards and deadlines. Students must apply and have consent of instructor. Sale of $200 in ads or donations is required in the first nine weeks. Students are chosen based on an application process that includes teacher assessment and student writing. After school work is required; ad sales are also required.

DRAMA I: BASIC PLAY PRODUCTION– general, 1 credit (1/2 credit per semester)  Prerequisite: None

Basic Play Production offers students a chance to view all the areas necessary in production of theatre arts. Students will gain access to the skills used in the technical aspects of theatre. They will also be exposed to the history of theatre and a broad view of acting techniques. This course is an English elective and does not count as an English credit.

DRAMA II – general and enriched, 1 credit (1/2 credit per semester). Prerequisite: Drama I

Drama II is an intense exploration of acting, design, and directing. During this course students will study and apply each aspect of theatre needed to create a successful production.

DRAMA III – enriched, 1 credit (1/2 credit per semester). Prerequisite: Drama II

Drama III is a more advanced play production course. It offers students the chance to view all the areas necessary in the production of theatre arts. Students will study all aspects of producing plays.

DRAMA IV – enriched, 1 credit (1/2 credit per semester). Prerequisite: Drama III

Detailed and extensive exploration of acting, directing, and design offers students an opportunity to work with guest professional artists and professional theatre artists and college professors.

INTRODUCTION TO FILM STUDIES – enriched, 1 credit (½ Credit per semester)  Prerequisite: English I Enriched or Gifted

Students will learn how to “read” films. They will learn to use the language of film making and film criticism. They will focus on the history of film, as well as look at several genres, including the western, romance, comedy, science fiction, documentary, and horror. They will read short stories and other literary works in these same genres, and write essays about the films and literature covered. They will learn proper screenwriting format, as well as elements of storytelling, and apply those by writing a scene of a screenplay. The class will produce a short film. Various topics related to the ethics of films and film making will also be discussed. This course is an English elective and does not count as an English credit.

FILM STUDIES II – enriched, 1 credit (1/2 credit per semester). Prerequisite: Introduction to Film Studies and English II. A “B” average in prerequisites is recommended.

Students will continue their studies of the art and science of film. Topics covered will include genre studies, ethical and legal issues involved with the film industry, great directors and styles of filmmaking, adapting a written work for the screen, and film production. Different types of film analysis will be covered. This course is designed for a student with a serious interest in film studies, and will delve deeper into topics covered in the introductory course.
JOURNALISM I – general, 1 credit (1/2 credit per semester) Prerequisite: None

Journalism I introduce students to the basic principles and tools of journalism in order to prepare them to work on the school newspaper, television broadcast, or yearbook. Major topics of study include journalism history, law, reporting, writing, copyediting, photography, headline and caption writing, advertising, page design, yearbook production, multimedia production, and journalism careers. Students who complete this course with at least a B average are given priority for appointment to the school’s student media staffs. This course is an English elective and does not count as an English credit.

JOURNALISM II – general, 1 credit (1/2 credit per semester) Prerequisite: A grade of “B” or higher in both semesters of Journalism I

The purpose of this course is to provide students who have taken Journalism I the opportunity to apply principles of journalistic forms of writing, page design, photography, and advertising by preparing the official newspaper publication of the school. Students use desktop publishing to prepare the paper from start to finish. Students are selected by the adviser after applying.

MYTHOLOGY – enriched, 1 credit (1/2 credit per semester) Prerequisite: English I (any level)

This mythology course is designed for students who are interested in cultural study through literature, specifically myth. Students will read and interpret myth as a vehicle for understanding culture and belief, specifically Greek/Roman, Arthurian, Native American, and African/Egyptian. This course will lead to understanding of mythic metaphors, symbols, and analogies. There will be focus on comparing and contrasting significant archetypes, events, symbols, and actions across different cultures and time periods. Writing skills, specifically analytical, will be fostered throughout, as well as communication and discussion skills through Socratic Seminar. This course is an English elective and does not count as an English credit.

NOVELS – enriched, 1 credit (1/2 credit per semester). Prerequisite:

This course requires an in-depth study of different genres of novels from both American and world literature. These novels cover books written by authors from early civilizations through present day. This class requires computer generated research on these novels, written and oral chapter analysis, and end-of-book tests. A thematic study of these books provides opportunities to make on-going connections between the authors and the literature. Although most of the reading is pre-determined by the teacher, students are allowed to choose some of the novels throughout the course.

NOVELS II

POETRY – enriched, 1 credit (1/2 credit per semester). Prerequisite: English I Enriched

The poetry course is designed for students who may be interested in poetry – studying, writing, or fascination of the style and authors. This course will be very precise in teaching every aspect of poetry: metaphor, simile, alliteration, free verse, time, symbol, meter, tone, couplet, blank verse, monologue, sonnet, elegy, iambic pentameter, stanza, couplet, Shakespearean poetry, Elizabethan poetry, Haiku, and many more. This course will also cover history of poetry from different times such as Renaissance Poetry, Romantic Poetry, Victorian Poetry, and Modern Poetry. The end of the course project will consist of a book; which the student will collect their writings, from throughout the course, and combine to create a personalized book of poetry. This course is an English elective and does not count as an English credit.

SPEECH I - general, 1 credit (1/2 credit per semester). Prerequisite: None

Public Speaking and Communication offers students an elective study into different levels of communication. This course provides students with the opportunity to improve their communication skills through practice in speech writing, speech performance, and analysis of different forms of communication. Students will equip themselves with the speaking skills necessary for the professional world. This course is an English elective and does not count as an English credit.

SPEECH II- general, 1 credit (1/2 credit per semester). Prerequisite: Speech I

In the continuation of the speech curriculum, students will delve deeper into communication topics begun in Speech I. Students will work on interview and discussion skills, extemporaneous and impromptu speaking, oral interpretation, duo and duet acting, speeches for special occasions, debates, parliamentary procedure, and leadership skills, while applying principles of ethics.
FOREIGN LANGUAGES

Many of colleges and universities require or prefer that a student have foreign language credits for entrance. In addition, foreign language is often required to satisfy degree requirements. The State Regents Diploma requires three years in one language or two years of Latin plus two years of another language. LSU-BR requires two years of the same language. TOPS requires 2 years of the same foreign language.

Students with previous formal study or native speaking ability in French or Spanish may take a state proficiency examination for credit in French I or Spanish I. A score of 75% on this challenging written and tape recorded exam will earn credit and a designation of “S” (satisfactory) on the student’s transcript. Request for the examination must be submitted by the parent to the middle school principal by April 15. The tests will be administered at central office during the first week following the end of the current school year.

FRENCH I - general, full year, 1 credit.
Prerequisite: 40% or higher on 7th grade ILEAP in ELA for incoming freshmen.

This course stresses listening and reading comprehension, speaking, and writing through the use of dialogue development and oral description. Fundamentals of grammar as well as vocabulary, reading, and culture are included in each unit. Other cultural supplements include doing reports on tourist attractions of Paris, studying French-speaking countries, and learning traditional French songs.

FRENCH II - enriched, full year, 1 credit. Prerequisite: French I

This course is a continuation of listening comprehension and speaking through dialogue development and oral description. Intermediate grammar, reading, and writing skills, as well as varied vocabulary are learned. Cultural supplements are included in each unit. Research projects on regions of France and historical figures are required. It is strongly recommended that the student have at least a “C” average in French I.

FRENCH III - enriched, full year, 1 credit. Prerequisite: French II

This is a Pre-AP course that emphasizes listening comprehension, speaking, reading, and writing French at an advanced level. Reading French literature (short stories/poetry) as well as historical accounts and a novel are included. Cultural supplements include research projects on current events. It is strongly recommended that the student have at least a “C” average in French II.

FRENCH IV - AP enriched, full year, 1 credit. Prerequisite: French III

The four skills of listening, speaking, reading and writing at an advanced level are continued and integrated in literary works as well as historical and modern accounts of French cultural life. Poetry, prose, novels, and short stories are read and discussed.

SPANISH I - general, full year, 1 credit. Prerequisite: 40% or higher on 7th grade ILEAP in ELA for freshmen.

Spanish I offers an introduction to Spanish through the use of dialogue development and conversational situations. It stresses listening, comprehension, and speaking as it presents the fundamentals of Spanish grammar. Reading and writing of simple materials are introduced, as well as the culture and geography of Spanish-speaking countries.

SPANISH II - enriched, full year, 1 credit. Prerequisite: Spanish I.

Spanish II is a continuation of listening and speaking skills previously developed, with greater vocabulary development and more advanced grammar, reading and writing. Students expand their knowledge of culture and begin study of literature through short readings. It is strongly recommended that the student have at least a “C” average in Spanish I.

SPANISH III - enriched, full year, 1 credit. Prerequisite: Spanish II

Spanish III emphasizes further acquisition of vocabulary, reviews basic grammar concepts, continues the formal study of grammar to an advanced level, and requires a student to read short stories, converse, and write compositions in the target language. Major authors, artists, musicians, and current events involving the Hispanic world are studied. Students do individual and group projects in Spanish. It is strongly recommended that the student have at least a “C” average in Spanish II.

SPANISH IV - advanced placement, enriched, full year, 1 credit. Prerequisite: Spanish III.

The four skills of listening, speaking, reading and writing at an advanced level are continued and integrated in the writings and histories of Spanish authors, artists, and explorers, as well as, current events around the world involving the Hispanic community. Poetry, prose, novels, and short stories are read, discussed, and analyzed both orally and in writing. Students do individual projects. Students are prepared to take the Advanced Placement Examination. It is strongly recommended that the student have at least a “C” average in Spanish III.
SOCIAL STUDIES
Four units of social studies are required. They shall be civics, American history and two (2) of the following: world history or global insights, psychology (½ units) and sociology (½ units) or European history AP.

ACADEMIC DECATHLON – full year, 1 credit. Prerequisite: American History with teacher or counselor consent.

The purpose of the U.S. Academic Decathlon is to develop and provide academic competitions, curriculum, and assessment to promote learning and academic excellence through teamwork among students of all achievement levels. Placement requires permission to enroll in the course by the teacher and counselor. This is a full year course. The course is worth 1 credit unit. Students taking the Academic Decathlon should have been successful in American History. The Academic Decathlon consists of ten events: six subject-area tests; a written essay; speeches - one prepared, one impromptu; an interview; and the Super Quiz. The subject areas include art, economics, literature, mathematics, music, science, and social science. Each year the U.S. Academic Decathlon organization chooses a specific area of study. The subject for 2016-17 is World War II.

AMERICAN HISTORY AP - advanced placement - enriched, full year, 1 credit
This is an advanced placement course designed to provide the student with an in-depth learning experience in mastering historical knowledge and critical analysis. American history AP is a dual enrollment course for which students can receive both high school and college credit. The students learn how decisions and events of the past continue to have profound effects on the world today. Students will demonstrate a high proficiency in writing, reading comprehension and critical thinking in analyzing historical concepts in American history from the founding of the nation through the twentieth century. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and a broad exploration of the economic, political, and social changes that have developed.

AMERICAN HISTORY - enriched, full year, 1 credit. Recommended: Junior standing. Prerequisite: A’s and B’s in each semester in Global Insights or Civics Enriched.
American history encompasses the nation’s political, social and economic history from Reconstruction up to the present. The course begins with a cursory review of the Reconstruction era followed by an intense study of events that follow Reconstruction until the present. Students will analyze a variety of primary source documents and be given a variety of supplementary reading assignments.

AMERICAN HISTORY - general, full year, 1 credit. Recommended: Junior standing. Prerequisite: None
American history encompasses the nation’s political, social and economic history from the end of the Reconstruction era. Emphasis is placed on the landmark decisions of men and women who have molded American ideology from 1877 to present day events.

CIVICS HONORS – honors, two semesters, 1 credit. Prerequisite: Honors placement
Students are provided an advanced look at the philosophical and historical foundations of the American government, the structure and purposes of government, roles of foreign policies, civic-mindedness, and respect for the law. In addition to complexities of the United States political system, the course will examine micro and macroeconomic concepts as well as components of a global economy.

CIVICS - enriched, two semesters, 1 credit. Prerequisite: None
Civics encompasses the fundamental principles and structures of American government, the meaning of citizenship, and basic economic concepts. Students will examine the creation of our democratic system of government, and how government functions at the national, state, and local levels. Civics also encourages students to develop an understanding and appreciation for American citizenship, and emphasizes the concept of active participation in the political process as a cornerstone of our democracy.

CIVICS - general, two semesters, 1 credit. Prerequisite: None
Students are provided basic information about their government, the need for patriotism, civic-mindedness, and respect for law, and personal financial responsibility. Activities are provided to challenge, stimulate, and motivate students to take an active role in our democratic society.

AP PSYCHOLOGY- advanced placement- enriched, full year, 1 credit
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

PSYCHOLOGY - general, one semester, ½ credits. Prerequisite: Junior or senior standing or administrative consent.
The course is designed to increase one's awareness of human behavior. Included in the course of study are such topics as personality, abnormal behavior, emotions, parapsychology, intelligence, cognitive development, memory, and perception.

**SOCIOLGY - general, one semester, ½ credits.** Prerequisite: Junior or senior standing or administrative consent.

Included in the course are the study of human groups, the study of society, the meaning of culture and reasons for cultural variations, how society is organized, and problem areas in contemporary society.

**EUROPEAN HISTORY AP - advanced placement, full year, 1 credit.**

Prerequisite: A's and B's each semester in American History AP or American History Enriched.

European history is a dual enrollment course for which students can receive both high school and college credit. In addition to providing a basic narrative of events of movements from 1450 to the present, the goals of the Advanced Placement Program are to develop an understanding of some of the principal themes in modern European history and ability to analyze historical evidence. An ability to analyze and to express historical understanding in writing is developed.

**HUMAN GEOGRAPHY AP- advanced placement, full year, 1 credit.**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

**WORLD HISTORY HONORS – (Global Insights) – enriched, full year, 1 credit.**

Prerequisite: A combination of test scores, teacher recommendation, and GPA.

The course is designed to give students an insight into the various cultures of the world and the historical figures that shaped those cultures. It is recommended that students be strong, analytical readers. Primary and secondary sources are evaluated and examined in class in addition to the lecture notes. The time span studied in 1350 (Renaissance) to present day. No projects are done in the course of this class.

**WORLD HISTORY - (Global Insights: People and Cultures) - enriched, full year, 1 credit.**

Prerequisite: A combination of test scores, teacher recommendation, and GPA.

This course is designed to give students not only an insight into the various cultures of our world but also knowledge of personalities who contributed to these civilizations. Emphasis is placed on the significant historical data which makes a culture unique. The time line studied spans 1450 to present day current events.

**WORLD HISTORY - general, full year or semester, 1 or ½ credits.** Prerequisite: None.

**WORLD GEOGRAPHY HONORS – enriched, full year, 1 credit.** Prerequisite: Honors placement

This course is designed to introduce students to the use of geography as a way to approach the study of the development of the world’s various cultures. The study of the physical world, cultural development, and the interaction of cultures will help students gain a greater understanding of the “how and why” of the political, economic, and human world in which they live. Students will develop a greater appreciation of the world’s physical realm and the myriad of rich cultures it contains. This is an honors course for a full year or semester. The successful completion of this course will result in students earning (1) full Carnegie unit for the entire year or (1/2) one-half Carnegie unit for a semester.

**WORLD GEOGRAPHY – enriched, full year, 1 credit.** Prerequisite: None

This course is designed to increase student knowledge of the world using a regional approach to the examination of the physical, cultural and economic geography of the world’s main cultural areas. The course will use the Five Themes of Geography as a reference throughout the study of various physical and cultural regions. Emphasis will be placed on using different aspects of geography to help explain historic and cultural events that have shaped today’s world. This is an enriched course for a full year or semester. The successful completion of this course will result in students earning (1) full Carnegie unit for the entire year or (1/2) one-half Carnegie unit for a semester.

**WORLD GEOGRAPHY - general, full year, 1 credit.** Prerequisite: None.

This course is designed to introduce students to using physical and cultural geography as a way to discover the world around them. After learning geographic skills such as map reading and graphic interpretation, students will embark on a study of the world’s various regions. Students will be introduced to the diverse landscapes of each region and the cultures and lifestyles of their inhabitants. This is a general course for a full year or semester. The successful completion of this course will result in students earning (1) full Carnegie unit for the entire year or (1/2) one-half Carnegie unit for a semester.
LIBERAL ARTS MAGNET

LIBERAL ARTS I

INTRODUCTION TO PHILOSOPHY – gifted, ½ credit Prerequisite: enrollment in Gifted

This course is a discussion of thought-provoking ideas from classical, medieval, enlightenment, nineteenth century, and modern philosophers. Representative philosophers include Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Spinoza, Locke, Kant, Hegel, Marx and Nietzsche. Students will examine such topics as metaphysics, ethics, fate vs. free will, good and evil, government, education, and logic. Semester projects will include reading novels as assigned written by selected philosophers, researching specified philosophical schools, doing independent research on a specific philosopher or great philosophical question, and writing text explications.

INTRODUCTION TO PHILOSOPHY - (1st semester) enriched, ½ credits. Prerequisite: must have met requirements for Liberal Arts Magnet

This course is a discussion of thought-provoking ideas from classical, medieval, enlightenment, nineteenth century, and modern philosophers. Representative philosophers include Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Spinoza, Locke, Kant, Hegel, Marx, and Nietzsche. Students will examine such topics as metaphysics, ethics, fate vs. free will, good and evil, government, education, and logic. For their semester project, students will read novels as assigned written by selected philosophers. Students will research a specified philosophical school and do independent research on a specific philosopher or great philosophical question.

MULTICULTURAL PERSPECTIVES – gifted, ½ credit. Prerequisite: enrollment in Gifted

The major content of the course is the study of the literary, philosophical, political, and cultural contributions of the five major ethnic groups in the United States: Native Americans, Latin Americans, African Americans, European Americans, and Asian Americans. The goal of the course is to prepare students for a culturally diversified, interdependent world.

MULTICULTURAL PERSPECTIVES - (2nd semester), enriched, ½ credit. Prerequisite: Introduction to Philosophy

The major content of the course is the study of the literary, philosophical, political, and cultural contributions of the five major ethnic groups in the United States: Native Americans, Latino Americans, African Americans, European Americans, and Asian Americans. The goal of this course is to prepare students for a culturally diversified, interdependent world.

LIBERAL ARTS II

COMPARATIVE POLITICS - (1st semester), enriched, ½ credit. Prerequisite: must have met requirements for Liberal Arts Magnet

This course offers an analysis of political ideologies and their implementation in various governments, past and present. Students will research, study, and discuss the democracies of the United States and Western Europe, the rise and fall of Soviet communism, the changing face of Chinese communism, the struggle of developing nations in the modern world, and recent trends in the realm of world politics.

21st CENTURY ISSUES AND PROBLEMS - (2nd semester), enriched, ½ credit. Prerequisite: Comparative Politics.

A minimum of six topics will provide the basis for research, study, and discussion of the causes and consequences of major 21st century problems and global concerns. The topics to be examined are determined by consensus of students and instructor. A representative list of possible topics might include: nuclear weapons in the post-Cold War era, international and domestic terrorism, medical technology and world health issues, environmental problems and their causes, overpopulation and resource strain, and the advent of the “Information Age” and its possible repercussions.
ACT PREP

ACT PREP - general, enriched, honors, ½ credits. Prerequisite: Junior standing, PLAN test required for placement

The ACT Preparation Course is designed to sharpen test-taking skills, familiarize students with the types of questions used on the ACT, and provide students with realistic testing experience in order to prepare them for the actual test taking experiences.

The course is divided into rotations through which students focus on four different academic areas: Math, English Language Arts, Reading and Science Reasoning. These four focus areas are provided at the general, enriched and honors levels in order to individualize instruction and provide the best preparation for all students interested in seriously preparing for the ACT. Plan test scores will determine the level best suited for each student.

MATHEMATICS

Four units of mathematics are required for graduation. General phase students who are not interested in qualifying for TOPS should take Algebra 1, Geometry, Algebra 2, and either Math Essentials or Finance Math. In order to fulfill TOPS requirements, general phase students must take five mathematics courses: Algebra 1, Geometry, Algebra 2, Algebra 3 and either Finance Math or Math Essentials. Enriched phase students should take the following sequence of courses: Algebra 1, Geometry, Algebra 2, and Advanced Math. More advanced courses are offered for students interested pursuing mathematics at a higher level. Advanced Mathematics, Precalculus and Calculus are offered for dual enrollment credit, and Advanced Placement credit can be earned for Calculus. Generally speaking, a student may not take a course at a level lower than the level where he begins his work.

ALGEBRA I GIFTED - Full year. 1 credit. Prerequisite: Gifted standing. Sections are formed for those students who qualify.

ALGEBRA I HONORS - enriched, full year, 1 credit. Prerequisite: Honors standing. Sections are formed for mathematically talented students

ALGEBRA I - enriched, full year, 1 credit. Prerequisite: none.

The course begins where 8th grade ended: linear equations in one and two variables and linear functions. In Algebra I students will increase their procedural skill and fluency in solving linear equations and inequalities in one variable. Additionally, students will deepen their understanding of linear equations and inequalities, culminating with solving systems of both linear equations and inequalities. From there, the course shifts to developing a deeper understanding of functions. Students will move to simplifying polynomials, solving quadratic equations and functions, including identifying key elements of graphs, transformations with functions, and identifying domain and range to develop necessary understandings and skills the students will need for their study of statistics in Algebra II.

ALGEBRA I - general, full year, 1 credit. Prerequisite: None.

This course is a less rigorous treatment of Algebra I than at the enriched phase. It will not satisfy the prerequisites for enriched Geometry and Algebra II. The first year of algebra includes the study of operations with algebraic expressions and polynomials. It includes the solution of linear equations and inequalities along with an introduction to analytic geometry and the simplification of radicals.

GEOMETRY GIFTED - full year, 1 credit. Prerequisite: Gifted standing

Sections are formed for those students who qualify. A scientific calculator with trigonometric functions will be needed.

GEOMETRY HONORS - enriched, full year, 1 credit. Prerequisite: Algebra I-H.

Sections are formed for mathematically talented students. A scientific calculator with trigonometric functions will be needed. A graphing calculator is suggested (TI-84 series)

GEOMETRY - enriched, full year, 1 credit. Prerequisite: Algebra I-E.

Transformations on the coordinate plane are introduced in 8th grade. The basic ideas of congruence and similarity are also established then and are connected to corresponding transformations. In geometry, students will gain a sophisticated understanding of the geometric properties of transformations. They will also connect their understanding of functions to view transformations as a relationship between an input and its corresponding output. Rigid motion will then be used to define congruence. Similarity is defined through similarity transformations. From here, the criteria for triangle congruence and triangle similarity are established. This forms the basis of the proofs students will complete. Students will then use their understanding of similarity and right triangles to develop and establish trigonometric ratios for acute angles. The Pythagorean Theorem
along with trigonometric ratios will allow students to solve right triangles that arise in a modeling context. Following a study of three-dimensional figures, the course finishes with an in-depth study of circles and their properties.

GEOMETRY - general, full year, 1 credit. Prerequisite: Algebra I

This course is a less rigorous treatment of geometry than at the enriched phase. It will not satisfy prerequisites for Algebra II-E, which is a classic college-prep course. A scientific calculator is suggested.

ALGEBRA II - GIFTED - full year, 1 credit. Prerequisite: Gifted standing

Algebra II Gifted, created for qualified students, while treating the same objectives and topics as enriched and honors Algebra II, emphasizes connecting and networking to other courses in mathematics as well as in other academic disciplines.

ALGEBRA II - HONORS - enriched, full year, 1 credit. Prerequisite: Algebra I H (required) and Geometry Honors.

Sections are formed for mathematically talented students. A scientific calculator with trigonometric functions will be needed.

ALGEBRA II - enriched, full year, 1 credit. Prerequisite: Algebra I E and Geometry E

The course is designed to extend and apply students’ understanding of functions and the connection between algebraic skills and functions. Students come into this course with a solid foundation of linear and quadratic functions and having been exposed to exponential, absolute value, piecewise, and simple radical functions. This course emphasizes polynomial, exponential, logarithmic functions. Students will also have the opportunity to master more sophisticated algebraic skills and apply many of them to their work with functions. In addition to the algebraic skills the students will apply to functions, the students will work with rational and radical expressions and equations.

ALGEBRA II – general, full year 1 credit. Prerequisite: Algebra I G and Geometry G

This course is a less rigorous treatment of Algebra II than at the enriched phase. It will not satisfy the prerequisites for Advanced Math. The second year of Algebra is an in-depth study of real numbers, linear and quadratic equations, inequalities, polynomials, rational expressions, radicals, complex numbers, and conic sections. Scientific calculators will be needed.

ALGEBRA III - general, full year, 1 credit. Prerequisite: Algebra II

This course is designed to prepare the student for College-level Algebra courses. The course includes a rigorous review of topics covered in Algebra I and Algebra II with emphasis on the language of mathematics, graphing techniques, and higher-order thinking skills.

ADVANCED MATH - HONORS - full year, 1 credit. Prerequisite: Honors standing.

Sections are formed for mathematically talented students.

ADVANCED MATH - enriched, full year, 1 credit. Prerequisite: B average in Algebra I E, Geometry E, Algebra II E.

This course is designed for the college bound student who is proficient in algebra. Some of the topics presented in advanced mathematics are linear functions, trigonometric functions, polynomial functions, exponential and logarithmic functions.

PRECALCULUS GIFTED/HONORS – full year, 1 credit. Prerequisite: Algebra II Honors standing with B average or successful completion of Advanced Math, or completion of Algebra II E with teacher recommendation.

This course is designed for a college bound student who is proficient in Algebra. This is an accelerated course and is intended for the strong mathematics students. Some of the topics presented in precalculus are relations, functions and their graphs; polynomial functions; exponential and logarithmic functions; trigonometric functions; trigonometric identities and equations; laws of sines and cosines; polar coordinates and equations; parametric equations; sequences and series; conic sections; and an introduction to basic calculus such as limits, derivatives and integrals. For qualified students, the course may earn dual enrollment credit. A graphing calculator is suggested (TI-84 series)

CALCULUS - Advanced Placement - enriched, full year, 1 credit. Prerequisite: Advanced Math.
Calculus provides a review of the rectangular coordinate system, functions, and graphs. Limits, derivatives of algebraic functions, an application of the derivative are introduced along with the definite and indefinite integral. The course includes the study of derivatives and integrals of exponential, logarithmic, trigonometric, and inverse trigonometric functions. Techniques in integration are studied. A graphing calculator will be used.

FINANCE MATH - general, full year, 1 credit. Prerequisite: Two units of math.

Finance math includes a review of the basic fundamentals of mathematics through units on personal finance and business math. The personal finance unit consists of gross and net income, checking and savings accounts, charge and credit card accounts, loans, vehicle transportation, housing costs, insurance, and investments. The business math unit covers personnel, production, purchasing, sales, marketing, warehouse and distribution, services, accounting, financial management, and corporate planning. Students are required to have a basic calculator.

INTRODUCTION TO ALGEBRA AND GEOMETRY – general, full year, 1 elective credit

Prerequisite: none

Materials covered include basic addition, subtraction, multiplication, and division of whole numbers and fractions. Other topics include percent, units, basic geometry, measurement, and the number line. Students are exposed to some pre-algebra such as positive and negative numbers, inequalities, absolute value, variables, the order of operations, evaluating expressions, grouping symbols, and exponents. Additional topics to be covered include simple algebraic concepts such as one and two step equations, ratio, proportion, and graphing.

MATH ESSENTIALS – general, full year, 1 credit

Prerequisite: Algebra I and Geometry

This course is designed to strengthen students’ fundamental math skills from Algebra I and Geometry, and then introduce basic concepts of Algebra 2. Algebra I topics include: Ratio and proportion, probability, statistics, and linear functions. Geometry topics include: Distance and midpoints, Pythagorean Theorem, translations and transformations, volume and surface area, and basic trigonometry. Algebra 2 topics include: Absolute value functions, piecewise and step functions, and quadratic functions.

SCIENCE

The science department is structured so students may obtain their required units for graduation while pursuing courses for college preparation. The science curriculum is based on the Louisiana Benchmarks and Standards for high school science. Science as inquiry objectives are incorporated into all courses. Biology and three of the following courses are required for graduation: physical science, earth science, environmental science, chemistry, or physics. Students are encouraged to use technology in all science courses where appropriate. Most science courses require lab fees. Students are held responsible for payment for broken equipment, materials and supplies.

PHYSICAL SCIENCE HONORS – full year, 1 credit. Corequisite: Algebra I E/H

Honors physical science serves as an introductory science course to provide college-bound students with a strong academic background in chemical science and physical science prior to taking courses in chemistry and physics. The first semester consists of studies in safety procedures, manipulating data using the SI system, the language of chemistry, elements, compounds, and mixtures, phase changes, atomic structure, nuclear chemistry, the periodic table, bonding, chemical equations and reactions, rates of change and the Law of Conservation of Matter. The second semester consists of studies in the forces of nature including motion, speed, velocity, acceleration, displacement, time-rate of motion, frames of reference, energy, work, power, efficiency, general wave action, sound waves, light energy, electromagnetic fields, mechanical waves and the Law of Conservation of Energy and Momentum. An emphasis is placed on practical chemical reactions, science as inquiry, extracting and developing scientific information in graphs, charts, diagrams and selected scientific literature, the metric system, use of laboratory equipment, materials and supplies, and logical thought. The application of mathematics and algebra to chemical and physical phenomena in problem solving is stressed. Students are encouraged to use technology in all aspects of this course. Calculators are required. Lab fee is required. Participation in the science fair is strongly encouraged.

PHYSICAL SCIENCE - enriched, full year, 1 credit. Corequisite: Algebra I-E

Enriched physical science serves as an introductory science course to provide college bound students with a strong academic background in chemical science and physical science prior to taking courses in chemistry and physics. The first semester consists of studies in safety procedures, manipulating data using the SI system, the language of chemistry, elements, compounds, and mixtures, phase changes, atomic structure, nuclear chemistry, organic chemistry, the periodic table, bonding, chemical equations and reactions, rates of change and the Law of Conservation of Matter. The second semester consists of studies in the forces of nature including motion, speed, velocity, acceleration, displacement, time-rate of motion, frames of reference, energy, work, power, efficiency, general wave action, sound waves, light energy, electromagnetic fields, mechanical waves and
the Law of Conservation of Energy and Momentum. An emphasis is placed on practical chemical reactions, science as inquiry, extracting and developing scientific information in graphs, charts, diagrams and selected scientific literature, the metric system, use of laboratory equipment, materials and supplies, and logical thought. The application of mathematics and algebra to chemical and physical phenomena in problem solving is stressed. Students are encouraged to use technology in all aspects of this course. Earth science is incorporated into the last unit of study. A calculator and a lab fee are required.

PHYSICAL SCIENCE - general, full year, 1 credit. Corequisite: Algebra I

This course allows students an opportunity to gain knowledge about a variety of chemistry and physics topics. The first semester consists of studies in safety procedures, manipulating data using the SI system, the language of chemistry, elements, compounds, and mixtures, phase changes, atomic structure, nuclear chemistry, electron configuration, the periodic table, bonding, chemical equations and reactions, rates of change and the Law of Conservation of Matter. The second semester consists of studies in the forces of nature including motion, speed, velocity, acceleration, displacement, time-rate of motion, frames of reference, energy, work, power, efficiency, general wave action, sound waves, light energy, electromagnetic fields, mechanical waves and the Law of Conservation of Energy and Momentum. This course uses audio-visual media, laboratory activities and demonstrations, and application of simple mathematical skills. A calculator and lab fee are required.

BIOLOGY I HONORS – full year, 1 credit. Corequisite: Algebra I E/H or Geometry E/H

This course is designed to provide preparation for advancement into higher level sciences. The course is sequenced and paced using both Louisiana standards and recommended topics of the College Board. Emphasis is placed on expanding scientific vocabulary, developing effective laboratory techniques, and reading supplemental science material. The foundation of learning from biology will be expanded upon in both theory and laboratory work. Areas of study are scientific inquiry; cellular biology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization of living systems; systems and the behavior of organisms; and personal and community health. Projects are used to reinforce skills and concepts taught. Additional projects in honors are used for further development of experimental skills, predicting and performing quantitative and qualitative calculations. Participation in the science fair is encouraged. Lab fee is required.

BIOLOGY I - enriched, full year, 1 credit. Corequisite: Algebra I E/H or Geometry E/H

This course is designed to provide preparation for advancement into higher level sciences. Emphasis is placed on expanding scientific vocabulary, developing effective laboratory techniques, and reading supplemental science material. Areas of study are scientific inquiry; cellular biology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization of living systems; systems and the behavior of organisms; and personal and community health. Projects are used to reinforce skills and concepts taught. Participation in the science fair is encouraged. Lab fee is required.

BIOLOGY I - general, full year, 1 credit. Prerequisite: None

Major emphasis in this course is placed on the process of scientific inquiry so that the students can interpret scientific knowledge and develop desirable interests and attitudes that will prepare them to think objectively in solving problems encountered as a member of society. Areas of study are scientific inquiry; cellular biology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization of living systems; systems and the behavior of organisms; and personal and community health. Lab fee is required.

BIOLOGY II – enriched, full year, 1 credit. Prerequisite: Biology I and Chemistry I; must have B or better average.

A second year of biology is offered as an advanced course designed for students who wish for a more detailed explanation of the functions of the human body beyond those already covered in Biology I. Laboratory skills such as record keeping, lab techniques and safety are further developed as they use more sophisticated equipment and become more familiar with experimental design. Lab fee is required.

CHEMISTRY HONORS – enriched, full year, 1 credit. Prerequisites: Mastery of concepts taught in Algebra I, and successful completion of or concurrent enrollment in Algebra II. It is strongly recommended that the student has completed enriched Physical Science

The same Louisiana benchmarks and standards taught in enriched chemistry are taught in honors chemistry. Students in honors chemistry will investigate the major topics of chemistry with more emphasis placed on problem-solving and critical thinking skills as well as individual research. Topics covered during the course of the year are the metric system, significant figures, dimensional analysis, elemental properties, periodic trends, chemical reactions, atomic theory (as well as atomic structure), bonding, acids, bases, stoichiometry, basic organic nomenclature, states of matter (phase diagrams, heating/cooling curves and changes of state), gas laws (ideal gases and kinetic-molecular theory) and nuclear chemistry/physics. There are two planned research projects/presentations that are related to chemistry and current events. (1 per semester) A lab fee is required. Participation in the science fair is strongly encouraged.
CHEMISTRY - enriched, full year, 1 credit. Prerequisite: Algebra I and successful completion of or concurrent enrollment in Algebra II

Chemistry is a study of the substances that make up our world and the changes these substances undergo. The students learn to solve problems using the scientific method. Emphasis is placed on the development of skills and practices in basic laboratory techniques. Topics covered: the metric system, significant figures, dimensional analysis, elemental properties, periodic trends, chemical reactions, atomic theory, bonding, acids, bases, stoichiometry, basic organic nomenclature, states of matter, gas laws and nuclear chemistry/physics. Mastery of algebraic skills is essential to success in this course. Written communication skills, in the form of lab reports, are also developed throughout the year. A lab fee is required.

CHEMISTRY - general, full year, 1 credit (0.5 Carnegie units per semester.) Prerequisite: Successful completion of or concurrent enrollment in Algebra II General.

General phase chemistry is offered as an overview course to introduce students to the basic principles and concepts in the study of matter. Students learn to solve problems using the scientific method. Students receive an introduction to laboratory safety rules and basic laboratory techniques used in the investigation of concepts. Topics covered: laboratory safety, the metric system, computations to solve problems, properties of representative elements, the periodic table, chemical reactions, law of conservation of matter, atomic structure, bonding, acids, bases, mole-to-mole stoichiometry, basic organic nomenclature, properties and states of matter, gas laws, an introduction to environmental chemistry and an introduction to nuclear chemistry/physics. The course uses audio-visual media, laboratory activities, teacher demonstrations, and application of basic algebraic skills. The topics covered are beneficial to those students pursuing minimum science credits. Calculators are required. Basic written communication skills, in the form of lab reports, are also developed throughout the year. A lab fee is required.

CHEMISTRY II AP – advanced placement, full year, 1 credit (0.5 Carnegie units per semester). Prerequisite: Successful completion of first-year Chemistry with an average grade of 85% or better and recommendation of chemistry teacher. It is strongly recommended that Advanced Mathematics or Calculus be taken concurrently. It is also suggested that students seeking collegiate entrance also enroll in Physics.

A second year of chemistry is offered as an advanced course designed to emulate an introductory collegiate chemistry lecture and lab series. The course is sequenced and paced using both Louisiana standards and recommended topics of the College Board. The foundation of learning from chemistry will be expanded upon in both theory and laboratory work. Topics covered include (but are not limited to): atomic theory/structure, precision, accuracy and reasonableness of experimental data, statistical analysis, reaction types, equilibrium, gas law applications, organic nomenclature and basic organic reactions, nuclear chemistry/physics, geometry of bonding, net-ionic equations, colligative properties of matter, chemical kinetics (rate laws), acid-base chemistry and environmental chemistry. Laboratory skills such as record keeping, lab techniques and safety are further developed in students as they use more sophisticated equipment and become more familiar with experimental design. The laboratory equipment provided to Chemistry II students more closely resembles a typical introductory college lab. Real-life applications of chemical principles are stressed in the major year long project/lab students are required to cooperatively and individually complete. The year culminates with students being urged to take the AP chemistry examination. A lab fee is required and the AP examination is available at an additional cost.

CHEMISTRY II - enriched, full year, 1 credit. Prerequisite: Completion of Chemistry I and Chemistry teacher recommendation

A second year of Chemistry is offered as an advanced course which expands upon principles taught in Chemistry I. The course is sequenced and paced using the state Comprehensive Curriculum for Chemistry. The foundation of learning from Chemistry I will be further developed in both theory and laboratory work. Topics covered include (but are not limited to): atomic theory/structure, precision, accuracy and reasonableness of experimental data, statistical analysis, reaction types, equilibrium, gas law applications, organic nomenclature and basic organic reactions, nuclear chemistry/physics, geometry of bonding, net-ionic equations, colligative properties of matter, chemical kinetics (rate laws), acid-base chemistry and environmental chemistry. Laboratory skills such as record keeping, lab techniques and safety are further developed in students as they use more sophisticated equipment and become more familiar with experimental design. The laboratory equipment provided to Chemistry II students more closely resembles a typical introductory college lab. A lab fee is required.

EARTH SCIENCE - general, full year, 1 credit. Prerequisite: None

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as: Fundamentals of geology, oceanography, meteorology, and astronomy; Earth’s minerals and rocks; Earth’s interior; Plate tectonics, earthquakes, volcanoes, and the movements of continents; Geology and the fossil record; Oceans and the atmosphere; and the solar system and the universe.

ENVIRONMENTAL SCIENCE - general, full year 1 credit. Prerequisite: None
The environmental science course is designed to enhance awareness of the problems facing the world today and those which will be encountered in the future. The following areas will be addressed: pollution, future water supplies, future energy sources, waste management, land use planning, natural disasters, overpopulation, political aspects of environmental issues and increased demand on natural resources. The course will be primarily lecture based with some laboratory instruction as well as on-site analysis. Students will occasionally be involved in campus improvement projects. A lab fee is required.

**PHYSICS AP - Advanced Placement B, - enriched, full year, 1 credit. Prerequisite or Corequisite: Biology I Enriched, Chemistry I, Algebra I and II, Geometry. Pre/Corequisite: Advanced Mathematics**

The curriculum for the Advanced Placement Physics B course follows the AP curriculum and the state requirements. The course is based on Geometry, Algebra, Trigonometry and Advanced Math. The focus of the course is the study of energy, which is divided into nine major units of study: introductory physics; mechanics; conservation of energy; mass and momentum; nature of matter; thermal energy; wave energy; geometric and physical optics light energy; electrical energy and magnetism; and atomic and nuclear physics. An emphasis is placed on observation of physical phenomena, advanced problem solving, utilization of technology such as graphing calculators, computer-based laboratory instruments and probes, computer analysis; software use (i.e., PowerPoint) and research and analysis including graphical analysis, manipulating laboratory equipment, materials and supplies, use of measurement tools, and use of various research tools including standard library research; and guided Internet research. Students are required to complete an advanced engineering/physics/mathematical-related project presented electronically, with prototype and as an oral presentation. Entry into local, state or national science/engineering competitions is strongly encouraged. Students are encouraged to use technology in all aspects of this course. Graphing calculators are required for use by each student. Parents are encouraged to mentor their student’s engineering projects or to identify a local engineer to mentor their student.

**PHYSICS I, Level II - enriched, full year, 1 credit. Prerequisite or Corequisite: Biology I Enriched, Chemistry I, Algebra I and II, Geometry. Pre/Corequisite: Advanced Mathematics**

Level II Physics is based on geometry, algebra, and trigonometry and is the traditional high school physics course. The focus of the course is the study of energy which is divided into nine major units of study; introductory physics; mechanics; conservation of energy, mass and momentum; nature of matter; thermal energy; wave energy; light energy; electrical energy and magnetism; and atomic and nuclear physics. An emphasis is placed on observing physical phenomena, problem solving, technology utilizing graphing calculators, computer-based laboratory instruments and probes, computer analysis; software use, i.e., power-point; and research and analysis including graphical analysis; manipulating laboratory equipment, materials and supplies; use of measurement tools; and use of various research tools including standard library research; and guided Internet research. A graphing calculator and lab fee are required.

**PHYSICS HONORS –full year, 1 credit. Prerequisite or Corequisite: Advanced Math or Precalculus**

Physics Honors is a college-prep course that covers motion, forces, interactions, energy, and waves. This course is Algebra-based and will draw heavily upon skills used in both Algebra II and Geometry. As such, students should be comfortable with basic trigonometry and algebraic manipulation of equations. Laboratory investigations will be included.

**PHYSICS C: MECHANICS - full year, 1 credit. Prerequisite or Corequisite: Advanced Math or Precalculus**

Physics C: Mechanics is a college level calculus-based course. Students should have a very strong background in mathematics in order to be successful in AP Physics C: Mechanics. Topics will include kinematics, statics, motion, forces, interactions, energy, and oscillations. This course has an extensive inquiry-based laboratory component that will challenge students to become better problem solvers. The ultimate goal of this course is to prepare students for success when taking the AP Physics: C: Mechanics test in the spring.

**FORENSIC SCIENCE – enriched, full year, 1 credit. Prerequisite: Biology I, first-year Chemistry and Algebra I.**

Forensic Science is a survey of techniques used for the analysis of physical evidence, such as hair and fiber analysis, forensic serology and DNA analysis, latent prints, trace evidence, toxicology, handwriting, and firearms. The use of logic will be presented as an aid to deducing the events preceding, during and following a criminal act, traffic accident or fire. The field encompasses many scientific areas which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. The course will review the basic applications of the biological, physical, chemical, medical and behavioral sciences to questions of evidence and law. In doing so, students should gain a basic understanding of the capabilities and limitations of the forensic sciences as they are presently practiced. Laboratory skills such as record keeping, lab techniques and safety are further developed in students as they use more sophisticated equipment and become more familiar with experimental design. The laboratory equipment provided to Forensic science students resembles a typical introductory college lab. Real-life applications are stressed in the project/lab students are required to cooperatively and individually complete. A lab fee is required. This course is a science elective and does not count as a credit in science.
INTRODUCTION TO ENGINEERING DESIGN™ (IED) – enriched, full year, 1 credit. Corequisite: Algebra I-E

Introduction to Engineering Design™ (IED) is the first of three foundation courses in the high school engineering program. This level course is appropriate for 9th or 10th grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

The course assumes no previous knowledge. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

Introduction to Engineering Design™ is one of three foundation courses in the Project Lead The Way® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

PRINCIPLES OF ENGINEERING™ (POE) – enriched, full year, 1 credit. Prerequisite: Enrollment in the Engineering Magnet, “B” average in enriched math and science, Introduction to Engineering Design


DIGITAL ELECTRONICS – enriched, full year, 1 credit. Prerequisite: Principles of Engineering

Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world electronics. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc.

The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process.

Digital Electronics (DE) is a high school level course that is appropriate for 11th grade students interested in electronics. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

CIVIL ENGINEERING AND ARCHITECTURAL DESIGN – full year, 1 credit.

“Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction, including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.”
HEALTH AND PHYSICAL EDUCATION

1 ½ Units of P.E. are required. These units should be taken in the ninth (9th) and tenth (10th) grades. Students are required to have a special uniform and shoes that are conducive to physical education. Students do not share P.E. uniforms and P.E. lockers with friends.

PHYSICAL EDUCATION I AND II - general, full year, 1 credit for P.E. I, ½ credits for P.E. II

These courses will stress the development of cardiovascular fitness through aerobic activities. Some of these activities are track and field, soccer, weight training, football, handball, basketball, and a physical fitness test, the Fitness Gram. Basic skills, fundamentals, rules and patterns of play are stressed in all activities. Other activities include badminton, softball, tennis and volleyball.

PHYSICAL EDUCATION III AND IV - general, full year, 1 credit each. Prerequisite: P.E. II for P.E. III and P.E. III for P.E. IV.

These courses will stress aerobic and anaerobic work, flexibility, diet and weight control. The mandatory fitness test – Fitness Gram - is administered twice during the year to measure improvement in physical fitness. Personal fitness is stressed throughout the year with instruction in activities that if continued in later life will result in good physical as well as mental fitness. Activities taught during the year include badminton, basketball, handball, soccer, tennis, track and flag football, volleyball and weight training. Basic skills, rules, and patterns of play are emphasized in all activities.

HEALTH - general, ½ year, ½ credits. Prerequisite: None

Health encompasses an individual's physical, mental, social, and emotional well being. Students will be involved in personal and community health topics. The course includes instruction in the prescribed course on sex education. Dealing with self esteem, problem solving, and saying NO to drugs are representative topics. The class will provide hands-on experience in how to develop a healthy lifestyle. A physical fitness test will be given if you are taking a P.E. class for one semester and health the other semester.

JUNIOR Reserve Officers Training Corps

Mission - Motivate young people to be better citizens.

Purpose - Designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. It prepares the student for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Credit course - can be taken instead of the 1½ P.E. and ½ health, graduation requirements, or can be taken in addition to P.E. and count as an elective towards graduation.

Uniforms and equipment - Issued to the school/student by the United States Army on a loan basis, and must be returned at the end of school year, or upon departure from the JROTC course during the school year.

Wearing of the uniform and appearance - The uniform is worn one day a week. Students are taught to maintain a high standard of dress, appearance, and conduct. Male students are expected to maintain their hair neatly groomed so as not to fall over the eyebrows or extend below the bottom edge of the shirt collar.

General - The JROTC program of instructions is designed to complement the school’s overall curriculum. It provides today’s high school students with a means of self-development which improves the whole being. It carries no obligation to future military service.

JROTC I - Introduction to Leadership Development - general, full year, 1 credit. Prerequisites: United States citizen and physically fit.

JROTC I introduces students to the JROTC program with an emphasis on gaining leadership potential and the ability to live and work cooperatively with others; demonstrate leadership in situations involving conflict resolution; achieve positive self-esteem and winning behavioral concepts in a culturally diverse society. Cadets learn the ability to think logically and to communicate effectively, with emphasis on effective oral communication. Particular importance is given to problem solving, goal setting, motivation, leadership styles, self esteem, decision making, stress and time management, flow charting, and learning strategy skills.
JROTC II - Intermediate Leadership Development - general, full year, 1 credit. Prerequisite: JROTC I.

JROTC II stresses the leadership process, management characteristics and functions, a study of great leaders, intermediate first aid, map reading, health, techniques of oral communications, marksmanship, and drill and ceremonies. The role of the subordinate leader is also stressed throughout this course. This course will fulfill the ½ health credit needed for graduation.

JROTC III - Applied Leadership Development - general, full year, 1 credit.
Prerequisite: JROTC II. Senior Army Instructor approval is required for this course.

JROTC III develops military leadership and management techniques, staff functions and procedures, applied techniques of oral communications and land navigation, military history, and drill and ceremonies. The role of the leader is stressed throughout this course.

JROTC IV - Advanced Leadership Development - general, full year, 1 credit.
Prerequisite: JROTC III and Senior Army Instructor approval is required for this course.

JROTC IV - includes psychology of leadership, first aid and drug abuse, small unit leader problems, advanced communications, staff functions, and drill and ceremonies. The role of the leader-manager-instructor is stressed throughout this course.

FINE ARTS

A student may elect five (5) years of visual arts studies. The student selecting art as an elective should have either some natural artistic ability or a strong desire to develop artistic skills and knowledge. Learning focuses on creative expression through assigned projects, aesthetic perception, historical and cultural perception, and critical analysis of student and professional art. Each student is expected to maintain a sketchbook and develop a portfolio. Class fees are required. Students must have at least a “C” average or instructor’s approval in Art I to take Art II. Students must have a “B” average or instructor’s approval in Art II or Art III and instructor’s approval to take Art III or Art IV respectively.

ART I - general, full year, 1 credit. Prerequisite: None.

Art I provides an introduction to the fundamentals of art through the elements and principles of design with special significance given to the creation of strong compositions and to the correct use of related vocabulary. Students have the opportunity to complete two dimensional projects utilizing a wide variety of materials, techniques, styles, and subject matter. Units include drawing, painting, printmaking, and mixed media. Students are introduced to art history and art criticism. $10.00 art fee for materials and supplies per student.

ART II - general, full year, 1 credit. Prerequisite: Art I with “C” average

This course is designed to reinforce the basic skills and concepts learned in Art I. Familiar materials and techniques are studied in greater depth and new media and techniques are also introduced. Areas of study include drawing, painting, mixed media, printmaking and sculpture. Students are encouraged to visit galleries and museums and to participate in exhibits and competitions. $15.00 art fee for materials and supplies per student.

ART III - general, full year, 1 credit. Prerequisite: Art II with “B” average and consent of instructor.

Students enrolled in Art III further refine their skills in all aspects of studio work with more complex projects and more advanced media and techniques. Most activities explore the work of famous artists or art history themes. Formal critiques are utilized as a means of self-evaluation. The course is designed for the serious student of art. $20.00 art fee for materials and supplies per student.

ART IV - general, full year, 1 credit. Prerequisite: Art III with “B” average and consent of instructor.

Art IV students produce concept-based works requiring synthesis of advanced technical skills, composition, and creativity. Experimentation is encouraged in projects designed to help develop artistic self-awareness personal style, and increased recognition of arts connection to other subjects. Students mat and prepare their own work for competitions, exhibits, and displays in the office foyer. As greater independence in working is required, only highly motivated students should enroll. $20.00 art fee for materials and supplies per student.

ART V - general, full year, 1 credit.
Prerequisite: Junior or senior standing, taken in addition to Art III or IV; consent of instructor.
Art V offers an opportunity for independent study in selected areas of studio art with the goal of compiling a comprehensive portfolio in preparation for career, college, or art school application. Students are required to submit a six-piece portfolio and journal to the ArtBreak scholarship competition. $20.00 art fee for materials and supplies per student.

FINE ARTS SURVEY - general, full year, 1 credit.
Prerequisite: Junior or senior standing. Sophomores with administrative approval.

This course is designed to introduce students to the fine arts: drama, art, music, dance and various subgroups of each. Students will be required to attend art galleries, museums, concerts, operas and other cultural activities outside of class. Students are also required to research and present various art projects to the class throughout the year.

MUSIC

The music department strives to teach students cooperation and teamwork.

SYMPHONIC BAND/MARCHING BAND - general, full year, 1 credit
Students with experience playing a musical instrument are eligible to join the Captain Shreve band. The year will begin with band camp, which takes place in the summer. Participation at band camp is recommended for participation in band. During camp, students will review basic fundamentals of music, marching, and begin preparation for performances. Before school practice will take place every day at 7:30 a.m. Attendance at all rehearsals and performances is mandatory. There is a $130 band fee. The balance is due on, or before, the first day of band camp. Parents will receive a policy guide during band camp.

PIANO I – general, full year, 1 credit. Prerequisite: Instructors approval

The course is designed to provide quality instruction in instrumental music education using the piano as the medium. Students will be introduced to music notation, musical terminology, and motor skills needed to play the piano. Students will be required to attend at least one outside instrumental performance per semester (i.e. symphony, piano recital, instrumental concert, etc.) There is a $20 fee for this class.

PIANO II (Instrumental Techniques) – general, full year, 1 credit
Prerequisite: Piano I or Instructor's approval

This course is designed to provide quality instruction in instrumental music education using the piano as the medium. Students will continue in the study of music notation, musical terminology, and motor skills needed to play piano. Students will be required to attend at least one outside instrumental performance per semester (i.e. symphony, piano recital, instrumental concert, etc.) There is a $20 fee for this class.

PERCUSSION ENSEMBLE CLASS – general, full year, 1 credit Prerequisite: none

This course is designed to provide quality instruction in instrumental music education using percussion as the medium. Students will be introduced to music notation, musical terminology, and motor skills needed to play the percussion. Students will be required to attend all band and percussion performances. There is a $130 band fee for this class.

CHOIR I – general, full year, 1 credit. Prerequisite: Instructors approval

This course is designed to provide quality instruction in vocal music education. Students will be introduced to music notation, music terminology, diction and musical literature. Students will be required to attend all vocal performances throughout the year. There is a $30 choir fee for this class.

CHOIR II/SELECT CHOIR – general, full year, 1 credit
Prerequisite: Previous participation in a choir or vocal ensemble. Audition.

Entrance into this choir is permitted through audition only. This course is designed to expand on prior musical knowledge and skill through participation in choir rehearsals and performance. Vocal technique, music literacy, and music history will be developed during rehearsals. Members of the select choir will explore more advanced repertoire at a faster rate and engage in off campus performances. Through participation in select choir, students will enhance their self-discipline, concentration, and cooperation. There is a $30 choir fee for this class.
BUSINESS

Business courses are practical for both career and personal use. In the new millennium, keyboarding skills, Internet skills, and software application skills will be needed in virtually every career. Unlike most other courses, business courses are not available for ½ credits. The student must have a passing grade at the end of the second semester to earn any credit in business courses. One-half credit is not awarded in business courses.

INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS (full year) - general, 1 credit. Prerequisite: none

The first semester of this course places emphasis on building basic computer keyboarding skills for both personal and career use. Students will gain skills in mastering the key locations and will learn to apply correct techniques with speed and control using a keyboard training software program. Basic skills will be applied in preparing office memorandums, simple personal-business letters, formal business letters, and reports. The second semester includes greater emphasis on advanced keyboarding skills and software application skills. Students will apply skills to complete advanced keyboarding problems and increase speed and control. Students will learn correct formatting procedures for tables, advanced tables, additional letter styles, memorandums, office employment documents, and term papers, including the MLA report style. Students will also learn how to create simple spreadsheets and databases. In both semesters, students will use business simulation projects for real-world experience. Students will also be required to complete an Entrepreneurship Project in which they will research and create their own business. Software used includes Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Internet Explorer, Google Chrome, SAM, Caddo Online Expert and a typing tutorial that enhances speed and accuracy. These advanced skills will help prepare students for further business and computer courses, career opportunities and college work.

BUSINESS COMPUTER APPLICATIONS (full year) - general, 1 credit. Prerequisite: Introduction to Business Computer Applications

This course is designed to acquaint students with the basic principles associated with information processing. Students study fundamental computer concepts, software applications, and computer systems. Emphasis is placed on skill development in using technology to perform basic information processing. Topics of study include computer concepts, word processing, spreadsheet, database and presentation software applications which will increase in difficulty in the second semester. The student will participate in job training for entry-level employment in computer information and for advanced study at the post-secondary level. Communication skills, keyboarding, decision-making, technology and critical thinking skills are reinforced in this course through business application projects. Simulations, projects and teamwork provide opportunities for application of instructional competencies. Software used includes Microsoft Office (Word, Excel, Access, PowerPoint, and Publisher) Internet Explorer, Google Chrome, SAM, and Caddo Online Expert.

VOCATIONAL COURSES

The Family & Consumer Sciences Education Curriculum is broad and comprehensive, enabling individuals to function effectively as consumers, homemakers, parents and employees or employers and to balance these roles successfully. Instruction strengthens basic academic skills in language arts, mathematics, science, and social studies, and develops critical-thinking skills through practical applications in real-life situations. Students gain a wide range of transferable skills that prepare them for multiple roles in today’s society.

FAMILY & CONSUMER SCIENCES

ADVANCED NUTRITION & FOODS – general, ½ credits. Prerequisite: Nutrition & Foods (Tenth – twelfth grade standing)

This course addresses more complex concepts in nutrition and food preparation, with emphasis on social, psychological, and cultural influences on food choices globally. Food laboratory experiences are required. $10 lab fee is required.

HOUSING & INTERIOR DESIGN – general, ½ credits. Prerequisite: Tenth through twelfth grade standing.

This course addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the life cycle considering a broad range of economic, social, cultural, technological, environmental, maintenance, and aesthetic factors. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments bases on sound financial decisions and design principles. Skills in mathematics, technology, and art are reinforced in this course. $5 lab fee is required.
CHILD DEVELOPMENT – general, ½ credits.
Prerequisite: Tenth through twelfth grade standing

In this course students will study the physical, intellectual, social, and emotional growth and development of children from birth through early childhood. Emphasis is on helping students create an environment for children that will promote optimum development. $3 lab fee is required.

FAMILY LIFE EDUCATION – general, ½ credits.
Prerequisite: Tenth through twelfth grade standing.

This course addresses development and wellness of individuals and families throughout the life cycle. Emphasis is placed on the mastery of skills to help students describe the changes that occur in families during the life cycle and analyze life roles related to family, career and community responsibilities. A $3.00 lab fee is required.

FOOD & NUTRITION – general, ½ credits. Prerequisite: Tenth-twelfth grade standing

In this course, students learn about the basic principles of nutrition, meal planning, preparation and service of simple meals, optimal use of the food dollar, and job opportunities in food-related occupations at the entry level. Food laboratory experiences are required. $5 lab fee is required.

FAMILY AND CONSUMER SCIENCE I – general, 1 credit.
Prerequisite: None (Intended for ninth and tenth grade students)

This course focuses on developing skills necessary to meet the demands of life for the first five years following high school graduation and beyond. This course promotes development of relationship skills, handling money and credit wisely, personal values and goals, and competencies for securing and holding jobs and establishing careers. This is a comprehensive course which includes instruction in clothing and textiles, child development, consumer education, food and nutrition, housing, personal development and family relations. Food laboratory experiences will be included. Clothing laboratory is required. Students must furnish sewing materials to complete a simple project. Cost is usually $15 to $20.

PARENTHOOD EDUCATION – general, ½ credits. Prerequisite: Eleventh or twelfth grade standing

In this course students will learn about the rewards, responsibilities, and challenges involved in the parenting role. The importance of the decision to become a parent is reinforced in each unit. Topics include human reproduction, pregnancy, heredity, medical care and emotional adjustments to parenthood. $3 lab fee is required.
CADDIS CAREER & TECHNOLOGY CENTER

_Caddo Career and Technology Center Elective Extensions of Caddo Parish High Schools_

Caddo Parish sophomores, juniors, and seniors may enroll in career and technical courses at Caddo Career & Technology Center for AM and/or PM instructional blocks. Students can earn two or three credits (depending on the course) upon successful completion of each course at the end of the school year.

Sophomores may enroll in the following CC&TC courses: Air Conditioning/Refrigeration, Auto Body Repair, Automotive Technology, Accounting Procedures, Carpentry, Commercial Art, Culinary Arts, Drafting, Fashion Design, Fashion Styling & Makeup Artistry, Graphic Arts, Machine Shop, Networking, Printing, and Welding. The CC&TC programs not listed have specific enrollment requirements, thereby, available to mostly juniors and seniors.

Enriched courses: Academic (2.0 GPA), attendance, and discipline history will be viewed to determine eligibility.

CC&TC follows the same schedule as the comprehensive high schools.

**AUTO BODY REPAIR**

Learn to repair damaged frames, body metal, and body plastics through hands-on-guidance and experience. Paint cars and operate the frame machine, air files, sanders, acetylene/electric-arc welders. (Dual Enrollment, Work-Based Learning)

**AUTOMOTIVE TECHNOLOGY**

Learn to repair the latest makes and models of cars and trucks in the areas of brakes, electrical/electronics, steering/suspension, engine repair/performance, heating/air conditioning, manual drive train/axle, and automatic transmission/transaxle. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

**CARPENTRY**

Use a combination of power and hand tools to build various projects such as furniture, play houses, and storage buildings while learning to read plans and blueprints. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

**COMMERCIAL ART/ADVERTISING DESIGN - enriched credit**

Put your creative talent to work by developing marketable skills through hands-on training in this exciting course. Experience the world of advertising design and commercial art using the most up to date Macintosh computers and software available. You will be involved in real-work projects. (Dual Enrollment, Work-Based Learning)

**PRINTING**

Learn to set up and print documents using the latest technology, Macintosh computers, and equipment through practical applications. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

**GRAPHIC ARTS**

Learn to build “digital files” on Macintosh computers, which include typing, placing, and editing photos, and using creativity to make appealing designs. The digital file is then sent to a digital printer or plate for the presses. Students use Adobe Creative Suite 4 software which includes InDesign, Photoshop, and Illustrator. (Dual Enrollment, Work-based Learning)

**NETWORKING/INFORMATION TECHNOLOGIES/COMPUTER SCIENCE - enriched credit**

Learn the skills needed to design, build, and maintain small to medium-sized networks and to manipulate information technology for a variety of business and industry applications. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)
DRAFTING/CAD - enriched credit

Master the latest techniques and innovations in our high-tech computer-aided drafting lab. Gain valuable experience in the areas of machine, architecture, piping, structural, electrical and mapping. Network with former students who are now professionals with successful careers in architecture and engineering. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

NURSE ASSISTANT - enriched credit Prerequisite: 17 years of age, Biology

Students interested in the field of medicine learn direct patient care including bedside techniques, first aid, CPR, human anatomy, physiology, and medical terms. Observe and apply your medical skills in clinical rotations in area hospitals and nursing homes. Students must provide their own transportation to clinicals. Students not completing all Nurse Assistant requirements will earn Health Science (general) credits with a passing grade point average. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

EMERGENCY MEDICAL TECHNICIAN – BASIC - enriched credit Prerequisite: First Responder, must be 17 years old before September 1st, GPA of 2.5, a grade of “C” or higher in Biology. (Offered in the afternoon to seniors only.)

This course provides students with advanced instruction in emergency medical care rendered to victims of accidents and illnesses. All the necessary topics and hands-on training for certification are taught. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

FIRST RESPONDER/MEDICAL TERMINOLOGY – enriched credit (Offered in the morning only.)

First Responder teaches students how to give emergency care to victims of accidents or illness. Medical Terminology provides knowledge of medical terms and the oral and written language used in the health care professions. (First Responder: Industry-Based Certification. Medical Terminology: Dual Enrollment)

DENTAL ASSISTANT - enriched credit Prerequisite: Biology

Become certified to take dental x-rays and make patient study models and learn other dental procedures while exploring a variety of dental careers. Develop and practice skills in a simulated dental office. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

MACHINE SHOP

Train as a machinist by building machine parts using lathes, mills, drills, grinders, and CNC (computer numerical controlled) machines. Develop skills in reading blueprints, using machine shop math, practicing layouts, completing bench work and heat treating. (Dual Enrollment, Work-Based Learning)

AIR CONDITIONING/REFRIGERATION

Learn the theory and principles of heating, ventilation, air conditioning and refrigeration through practical experience. Get a hands-on introduction to professional tools and practice troubleshooting procedures. (Industrial-Based Certification, Dual Enrollment, Work-Based Learning)

WELDING

Fabricate trailers, barbeque pits, deer stands and other real-life projects while building skills in oxy-acetylene, arc and M.I.G. /T.I.G. welding techniques. Develop skills in scale reading, linear measurements, blueprint reading and layouts. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

CULINARY ARTS

Learn about food preparation and service as well as safety and sanitation. Train as cooks, chefs, kitchen workers, commercial food equipment operator, line workers, waiters, and waitresses. Learn and practice banquet hosting and catering. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

FASHION DESIGN
Explore the world of fashion and experience the dynamics of creating, producing and marketing your own fashion creations. Participate in team management principles as you learn about the apparel industry and experience the fun and excitement of Project Runway. (Dual Enrollment, Work-Based Learning)

**FASHION STYLING & MAKEUP ARTISTRY**

This course brings together fashion design and makeup artistry for film, photography, and fashion management. By applying the principles of fashion design and art combined with photographic techniques, students will address the real world problems of creating looks and designs that capture the themes and stories of movie and fashion show productions. (Work-Based Learning)

**FIREFIGHTER I – enriched credit. Prerequisite: First Responder, must be 17 years of age before second semester, and provide your own transportation to the Academy. (Offered in the afternoon only.)**

Earn your high school elective credit while earning Firefighter I certification through the Shreveport Fire Training Academy. The course includes coursework and hands-on training.

**COOPERATIVE OFFICE EDUCATION (COE) Prerequisite: Keyboarding I or IBCA, GPA 2.0 or higher. (Offered in the afternoon only to seniors from BTW, Caddo Magnet, Captain Shreve, Fair Park, Green Oaks, Huntington, Northwood, Southwood, and Woodlawn.)**

Earn while you learn! Combine part-time office employment with one hour of classroom instruction per day. Students must provide their own transportation. (Dual Enrollment, Work-Based Learning)

**ACCOUNTING PROCEDURES - enriched credit (Offered in the morning only.)**

Use state of the art software to study all phases of accounting. Develop job search skills, improve communications, and prepare for possible advanced placement in college. (Dual Enrollment, Work-Based Learning)

**TEACHING PROFESSIONS - enriched credit Prerequisite: Students must be juniors or seniors and are expected to have and maintain at least a 2.5 overall grade point average.**

Gain an insight into the nature of teaching. Examine such topics as self-esteem, personal values, personality, and learning styles. Students must provide their own transportation for extended classroom experiences which include internships in elementary, middle, and high schools. (Industry-Based Certification, Dual Enrollment, Work-Based Learning)

**DIGITAL MEDIA – enriched credit. Prerequisite: Keyboarding or IBCA recommended.**

Learn about creating websites, animation, video productions, and photography through a fast-paced course focusing on the development of effective, efficient, and appealing visual productions. (Work-Based Learning)

**MARKETING (DECA) – Prerequisite: 2.0 GPA or higher (Offered in the afternoon only to Caddo Magnet, Captain Shreve, Northwood, and Southwood students.)**

Learn while you earn! Combine part-time retail employment with one hour of classroom instruction per day. Practice the techniques of human relations, retailing, sales credit, advertising, and display. Students must provide their own transportation. (Industry-Based Certification, Work-Based Learning)

**BOOKER T. WASHINGTON TELECOMMUNICATIONS CENTER**

**TELECOMMUNICATIONS I - enriched, full year, 1 credit. Prerequisite: 2.5 GPA, must meet all Caddo Parish standards for discipline and behavior and approval of instructor.**

This course deals with the basics of telecommunication which includes satellite systems operation, uplink and downlink techniques, video productions, radio productions, and computer usage in telecommunication.

**TELECOMMUNICATIONS II - enriched, full year, 1 credit. Prerequisite: Junior or senior standing, demonstrate telecommunication experience and approval of instructor.**
This course contains advanced instruction in local program production, nationwide teleconference production, distance learning electronic journalism, and advanced telecommunication technology.

**BOOKER T. WASHINGTON COSMETOLOGY**

**COSMETOLOGY - general, full year, 3 credits.** Prerequisite: completion of 10th grade, “C” average

The major objective of cosmetology is to provide the best possible training, as required by the State Board of Cosmetology, to perform all beauty services. The length of the course is specified by law and once completed students are ready to take the state board examination. Students must also purchase a $140.00 work kit.
STUDENT CONDUCT CODE

BEHAVIOR

At Captain Shreve High School students shall be held strictly accountable for their behavior. Students committing specified infractions at Captain Shreve High School shall be punished by mandatory suspension or expulsion. For other infractions, students may be punished by suspension, expulsion, other disciplinary action; or they may be provided with alternative educational opportunities.

Students with major infractions, including:

In compliance with school board policy, mandatory suspensions will be imposed for the following offenses:

1. Possessing weapons; using any tool or instrument including box cutters to do bodily harm.
2. Striking a teacher or any other school personnel.
3. Initiating or instigating a fight. Note: See item 2 below.
4. Possessing or using narcotics or alcohol on the Captain Shreve High School campus or school bus or at any school-sponsored event.
5. Willfully defacing, stealing, or destroying school or personal property. The student and/or his legal guardian will be required to pay the cost of repairs or replacement.
6. Willfully initiating any false alarms.

In compliance with school board policy, discretionary suspensions may be imposed for the following offenses:

- Threatening a teacher, any other school personnel or a student. Comment: If a student makes or implies a bomb threat to the school or for a school function or threatens other bodily harm by use of a weapon at the school or school function, the student will have the following consequences:
  ➢ If the student has an otherwise good discipline record, he/she will serve a five day suspension with a five day expulsion hearing.
  ➢ Not return to school until a mental health assessment is conducted and the written findings shared with the school administration. Subsequent decisions about the student and his placement will be determined following review of the mental health assessment.
- Participating in a fight. Comment: If it can be clearly determined that a participant engaged only in self-defense, the participant shall not be suspended.

Note: Any student that willfully participates in a fight will be subject to the following consequences:
  ➢ 1st Fight - 3 day suspension; Charges filed.
  ➢ 2nd Fight - 5 day suspension; Charges filed.
  ➢ 3rd Fight - 9 day suspension with hearing pending; Charges filed.

- Horseplay is prohibited because it frequently leads to fights.
  ➢ 1st offense - One day (ASD) After School Detention
  ➢ 2nd offense - One day (ISS) In-School Suspension
  ➢ 3rd offense - Two day (ISS) In School Suspension
  ➢ 4th offense - One day Out-of-School Suspension

- Loitering on the Captain Shreve High School campus or school bus while under suspension or during truancy.
• Using profane language toward other students.
• Possessing or using tobacco on the Captain Shreve High School campus, school bus or school events.
• Possessing or using fireworks, noxious substances such as pepper spray, mace, stink bombs, etc., or other explosives on any school campus or school bus or at school-sponsored events.
• Possessing or using any electronic communication device, including pagers or "beepers" unless authorized by the principal.
• Using profane/obscene language toward school personnel.
• Refusing to comply with any reasonable request of a teacher or any other school personnel who is performing his official responsibilities.
• Committing an act of defiance, either in language or action, on any school campus or school bus.
• Using forged notes or forged official forms.
• Possessing or using any electronic communication device, including pagers or "beepers" unless authorized by the principal.
• Using profane/obscene language toward other students.
• Refusing to comply with any reasonable request of a teacher or any other school personnel who is performing his official responsibilities.
• Committing an act of defiance, either in language or action, on any school campus or school bus.
• Using forged notes or forged official forms.
• Leaving any class and/or Captain Shreve High School campus without permission.
• Violating the parish dress code.
• Violating traffic and safety regulations.
• Violating any publicized rule approved by the superintendent that is unique to Captain Shreve High School, provided the school rule is not in conflict with the policies of the local school board and the laws of the State of Louisiana.

CONSEQUENCES FOR BOMB THREATS OR OTHER THREATS OF BODILY HARM BY USE OF A WEAPON

If a student makes or implies a bomb threat to the school or for a school function or threatens other bodily harm by use of a weapon at the school or school function, the student will have the following consequences:

1. Serve a five day suspension, may be recommended for expulsion. Subject to charges filed with the police department.
2. May not return to school until a mental health assessment is conducted and the written findings shared with the school administration. The findings are to document a professional opinion regarding whether or not the student is a threat to himself or to others. Subsequent decisions about the student and his placement will be determined following review of the findings of the mental health assessment.

   If a student has a discipline record regarding unacceptable behavior, then in addition to the above consequences, the suspension will be extended and the administration will recommend expulsion.

PDA (PUBLIC DISPLAY OF AFFECTION)

Engaging in mutual display of affection is prohibited on school campus. (Kissing, etc.)
1st offense - The student is assigned (2) days ASD or its equivalent and parental contact is made.
2nd offense - The student is assigned (2) days ISS pending a parent conference.
3rd offense - The student is suspended for (3) days with a parent return and refer for counseling
4th offense – The student is suspended for (5) days with a parent return and refer to the school psychologist/counselor social worker/behavior intervention specialist.
BEHAVIOR MANAGEMENT ROOM (BMR)

The Behavior Management Room is a tool used by faculty members in managing behavior in the classroom and throughout the school. A student is assigned to the BMR because the student has exhibited a behavior that must be corrected if he/she is to remain a student at Captain Shreve High School. Students who do not comply with expectations in BMR will receive one (1) day of ISS.

IN-SCHOOL SUSPENSION (ISS)

The In-School Suspension Room is an additional tool used in managing behavior in the classroom and throughout the school. A student may be assigned to the ISS room by the Assistant Principal of Administration if he/she has exhibited a behavior that calls for a discretionary suspension as defined by Caddo Parish school board policy. Students who do not comply with expectations in ISS will receive 1 day of Out-of-School Suspension.

AFTER-SCHOOL DETENTION (ASD)

After-School Detention is a tool used by faculty members in managing the behavior in the classroom and throughout the school. A student is assigned ASD because he/she has exhibited a behavior that must be corrected if he/she is to remain at CSHS.

Missing after school detention will result in the student being assigned to “double detention” by the teacher. A student who misses the assigned “double detention” will be referred to the Assistant Principal of Administration where the student will be assigned to In-School Suspension.

SCHOOL TRIPS

Out of school, including out of town, curricular and extracurricular trips are available for students. All school trips must have a faculty sponsor who organizes and supervises the trip. All school rules apply on school trips and take precedence over other rules. Such rules include, but are not limited to, rules on use of tobacco, alcohol or other drugs. Additionally, on out of town trips, there is to be no one of the opposite sex in a student(s) room at any time. Students are to contact the faculty sponsor immediately, if they are placed in a position of compromising the intent of this paragraph. If a student is sent home from an out of town trip, it shall be at his/her expense, and the student will be suspended from school.

USE OF THE ELEVATOR

Only the physically impaired students who have a doctor’s written request may use the elevator. Students must have permission to use the elevator.
STUDENT DRESS CODE

The basic responsibility for the appearance of the students of Caddo Parish Schools rests with the parents and the students themselves. Parents have the obligation, and within certain prescribed bounds, the right to determine their student’s dress. Students are to dress in apparel that is modest, tasteful, and that does not interfere with or distract from the educational process or rights of others. Students and their clothing should be neat, clean and well-groomed and must meet the following guidelines:

1. Attire must not be destructive to school property.
2. For health reasons, shoes must be worn.
3. Only tops designed to be worn outside of pants, shorts or skirts shall be worn in that manner.
4. Pants, shorts and skirts must be worn at the waist. No “sagging” is permitted.
   Note: Comments made at a CPSB meeting to the Board by the Director of Child Welfare and Attendance: Principals may use discretion not to approve unnatural hair color. The principal will not approve colors that are distracting from instruction.
5. Headwear or hair rollers are prohibited in the building.
6. Body piercing jewelry cannot be worn except in the ears.
7. Shirts, sweaters, jackets, and other tops worn over leggings must be no shorter than four inches above the knee. Skirt length should be no more than four inches above the knee.
8. Sunglasses are prohibited in the building unless they are prescribed.
9. Bare midriffs, see-through garments, white undergarment type Tee shirts, bare backs, halter tops, tank tops, tube tops and cutoffs cannot be worn. There are to be no holes or tears in clothing on school campus.
10. Loose-fitting shorts may be worn by students that are no more than four inches above the knee when standing. All shorts must be hemmed. Cutoff shorts, rolled-up jeans, sweats, athletic or spandex shorts cannot be worn. No other article of clothing can be worn beneath the shorts for viewing.
11. Obscene, profane language or provocative pictures on clothing or jewelry are prohibited.
12. Satanic, cult or gang related symbolism in any form is prohibited on school campuses.
13. Drug related symbols in any form including advertisements or promotion of alcohol or tobacco are prohibited on school campuses.
14. **Principals, after consultation with their School Improvement Committee, have the discretion to adjust the dress code to fit unique situations as long as the decision does not interfere with the requirements of Title IX.**
15. A teacher will also be allowed to restrict manner of dress or length of hair when it pertains to the health and/or safety of a student in that teacher’s specific area.

*Adopted: June 15, 1977*

ATTENDANCE POLICY

1. Attendance records are kept by class periods.

2. Captain Shreve High School students must be present a minimum of eighty-three and one-half (83.5) days per semester to be eligible to receive credit for the courses taken. Exceptions can be made when substantiated by a practicing physician in the event of temporary or extended personal illness and serious illness in the family. Other exceptions are death in the immediate family, with appropriate verification, children whose religious faith requires absence for the observance of recognized holidays of the child’s own faith, natural catastrophe and/or disaster, attending school selected or approved activities or other extenuating circumstances approved by the parish Supervisor of Child Welfare and Attendance in consultation with the school principal. Absences for vacations and similar out of school functions are unexcused. Days suspended will be considered unexcused. *See office secretary prior to absence for appropriate form to be signed by parent and official of religious institution.

3. Based on the state and local policies, the student should accept responsibility for his or her absences. **When a student returns to school after an excused absence, he has three days or a number of days equal to the number of days of consecutive absences (whichever is greater) following his return to class, to make up his work.** The student shall present his excuse in writing within two school days. Make-up work shall be permitted only when written excuses from parent(s) or guardian(s) have been received in accordance with this policy.

4. When a student has accumulated five absences in a semester in any class he and his parent will be notified by the principal or his designee and will be advised that being absent “x” number of additional times will result in the student’s being present less than eighty days for that particular semester. Subsequently, he will automatically receive a failing grade in the subject(s) where "present" days total fewer than eighty (81).

5. Within two (2) days of a student’s return to school after being absent, he is required to bring a note from physician or parent/guardian, an official of religious institution *stating the reason for the absence(s) to the attendance clerk located in D105 (BMR) from 8:15 a.m. to 8:25 a.m. for an admit. If the student is unable to turn in parent/doctor note during this time, he should bring it to the office within two (2) days of absence. A parent’s excuse for personal illness may be accepted only if the student would still be in attendance eighty-three and one-half (83.5) days per semester.  

6. A student may bring a note form his/her parents to the office before school begins for check out later during the day. The student is to fill out a Check-Out Request form and leave the parent note with the secretary. The secretary contacts a parent to verify the check out. When it is time for the student to check out, the secretary will contact the student via intercom. The student will come to the office and sign out in the check-in/out book.

Between 11:21 and 12:49, students will only be allowed to check out for emergencies or medical appointments. If a student checks out for an emergency at this time, he/she will not be allowed to return for the rest of the day. Students who check out for medical appointments may return only with signed medical excuses.
Whenever a student is suspended, removed from a classroom due to disorderly conduct, or when the student’s absence is unexcused, the teacher shall assign school work missed and the student shall receive either full or partial credit (fifty percent [50%] as agreed upon by the CSHS faculty) as recommended by the teacher.

TARDINESS

Students are expected to be in all classes promptly - before the tardy bell rings. A student is considered tardy, if not in place when the tardy bell rings. The following is the Caddo Parish School Board Tardy Policy that is implemented at Captain Shreve High School.

<table>
<thead>
<tr>
<th>Tardy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Warning from classroom teacher and recorded</td>
</tr>
<tr>
<td>Second</td>
<td>Parental contact with documentation from teacher</td>
</tr>
<tr>
<td>Third</td>
<td>Refer to APA for a warning and parental contact with Tardy Report triplicate.</td>
</tr>
<tr>
<td>Fourth</td>
<td>One day of ASD with parental contact (Teacher assigns detention with copy to</td>
</tr>
<tr>
<td></td>
<td>ISS facilitator and APA)</td>
</tr>
<tr>
<td>Fifth</td>
<td>Two days of ASD with parental contact (Teacher assigns detention with copy to</td>
</tr>
<tr>
<td></td>
<td>ISS facilitator and APA)</td>
</tr>
<tr>
<td>Sixth</td>
<td>Suspension with parental return (Long form to APA using code 06 in JCAMPUS)</td>
</tr>
<tr>
<td>Seventh</td>
<td>One day suspension (Long form to APA using code 06 in JCAMPUS)</td>
</tr>
<tr>
<td>Eighth</td>
<td>Suspension pending a hearing</td>
</tr>
</tbody>
</table>

The APA will maintain records of tardies accumulated across the school day. Consequences for tardiness will include ASD, and/or suspension.

SUSPENSION OF DRIVER’S LICENSE

If a student is less than eighteen years of age and is habitually absent or tardy, the Department of Public Safety and Corrections may, upon notification from the school board, deny or suspend the driver’s permit or license of the student in accordance with the provisions of R.S. 32:43.1.: La. Rev. Stat. Ann. 17:221; 17:233

ID CARDS

All students will be required to wear the appropriate GATOR Identification card at all times while on campus. The ID must be work with an approved lanyard/clip. If worn with the approved lanyard, the lanyard must be worn around the neck with the photo facing outward. If worn with the approved clip, the photo should face outward and worn on the left side of your chest. IDs may be removed for physical education classes and JROTC functions but must be put back on before leaving the classroom.

The ID card must not be defaced in any way, front or back, including writing, cutting, or placing stickers on the card. Students will be required to purchase a new card if it is defaced in any manner and cannot be returned to its original state. A $5.00 fee is charged for replacement of the ID card.
Any student caught wearing or in possession of another student's ID is subject to disciplinary action. No student is allowed to be on campus without their ID being properly displayed. If a student left the ID at home or misplaced it, a temporary ID will be issued for the school day for $1.00; the student will report to the Discipline/Attendance Office to get the temporary for the day 7:45 a.m. and 8:14 a.m.

**SCHOOL FEE**

All students will be assessed a school fee of $35.00.

**LOCKERS**

A limited number of lockers are available to students. The locker rental fee is $5.00 for the year. Students may see the APA or designee to purchase a locker. Students should safeguard their belongings kept in the locker by protecting the combination to the locker at all times.

**GYM LOCKERS**

Never leave valuables in the gym locker. The P.E. teacher in charge of the class will provide safe lock-up for valuables kept during class time. If you leave clothes, shoes etc. in your gym locker, make sure it is locked and cannot be opened by anyone but yourself.

**PARKING**

The Caddo Parish School Board is not responsible for any damage to vehicles or any items lost or stolen from vehicles while parked on school property.

Parking on school property constitutes **consent to search** your vehicle.

Parking stickers (permits) are required to be purchased for $20.00 at the beginning of the school year by students wishing to bring vehicles onto the campus. Parking on the campus is a privilege and as such can be revoked if students do not buy parking permits or park illegally. A form, completed by parent, should be presented at the time of purchase. Forms are available in A113.

Students are to park in either of the two large parking lots. Students should back the car into the space between the yellow stripes, and they should not park in the rows nearest the school that are white striped; these parking spaces are reserved for teachers and staff only.

Automobiles are to be vacated and locked immediately on arrival and may be re-entered only at time of authorized departure. Only in emergency situations will students be authorized to return to the vehicle. Students are not to loiter in the parking lot before or after school. The area in front of the school and the area near the gym are not for student parking. The stadium parking lot will not be used for student parking before or during school hours without approval of the administration. If a student receives a parking violation slip, he is to report to Room A113 before school on the next day. Students are not allowed on the parking lots during the school day without authorization from the office. Twenty-five (25) numbered spots are reserved for seniors who purchase them. These spots should not be used by anyone else.
Students who are allowed to drive their cars to the Career Center must purchase their parking sticker and park their cars in the green striped parking spots that are labeled CCTC in the North Parking Lot only. A permit to park in those spaces will be granted by the APA with a rearview hang tag. No other cars are to park in the green parking spaces without proper authorization. Students are not allowed to leave the South Parking lot to drive to the Career Center.

CAFETERIA

Students are expected to display proper behavior while in the cafeteria. Students are to return trays when they have finished eating and are to clean up the area in which they eat. Food and drink should be consumed only in the cafeteria or in a designated outside area at lunch. Cutting line will result in After-School-Detention.

DRINK CONTAINERS

Do not bring food, chips, candy, drinks, or drink containers to school unless they are properly stored. Drink containers should not be visible when students are moving through the hallway, foyers or in the classes. All food, chips, candy, drinks, or drink containers improperly stored will be confiscated.

MONEY COLLECTIONS

Money collections are permitted on campus provided they are for approved school purposes. No outside solicitations will be permitted on campus.

RADIOS, TAPE PLAYERS, CAMERAS, BEEPERS, LASER LIGHTS, AND OTHER ELECTRONIC DEVICES

Radios, tape players, cameras, beepers, laser lights, and other electronic devices are not to be brought to school and will be confiscated.

TELEPHONES/CELLULAR PHONES/TABLETS/PERSONAL LAPTOPS

The student is responsible for keeping his or her electronic device (including cell phone) in their possession securing it at all times. Captain Shreve administrators, faculty and staff are not responsible for the security or condition of a student’s personal device. Personal devices must be charged prior to bringing them to school. Students are not to charge cell phones or other electronic devices at school.

Cell phones are not to be used on campus for personal use from 8:15 a.m. to 3:50 p.m. Office telephones are available before school, at lunch and after school until the building is secured. **Cell phones are not to be used to check out of school!** This must be done through the secretary in the office. The counselors’ phones in the office are for **EMERGENCY** use only. Cell phone violators will incur the following consequences:

A student who violates this policy may be disciplined in accordance with CPSB Policy JG, Policy GBN
or any other applicable policy. The administration shall, however, be allowed to hold a device for up to three (3) days with a parent return when the administrator deems it appropriate for violations of policy(ies).

**PHYSICAL EDUCATION AND JROTC DRESS**

Students not dressing appropriately for P.E. and/or JROTC will receive:

1. **1st offense** - Behavior Management Room - from teacher
2. **2nd offense** - Behavior Management Room - from teacher
3. **3rd offense** - In-School Suspension & parent contact by APA
4. **4th offense** - In-School Suspension & parent contact by APA
5. **5th offense** - Out-of-School Suspension & parent contact by APA

**STUDENTS USING PROXY SERVER TO ACCESS BLOCKED WEB PAGES**

1. **1st offense** - parent conference
2. **2nd offense** - loss of computer use unless supervised by teacher
GUIDANCE SERVICES

Guidance services constitute an integral part of the educational program. These services are under the educational program and are under the professional direction and coordination of qualified school counselors and the administrative leadership of the school's principal. Guidance services seek to focus the educational processes on the individual student. The guidance program is used to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of the attitudes and skills for productive citizens in our society.

The program consists of specialized services such as:

1. Counseling services
2. Informational service
3. Student and community studies
4. Placement services
5. Consultation services

SEXUAL HARASSMENT POLICY

It shall be the policy at Captain Shreve High School that every student and employee is free of sexual harassment. A grievance procedure that provides for prompt and equitable handling of sexual harassment complaints may be initiated through the Assistant Principal.

ADMINISTERING MEDICINES TO STUDENTS

It shall be the policy of the Caddo Parish School Board that all children’s medication be administered by a parent. However, under exceptional circumstances, and subject to the conditions set forth, if a child is required to take oral medication or an injection during school hours and the parent or tutor cannot come to the school to administer the medication, the principal or his/her designee may administer the medication in strict compliance with the following regulations:

1. The medication must be prescribed and directions given by a physician for administering the medicine.
2. A written request signed by both parents, if available or a tutor shall be made on a form available in the office and designated at “Medical Request”. The request must be delivered in person by the parent or tutor to the principal of the school in which the child is enrolled.

STUDENTS MUST LEAVE CAMPUS WITHIN 15 MINUTES OF LAST OFFICIAL CONTACT WITH A TEACHER.
SPECIAL EDUCATION

Captain Shreve offers many areas of support services in the area of Special Education.

The following programs are available for Captain Shreve Students: Inclusion;
• Content Mastery Center - The CMC program allows students to be mainstreamed in all classes, with individualized assistance when needed
• Regular classrooms with itinerant teachers for vision-impaired and hearing-impaired
• Work study program;
• Adapted physical education;
• Vocational training;
• Self-contained classes

GATOR LUNCH
Nutritious meals are served in the Gator Café (cafeteria) each day and students are encouraged to eat the well-prepared meals prepared by our cafeteria staff.

Students may bring their lunch to school and are allowed eat it in the cafeteria during his/her lunch shift. Parents may drop a lunch off for their child following this procedure: The parent must bring the lunch (properly identified with child’s name) to the main office. Lunch “drop off” is not encouraged by the administration. No student will be called from class to pick up a lunch. If the lunch is dropped off after the child’s lunch period, it can be picked up by the student after school. Lunches will not be kept overnight.

The safety of our students is always our first priority. Therefore, parents, relatives or other adults including student’s friends who are not enrolled at Captain Shreve are not allowed to eat lunch with students on campus. Security coordinators and duty teachers who observe individuals arriving on campus will ask those individuals to leave immediately. (There are no checkouts between 11:21 a.m. and 12:47 p.m. – See Attendance.)
CONSTITUTIONS OF EXTRA AND CO-CURRICULAR ORGANIZATIONS

All organizations are to have a copy of the Constitution and By Laws of organizations and other regulatory documents on file with the administration. Documents are originated with the organization and its sponsor. The documents are reviewed by a Student Council committee appointed by the Student Council Sponsor. The Student Council committee may be the Executive Committee of the Student Council. The Student Council Sponsor will involve the Bi-Racial Committee, if racial diversity in Student Council Officers and Cheerleaders is a concern. Recommendations from the Student Council committee are forwarded to the school administration for review and approval.

Changes to regulatory documents are handled in a similar fashion as the initial approval process. Changes may be initiated by the administration, the organization and its sponsor. The proposed changes are reviewed by a Student Council committee appointed by the Student Council Sponsor. The Student Council committee may be the Executive Committee of the Student Council. The Student Council Sponsor will involve the Bi-Racial committee, if racial diversity in Student Council or Cheerleaders could be impacted by the change. Recommendations from the Student Council committee are forwarded to the school administration for review and approval. The timing of requests that impact such matters as selection of officers or other important positions must be initiated and completed before the initial date of announcements of procedures for signing up to be considered for positions in student organizations.

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Captain Shreve is proud of it’s over 40 co-curricular and extra-curricular activities. These activities are designed to broaden our students’ horizons, which, in turn, will aid them in becoming a viable part of society. Each activity is responsible for establishing membership criteria and regulations. *Eligibility to participate in extra-curricular activities is determined at the end of each grading period. The student must have a grade point average of 2.0 (or higher, in the case of certain groups) and pass 5 subjects on the weighted scale in order to be eligible. The administration may deny membership to students who exhibit patterns of inappropriate behavior.

ACADEMIC DECATHLON

The purpose of the U.S. Academic Decathlon is to develop and provide academic competitions, curriculum, and assessment to promote learning and academic excellence through teamwork among students of all achievement levels.

The Academic Decathlon consists of ten events: six subject-area tests; a written essay; speeches - one prepared, one impromptu; an interview; and the Super Quiz. The subject areas include art, economics, literature, mathematics, music, science, and social science. Each year the U.S. Academic Decathlon organization chooses a specific area of study. The subject for 2016-17 is World War II.

ART CLUB
The purpose of the Art Club is to generate interest in art as well as provide service to the school and the community. Members design banners and bulletin boards, provide a booth and art exhibit for Eighth Grade Open House, and decorate for the Junior-Senior Prom and Homecoming. Students also participate in ArtBreak and other community activities. Field trips to exhibits, museums, and art institutions are planned each year, and guest artists are invited to meetings for discussions and demonstrations. New members are accepted at the beginning of each school year and are encouraged to be presently or previously enrolled in art. Dues are $10.00 per year.

*BLACK STUDIES ASSOCIATION
The purposes of the Black Studies Association are to develop an appreciation for Black culture and heritage, to promote racial harmony, and to promote school spirit. Members must be sophomores, juniors, or seniors and maintain a 2.0 GPA. Membership dues are $6.00.

BETA CLUB
The purpose of this organization shall be to promote the ideals of honesty, service, morality, ethical conduct, and leadership among elementary and secondary school students; to reward meritorious academic achievement; and to encourage and assist students in continuing their education after high school.

ACHIEVEMENT - Recognizing and honoring high academic achievement
CHARACTER - Preparing young people for life and empowering them to be successful
LEADERSHIP - Developing the leaders of tomorrow
SERVICE - Demonstrating our motto: Let Us Lead by Serving Others

*CHEERLEADERS: VARSITY CHEERLEADERS/AL E. GATOR
Captain Shreve Varsity Cheerleaders and Al E. Gator are junior/senior students who are selected by teacher evaluation and judges chosen by the sponsor and approved by the administration. Each candidate must have been a member of Pep Squad, Danceline, JV Cheer, ROTC, Band or a Captain Shreve varsity athletic program for a period of two years to be eligible to try out. Each candidate must be in good standing with that organization and receive a positive recommendation from that sponsor in order to try out. Any student transferring from another school will be required to submit proof of membership in a similar spirit group at their previous school. Candidates may not try-out for Varsity Cheerleader/JV Cheerleader if she/he has resigned or been dismissed from another spirit group from the previous year at Captain Shreve High School or previous school. This group plans and carries out most of the spirit activities, stages pep rallies and special events, designs banners to boost the athletes' morale, and promotes school spirit.

*CHEERLEADERS: JUNIOR VARSITY CHEERLEADERS
Captain Shreve Junior Varsity Cheerleaders will be sophomore and junior students selected by teacher evaluation, and judges chosen by the sponsor and approved by the administration. Each candidate must have been a member of Pep Squad, Danceline, ROTC, Band or a Captain Shreve varsity athletic program for a period of one year to be eligible to try out. Each candidate must be in good standing with that organization and receive a positive recommendation from that sponsor in
order to try out. Any student transferring from another school will be required to submit proof of membership in a similar spirit group at their previous school. Candidates may not try-out for Varsity Cheerleader/JV Cheerleader if she/he has resigned or been dismissed from another spirit group from the previous year at Captain Shreve High School or previous school. The JV Cheerleaders promote spirit and cheer at junior varsity athletic events.

*CHEERLEADERS: NINTH GRADE CHEERLEADERS*

Captain Shreve's Ninth Grade Cheerleaders are chosen from the Pep Squad by judges selected by the sponsor and approved by the administration. To be eligible a ninth grader must currently be in the Pep Squad. Candidates must maintain good standing in the Pep Squad and must be eligible according to Caddo Parish School Standards. The Ninth Grade Cheerleaders promote spirit and cheer at ninth grade athletic events.

**CHESS CLUB**

The Captain Shreve Chess Club is open to all students who love the game of chess or would like to learn how to play in an encouraging, friendly environment. Aside from playing on a regular basis, club members organize and compete in school tournaments, research and teach chess strategy, and recruit potential club members. We also play various strategy board games such as Stratego and tabletop RPGs like Pathfinder.

*CLASS OFFICERS*

Elections are held in the fall of the year for class officers. Officers must maintain a 2.0 grade point average.

- **President** - freshman, sophomore, junior and senior
- **Girls Vice-President** - freshman, sophomore, junior and senior
- **Boys Vice-President** - freshman, sophomore, junior and senior
- **Secretary** - freshman, sophomore, junior and senior
- **Treasurer** - freshman, sophomore, junior and senior
- **Historian** - is elected in the freshman year and holds that office for 4 years if the grade point average is maintained.

**DEBATE**

Debate is an organization designed to enhance and refine the natural speaking abilities of its members. Students not only are taught to speak and debate in an organized and articulate manner, but also are introduced to the fundamentals of intellectual competition. After several competitions, a student may be eligible to join an honor organization for debaters, the National Forensic League. As the debater advances in events, he/she earns more points for NFL and thereby attains higher levels of accomplishment in the organization. Students accepted on the debate team are required to research and study with the goal of debating against other schools in tournaments. The student pays the cost of competing in tournaments. Debate tournament is a class offered at Captain Shreve, as well as a co-curricular activity. Summer preparation is necessary.

**DRAMA CLUB**
Captain Shreve Drama Club welcomes all students who are passionate about performing arts. In addition to producing the annual spring musical, Drama Club provides students with the opportunity to attend local community theater performances, attend various workshops, and participate in social events, such as karaoke night and "drama family" dinners. Students sing, dance, act, paint, build, design, choreograph, and direct our musical productions. Our motto is "Tell a story. Have fun!" Dues are $5 each year.

*FELLOWSHIP OF CHRISTIAN ATHLETES

FCA is made up of individuals working together as a team - offering each other strength, support and the opportunity to grow in knowledge, faith and favor with God and man. As a member of FCA, a student has an opportunity to achieve personal goals by formulating an effective game plan for his/her life. FCA is open to all students at Captain Shreve High School. Dues are $20.00 per year.

FISHING CLUB

The Fishing Club, sanctioned by the Bass Federation in conjunction with the SAF (Student Angler Federation) is for students who enjoy fishing and being on the water. Shreve’s first year with a student fishing team was 2016 and Captain Shreve had the second largest team on the high school tournament trail! All members of the Student Angler Federation are covered under The Bass Federation’s one million dollars of liability coverage and $25,000 in excess medical coverage protecting not only club members but also the school and the advisors/volunteers participating in a SAF club event. Fishing Club offers practical lessons about math, language arts, and science with application to fishing. Studies show that 61% of students participating in high school fishing were not involved in any other school activity. This program keeps students active in extracurricular events and involved in the outdoors. Activities run February through June. The first meeting is held in the fall. The club is open to both male and female students. The High School Fishing trail so far has ten participating schools and is growing by leaps and bounds. There are scholarship opportunities available to students. Meeting dates are posted to the school’s master calendar and available on the Captain Shreve app and on captainshreve.com.

FRENCH CLUB

The purpose of the French Club is to learn about French culture, lifestyle, literature, music, and to meet native French speakers. Membership is open to all students currently taking, or who have taken, French. Dues are $4.00. Meeting dates are set at the convenience of the majority of the members.

FUTURE BUSINESS LEADERS OF AMERICA

FBLA is an educational association for students preparing for careers in business, entrepreneurial or business-related fields. The association prepares students for employment by promoting competent, aggressive business leadership, increasing understanding of American free enterprise, establishing career goals, encouraging scholarship, promoting efficient money management, and developing character and self-confidence. Co-curricular activities encourage career development, civic service, and business advocacy. An extensive skills competition program is offered to challenge members’ achievements in their academic pursuits. Membership requires students to have successfully
completed one unit or presently enrolled in a business course. Dues are $20.00 per year. Major projects include district and state competition and community service projects.

*HIGHLINE*

Highline members are chosen by a group of qualified judges after participating in a one-week clinic at the end of each year. All 8th, 9th, 10th and 11th grade girls who have maintained at least a 2.0 GPA and are currently enrolled in Captain Shreve are eligible. Candidates must be participating in Danceline, Pep Squad, Junior Varsity Cheerleading, ROTC, Z-Club, Student Council, Interact, Band or an organized Captain Shreve athletic activity at the time of tryouts. The purpose of this organization is to promote school spirit by performing at various athletic events and pep rallies as well as community functions and participate in area competitions. Girls must set aside at least three weeks prior to the summer camp dates and two weeks prior to the opening of school for daily practice. Also night practice is required during competition season for approximately one month and for two weeks prior to the show. During the school year eight to ten hours a week of practice will be necessary. All practices and meetings are mandatory. Approximate cost of all school uniforms, camp tuition and camp uniforms is $1,500.00. All members must be enrolled in the Danceline class.

**INTERNATIONAL THESPIAN SOCIETY**

International Thespian Society is an honor drama organization for those students who have accumulated a quota of points earned through theater production and speech tournament participation. Membership is open to those who are Drama Club members first. Points can accrue from middle school and Community Theater as well as work at Captain Shreve. Upon eligibility, international dues are paid by the inductee who chooses a one-year or a life-time member payment. Current lifetime dues are $18.00.

**JROTC *CADET OFFICERS CLUB***

The purpose is to develop leadership, self-reliance, good citizenship, and a respect for constituted authority. In order to be a member, the student must be an appointed cadet officer in the JROTC program. The club meets the first Wednesday of each month to plan, organize, and administer Cadet Corps functions and to help formulate plans, policies, and procedures governing the operation of the Cadet Corps organization.

**JROTC DRILL TEAMS**

JROTC Drill Team develops teamwork, leadership, self-reliance, and inspires a wholesome spirit of rivalry between individuals, teams, and schools. Drill Team membership requires current enrollment in JROTC as well as demonstrating maturity, self-discipline, regular practice attendance, responsibility during practice, and mastering precision drill movements both with and without rifles. Practices are after school and competitions are usually on weekends. The drill team represents the school in district, state, and regional competitions and participates in community parades and special ceremonies. A number of “overnight” competitions are normally held out of state each school year.

**JROTC HONOR COLOR GUARD**

JROTC Honor and Color Guard develops teamwork, leadership, self-reliance, and inspires patriotism by presenting the United States Colors in parades, assemblies, competition, and a wide variety of
special events. Honor and Color Guard membership requires current enrollment in JROTC as well as demonstrating maturity, self-discipline, regular practice attendance, responsibility during practice, and mastering precision drill movements with and without rifles. Practices are after school; competitions are usually on weekends. The Honor and Color Guard represents the school in district, state, and regional competitions and participates in community parades and special ceremonies. Some “overnight” competitions are normally held out of state each school year.

**JROTC *ADVENTURE TRAINING UNIT (EXPLORER POST 94)**
The purposes of the Adventure Training Unit are to develop leadership, self-reliance, and teamwork; to learn and experience survival techniques; and to learn how to live and work cooperatively with others. Requirements for membership include being enrolled in JROTC and having an interest in survival training, including overnight camping.

**JROTC *ORIENTEERING**
The purposes of Varsity Orienteering are to develop navigational skills, mental and physical stamina, and to inspire a wholesome spirit of rivalry between individuals, teams, and schools. The requirements are to be enrolled in JROTC, to demonstrate self-discipline and responsibility during practice sessions, and to master navigational skills with compass and military maps. Its function is to represent the school in district, state, regional, and national competitions. Orienteering is affiliated with the U.S. Orienteering Federation and is a letter-producing sport.

**JROTC RIFLE TEAM**
The purpose is to develop competitive shooters, to promote rifle marksmanship, and to inspire a wholesome spirit of rivalry between individuals, teams, and schools. Requirements include being enrolled in JROTC, demonstrating self-discipline and responsibility during practice sessions, and mastering small bore shooting techniques and skills. Varsity Rifle Team represents the school in district, state, regional, and national competition. Varsity Rifle Team is a letter-producing sport.

**JROTC ACADEMIC TEAM**
The purpose of the JROTC Academic Team is to encourage learning and participation in an academic competition. There is practice after school for competitions. Overnight and out of state academic trips are normally held each year.

**KEY CLUB**
The Key Club is an extracurricular organization designed to serve the school and community. Key Club accepts male and female members. To be a member, a student must have a 2.0 GPA. Specific criteria for membership are outlined in the Key Club Constitution. Two of the criteria are administrative approval and teacher evaluations. Dues are $45.00 per year. Members are required to work 25 service hours per semester. They volunteer in a wide variety of school and community projects. The Captain Shreve talent show, “Showboat”, is Key Club’s main fundraiser. Members are expected to sell a pre-determined amount of tickets for Showboat. Any student running for executive
board must be willing to attend New Officers Training in the spring. The administration may deny membership to students who exhibit patterns of inappropriate behavior.

**LEAGUE OF PRESIDENTS**

This organization is composed of the Presidents of all the clubs and organizations at CSHS. The purpose of this group is to work together on a variety of school projects such as GatorScape and Eighth Grade Open House.

**LOG**

The LOG (the school yearbook) is a one-hour course designed to produce, finance, and distribute the school yearbook. The yearbook is a pictorial record of some of the most important years of a student’s life. Prospective members must fill out and submit a written application in the spring of the school year. Students may become adjunct staffers if their schedule will not allow them to take yearbook as a regular class. Students will learn how to take and crop pictures, make attractive and appropriate computer layouts, sell ads and yearbooks, and setup and maintain ad billing. All applicants must have a 2.5 GPA, the ability to get along with others, neatness, maturity, and a highly developed sense of responsibility. Keyboarding, camera (film and digital), and computer skills are a plus for applicants. Selling ads is an extremely important responsibility of all staff members, mandatory to the production of the book. Applicants must have transportation available to fulfill their ad and photo assignments. Old members must also maintain the required GPA and level of performance. The staff represents all grade levels. The positions of Editors and Section Heads will be selected by the Advisor.

**MOCK TRIAL**

The Mock Trial team introduces students to the court system while developing critical thinking as well as public speaking skills. Teamwork is also emphasized. The Mock Trial team is open to students who commit to practicing after school twice a week, usually beginning in late fall. Local attorneys often serve as coaches. All grade levels may join.

**MU ALPHA THETA**

Membership in Mu Alpha Theta, an international math club, is the highest honor possible for the high school and junior college mathematics student. To be eligible for membership, minimum requirements are that a student must have completed at least four semesters of enriched/honors/gifted mathematics and be enrolled in a fifth semester. Students must not have a grade lower than a “B” in the four (4) semesters preceding application and must have the latest teacher’s recommendation. National dues are $10.00 and local dues are $5.00. Senior honor cords are $5.00. Club t-shirts are separately priced.

**NATIONAL HONOR SOCIETY**

The National Honor Society recognizes students who excel in scholarship, leadership, service and character. To become a member of the Captain Shreve Chapter of the National Honor Society at the
spring induction, a student must have earned at least ten credits and have at least a 3.80 cumulative grade point average on those credits. Two points are required in the area of service and leadership. The two points may be earned by a current, active membership in two school-based organizations or by being a member and an officer in a Captain Shreve club. The requirement in character is satisfied by an average rating of 2.80 when rated by the faculty on a 4.0 scale. Retaining membership requires maintaining these induction criteria.

**NEWSPAPER STAFF - THE ENTERPRISE**

The purpose of this course is to allow students the opportunity to apply principles of journalistic forms of writing and page design in preparing the official newspaper publication of the school. The students use desktop publishing to prepare the paper from start to finish. Staff members are selected by the adviser after applying.

**PTSA DISTINGUISHED SCHOLARS**

Students qualify for this honor roll by earning only A’s or B’s in the fall semester. Students are honored at a special assembly on Founders Day in February of each year.

**PEP SQUAD**

Pep Squad membership is open to girls in grades 9-12. A grade average of 2.0 is required for membership. A parent meeting will be held in late April to discuss uniform cost and fitting dates, attendance at football and basketball games. Fitting date will be announced at the parent meeting(s) and included in the Pep Squad information packet. The uniform will cost approximately $500 which includes uniform, socks, shoes, pom-poms and warm-up suit. Members must participate in ALL Pep Squad activities throughout the year. This includes all football games, at home basketball games, 8th Grade Open House, fundraisers, and all Pep Squad practices. A student must be a member of the Pep Squad in order to be eligible to try out for freshmen cheerleader.

**PELICAN BOYS AND GIRLS STATE**

Teachers nominate junior boys and girls who have demonstrated superior qualities in leadership, character, courage, honesty, and willingness to cooperate. The top students are then interviewed by American Legion representatives who make the final selections.

**QUIZ BOWL TEAM**

If you like “Jeopardy” and "Trivia Crack" you'll enjoy Quiz Bowl. This is a fast-paced, oral academic competition. Membership is open to interested students who must attend weekly practice sessions to prepare for Saturday tournaments at various schools.

**ROBOTICS CLUB**

Robotics Club is an after school club that challenges students in Boe-bot programming. Boe-bots are programmed and used to compete in robotic competitions. The club meets twice a week starting off
with basic programming to more advanced programming. Students interested in boe-bot programming are encouraged to join. If interested, students are to contact the club sponsor, Mrs. Pate, or attend the first meeting. Club fee is the cost of the t-shirt we wear to competitions.

**SPANISH CLUB**

The purpose of the Spanish Club is to foster a spirit of unity among Captain Shreve Spanish students and create awareness of Hispanic culture within the school community. Students who are currently studying Spanish, have studied it in the past or are Spanish speaking students are eligible for membership. Officers must be current Spanish students and nominations for office must be approved by Spanish teachers. The club hosts parties, meets at local Mexican restaurants to dine, and participates in community service activities. Meetings are held as needed after school. Dues are $3.00.

**STUDENT COUNCIL**

Student Council is composed of individuals who are elected by the student body and those appointed by the executive board. The major purpose of the Student Council is to provide the school with valuable leadership services.

Upperclassmen are elected for the next school year during the months of April or May. Incoming freshmen are elected during August or September. Student Council provides needed leadership at Captain Shreve. To qualify to run and to hold any office, elected or appointed, an overall grade point average of 2.0 for all members is required. Attendance is mandatory at all meetings and at all Student Council activities. Three unexcused absences from scheduled meetings and activities lead to removal; three tardies equal one absence. Ninety percent (90%) participation grade each nine weeks is also required to remain on the council and to run for office the following year. Should any one of these requirements not be met, the member will be placed on probation for the next nine weeks. If the requirements are not met during the probation period, the member is dismissed. Regular meetings are held every Tuesday at 8:10 a.m. unless otherwise notified.

Executive offices: President, Vice President, Recording Secretary and Treasurer - any junior with required grade point, who has ever served as a Senator or Senator-at-Large for one year or as Representative for two years and met the additional point requirements, may run for President or Vice President. Any junior, with required grade point, who has served as Senator, Senator-at-Large, or Representative for 1 year and has met the additional point requirements, may run for Recording Secretary or Treasurer. Executive Board candidates must attend LASC Summer Workshop prior to holding office.

Senators: Boy and Girl Senators are elected by freshmen, sophomore, junior and senior classes.

Representatives: Representatives and representatives at-large are appointed by the Executive Board and must follow attendance policy and all rules of the organization. Freshmen senators are elected in the fall of the year in which they are to serve. The executive board and other senators are elected in the spring prior to the year they are to serve.

All candidates must have approval of administration to run for office. Suspensions will remove a member from holding his or her current office. The administration may deny eligibility to students who exhibit patterns of inappropriate behavior.
THEATRE PERFORMANCE TEAM
The Theatre Performance Team studies, promotes, and presents live theatre. TPT strives to give high school students experiences in all facets of the theatre and promote personal growth and leadership opportunities through theatre. TPT competes throughout the district and state in theatrical competitions and actively participates in workshops offered by professionals both at Captain Shreve and around the region. Annual membership dues are $20.00.

WHO’S WHO AT CAPTAIN SHREVE
Students who are eligible must be in the top 10% of the senior class and the seniors with the most points will be named using the following criteria:
a. 3 Points - Leadership
   Membership in a selective service club
   Membership in a school publication
   Membership in a specially designated group
   Enrollment in advanced placement or honors courses
   Officer in school sponsored organization not included above
b. 5 Points - Leadership
   Officer in above organizations
   Class Officer
   Captain Shreve JROTC Company Commander
   Highline Officer
   Gatorette Officer
   Cheerleader Co-Head
c. 8 Points
   Student Council Officer other than President
   LASC SBESE Representative or Alternate
   Publications editors other than Chief
   Highline Captain
   Head Cheerleader
   Admiral of Pep Squad
d. 10 Points - Leadership
   Student Council President
   Yearbook Editor-in-chief
   ENTERPRISE Editor-in-chief
e. 3 Points
   Special Honors based on personal achievement
f. 1 Point
   Special honors based on popularity.

YOUTH AND GOVERNMENT
Youth and Government is designed to enhance the development of the American Democratic System by enabling young people to prepare for moral and political leadership. Students train in the theory and practice of determining public policy by writing bills, practicing parliamentary procedure, and attending Youth Legislature at the capitol in Baton Rouge. Students in grades 9-12 are eligible to join. YMCA dues are collected in September. Trip expenses will be collected later. Students
planning to attend Youth Legislature must meet all club deadlines, attend Pre-leg held in the late fall or early spring of each year, and then complete the bill requirements for selection to attend Youth Legislature.

**Z-CLUB**

The purpose of Z-Club is to serve the school and community, encourage leadership qualities in young women, and promote fellowship and understanding. Dues are $35.00 per year. The major projects of Z-Club include assisting at the Red River Revel, volunteering at elementary school carnivals, and volunteering at other community activities. Z Club hosts a community carnival each year and adopts a local pre-school group for Christmas and Easter. In order to be a member of Z-Club, a student must meet the requirements stipulated in the contract which includes teacher recommendations, knowledge of the Zonta International Organization, 2.0 GPA, and 25 service hours per semester.
ALMA MATER
CAPTAIN SHREVE HIGH SCHOOL

Hail to thee our Alma Mater, to the green and gold.
In the sacred halls of learning honor we'll uphold,

And when our days are ended here
And from these halls we leave,

Our thoughts will often turn years back to days at
Captain Shreve.

Words by: Kate Belchic
Henry Dreyfuss
Clare Huhn
Class of 1970

Colors: Green and Gold

Mascot: Al E. Gator
The policy of the Caddo Parish School Board regarding Section 504 of the Rehabilitation Act of 1973 is:

“Qualified handicapped persons will not be discriminated against on the basis of handicap in any program, activity or employment practice.

“A handicapped person is defined as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.”

Procedural safeguards / Individual Rights

The following is a description of the rights granted by federal law to students and individuals with handicaps. The intent of the law is to keep students, parents and employees fully informed concerning decisions about the student or employee and to inform all persons of their rights.

You have the right to:

1. Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school system make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;

2. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her handicapping conditions;

3. Have the school system advise you of your rights under federal law;

4. Receive notice with respect to identification, evaluation, or placement of your child;

5. Have access to or employment in programs and activities of the school system without discrimination because of your handicapping conditions;

6. Have your child educated in facilities and receive services comparable to those provided non-handicapped students;

7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;

8. Have transportation provided to and from your child’s accessible educational program at no greater cost than would be incurred by others;

9. Have your child be given and equal opportunity to participate in nonacademic and extracurricular activities offered by the system;

10. Examine all relevant records relating to decisions regarding your child’s identification, evaluation, educational program, and placement;

11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;

12. A response from the school to reasonable requests for explanations and interpretations of your child’s records;

13. Request amendment of your child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school system refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;

14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child’s identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to: Special Services, 3004 Knight Street, Shreveport, LA 71105;

15. Ask for payment of reasonable attorney fees if you are successful on your claim.

16. File a local grievance:

The department in this system responsible for assuring that the system complies with Section 504 is Special Services, 3004 Knight Street, Shreveport, LA 71105.
GRIEVANCE PROCEDURE
(Title IX of the Education Amendments of 1972)

Grievance Procedure for All Students and Employees of the Caddo Parish School Board

The purpose of this statement is to provide an orderly procedure for the resolution of employee and student complaints related to the provisions of Title IX, which prohibits discrimination on the basis of sex in educational programs, activities or employment practices. An equitable solution of such complaints should be secured at the most immediate administrative level, as fairly and as expeditiously as possible.

Part I. Definitions
A. **Board**
Board shall mean the Caddo Parish School Board.

B. **Employee**
Employee shall mean any person regularly employed by the Caddo Parish School Board, either full or part-time.

C. **Student**
Student shall mean any person who attends any of the schools of the Caddo Parish School Board.

D. **Grievance**
Grievance shall mean a claim by an employee or student of a violation of Title IX of the Education Amendments of 1972 which bans discrimination on the basis of sex in the school’s educational programs, activities or employment policies.

E. **Days**
Days shall mean school or work days.

F. **Immediate Supervisor**
Immediate supervisor shall mean the teacher, principal or that employee possessing supervisory and administrative authority next in rank above the grievant.

Part II. Procedure**
The employee or student who has a grievance that is related to Title IX should first attempt to have it settled through conference with his immediate supervisor. The time limit specified at each of the following levels should be observed. By mutual agreement, the parties involved may extend the specified time. If the aggrieved so desires, a fellow employee, student or another person (non-attorney) may accompany him at all levels of this procedure.

No reprisals of any kind shall be taken by the board or by any member of the administration against any grievant or any other participant in the grievance procedure by reason of such participation.

All decisions rendered at all levels of the grievance procedure, except at the informal stage, shall be in writing setting forth the decisions and the reasons therefore. Decisions rendered shall be transmitted promptly to all interested parties.

**Informal Level**
Every effort should be made to resolve the grievance on an informal basis between the teacher, principal or immediate supervisor and the aggrieved.

A. The employee may discuss the grievance with the immediate supervisor or principal with the intent to resolve the matter informally. The immediate supervisor or principal shall attempt to adjust the alleged violation as it relates to Title IX and respond verbally.

B. Any student (or the student’s parents) may discuss the grievance with the teacher or principal. The Teacher or principal shall attempt to adjust the alleged violation as it relates to Title IX and respond verbally.

**Level One**
In the event the grievance is not resolved informally, then a formal grievance must be lodged by the employee or student or the student’s parents with the immediate supervisor or principal in writing. Such grievance shall be lodged within ten days of the occurrence of the event upon which it is based, or the grievance may proceed to level two.

**Level Two**
The grievance and the written decision of the immediate supervisor or principal shall be presented to the assistant superintendent for administration and personnel who is also coordinator for Title IX for the Caddo Parish School Board. He shall schedule a conference with the aggrieved employee or student as soon as possible after receiving notification from the employee or student. He shall also investigate the grievance, conferring with the parties involved and other administrative staff. He shall advise the aggrieved employee or student and other parties involved of his findings and decisions in the matter.

If the grievance is not satisfactorily resolved within ten days, the aggrieved may proceed to level three...
Level Three
The records and decisions from levels one and two shall be presented to the superintendent of the Caddo Parish School System. The superintendent may choose to review all written decisions and transcripts of previous meetings and issue a written decision or conduct a hearing himself with all persons who participated at level two and issue a written decision.

If the grievance is not satisfactorily resolved within ten days, the aggrieved may proceed to level four.

Level Four*
The entire record shall be presented to the executive committee of the board. The executive committee may act on the written record as presented or conduct a hearing before making its decision. The executive committee may affirm, reverse or modify the decision of the superintendent. The decision of the executive committee shall be final, unless within ten days thereafter the employee files a written appeal to the full board. Challenges by other board members must be made at the following board meeting.

Adopted: June 15, 1977
Amended: February 6, 1985*; December 16, 1987**

Caddo Parish School Board
P. O. Box 32000
1961 Midway Street
Shreveport, LA 71130-2000
318-632-6105

For sexual harassment concerns, see section entitled “Sexual Harassment Policy” in this Handbook
Division I Academic Standards

Division I schools require you to meet academic standards for NCAA core courses, core-course GPA and test scores.

To be eligible to practice, compete and receive athletic scholarships in your first full-time year at a Division I school, you must graduate from high school and meet ALL the following requirements:

1. Complete a total of 16 NCAA core courses in the following areas:
   - 4 years of English
   - 3 years of math (Algebra 1 or higher)
   - 2 years of natural/physical science (including one year of lab science if offered)
   - 2 years of social science
   - 1 additional year of English, math or natural/physical science
   - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

   Note: See the core-course progression requirements.

2. Complete 10 of your 16 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, you must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used to meet the 10/7 requirement. Students whose academic credentials are solely international (including Canada) are not required to meet the 10/7 requirement.

3. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.300) on the Division I sliding scale. SAT scores earned on or after March 2016 will be evaluated based on concordance tables established by the College Board.

If you plan to attend a Division I school, you must complete 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you must still meet core-course requirements.

Core-Course Progression (10/7) Requirement

In order to be eligible to compete during your initial year of full-time enrollment, you must complete a total of 16 core courses. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school and at least seven of these 10 core courses must be in English, math, or science. Once students begin their seventh semester, they must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used to meet the 10/7 requirement.

Note: Students must also meet the Division I sliding-scale index for competition (minimum 2.300 core-course GPA).

Courses Taken After High School

For Division I, only courses completed in your first eight semesters will qualify as core courses for Division I. If you graduate from high school on time (in eight semesters) with your incoming ninth grade class, you may use one core course completed in the year after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course. A college course taken after high school graduation can be used toward your initial eligibility and will be awarded .5 unit unless awarded one full unit by your home high school and must appear on your home high school transcript with grade and credit.

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements.

What if I Don't Graduate on Time?

In Division I, if you do not graduate on time (in four years/eight semesters), the NCAA Eligibility Center will still use your grades and coursework for the first four years/eight semesters in your certification. You will still need to provide proof of graduation (once you graduate) and you may not use any coursework taken after your high school graduation toward your certification.

How to plan your high school courses to meet the 16 core-course requirement:

\[ 4 \times 4 = 16 \]

- 4 English courses (one per year)
- 4 math courses (one per year)
- 4 science courses (one per year)
- 4 social science (and/or additional) courses (one per year)

16 NCAA core courses
Academic Certification Decisions
To receive an academic certification, you must have a final official transcript with proof of graduation, official transcripts from all high schools attended, test scores, no open academic tasks and be on a Division I school's certification request list. Being placed on a school's certification request list notifies the NCAA Eligibility Center to complete an academic evaluation for you once all of your appropriate documents have been submitted.

Once a certification has been completed, you will receive one of the following decisions if you are being recruited by a Division I school.

EARLY ACADEMIC QUALIFIER
If you meet specific criteria after six semesters, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of enrollment.

Minimum SAT combined score (math and critical reading) of 900 OR minimum ACT sum score of 75; and a core-course GPA of 3.000 or higher in a minimum of 14 core courses:

- 3 years of English;
- 2 years of math;
- 2 years of science;
- 2 additional years of English, math or natural/physical science; and
- 5 additional core courses in any area.

A final high school transcript is required to be submitted to the NCAA Eligibility Center after high school graduation for all early academic qualifiers.

QUALIFIER
You may practice, compete and receive an athletics scholarship during your first year of enrollment at an NCAA Division I school.

ACADEMIC REDSHIRT
You may receive an athletics scholarship during your first year of enrollment, and may practice during your first regular academic term but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER
You will not be able to practice, receive an athletics scholarship or compete during your first year of enrollment at a Division I school.

What if I Don't Meet the Division I Standards?
If you have not met all the Division I academic standards, you may not compete in your first year at college. However, if you qualify as an academic redshirt, you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must graduate high school and meet ALL the following academic standards:

1. Complete 16 core courses; and
2. Earn an SAT combined score or ACT sum score matching your core-course GPA (minimum 2.00) on the Division I sliding scale for students enrolling on or after Aug. 1, 2016.

Sliding Scale for Division I
Beginning Aug. 1, 2016

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EligibilityCenter.org
Division II Academic Standards

Division II schools require college-bound student-athletes to meet academic standards for NCAA core courses, core-course GPA and test scores. The standards are changing for students who initially enroll full time at a Division II school on or after Aug. 1, 2018.

If You Enroll BEFORE Aug. 1, 2018
To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet ALL the following requirements:

1. Complete a total 16 core courses in the following areas:
   + 3 years of English,
   + 2 years of math (Algebra 1 or higher),
   + 2 years of natural/physical science (including one year of lab science if offered),
   + 2 years of social science,
   + 3 additional years of English, math or natural/physical science,
   + 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy.

2. Earn at least a 2.000 GPA in your core courses.

3. Earn an SAT combined score of 820 or an ACT sum score of 68. SAT scores earned during or after March 2016 will be evaluated based on concordance tables established by the College Board.

If You Enroll AFTER Aug. 1, 2018
To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet ALL the following requirements:

1. Complete a total of 16 core courses in the following areas:
   + 3 years of English,
   + 2 years of math (Algebra 1 or higher),
   + 2 years of natural/physical science (including one year of lab science if offered),
   + 2 years of social science,
   + 3 additional years of English, math or natural/physical science,
   + 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy.

2. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.200) on the Division II competition sliding scale.
Core-Course Timeline
If you plan to attend a Division II school, you must complete 16 NCAA core courses after starting grade nine and before your first full-time college enrollment.

Academic Certification Decisions
To receive an academic certification, you must have a final official transcript with proof of graduation, official transcripts from all other high schools attended, test scores, no open academic tasks, and be on a Division II school’s certification list. Being placed on a school’s certification list notifies the NCAA Eligibility Center to complete an academic evaluation for you once all of your appropriate documents have been submitted.

Once a certification has been completed, you will receive one of the following decisions if you are being recruited by a Division II school.

**EARLY ACADEMIC QUALIFIER**
If you meet specific criteria below after six semesters, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship.

- Minimum SAT combined score (math and critical reading) of 820 OR minimum sum score of 68 on the ACT, and a core-course GPA of 2.5 or higher in a minimum of 14 core courses in the following areas:
  - 3 years of English;
  - 3 years of math;
  - 2 years of natural/physical science; and
  - 6 additional core courses in any area.

A final high school transcript is required to be submitted to the NCAA Eligibility Center after high school graduation for all early academic qualifiers.

**QUALIFIER**
You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

**PARTIAL QUALIFIER**
You may receive an athletics scholarship during your first year of enrollment and may practice during your first year of enrollment, but may NOT compete.

**NONQUALIFIER**
You will not be able to practice, receive an athletics scholarship or compete during your first year of full-time enrollment at a Division II school.

Course Taken After High School
For Division II, you may use an unlimited number of core courses completed after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated. College courses taken after high school graduation can be used toward your Division II initial eligibility and will be awarded .5 unit unless awarded one full unit by your home high school and must appear on your home high school transcript with grade and credit.

What if I Don’t Meet the Division II Standards?

If You Enroll BEFORE Aug. 1, 2018
If you enroll full time at a Division II school before Aug. 1, 2018, and you have not met all Division II academic standards, you may not compete in your first year. However, if you meet the standards to be a partial qualifier, you may practice and receive an athletics scholarship in your first year at college. To be a partial qualifier, you must graduate high school and meet ONE of the following standards:

1. Earn a 2.000 GPA in 16 core courses; OR
2. Earn an SAT combined score of 820 or an ACT sum score of 68. SAT scores earned on or after March 2016 will be evaluated based on concordance tables established by the College Board.

If You Enroll AFTER Aug. 1, 2018
If you enroll full time at a Division II school after Aug. 1, 2018, and you have not met all Division II academic standards, you may not compete in your first year. However, if you meet the standards to be a partial qualifier, you may practice and receive an athletics scholarship in your first year at college. To be a partial qualifier, you must graduate high school and meet ALL the following standards:

1. Complete 16 core courses; AND
2. Earn an SAT combined score or ACT sum score matching your core-course GPA (minimum 2.000) on the Division II partial qualifier sliding scale. SAT scores earned on or after March 2016 will be evaluated based on concordance tables established by the College Board.
2018 Division II Competition Sliding Scale

Use for Division II beginning Aug. 1, 2018

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2018 Division II Partial Qualifier Sliding Scale

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Division III Academic Standards

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.

If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions and eligibility standards. You can visit NCAA.org/d3 or contact the Division III school you are planning to attend.

GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE
CAPTAIN SHREVE HIGH SCHOOL

PBIS in the SWAMP

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Captain Shreve High School. PBIS promotes the development and implementation of positive behavior supports at the school-wide, classroom, targeted-group and individual student levels.

PBIS

➢ Is a collaborative, assessment-based approach to developing effective interventions for problem behavior.

➢ Emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

➢ Aims to build effective environments in which positive behavior is more effective than problem behavior.

Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules, the “Remember What it Means to be a Gator:"

● Goal-Oriented

● Aware

● Trustworthy

● Organized

● R²-Respectful and Responsible

Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid.

● Goal-oriented means to work hard to achieve good and positive results.

● Aware means to be informed, alert and knowledgeable; be aware of surroundings at all times.

● Trustworthy means to be reliable and keep your word; hand things in on time.

● Organized means being on time in the appropriate place in school with required materials.

● Respectful means treating people the way that you would like to be treated.

● Responsible means following all school rules.
REINFORCEMENT SYSTEMS
CLASSROOM

ONGOING: Each teacher has his/her own reward system. Examples are these:
• Doughty Dollars
• Notes, e-mails, positive phone calls home
• Verbal praise
• Positive comments on written work
• Bonus points as determined by the teacher

REINFORCEMENT SYSTEMS
UNIVERSAL
(SCHOOL-WIDE)

ONGOING: “YOU MAKE A DIFFERENCE” bracelets are available for each teacher to award students who exhibit positive behavior and character traits. This reward is school-wide.

STUDENTS OF THE 9 WEEKS: This universal system is one in which each teacher nominates a boy and a girl from each classification each 9 weeks. These are students with no ISS referrals, no BMR referrals, no tardies, and no suspensions. These students exhibit positive behavior. Each student whose name is drawn receives a gift card and recognition on the marquee, the school website, and the morning announcements. These students are also recognized on the Captain Shreve app.

GATORS FOR GOOD: The carnival is held after school in March. Students who have demonstrated positive behavior and met the expectations throughout the school year are allowed to leave class at 2:30 to attend the carnival—a great incentive. The opportunity for this reward is school-wide.
GATOR GOLDEN TICKET  
(School-wide Reinforcement)

Gator Gold is a reinforcement/reward system that is school-wide for students and is available to all faculty, administration, and staff to reward. It is ongoing, daily.

Students have the opportunity earn a Gator Golden Ticket worth 50 cents when they perform in accordance with the school expectations. When the student has collected 12 tickets, he/she can redeem the 12 tickets for a lunch from the school vendor.

Students are made aware of the reward and examples of criteria to earn the tickets.

Examples of criteria for earning the tickets are as follows:
- Aiding another student in need (picking up dropped books, papers, opening door)
- Volunteering to assist a teacher after school
- Seen picking up trash left by others
- Resolving conflicts

NO ONE EATS ALONE

This program was started by students at Captain Shreve who were concerned about students alone during their lunch shifts. There are twenty students participating in the program. They meet, and study ways to meet people and to get students involved.

Captain Shreve students on both lunch shifts find those students who are eating alone and sit with and visit with them. This program is a positive reward for both students.

9th-GRADE MENTORING PROGRAM

A program designed to support ninth-grade students is a mentoring program that places a ninth grader with a teacher when this student has 1-2 failing grades in core classes. The teacher forms a bond with the student on a check-in/check-out program. The teacher also offers tutoring or arranges for the student to have tutoring with the appropriate teacher.

A key to this program is communication with the parent(s) of the student. With the mentoring program and parent involvement, the student can see success where he/she has been unsuccessful.