GETTING READY FOR...

BACK-TO-SCHOOL!

UPCs supply money to diocesan schools  page 9B

Defibrillators arrive at Catholic schools  page 15B

Gov. Jindal signs bill making cyberbullying a crime  page 20B
Catholic school parents want students to have holistic education

Beginning... the very word carries with it a sense of newness and change, uncertainty and mystery, and excitement and fear. Many of us can recall our first days at school (I remember I cried when my mother left me there. I also recall the routines of milk break and nap time.)

The start of a new school term marks the progress of students in the adventure of living and learning, whether it is first time, middle time or last time.

A school that is truly Catholic requires far more than placing a crucifix on the wall of the classroom or offering a prayer one or more times during the day. Being a Catholic school necessitates a committed mindset, attitude, disposition and performance of people and program, of curriculum and extra-curricula, of conscious and intentional structure and design. It rightfully demands the full dedication and cooperation of all involved and strives for nothing less than excellence in the results achieved.

Let me thank the parents who make sacrifices to send their child(ren) to a Catholic school and who are ultimately making the wisest investment they could in the offspring God has provided them. Let me thank the dedicated clergy, administrators, teachers, staff, school boards, home and school officials, alumni, volunteers and benefactors who work so diligently to instill in students the knowledge and love of Jesus, and the values and way of life Jesus embodied and taught, while receiving an unequalled holistic education.

Of course our beloved students are the reason for our schools. Life for young people today is so vastly different than in my youth. Contemporary society has sought to supplant the Trinity of Father, Son and Holy Spirit with the trio of secularism, relativism and materialism. The time-honored Catholic school has proven a powerful anecdote to these deleterious trends.

To show my support in the last few years I have increased my visits to meet the needs of Father, Son and Holy Spirit with the values and way of life Jesus embodied and taught, while receiving an unequalled holistic education.

Accreditation process causes schools to look critically at themselves

Mirror, mirror on the wall... The phrase reminds us of a childhood story in which a magical mirror was not completely honest about what was being reflected. Of course, in the end, good triumphed over evil and the princess lived happily ever after.

For Catholic schools in the Diocese of Baton Rouge, this new school year will bring the happy ending to a story that began more than a year ago as they complete the process for national accreditation. The mirror symbolizes the difficult task of taking a close look at each school’s reflection and working with stakeholders to produce a four-part report required by AdvancEd (Southern Association of Colleges and Schools).

First, schools engaged in revising their mission to establish a clear vision and purpose for the school. The mission statement was sometimes re-visited and determined to clearly articulate the purpose of the school. Sometimes, though, the mission statement was changed to reflect more adequately a school’s vision.

A profile using data from various sources, such as academic standardized test scores, assessment of religious education, report card grades, enrollment trends, staffing demographics and parent, student, faculty and community surveys, was developed for Part Two of the accreditation report. The profile includes snapshots of current data as well as long-term data that provide information about trends.

Seeing a reflection that is not perfect can be difficult, but school personnel collaborated on identifying strengths and weaknesses as they produced Part Three, which is an action plan for improvement. The action plan addresses one area for academic improvement and one area related to Catholic identity in the school. Included in the action plan are a time line, responsibility roster, resource list and evaluation technique. This part of the self-study was probably the most difficult for schools.
When school starts this fall, St. Theresa School seventh-graders will enter the world of robotics through a program designed to help students grasp science, technology, engineering and math concepts through motivational, hands-on Lego Mindstorms robotic building sets.

While constructing the robots and learning the software to program the robots, the seventh-graders will get an idea of the many possibilities of what robots can do. First, the seventh-graders will be given the challenge of working in teams to construct the Lego Mindstorms robots using their imagination and problem-solving skills. The teams follow proper scientific procedure and detail the building process with written and photographic documentation.

While one student builds the robot, another student will be responsible for quality control and providing support whenever there is confusion over how to proceed. The duties will be rotated so each student will have the chance to do the team's various jobs. Equally important, the students will work as a team to handle complications or triumphs. This reinforces the goal of becoming better at cooperating, communicating and thinking independently.

Once the robots are built, the seventh-graders move to programming the robots. They will use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. The Lego Mindstorms software is a user-friendly, icon-based interface that allows “drag and drop” programming.

A new robotics club is being started at St. Theresa School for seventh- and eighth-graders wishing to take on further challenges in learning the many possibilities with the Lego Mindstorms robots.

**BISHOP: Holistic education for students**

Let me also take this opportunity to thank Dr. Melanie Verges, our talented and energetic superintendant, and the wonderful Catholic schools office staff of Deacon Joseph Scimeca, Kathy Rayborn and Alice Faucheux.

**VERGES: Accreditation process**

The happy ending to the district accreditation process is almost here for the schools in the Diocese of Baton Rouge. In early December a team of educators from all over the country will come to read reports compiled by the schools visit schools and interview the stakeholders, which will include school administrators, faculty and parents.

Catholic schools look forward to living happily ever after as they continue to serve the Diocese of Baton Rouge!
Janice Burns retires from Ascension Catholic after 33 years

By Laura Deavers
Editor

Next month, when the school bell rings marking the beginning of a new school year, students at Ascension Catholic elementary and middle schools will notice someone missing. Janice Burns, who has been principal of the two schools for 22 years, will not be greeting them as they arrive in their new school uniforms with their new school supplies on the first day of school. After her long career as principal and as a teacher at Ascension, Burns retired at the end of the last school year. But she is not gone from the Ascension Catholic school system.

Burns talked about her years at Ascension during the last week of May as she packed up mementoes that were in her office on the ground floor of what was the original classroom building built by the Daughters of Charity when they came to Donaldsonville 165 years ago to open St. Vincent’s Institute.

Before becoming principal of Ascension Elementary School, Burns taught for 11 years in Ascension Middle School. She taught language arts to fifth- through eighth-graders and occasionally taught math and religion to the middle-school students.

Being a teacher for many years helped Burns when she became the principal. “As the principal I was able to go into a classroom and see what was taking place from the other side,” said Burns of being able to see from the teacher’s perspective. “I cannot forget what it is like to be in the classroom.”

A strong believer in the “hand of God,” Burns admitted with a chuckle, “I became a teacher and a principal quite by accident.”

Burns initially halted her college education, when she married and had children. Following the death of her fourth child only 12 hours after birth, she decided to go back to college, and she earned a bachelor’s degree in elementary education. Once in the classroom, she came to realize she loved teaching and wanted to make a difference in the lives of the young people she taught. She continued her education and received a master’s in education/reading specialist, all the while teaching at Ascension.

Having a master’s degree put her in the position to fill in for the Ascension principal who became ill in November one school year. “I was the only teacher who had a master’s,” said Burns of why she was asked to be principal while continuing to teach middle school classes.

This experience gave her the chance to see that she could be a good principal, and she began working on her certification in principalship and supervision, which is required of a school principal.

SEE BURNS PAGE 5B
St. Thomas More School plans for the next 50 years

By Laura Deavers
Editor

For the past five years, St. Thomas More School has focused on planning for its future. Meetings of the St. Thomas More School Board, the St. Thomas More Parish Council, current and former school parents, parishioners, teachers and others who have a vested interest in the 50-year-old school have recommended the same areas that need to be addressed, said Dr. Judy Armstrong, STM principal. “Everyone spotlighted the same areas to complement the curriculum growth that we are seeing,” Armstrong noted.

To accomplish this, St. Thomas More School has put together a master plan for constructing, remodeling and modernizing its educational facilities.

“The school board has taken the time to analyze campus needs for now and into the future,” Armstrong said. The board is working with the diocese to follow diocesan procedures, protocol and regulations concerning the work that will begin this school year.

“We are looking at constructing state-of-the-art buildings to complement what we have in place,” said Armstrong. “We want to give the students the greatest curriculum, facilities and environment for them to succeed.”

Armstrong said the first priority is to renovate the fifth- and sixth-grade classroom building. Currently these classrooms open to the outside. A commons area, similar to the one that was constructed for the STM junior high building, will be built so the fifth- and sixth-grade classrooms will be entered through that area. The fifth- and sixth-grade classrooms are some of the oldest on the STM campus, explained Armstrong.

To enhance the curriculum, a new science lab will be built for the junior high, creating two science labs on the campus. An additional computer lab will be part of the new library. “With the integration of technology within the curriculum, we want to allow teachers the opportunity to bring whole classes to the library to study geography, work on math programs and participate in science webcasts,” Armstrong explained.

A new music/band room and a new administration/library/media center will be built. This new administration/media building will become the “front door” to the school.

Security on school campuses is always a concern. A fenced secure zone will be built around the perimeter of the campus, and gates will be placed at main pedestrian and student entrances to the campus. Also planned is the expansion of the lobby, restrooms, and concession space in the gymnasium. A new outdoor assembly area and playground for younger students will be built adjacent to the new administration/media center building. And a courtyard will be created between this new building and the two-story classroom building.

School parking and carpool lanes will be improved for easier traffic flow.

Armstrong said she is excited about working with the St. Thomas More leadership to provide the best learning environment for the 900 St. Thomas More students.

BURNS: Retirement after 22 years of leadership

FROM PAGE 4B

Burns left Ascension for one year and taught in a local public school. She said she was asked to apply for the position of principal of Ascension Elementary and Middle School following some difficult administrative years at the school.

As a teacher, Burns said she tried to meet the needs of all of her students; using a wide range of strategies to reach students where they were academically.

“Each year I would try to do something different; trying one new thing every year.” She added that it was challenging and fun.

Over the past 36 years, Burns has seen the effects, both good and bad, of technology. “Technology has changed education a lot. It is a challenge to teach children today who have been exposed to so much technology – to keep them interested,” said Burns.

One of the biggest challenges is to motivate children to read more. Another challenge is to make sure students are not using their cell phones when they are being tested.

It is also difficult to teach in a culture that does not always appreciate the value of an education, nor doing the right thing. Burns said she truly admires young people who stand up for what they believe, regardless of pressure from their peers.

She admitted that being a principal is a hard job, and quickly added that being a teacher is a hard job, too.

"The children are the reason I have been here," Burns expressed happily. “They are wonderful. I hope I made a difference in their lives. I pray I made a difference."

Burns plans to continue making a difference for the Ascension students. She will be volunteering at Ascension, working on marketing and recruiting and coordinating the school’s Quiz Bowl team. She noted that the open house this year resulted in 52 students enrolling in the pre-school program.

“I want to be here,” said Burns. “It is a ministry.”

But Burns is also going to be enjoying her retirement. She will have time to visit her three sons, seven grandchildren and two great-grandchildren. Most of them live nearby in Donaldsonville and Napoleonville. She is also looking forward to going fishing with her husband, and reading. She said she enjoys fiction, historic fiction especially.

This school year, Sandy Pizzolato will be the principal for all three divisions of Ascension schools. Sarah Sotile will be assistant principal of Ascension Elementary and Middle Schools; and George Templet will be assistant principal at Ascension High School.

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ARLINGTON, Va. – A newly expanded component of the Cardinal Newman Society will research issues related to Catholic identity of Catholic campuses around the United States, and it plans to publish and distribute its findings to all Catholic colleges and universities across the country.

The society’s Center for the Advancement of Catholic Higher Education will be overseen by a new director, David House, former president of St. Joseph’s College of Maine.

The research center was formerly known as the Center for the Study of Catholic Higher Education. The name change and House’s appointment to head it were announced in March.

House said the change from “study” to “advancement” reflects a less neutral mission.

“You can study something, but then what do you do with it? I wanted to be more proactive,” he told the Arlington Catholic Herald, newspaper of the Diocese of Arlington.

According to its mission statement, the Cardinal Newman Society’s purpose is “to help renew and strengthen Catholic identity in Catholic higher education.”

The organization, based in Manassas and founded in 1993 by Patrick J. Reilly, is funded by individuals, businesses and foundations. It publishes “The Newman Guide to Choosing a Catholic College.”

House said he is interested in discovering a “quantifiable” way to determine Catholic identity.

“What does it mean when we talk about a place with a strong Catholic identity?” he said. “How is that manifest? What benchmarks do we look at?”

Yanikoski told the Arlington Catholic Herald that he hopes the society’s center “will be a quality operation, that it will attempt to do things which are constructive, not merely shining a light on things that they find are unsatisfactory.”

“If they continue to maintain their point of view that they are at one end of a spectrum, criticizing almost everyone else, it’s hard to create partnerships,” he said. “I hope that this will be a good venture for them, and that over time they’ll produce some quality research that will be useful to higher education and will, in an evenhanded way, help shine a light on that in Catholic higher education which is working well and needs to be acknowledged, and that which is a work in progress and still needs attention,” Yanikoski added.

The Center for the Advancement of Catholic Higher Education has enlisted four theologians to study specific areas.

One is Father Richard Duffield, provost of the Birmingham, England, community founded in the 19th century by Cardinal John Henry Newman, who will be beatified in September. Father Duffield, who is postulator of his sainthood cause, will research how the cardinal’s thought and legacy pertain to higher education.

The others and their areas of research are: Anne Hendersott, author and professor of urban affairs at the King’s College in New York, student sexuality and relationships on campus; Kimberly Shankman, dean of Benedictine College in Atchison, Kan., core curricula at Catholic colleges and universities; and Father D. Paul Sullins, sociology professor and fellow of the Institute for Policy Research & Catholic Studies at The Catholic University of America.
SJA begins academic year with new tablet computers

The 2010-2011 academic year begins at St. Joseph’s Academy Aug. 9, and among the most anticipated changes on the horizon is the new Fujitsu tablet computers, which were rolled out during the month of June.

The Fujitsu T730 tablets offer a variety of state-of-the-art features, including a multi-touch screen, three GB of RAM, Intel Capella, Windows 7 and more. The multi-touch screen will allow the user not only to utilize the computer stylus to control the screen, but also to use the dual-finger touch on the screen. Additionally, the new computers have a 360-degree rotating LCD screen and built-in webcams, bringing communication at the academy to a whole new level.

Incoming freshmen received the T730s during their week-long computer orientation sessions in early June, while returning students came to campus between June 14 and 30 to pick up their new units. Faculty and staff received their new computers and were trained in their use during Summer Institute, the annual professional development and planning workshop held at the end of May.

“How exciting to see the SJA community embracing our newest academic tool,” said SJA Principal Linda Fryoux Harvison. “With the rollout of the new units, we underline our commitment to staying on the cutting edge of educational technology, and we eagerly anticipate the start of the new academic year.”

The new tablets underline the academy’s educational mission, said President Sister Adele Lambert CSJ. “As St. Joseph’s Academy takes the opportunity to advance in the use of technological tools, we are careful that the new tablets enable us to create what we desire, i.e., a place of learning where our students become ‘young women for others’ in the Jesuit tradition, the spirit of Ignatius Loyola,” she said.

The process to select the new units began last fall, when SJA administrators and technology team members met with representatives from five different computer manufacturers. Students played a major role in the selection process, meeting with vendors, serving as testers and setting up blogs to chronicle their experiences with the various models. In the end, the Fujitsu T730 was chosen for its durability, affordability and quality of educational features.

“The Fujitsu tablet computers will provide us with the latest technology in pen, touch and tablet computing,” said Sheri Gillio, assistant principal of academics. “This technology will give our students the opportunity to develop 21st century skills as they prepare for the future of technology in our ever-changing world. Our goal is to prepare our students to be lifelong learners who know how to use technology wisely to gain access to the wealth of information available through the worldwide web. St. Joseph’s continues to provide the most advanced technology available for education to ensure our girls learn in a well-rounded, college-preparatory curriculum.”

Kara Ramsey, a recent graduate, served on the team of student testers. Ramsey is also a technician with the academy’s student-run help desk. “Although we looked at several adequate models, the Fujitsu T730s were the best all-around,” she said. “They had features we wanted to continue to have, like CD drives (not all new laptops have these) now, as well as new features that were highly appealing, like a webcam and Intel Capella technology. These are in addition to ‘normal’ things like lots of RAM, a sturdy model and lots of hard drive space. The Fujitsu was also lightweight.

“After participating in the process of picking a new computer, it’s very fulfilling to see all of the Fujitsus distributed,” Ramsey added. “They are going to make for a great year.”

The previously used tablets were recycled to a single vendor, and a few units were hand-delivered to Ciudad Sandino, Nicaragua, an internal refugee city to which disaster victims are sent by the government when their homes are destroyed. Ciudad Sandino is administered by Cantera, which is a ministry of Sister Dianne Fanguy CSJ, a 1957 academy graduate.

The tablets were taken to Nicaragua by a group of academy graduates, students and technology department personnel that spent a week helping bring access to technology to those who live there.

“The spirit and charism of the Sisters of St. Joseph, new relationships were formed, and technology will enable us to communicate with our brothers and sisters in Nicaragua,” Sister Adele said. “This venture helps SJA in our efforts to be ‘green’ and to keep the ‘generous promises’ of the sisters.”

IDENTITY: Creating Catholic campuses

FROM PAGE 68
sity of America in Washington, the impact of an institution’s Catholic identity on student recruitment and enrollment.

House said he is particularly interested in the center’s offering support for college and university leaders.

“If you’re a president of an institution and you’re trying to turn it around and make it more Catholic, that can be very difficult in what he said is sometimes a ‘semi-hostile environment.’

“Collaboration and solidarity are really important to me,” he said, “to ‘take people out of isolation’ and enable them to ‘pick up the phone and call colleagues’ who could help.

House added that “the search for truth is what we’re all about.”

The Class of 2010 earned over $3.7 million dollars in scholarship offers.
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The Gift of Leadership
UPCs supply money to diocesan schools

By Barbara Chenevert
Staff Writer

When you head out to do your grocery shopping, though you may not know it, the selections you make could be helping a local school.

Almost all of the diocesan schools participate in at least one of the many cash for schools programs offered by local companies. Under the programs, schools that collect labels from certain products, or encourage parents to shop at designated stores, can earn cash or equipment.

“Cutting and saving UPCs is a way of life around here at Sacred Heart School. It generates $2,500 to $3,500 each year,” school secretary Deborah Matirne said.

Sacred Heart School has been able to purchase a sofa for the teachers’ lounge, paper shredders, long-arm staplers and other office equipment, cubbies for pre-kindergarten classrooms as well as items for the music and physical education programs.

“It is wonderful that schools are supported by business partners through such programs. Ultimately, students benefit from the additional support,” said Dr. Melanie Verges, superintendent of Catholic schools.

There is an abundance of companies offering cash to schools whose families buy their products or support their stores. Some product programs include Community Coffee Cash for Schools, Campbell’s Soup Labels for Education, General Mills Box Tops for Education, Tyson Chicken Project A+ Strips and CapriSun Pouch Brigades. Some store programs, such as Albertson’s Community Partners, Target’s Take Charge of Education and Office Depot’s Back to School, will give a cash or credit donation to schools when parents shop there.

At Holy Family School, funds from label collections go mostly to purchasing new computers. This past school year the school raised $2,113.36 from the collection of Community Coffee UPC labels and $1,416 from GM box tops. The school was ranked 92 out of 2,014 schools nationwide in the collection of the box tops.

“We collect from the whole community,” Holy Family receptionist Roena Vlahos said. “Our parishioners know our school saves them (labels), and they are always bringing them to the office or mailing them in,” Vlahos said.

Christie Baron, with Our Lady of Mercy School’s Home and School Association, said she believes the labels program is a benefit to the school as well as the families. “The school has an opportunity to purchase additional items and it’s another way for the families to get involved in giving back to the school. It’s a simple thing to do, and even the children can clip the labels. They get excited about winning incentives. It’s a great program and opportunity for everyone.”

Our Lady of Mercy, like many other schools, offers rewards to students for their collection efforts. Under Mercy’s Summer Label Collection Contest, each child receives a gallon size Ziploc bag to collect labels all summer and returns the bag in August stuffed with labels. Random names are drawn for prizes, such as Target gift cards and “Free Shoe Day” coupons, Baron said. The school hopes to offer even more incentives in the coming year.

Funds collected by Our Lady of Mercy are used for a variety of purposes including the purchase of new pre-K playground equipment, digital cameras and a Catholic Jeopardy game to be used for students via the classroom starboards. They even help bring guest speakers to campus.

At Redemptorist High School, funds received from UPC labels are placed in the general fund and used to purchase needed items for the school, Development Director Chris Porche said. The school hopes to offer incentives next year to encourage more students to bring in labels, he said.

Community Coffee alone gave $32,017 to schools in East Baton Rouge Parish this year through the Community Cash for Schools program. Five Catholic diocesan schools were among the top 10 recipients in the program throughout the state. They were St. Thomas More, which earned $3,903, St. John Elementary and Middle School, which earned $2,444, St. Theresa of Avila, which received $2,284, Sacred Heart, which received $2,123, and Holy Family, receiving $2,113.

CapriSun will not only give schools cash for the collection of pouches, but it also has teamed up with a company, TerraCycle, to recycle the drink pouches into tote bags, pencil cases and fashion bags.

Collecting labels is not limited to parents of school children. Anyone who uses the designated products can clip and save labels at no cost. People willing to help in this way can call a school near them to find out what it collects and how labels can be delivered to or mailed to the school. Stores that designate a percentage of purchases to schools often require special key tags, cards or school identification numbers. That information is available from individual schools.
Redemptorist Elementary offers students new opportunities

By Laura Deavers

Sixty-five years ago, St. Gerard Majella School opened to provide a Catholic education to the children in St. Gerard Church Parish. The church parish encompassed a large area of north Baton Rouge that was home to many young families who wanted to call Baton Rouge home after World War II.

The three-story brick St. Gerard School building, on the east side of Plank Road in Baton Rouge, was the first permanent structure for the church parish that was created in 1944. The Redemptorist priests, who came to Baton Rouge to staff St. Gerard Majella Church, invited the School Sisters of Notre Dame to staff the church parish school that would eventually enroll more than 2,000 students in the elementary grades.

In 1960, St. Isidore the Farmer School opened as part of the ministry of St. Isidore the Farmer Church, north of the St. Gerard Church boundaries, on the west side of Plank Road in Baker.

These two schools have now merged into one school, Redemptorist Elementary School, located in the former St. Gerard School building, adjacent to Redemptorist Junior and Senior High Schools.

“Naming the new school Redemptorist is natural for the understanding that a child can come to this campus in early elementary and continue on the same campus until high school graduation,” said Joan Hutson, who was St. Gerard principal and is now principal of the Redemptorist upper elementary students.

Erica Walker, who had been associate principal of St. Isidore, is the principal of the lower elementary students.

The two women have adjacent offices on the first floor of the historic classroom building.

In merging the two elementary schools, the principals say they are combining the best programs from each school to offer a strong elementary program to their students.

Walker gave as an example the very successful credit union program she introduced at St. Isidore that will be used at Redemptorist Elementary and renamed Wolf Cub Credit Union.

Sixth-graders take responsibility for operating the student credit union, which helps them learn about saving and how money is earned.

“They learn it is better to save than to spend,” said Walker of the students, who might deposit a portion or much more of what they earn by doing chores at home or for neighbors.

“The students learn life skills,” added Hutson, who is excited about the program.

“We assume kids learn about money when they are growing up, but they don’t.”

The self-study that took place last school year as part of the diocesan-wide school accreditation process revealed that students in both St. Gerard and St. Isidore schools need to improve their math skills. Redemptorist Elementary administration and faculty will emphasize math this year to bring the students to the level they should attain.

The First In Math program, which St. Isidore used last year, will be part of the Redemptorist math curriculum this year.

Students from St. Gerard Majella School and St. Isidore School had the opportunity to get to know each other last semester to prepare for this academic year when they would be attending the same school. Photo by Laura Deavers | The Catholic Commentator

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“Catholic Schools – A Gift for Life”
REDEMPTRIST: Many opportunities for students to succeed

FROM PAGE 108

“The program provides online reinforcement of math skills for grades three through six,” said Walker. She added that the students were excited about the program, which she knew had been implemented successfully at Holy Ghost School.

St. Gerard’s program for students with dyslexia will be continued, said Hutson. “Our program is unique in how we integrate it throughout the (school) day. Other schools offer support for the children with dyslexia. We have a qualified instructor and two assistants to provide support for the students.”

Having the dyslexia program in a Catholic school “allows families who so want a Catholic education for their child, who because of a reading disability can’t make it in another Catholic school, to continue Catholic education,” added Hutson. “It is heart-wrenching for parents when they have to pull their child from a Catholic school. (The dyslexia program) is one of the gifts we have here. We know how important the gift of reading is.”

The two principals are also pleased the kindergartners through sixth-graders will be taught Spanish. Since two of the teachers are Filipino, there is a possibility that the students might learn Filipino also, said Hutson. The students will also have art and music, which were not offered in the past.

Fourth-, fifth- and sixth-graders will all have laptop computers.

Both principals attribute the vision of what is taking place at Redemptorist Elementary to Dr. Melanie Verges, superintendent of Catholic schools. And they are working hard to make her vision a reality. “We are finding ways to make it happen,” said Hutson. “This is a great opportunity. We have a blank page. We can make this school the best.”

The personalities of the two principals complement each other. “They do the other’s job automatically,” commented Walker. “We really do complement each other,” laughed Walker, noting that she is typically the one to go shopping and Hutson will be the one to install what uniform coupons to their parents that night.

Hutson and Walker said everyone associated with the school is working diligently to get the school building ready for new students and returning students.

“We have an experienced, dedicated, professional staff who love the children,” stated Hutson. “The love for the children makes the school special.

“Our teachers are willing to accommodate children’s individual needs. All schools are not willing to do that; here they do it automatically.”

“When students come here, they experience the love and care we have to give them,” said Hutson. She stressed that the school is a family, with great academic, economic and social diversity. The students come from all over Baton Rouge and the surrounding area.

Walker has told her teachers that they need to listen to what their students have to say about what is going on in their lives outside of the classroom. “If you see the worry on a child’s face, find out what is worrying the child. We need to listen before we fuss at a child.”

Hutson and Walker mentioned encountering students who, unlike most students, said they did not want to be away from school for the weekend or the summer months.

“These experienced educators know that for some of their students, school provides structure, nutritious meals, the presence of someone who genuinely cares about them and their future.”

Walker and Hutson are happily anticipating the opportunities and challenges that will come this year, the first year of Redemptorist Elementary. They are grateful to all who have been involved in bringing their two schools together.

“We have to prove we have great academic programs,” said Walker. “As we deliver on our commitment, we will draw more students and we will have to expand.”

In merging the two elementary schools, the principals say they are combining the best programs from each school to offer a strong elementary program to their students.

and raised in Leonville, she graduated in 2000 from Southern University with a bachelor’s degree in education. She earned her master’s from Southern in 2002. She taught pre-kindergarten at Our Lady of Mercy from 2001-2008, where she got to know Linda March. When March left OLOM to become principal at St. Isidore, Walker went with her.

March is now assistant principal of Sacred Heart of Jesus School.

The focus of Redemptorist Elementary for this school year is, “Look what we have here, a great Catholic education.” Already almost 200 students have enrolled for the 2010-2011 school year, which pleases Hutson and Walker, who know more students will enroll as the first day of school nears.

Since the school has a new name, the students will have a new uniform, made with the Redemptorist High School plaid. The Redemptorist High School logo has been redesigned, with “Redemptorist Elementary” around the green “R.”

School Time Uniform store has the new uniforms and will stay open late July 20 for Redemptorist Elementary parents. The store is providing special uniform coupons to their parents that night.

School is working diligently to get the school building ready for new students and returning students.

“We have an experienced, dedicated, professional staff who love the children,” stated Hutson. “The love for the children makes the school special.

“Our teachers are willing to accommodate children’s individual needs. All schools are not willing to do that; here they do it automatically.”

When students come here, they experience the love and care we have to give them,” said Hutson. She stressed that the school is a family, with great academic, economic and social diversity. The students come from all over Baton Rouge and the surrounding area.

Walker has told her teachers that they need to listen to what their students have to say about what is going on in their lives outside of the classroom. “If you see the worry on a child’s face, find out what is worrying the child. We need to listen before we fuss at a child.”

Hutson and Walker mentioned encountering students who, unlike most students, said they did not want to be away from school for the weekend or the summer months.

“These experienced educators know that for some of their students, school provides structure, nutritious meals, the presence of someone who genuinely cares about them and their future.”

Walker and Hutson are happily anticipating the opportunities and challenges that will come this year, the first year of Redemptorist Elementary. They are grateful to all who have been involved in bringing their two schools together.

“We have to prove we have great academic programs,” said Walker. “As we deliver on our commitment, we will draw more students and we will have to expand.”

Fall Openings in These Preschools

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865 Hatchell Ln., Denham Springs 225-664-8968 • 3 and 4 years old

St. Francis Xavier Early Learning Center
1145 Terrace St., Baton Rouge 225-387-4877 • 2 to 4 years old

St. Isidore Early Childhood Development Center
5657 Thomas Rd. Baton Rouge (Baker) 225-775-8850
18 months to 4 years old
Our Lady of Mercy class adopts Squirt, a sea turtle

The oil spill in the Gulf of Mexico has brought greater attention to animals that live in the sea, especially the critically endangered sea turtles and brown pelicans.

The Sea Turtle Conservancy, formerly known as the Caribbean Conservation Corporation (CCC), is the world’s oldest sea turtle research and conservation group and leads efforts to protect these animals and their habitats. Founded in 1959, the Sea Turtle Conservancy is based in Gainesville, Fla.

Sea turtles serve as indicators of the health of the world’s marine and coastal ecosystems.

Last school year, before the gulf oil disaster, first-grade students at Our Lady of Mercy School became interested in sea turtles after reading “Do You Know Where Sea Turtles Go?” by Paul Lowery. The book, given to Sherry McLaughlin’s first-grade class by the family of one of her students, increased the students’ knowledge of the turtles and became the catalyst for a full-scale effort among the students to help support this endangered species. The book inspired the class to adopt a sea turtle. With the service aspect of the Our Lady of Mercy School motto as their inspiration, they earned the money to adopt the turtle by doing extra chores at home or for their neighbors.

Upon completion of the adoption process, the class received an official Certificate of Adoption, informing them that the turtle they had adopted is named “Squirt.” Their adoptee is a loggerhead sea turtle that had been tagged at the Archie Carr National Wildlife Refuge in Florida and released on May 21, 2009.

Transmitters that cause no harm to the turtle are mounted to the animal, allowing for scientific study by the Sea Turtle Conservancy. Satellites orbiting the earth track Squirt’s migratory movements. The students logged into the Conservancy website regularly to view Squirt’s migratory movements and marked their maps to keep up with their turtles travels.

As part of the adoption, students received an overview of the life of sea turtles, including descriptions of the marine animal’s reproduction, growth and development. Students were given suggestions for practical actions they could take to help preserve sea turtles and their habitats. Although sea turtles were the primary focus of the lesson, students learned about other species that are endangered because of the evolutionary process and the abrupt and careless changes in their habitat brought about by humans.

The interest McLaughlin’s first-graders took in being better stewards of the earth was more known, these two first-grade classes at Our Lady of Mercy knew they were doing a small part for the greater good while helping one sea creature at a time. At the end of the school year, as the effects of the oil spill disaster on sea life were becoming more known, these two first-grade classes at Our Lady of Mercy knew they were doing a small part for the greater good while helping one sea creature at a time.
SHS fourth-graders celebrate St. Joseph’s Day

By Lisa Black Gossé
Sacred Heart School

In December 2007, Sacred Heart of Jesus School teacher Lisa Perry wanted to learn to bake fig cookies and enrolled in a class taught by her friend Kathleen Cooper. Little did she know that the class, combined with other factors, would lead her to begin celebrating the Feast of St. Joseph on March 19 with a traditional St. Joseph’s Altar in her fourth-grade classroom.

After the baking class, Perry said, “the rest just fell into place.” She began researching altars on the Internet and purchased a couple of books. “As I learned more and more about the traditions of the St. Joseph altar, I decided to do one.”

The fourth-graders study St. Joseph’s Day in their religion classes.

In 1929, the Sisters of St. Joseph founded Sacred Heart School. Now the school celebrates St. Joseph’s Day with special recognition of the Sisters of St. Joseph, some of whom are on the staff.

Perry thought the altar would be a logical extension of that celebration. She also thought the altar would have educational benefit. After presenting altars for three years, Perry is convinced that the altar is “a good thing for the children.”

She has expanded the students’ study of the altar, and they now learn about its traditions and symbolism. “Seeing those traditions and symbols in a real altar has a much greater impact on the children than reading about them in a book,” Perry noted.

Students participate in a number of ways. They add their prayer petitions and participate in the priest’s blessing of the altar. They also reenact the “tupa tupa” where the Holy Family searches for food and shelter. Fourth-graders portray members of the Holy Family and saints. Classmates and visiting friends and parents join the Holy Family on their journey through the school.

During the tupa tupa, members of the Holy Family are denied food and shelter two times. On the third attempt, they are welcomed by the saints at the St. Joseph’s altar and served the traditional meatless spaghetti meal.

“The kids are really proud to have the altar in their classroom, and they feel special when students in the other grades come to view the altar,” said Perry.

Rising SHS fifth-grader Meghan Johnson agrees. “The kids are really proud to have the altar in their classroom, and they now learn about its traditions and symbols in a real altar,” she proudly added.

The Holy Family (Liam Cave as Jesus, Claudia Pickell as Mary and Trey Ford as Joseph) enjoys its meal under the watchful eyes of the tupa tupa. The Holy Family (Liam Cave as Jesus, Claudia Pickell as Mary and Trey Ford as Joseph) enjoys its meal under the watchful eyes of the tupa tupa. The time spent is “worth it when I see how the children respond,” she proudly added.

Due Date: July 14, 2010

The Catholic Commentator

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The mission of the Catholic Church is to evangelize and catechize. This message was delivered to the principals and assistant principals in the Baton Rouge Diocese at two separate retreats in March at Rosaryville Retreat Center in Ponchatoula.

Principals attended one retreat and assistant principals attended the other.

Charles Jumonville, diocesan director of Christian Formation, and Rhonda Parenton, diocesan director of religious education, presented information from the nine documents on education — issued by popes, the Sacred Congregation for Catholic Education and the United States Conference of Catholic Bishops — that have established the foundation of Catholic education in our country today.

Jumonville said the presentations are to aid school administrators in understanding their role as the spiritual leaders of their schools as well as being the primary educator.

The material he and Parenton presented followed the evolution of how the church approaches education from 1939 until the present.

First and foremost the Catholic Church has the duty to educate. This has been the church’s mission since its beginning. To that end, the Church has followed and responded to the changes in formal education over the centuries to aid educational leaders in establishing methods to reach those they are teaching.

In the document “On Christian Education” issued by Pope Pius XII in 1939, the pope stated, “The church, and therefore the Catholic school, watches over the entire education of her children in all institutions, not merely in regard to religious education but to all branches of learning.”

At this time, children were viewed as being easily swayed to live an immoral life. The church’s work was focused on the salvation of souls, according to “On Christian Education.”

Documents issued by the Second Vatican Council 25 years later viewed the world as essentially good and the people as the church. The Declaration on Christian Education, issued in 1965 by Pope Paul VI, was “a major break from the 1939 document,” said Jumonville. “Families, especially parents, impart education as “first responders;” however, the duty of education belongs to the church,” he said.

Jumonville reminded the principals and assistant principals that they are to teach as Jesus did. Using the 1972 USCCB document “To Teach as Jesus Did,” Jumonville said they are to teach the message of Jesus Christ, create faith communities in their school and provide service-learning opportunities. This document broadens the classroom concept of education to a global dimension.

In the 1982 document “Lay Catholics in Schools Witness to Faith,” the Sacred Congregation for Catholic Education stated, “All who contribute to human formation educate; but teachers have made human formation their very profession.” Jumonville challenged the educators to explore how their school communities live this message.

Catholic schools are adding the 5 Ws to the 3 Rs. The 5 Ws are word, welcome, welfare, worship and witness. “Educating Together in Catholic Schools: A shared Mission between Consecrated Persons and the Lay Faithful, 2007” stresses placing greater emphasis on these five items in our Catholic schools, said Jumonville.

He ended with the message: “Catholic schools continue to be the most effective means available to the church for the education of children and young people who are the future of the church.”
Defibrillators arrive at schools in the Diocese of Baton Rouge

By Debbie Shelley
Assistant Editor

With the addition of an Automated External Defibrillator (AED) at each of the Catholic middle and high schools in the Diocese of Baton Rouge, the schools are better equipped to provide medical treatment that people need if they have a heart attack or other cardiovascular emergency while on campus.

The portable, computerized medical device automatically diagnoses the potentially life-threatening cardiac arrhythmias of ventricular fibrillation and ventricular tachycardia in a patient. The AED treats the person through defibrillation, the application of electric therapy, which stops the arrhythmia, allowing the heart to reestablish an effective rhythm.

The death of Shannon Veal in February 2008 catalyzed the effort to provide AEDs to the schools. Veal, who had been a star basketball player for Glen Oaks High School in Baton Rouge, collapsed and died after shooting two free throws during a game against Helen Cox High School from Harvey, La.

A group of local physicians, Dr. David Carmouche and other physicians from eight different medical clinics and the Our Lady of the Lake Foundation, have been working with the Kiwanis Club to ensure that each Catholic middle and high school receives defibrillators, with the hope of providing the medical devices to the Catholic elementary schools as well. Dr. Robert Kenney and his partners, Drs. Don Marsh, Robert Landry and Michael Roppolo, have worked with the Cortana Kiwanis, which serves Louisiana, Mississippi, and Tennessee, to provide defibrillators for schools in the Baton Rouge Diocese.

Dr. David Carmouche and other physicians from eight different medical clinics and the Our Lady of the Lake Foundation secured AEDs for area public middle and high schools.

The goal of the Cortana Kiwanis is to provide AEDs in secondary schools throughout the three states, as well as training faculty and staff on how to use the machines and keep them up-to-date, according to Pam Morgan, AED coordinator for the tri-state Kiwanis district.

“The Cortana Kiwanis has two AEDs at their school,” said Principal Myra T. Patureau and athletic trainer Anthony Neeson are working through the local Kiwanis to purchase more equipment for each major building on the St. Michael High School campus.

Faculty members from other Catholic high schools spoke about the importance of the AEDs to their school.

As a parent I’m glad to know that the AEDs are there,” said Sharan Kast, assistant principal at St. Thomas Aquinas High School, which has two of the devices. She believes that with the large number of children participating in athletics, it is important to increase awareness about the devices and how they save lives.

The Red Cross has trained faculty members at the high schools and middle schools on how to use the AEDs, according to Morgan.

Dr. Kenney pointed to St. Michael High School as a good example of how Catholic schools are making sure faculty members are trained in the use and maintenance of the AEDs.

“St. Michael High School now has three AED machines, one of which is mobile. A principal athletic trainer sees that faculty and staff are properly trained on the devices and that maintenance and upkeep are a priority,” Dr. Kenney said.

St. Michael High School principal Myra Patureau and athletic trainer Anthony Neeson are working through the local Kiwanis to purchase more equipment for each major building on the St. Michael High School campus.

Faculty members from other Catholic high schools spoke about the importance of the AEDs to their school.

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The American Heart Association estimates that approximately 95 percent of sudden cardiac arrest victims die before reaching the hospital. Death could be prevented if the victim receives bystander cardiopulmonary resuscitation (CPR) and defibrillation within a few minutes after a collapse.

Mendoza noted that for every minute that defibrillation is delayed, a person’s survival rate is reduced by 7 to 10 percent.

In educating its students about cardiovascular health, Redemptorist taught them to recognize the symptoms of a heart attack and how to report them so the victims can receive the medical attention they need to survive.

St. Michael High School looking at expansion as students, parents volunteer

St. Michael the Archangel Catholic High School is a co-educational, college preparatory school for grades 9-12. During the past 25 years the school has continued to expand its physical plant, its traditions and much more.

“As we close the door on our 25th anniversary celebrations, it is with optimism and excitement that we look forward to the future of St. Michael High School,” said Principal Myra T. Patureau.

“We have completed work on a new boys basketball locker room, are breaking ground for a concession stand/restroom facility for the softball and baseball programs, and are in the early stages of gathering our constituents to complete a feasibility study for our next major building project to serve multiple purposes for our campus,” she said.

Patureau said the feasibility study for a new multi-purpose building could include a re-design of the campus. She stressed that the project is only in the conceptual stages of talking and planning.

And, whereas this major project as well as the developments taking place near the baseball diamond of the John Mouton Field involve architects and master plans, what was recently accomplished for and largely by the boys basketball program was a complete grassroots effort.

The boys and my coaching staff, as well as myself and fellow alumni, joined together to complete our new locker room facility as a team,” said head coach and alumnus Drew Hart. “From fund-raising to installation and even painting and staining, this is something that each and every member of the basketball family made possible.”

The end result is quite impressive, and proves that the Warrior spirit is alive and well both on and off the court, said Hart.
Catholic schools remain faithful to their evangelizing mission
More than 700 students, parents and staff joined the Catholic Church this year

While Catholic schools traditionally are prized for their high academic standards and orderly student conduct occasionally the evangelizing mission of schools is taken for granted. After all, aren’t all students in Catholic schools Catholic? They are not, according to statistics compiled annually by the National Catholic Educational Association (NCEA), the professional membership organization for Catholic schools and parish religious education programs. According to figures released this spring, approximately 14.5 percent, or nearly 308,000 students, enrolled in Catholic schools are not Catholic. The percentages vary widely from region to region, from few non-Catholic students in rural areas to inner-city schools where Catholic students may be the minority.

The full effect of a school’s evangelizing mission is difficult to pinpoint precisely. However, based on an e-mail survey conducted by NCEA this spring, Catholic schools around the country reported more than 700 youth, parents and staff members connected to Catholic schools chose to become Catholic this year. Responses represented 17 percent of the nation’s 176 Latin-rite dioceses or archdioceses, so actual nationwide numbers would be higher if statistics were available.

According to NCEA President Karen Ristau, “These numbers speak impressively to the effectiveness of U.S. Catholic schools in sharing and spreading the faith. It’s testimony that religion is an integral part of the educational program and of students’ daily life at school.”

Many schools reported that the numbers of those received into the church were in the ones and twos, but several dioceses reported significant numbers of new members during the 2010 Easter season. The Archdiocese of Philadelphia reported that 100 students in elementary and high schools joined the church this year. The Archdiocese of Baltimore reported that 74 students and seven adults connected to schools joined the church. The Archdiocese of Atlanta reported 10 students. The Diocese of Jackson, Miss., where about 50 percent of the diocese’s students are Catholic, reported that 30 students, 15 parents or guardians and two teachers were received into the Catholic Church during Holy Week. The Archdiocese of Oklahoma City, with 18 of 22 schools responding, reported 41 students, 60 parents and eight teachers joined the church. The Diocese of Little Rock said that 37 adults and 39 children were received into the church.

The Archdiocese of Miami reported 76 students among 35 schools joined the church. Christian Brother Richard DeMaria, executive director of Christian formation for the archdiocese, said, “This supports the impression that Catholic schools are the most important form of evangelization in a parish.”

“These numbers speak impressively to the effectiveness of U.S. Catholic schools in sharing and spreading the faith.”

NCEA President Karen Ristau

While many of the new Catholics were among students in the early grades, larger numbers came from the upper elementary grades and high schools. In some cases, students made the step independently; others were accompanied by their parents and other family members. At least 54 of the new Catholics were faculty and staff, including several school secretaries.

The individual stories are inspiring. In Des Moines, Iowa, a family of five (parents and three children) began the process after the oldest child in Catholic school began to wonder why his family did not attend any church. John Paul II School in Sacramento, Calif., reported eight students became Catholic this year and noted that the school has experienced one or two baptisms since the school opened in 2005. “We celebrate the baptisms as a school community because it’s a powerful witness to all of our students,” wrote Principal Fran Wise.

At St. Margaret Mary Catholic School in Winter Park, Fla., a teacher of math, science and social studies for the sixth grade joined the church during the Easter Vigil. “Many of the students were present for his baptism,” said school Principal Kathleen Walsh. “This experience has been such an incredible blessing for our school community and especially for the sixth-grade class.”

A number of schools also reported that students received their first Communion or confirmation after their families returned to the practice of their Catholic faith.

NCEA, founded in 1904, is a professional membership organization that provides leadership, direction and service to the practice of their Catholic faith. NCEA members include elementary schools, high schools, parish religious education programs and seminaries.
High school chaplains announced

The chaplains assigned to the high schools in the Baton Rouge Diocese are:
- Ascension Catholic Regional High School: Father Philip J. Spano and Father Christopher J. Decker;
- Catholic High School: Father Andrew J. Merrick and Father Ray Hebert SC;
- Catholic High School of Pointe Coupee: Father Robert F. Stine;
- Redemptorist Diocesan Regional High School: Father Frank B. Bass;
- St. Joseph’s Academy: Father Nicholas J. Nutter III;
- St. Michael the Archangel Diocesan Regional High School: Father Paul Yi;
- St. Thomas Aquinas Diocesan Regional High School: Father Henry B. Groover OP and Father Randy Cuevas.

By Laura Deavers
Editor

Chaplains are assigned to every high school in the Diocese of Baton Rouge to provide for the pastoral and sacramental care of the students, faculty and administration. Their duties as chaplain are in addition to their responsibilities as pastor or parochial vicar at the church parish they are assigned to serve.

The high school chaplains are to be available to the students, faculty and administration at the school where they serve. The chaplains are to visit the students in their religion classes regularly at the invitation and agreement with religion teachers and faculty. They can also have more informal meetings in the cafeteria before school, during lunch and at break times; and they are to attend school functions, such as sports events, plays, concerts and other activities important to the students.

The chaplains can provide spiritual or personal counseling to those students who request it. They are also available to the administration, faculty and staff at meetings and events where the chaplain’s presence would be appreciated.

Chaplains are available for celebrating the Eucharist for the school and ask other priests, especially those who have members of their church parish attending the school, to assist with Mass.

Chaplains also celebrate the sacrament of reconciliation on campus once a semester. In preparation for receiving this sacrament, the priests develop appropriate liturgical materials for the celebration and catechize students.

The chaplains help plan retreats and days of reflection as requested and as they are able. And they are available for participation in any baccalaureate Mass or commencement program.

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The Brighton School is a non-profit K-12 program dedicated solely to the education of students with dyslexia and related learning differences. The Brighton School does not discriminate on the basis of race, color, national or ethnic origin.
USCCB issues social networking guidelines

The growing popularity of social media caused the United States Conference of Catholic Bishops Department of Communication to issue guidelines for best practices of social media.

In his 2010 message for the 44th World Communications Day, Pope Benedict XVI said, “The world of digital communication, with its almost limitless expressive capacity, makes us appreciate all the more St. Paul’s exclamation: ‘Woe to me if I do not preach the Gospel’” (1 Cor 9:16).

In their guidelines issued in June, the USCCB recommended reading the pope’s messages for both the 43rd and 44th World Communications Day. Both can be accessed at the USCCB website, www.usccb.org.

Social media have transformed the way people find and use information and content, from hard news to light entertainment. Information, once delivered by professionals trained in accuracy, can now be created by anyone and published to everyone.

Social media present opportunities and challenges. The USCCB groups these into three primary categories: visibility, community and accountability.

Church institutions have many opportunities to use social media for visibility, and therefore to evangelize. Before deciding to engage in forms of social media such as blogs, social networks or text messaging, the needs of the ministry, church parish or organization should be compared to the form of communication the social medium provides. For example, a text message may more effectively get a brief idea to more people than a blog.

Social media can strengthen community but should not take the place of face-to-face meetings. A well-considered use of social media has the ultimate goal of encouraging “true friendship” and of addressing the human longing for meaningful community.

The communities built through social media expect accountability and responsibility from site administrators and users of the social media. Because of the proliferation of material available through social media, consumers should only use information from trusted sites.

The U.S. bishops’ Department of Communication recommends specific elements when developing guidelines for church personnel to use social media:

- Define appropriate boundaries for communication.
- Include examples of codes of conduct.
- Define instruction.
- Provide recommendations on how to deal with difficult “fans.”

SEE NETWORKING PAGE 198

HOLY GHOST DADS’ CLUB — Bobby Alfonso, fourth from left, president of the Holy Ghost School Dads’ Club, presents Holy Ghost Principal Tangee Daugereaux with a check for $11,000 to repair the gates surrounding the perimeter of the school. The gates surrounding the school now have key pads. Participating in the presentation are from left, Robert Pierre, Bry Layrisso, Duane Bertrand, Alfonso, P.J. Lowentritt, Raymond Starkey and Shane Bardwell. The Holy Ghost Dads’ Club is a service organization of the school dedicated to Catholic education. Photo provided by Holy Ghost School

HOLY GHOST DADS’ CLUB — Bobby Alfonso, fourth from left, president of the Holy Ghost School Dads’ Club, presents Holy Ghost Principal Tangee Daugereaux with a check for $11,000 to repair the gates surrounding the perimeter of the school. The gates surrounding the school now have key pads. Participating in the presentation are from left, Robert Pierre, Bry Layrisso, Duane Bertrand, Alfonso, P.J. Lowentritt, Raymond Starkey and Shane Bardwell. The Holy Ghost Dads’ Club is a service organization of the school dedicated to Catholic education. Photo provided by Holy Ghost School

Statement of Policy

The schools of the Diocese of Baton Rouge, Louisiana, admit students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at its schools. They do not discriminate on the basis of race, color, national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Additionally, in compliance with Title IX of the Civil Rights Act of 1964, no person in the schools of the Diocese shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or activity except as permitted under said Title IX.

Finally, the schools of the Diocese of Baton Rouge, Louisiana, have adopted and will implement the imperatives of the Family Educational Rights and Privacy Act as amended, and will inform parents and students of their rights under this amendment to Title VI of the Civil Rights Act of 1964.

The above stated policy applies to the following schools and institutions of the Diocese:

<table>
<thead>
<tr>
<th>Sacred Heart of Jesus School</th>
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<tbody>
<tr>
<td>2251 Main Street</td>
</tr>
<tr>
<td>225.383.7481</td>
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<tr>
<td>Baton Rouge, LA 70802</td>
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<tr>
<td><a href="http://www.sacredheartbr.com">www.sacredheartbr.com</a></td>
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<tr>
<td>Pre-K through 8th Grade</td>
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Catholic High of Pointe Coupée
St. Francis Xavier School
EA/EI Partnership
- St. Theresa School
- St. John Primary
St. George School
St. Jean Vianney School
St. John Elementary School
Holy Family School
St. John High School
Holy Ghost School
St. Joseph School
Mater Dolorosa School
St. Joseph’s Academy
Most Blessed Sacrament School

ST. JUDE SCHOOL
Our Lady of Mercy School
St. Louis King of France School
Redemptorist Elementary School
St. Michael the Archangel Diocesan Regional High School
Redemptorist Diocesan Regional High School
St. Peter Chanel Interparochial School
Sacred Heart of Jesus School
St. Thomas Aquinas Diocesan Regional High School
Special Education at Redemptorist Campus
- Guardian Angels Program
- Career Education Program
St. Thomas More School
Signed: Dr. Melanie B. Verges,
Superintendent
NETWORKING: USCCB sets guideline for social media as recommended by the pope’s message

FROM PAGE 18B
– Provide trusted sites for reference, and recommend that site administrators have a thorough knowledge of these sites.
– Remind site administrators they are posting for a broad audience.

Websites or social networking profile pages are the centerpiece of any social media activity. The bishops recommended these guidelines when establishing a site:
– Administrators should be adults.
– To allow rapid response and continuous monitoring of a site there should be at least two, and preferably more, site administrators.
– Do not use personal sites for diocesan and parish programs.
– Passwords and names of sites should be registered in a central location, and more than one adult should have access to this information.

Those establishing a site should:
– Abide by diocesan/church parish guidelines.
– Know that even personal communication by church personnel reflects the Church.
– Write in first person. Do not claim to represent the official position of the organization or the teachings of the church, unless authorized to do so.
– Identify yourself. Do not use pseudonyms of the name of the church parish, program, etc., as your identity, unless authorized to do so.
– Abide by copyright, fair use, and IRS financial disclosure regulations.
– Do not divulge confidential information about others. Nothing posted on the Internet is private.
– Don’t cite others, post photos or videos on them, link to their material, etc., without their approval.
– Practice Christian charity. Social networking with minors necessitates special considerations. Permission from a minor’s parent or guardian must be obtained before contacting the minor via social media or before posting pictures, video and other information that may identify the minor.

Parents must have access to everything provided to their children. Parents should be aware of how social media are being used, be told how to access the sites, and be given the opportunity to be copied on all material sent to their children via social media.

Church personnel should be encouraged to save copies of conversations whenever possible, especially those that concern the personal sharing of a teen or young adult.
The federal Children’s Online Privacy Protection Act oversees how websites interact with children under age 13.
Cyberbullying is now a crime in Louisiana. Gov. Bobby Jindal signed HB 1259, sponsored by Rep. Roy Burrell (D–Shreveport), which creates the crime of cyberbullying, defines what it is, provides penalties and provides for the disposition of certain cases involving juveniles. The law becomes effective Aug. 15, 2010. Cyberbullying is a relatively new concern of parents that has come about through the extensive use of electronic communication.

Surveys indicate that a child has a 50-50 chance of being a victim of cyberbullying at some time while in school. The anonymity of the Internet has allowed this type of bullying to become popular.

Cyberbullying, as stated in the law, is the transmission of any electronic textual, visual, written or oral communication with the malicious and willful intent to coerce, abuse, torment or intimidate a person under the age of 18.

"Our kids' online lives can sometimes be a mystery to parents," said Mary Kay Hoal, COO of yourspace.com, a website for children. "Whether it's because they set up multiple profiles on social networking sites and hide them from their parents or because not every parent is technologically savvy enough to see what is going on, it's important for every parent to know how to tell if their children are victims of cyberbullies and how to prevent it and stop it in its tracks."

"...it's important for every parent to know how to tell if their children are victims ..."

Mary Kay Hoal

The American Academy of Child and Adolescent Psychiatry suggests that children who are being bullied will show certain signs. They will be withdrawn and might be reluctant to go to school or use the computer.

HB1259 defines electronic textual, visual, written or oral communication as communication made through the use of a computer online service, Internet service or any other means of electronic communication, including a local bulletin board service, Internet chat room, electronic mail or online messaging service.

Interactive computer service means any information service, system, or access software provider that provides or enables computer access by multiple users to a computer service, including a service or system that provides access to the Internet and such systems operated or services offered by libraries or education institutions.

Whoever commits the crime of cyberbullying shall be fined not more than $500, imprisoned for not more than six months, or both.

When the offender is under the age of 17, the disposition of the matter shall be governed exclusively by the Families in Need of Services provisions of the Children’s Code.