

Strake Jesuit College Preparatory

8900 Bellaire Boulevard
Houston, Texas 77036



Community Life
2016-2017

TABLE OF CONTENTS

Mission Statement.....	1
Philosophy.....	1
I. THE STRAKE JESUIT GRADUATE AT GRADUATION.	3
Open to Growth.....	4
Intellectually Competent.....	5
Physically Fit	6
Religious	7
Loving.....	8
Committed to Doing Justice.....	9
Conclusion	11
II. SPIRITUAL LIFE AT STRAKE JESUIT	12
1. Liturgies	12
2. Retreats	12
3. Penance Services.....	13
III. DISCIPLINE AND THE COMMUNITY	14
4. Introduction.....	14
5. Discipline	14
6. The Orderly Running of the School.....	15
7. Discipline Board	18
8. Suspension	19
9. Disciplinary Probation	19
10. Cell Phone Policy.....	19
11. Video and Audio Recordings.....	20
12. Internet Use Policy.....	20
13. Student ID Cards.....	22
14. The Campus	22
15. Food and Drink	23
16. Signs and Handouts.....	23
17. Parking Lot.....	24

IV. THE INDIVIDUAL & THE GROUP WITHIN THE COMMUNITY	26
18. Social Responsibility	26
19. Responsibility to Other School Communities	26
20. Personal Responsibility	26
21. Lunch and Assembly Activity Periods	26
22. Extracurricular Activities	27
23. School Dances and Activities	28
24. Dress Code for Student Dances	28
25. Unauthorized Student Dances	29
26. Athletic and Other Extracurricular Events	29
27. Homeroom	30
28. Service Projects	30
29. Learning Differences	33
30. Student Assemblies	34
31. Senior Leadership	34
32. Dress	35
33. Hair Styles	37
34. Chewing Gum	38
35. Use of Tobacco	38
36. Games of Chance	38
37. Hazardous Items	38
38. Substance Abuse	38
39. Violence and Harassment	41
40. Student Lockers	43
41. Prescription Medicines	43
42. Over-the-Counter Medicines	44
43. Communicable Diseases	44
V. ACADEMIC POLICIES	47
44. Course of Studies	47
45. The Grading System	47
46. Grading Periods and Report Cards	49
47. Progress Reports	50
48. Final Examinations	50
49. Exemptions from Exams	50
50. Special Exams	51
51. Student Records	51
52. Academic Honors	51

53. Extracurricular Eligibility	52
54. Grade Reporting & Eligibility Dates	52
55. Eligibility Notes	54
56. AC/AP Course Selection	55
57. Student Schedule Changes	56
58. Foreign Language Policy	56
59. JVLA Courses	57
60. Study Hall	57
61. Tutoring	57
62. Failing Grades	58
63. Incompletes	59
64. Minimum Academic Standards	59
65. Summer School	60
66. Calculating Grades During the Regular and Summer Term	60
67. Summer Enrichment Courses	60
68. Senior Conditional Examinations and Graduation	61
69. Valedictorian and Salutatorian	61
70. Graduation Honors	61
71. Withdrawal from Strake Jesuit	62
72. Transcript Requests	62
VI. ACADEMIC HONESTY	63
73. Philosophy	63
74. Honor Pledge	64
75. Expectations of Students	64
76. Types of Academic Dishonesty	64
77. Determination of Academic Dishonesty	67
78. Reporting of Academic Dishonesty	67
79. Consequences of Academic Dishonesty	67
VII. FINANCIAL AND RELATED POLICIES	69
80. Registration	69
81. Tuition Payment	69
82. Late Payment Fee and Returned Check Fee	70
83. Delinquent Accounts	70
84. Delinquent Accounts at the End of a Semester	70
85. Withdrawal Refund Policy	70
86. Financial Aid	71
87. Student Insurance	72

VIII. THE SCHOOL DAY	73
88. The Academic Environment	73
89. Attendance Policy	73
90. Attendance Policy for Courses Taken at St. Agnes	76
91. Change of Classes	77
92. Tardiness	77
93. Early Arrival at School	77
94. Departure from School.....	78
95. Emergency Closing of School	78
IX. PARENTAL PARTICIPATION	79
96. Importance	79
97. The Mothers' Club	79
98. The Dads' Club.....	80
99. Booster Clubs.....	80
X. APPENDIX	81
iPad Acceptable Use Policy	81
National Honor Society.....	84
Student Council By-Laws	85
Library Rules	91
Awards	93
Strake Jesuit Alma Mater.....	96
Strake Jesuit Fight Song.....	96
Bell Schedules.....	97

Mission Statement

To assist young men in their formation as leaders and as *Men for Others* through a program of rigorous college preparation in the tradition of the Society of Jesus.

Philosophy

We at Strake Jesuit belong to a community consisting of students, parents and teachers who come together for the purpose of a meaningful education and personal growth. We realize that education is both a transmission of ideas and a sharing of experiences among members. Since the teachings of Jesus Christ are at the core of the Catholic education received at Strake Jesuit, we believe that one experience should be at the center of our education: the realization that Jesus Christ is our Savior and is our friend and thus asks all of us to be a friend to our fellow human beings. Using the inspiration of St. Ignatius Loyola, the founder of the Jesuits, the school attempts to enable each one of its students to realize:

- that he is a unique and special act of Divine Creation and that God not only created him, but that God created him with a purpose;
- that the world is “charged with the grandeur of God” and that every element of creation is worthy of study and contemplation;
- that he is a free person who has genuine choices to make, not only about his life, but about the world;
- that he must develop an ability to discern what is right and wrong and act on that discernment;
- that the Christian faith is a faith that does justice and that he is called to be a participant in the re-creation of a just world;
- that he is called to be a *Man for Others*.

To implement this philosophy Strake Jesuit relies on a challenging

academic curriculum and myriad opportunities ranging from liturgical celebrations to athletic, forensic, and dramatic activities to service projects.

On the following pages is an essay describing in some detail what the school attempts to do for its students and what it hopes they will have become at the time of their graduation. This essay, originally titled *The Jesuit Graduate at Graduation*, was developed by the Jesuit Secondary Education Association for adaptation and use by the Jesuit high schools of the United States.

I. THE STRAKE JESUIT GRADUATE AT GRADUATION

The Strake Jesuit graduate is approaching the threshold of young adulthood. Leaving the world of childhood behind has involved anxiety and embarrassment, and taking fearful first steps into sexual identity, independence, first love or first job. It has also involved physical, emotional, and mental development that brought out strengths, abilities, and characteristics adults and peers began to appreciate. During the four years prior to graduation he began to realize he could do some things well, sometimes very well, like playing basketball, acting, writing, doing math, fixing or driving cars, making music, or making money. There have also been failures and disappointments. Even these, however, have helped the student to move toward maturity.

Fluctuating between highs and lows of fear and confidence, love and loneliness, confusion and success, the Strake Jesuit student at graduation has negotiated during these years many of the difficulties of adolescence. On the other hand, the graduate has not reached the maturity of the college senior. During his senior year of high school, especially, he is beginning to awaken to complexity, to discover many puzzling things about the adult world. He does not understand why adults break their promises, or how the economy "works," or why there are wars, or what power is and how it ought to be used. Yet he is old enough to begin framing the questions. And so, as some of the inner turmoil of the past few years begins to settle, he looks out on the adult world with a sense of wonder, anxious to enter that world, yet still unable to make sense of it. He is more and more confident among his peers; he can more easily read the clues of the youth culture of which he is a part. Furthermore, he is independent enough to choose his response. As for the adult world, he is still a "threshold person," cautiously entering adulthood.

In describing the graduate, we chose qualities under six general categories that seem desirable not only for this threshold period but

also for his adult life. These categories sum up the many aspects or areas of life most in accord with living a Christian life as an adult. Whether we conceive these qualities under the rubric of a "Man for Others" or simply as a developing Christian, they appear to be qualities that characterize the kind of person who can live an adult Christian life in the twenty-first century. By graduation the Strake Jesuit graduate is open to growth, intellectually competent, physically fit, religious, loving, and committed to doing justice. All of the characteristics described are in dynamic interaction; the division into the six categories simply provides a helpful way to describe the graduate.

Open to Growth

At graduation, the Strake Jesuit graduate is moving toward a greater awareness of himself and his role in the world. He has assumed ownership of his emotional, intellectual, social, physical, and religious progress within a larger community context in which he can learn as much through failure as he can through success. And while he grows to a greater sense of responsibility for himself and others, he also understands the need to be flexible, truthful, and willing to listen and respond to his neighbor. He may be a risk-taker, but he measures his opportunities within a spiritually-driven and Christ-centered context. The well-rounded Jesuit graduate is reaching out to embrace his God, his neighbor, and his world. The graduate:

- is beginning to understand his obligation to himself to actively pursue his own growth as a person; he is developing a desire for integrity and excellence in multiple facets of his life.
- in his search for growth is also learning how to accept himself, both his talents and his limitations; his participation in various levels of the school community has assisted this self-acceptance significantly.
- is more conscious of his feelings and how they move him, and is more free and more authentic in expressing them; at

the same time he is beginning to confront his responsibilities to himself and to others to manage his compulsive or impulsive drives.

- is open to a variety of aesthetic experiences and continues to develop the range of his imaginative sensibilities.
- is becoming more flexible and open to other points of view; he recognizes how much he learns from carefully listening to his peers and other people who are close to him.
- is developing a habit of reflection on his experience.
- is beginning to seek new experiences, even those which involve some risk or the possibility of failure.
- is exploring career choices and how he wants to shape his life within a framework of values.
- is beginning to open himself to broader adult issues.

Intellectually Competent

At graduation, the Strake Jesuit graduate exhibits an appropriate mastery of the fundamental tools of learning and is well on his way to sharpening his intellectual skills. He enjoys learning about his world from the perspectives of the humanities, religion, and science. He sees the need for intellectual integrity. The graduate:

- is developing mastery of logical skills and critical thinking.
- is developing greater precision and a personal style in thought and expression both written and oral.
- is developing a curiosity to explore ideas and issues.
- is becoming more capable of applying what he has learned to new situations and can adjust to a variety of learning formats.
- is developing an organized approach to learning tasks and can present a convincing argument in a research report.
- is taking pride and ownership in his work and beginning to enjoy intellectual and imaginative pursuits.
- has begun to develop a general knowledge of central ideas, methodologies, and the systematic arrangement of a variety of intellectual disciplines of knowledge.

- has begun to relate current events to some of their historical antecedents and is growing in appreciation of his cultural heritage.
- is growing in awareness of the global nature of many current social problems and their impact on various human communities.
- has begun to understand some of the moral ambiguities embedded in values promoted by Western culture.
- is beginning to understand the rights and responsibilities of a citizen as well as the strengths and weaknesses of the structure and conduct of government in the United States.
- has begun to develop a repertory of images of humanity as presented in literature, biography, and history which are shaping a more compassionate and hopeful appreciation of the human community.
- is beginning to enjoy learning about his world from the perspectives of the humanities, religion, and science.
- is beginning to develop a critical consciousness by which he can better evaluate the issues facing contemporary society and the various responses to these issues.

Physically Fit

At graduation, the Strake Jesuit graduate values the ideal of a sound mind in a sound body. He appreciates his physical being as a gift from God and understands the value of working toward the goal of fully developing and maintaining his physical talents. He understands the fundamentals of human physiology and physical development and the fundamentals of maintaining personal health. Finally, he values his body as a treasure that is vulnerable to depreciation and loss if he indulges in inappropriate sexual behaviors or substance abuse. The graduate:

- is aware of methods for maintaining personal health and hygiene.
- takes pride in his physical appearance.
- knows the fundamentals of good nutrition and practices

good eating habits.

- knows the fundamentals of several lifetime recreational activities.
- participates in physical exercise on a regular basis.
- knows major local, national, and global health problems and some of their potential solutions.
- understands that physical activity helps him cope with stress and tension.
- understands and is able to apply basic procedures of accident prevention and emergency care.
- understands the biology and psychology of human sexuality.
- understands the value of and need for self-discipline.
- recognizes the potential danger of using chemical substances and acts responsibly.

Religious

At graduation, the Jesuit graduate has been part of a community that nurtures the seeds of religious faith and commitment to spiritual growth. He has received a basic knowledge of the major doctrines and practices of the Catholic Church and has had some exposure to non-Catholic and non-Christian religious traditions. He has been challenged to examine his own religious beliefs and traditions, whatever they may be, with a view to choosing his fundamental orientation toward God. By graduation, the graduate has encountered the redemptive presence of Jesus Christ through community, prayer, service to others, and the pursuit of wisdom. He responds to this encounter not merely in words but in the moral choices he makes throughout his life. The graduate:

- has read the Gospels and encountered the person of Christ as he is presented in the New Testament.
- has a basic understanding of the Church's teaching about Jesus and his redeeming mission, as well as the sacramental expression of that mission in and through the Church.
- has had some exposure to non-Catholic and non-Christian

religious traditions.

- is becoming more aware of his own responsibility to explore and validate his faith and of the choices which that validation implies.
- has had some personal experience of God, either in private prayer, on a retreat, in liturgical prayer, or in some other moving experience; he is learning how to express himself in various methods of prayer.
- evaluates moral choices and works his way through moral issues with an informed conscience.
- has begun to appreciate how a living community and the Eucharist complement each other.
- is learning through his own failures of his need for healing by and reconciliation with friends, family, Church, and the Lord.
- is at the beginning stages of understanding the relationship between faith in Jesus and being a "man for others," one who is willing to sacrifice his own selfish interest for the welfare and good of others and has some familiarity with Church teaching on social justice.
- has had some satisfying experiences of serving others in need through service projects and has come to a sympathetic appreciation of their desire for respect, justice, and love.

Loving

At graduation, the Strake Jesuit graduate has begun to establish his own identity and to move beyond self-interest in human relationships. He has experienced being loved and cared for by others; in response, he has begun to respect, trust, and love God, others, and himself. These experiences have deepened his desire to find joy in companionship and service. The graduate:

- is learning to trust the fidelity of some friends, members of his family, and some adults of the school community.
- has experienced moments when God's love for him as a

person began to be felt.

- is coming to accept and love himself as he is; he can laugh at himself now.
- has begun to come to grips with personal prejudices and stereotypes and communicates more easily with others, including with peers of other races, religions, nationalities, and socio-economic backgrounds.
- has experienced the support of various levels of community in the school, including school liturgical celebrations, and has learned to extend himself in strengthening the school community.
- feels more at ease and mature with persons of the opposite sex.
- is beginning to integrate sexuality into his whole personality.
- has begun to appreciate deeper personal friendships but is also learning that not all relationships are profound and long lasting.
- is beginning to appreciate, through service to others, the satisfaction of giving of himself.
- is more capable of putting himself in another person's place and understanding what he or she is feeling.
- is more in touch with his own feelings and capable of expressing them to close friends.
- is more sensitive to the beauty of the created universe and is more caring about life and the natural environment.

Committed to Doing Justice

At graduation, the Strake Jesuit graduate, aware of the needs of other individuals and communities, has developed a sense of compassion for the victims of injustice. He evaluates those social and economic structures through which human needs, rights, and dignities are denied. Realizing that the values of a consumer society sometimes conflict with the demands of a just society, he considers the public service aspects and impact of his career choices. Recognizing selfless service to others as more fulfilling

than individual success or prosperity, he takes his place in communities as a competent, concerned, and responsible member. The graduate:

- is more aware of selfish attitudes and tendencies in himself which lead him to treat others unjustly, and consciously seeks to be more understanding, accepting, and generous with others.
- is beginning to see that his Christian faith implies a commitment to a just society.
- is beginning to understand the structural roots of injustice in social institutions, attitudes, and customs.
- has been exposed to the needs of some disadvantaged segments of the community through community service programs and has gained some empathetic understanding for their conditions of living.
- has reflected on his experience of working with and for others in service programs, thereby coming to know himself better and growing in his awareness of those alternatives in public policy which govern the services provided for various segments of the community.
- is developing both a sense of compassion for the victims of injustice and concern for those social changes which will assist them in gaining their rights and increased human dignity.
- has begun to reflect on public service aspects of the career he might choose to pursue.
- is beginning to understand some of the broader demands of community building.
- is beginning to understand the complexity of many social issues and the need for critical reading of diverse sources of information about them.
- is beginning to grasp that many social issues expand beyond the local community and in fact are national, or global in scope; in this way he is beginning to see the importance of voter influence on public policy in local, regional, national, and international arenas.

- is beginning to realize that the values of a consumer society are sometimes in conflict with the demands of a just society and, indeed, with the Gospel.

Conclusion

In presenting this profile, it must also be recognized that the influence of Strake Jesuit on a student's growth is limited. Other influences, frequently out of the control of the school, such as family, friends, the youth culture and the general social environment in which one lives, will hinder or foster the student's growth. But insofar as Strake Jesuit can intentionally bring its resources to bear on fostering the student's growth in the direction of this profile, it will do so.

II. SPIRITUAL LIFE AT STRAKE JESUIT

The spiritual growth and development of its students are central to Strake Jesuit's mission. Consequently, the school conducts a regular program of activities designed to help students achieve this purpose. These activities include school wide liturgies, a program of retreats for each grade level and penance services. In addition to participating in these activities, which are required for all students, students have the opportunity to attend daily Mass in the Chapel.

1. Liturgies

School wide liturgies generally take place in the Parsley Center. Students must wear coat and tie for these liturgies. Over the years the time, planning, and reverence students put into the celebration of the liturgy has become a tradition at Strake Jesuit. It is a laudable tradition that needs and deserves the support of all of the Strake Jesuit community.

2. Retreats

All students are required to take part in the school's retreat program.

The Freshman Retreat, which generally occurs in the middle of the first semester, is held on the school campus; this retreat runs for two nights and two days. It is planned and conducted each year by a team of Junior and senior retreat leaders and faculty moderators under the auspices of the Pastoral Ministry Office. Some Freshman Retreat activities occur off campus at various service agencies and at the homes of the families of Jesuit students. The Freshman Retreat is a major undertaking and relies on the generosity and support of all areas of the school community.

The Sophomore Retreat is a father and son retreat that emphasizes relationships and communications in families. The retreat begins in the evening with a general session of fathers and sons. They remain overnight for several other sessions. The retreat is ended with a common liturgy.

Junior retreats are held throughout the year. There are generally five Junior Retreat groups who go on two-day one-night retreat. It is very important for juniors and their parents to take notice of the Junior Retreat schedule. Shaping the size of a retreat group and developing the retreat for a particular group requires long range planning; consequently, permission for students to move from their scheduled retreat group is given only in unique situations.

All seniors are offered the opportunity to participate in a Kairos Retreat—a retreat led by students and faculty over four days and three nights. These retreats occur throughout the year so seniors have the opportunity to schedule a Kairos retreat that does not interfere with other responsibilities. Those seniors who do not participate in a Kairos retreat will be scheduled into a regular senior retreat which takes place in the spring.

3. Penance Services

By arranging course schedules and the availability of priests on the faculty the school is able to schedule Penance Services for students on certain days during the seasons of Lent and Advent. Students attend these services as a group. In addition to these Penance Services, students also have the opportunity to participate in the rite of reconciliation on retreats.

In addition to participating in the opportunities for spiritual growth here at Jesuit, students are encouraged to continue to be involved with their families in the religious activities of their parish or Church community.

III. DISCIPLINE AND THE COMMUNITY

4. Introduction

Strake Jesuit is a college preparatory school; it is the responsibility of all the members of the Strake Jesuit community to create and maintain an environment that encourages learning and growing. Students share with their teachers the responsibility of creating such a climate and of taking the initiative in protecting the interests of the school and of their fellow students.

In a Christian community the beginning and basis of all interaction with others is a fundamental respect for oneself and for every other person. Using others for one's personal gain, or amusing oneself and one's friends by mocking or harassing others does not show the Christian regard that is the necessary foundation for the Strake Jesuit community. In a similar fashion, words and actions that arise from prejudiced attitudes have no place in this school and will not be tolerated; they are demeaning to others and to oneself. In short, each student should endeavor to treat every other student as he himself would wish to be treated.

Because Strake Jesuit is a college preparatory, one of its goals is to accustom its students to manage their own time and their own behavior as much as possible. For this reason students are allowed free periods during which they have a certain amount of liberty regarding where and how they spend their time. Study and conversation, either inside or outdoors, and self-organized athletic games outside are the usual ways students use their free time. During these free periods, their lunch period, and the passing time between classes the students are relatively unsupervised. The size of the campus makes constant direct supervision by faculty practically impossible while the nature of our student body and the Jesuit ideal of self-discipline and the responsible use of freedom make it undesirable.

5. Discipline

While discipline usually denotes correction or punishment,

properly understood it refers to self-control or to ordering one's activities toward a particular goal. Whether athlete or artist, scholar or craftsman, there is no achievement without discipline—including the achievement of maturity. Such discipline which involves discovering one's responsibilities and meeting those responsibilities should be shared by every member of the Strake Jesuit Community.

While one's self-discipline will manifest itself most clearly in actions, attitudes are in fact even more crucial. A system of discipline that concerns itself only with actions and disregards the attitudes underlying those actions will soon become mechanistic and legalistic. Discipline at Strake Jesuit involves a student's fundamental acceptance of the school's philosophy and values, as well as proper behavior according to its rules.

6. The Orderly Running of the School

In light of these considerations every member of the Strake Jesuit Community is responsible for a disciplined approach to the common goal of the school. Specific breaches of discipline in the classroom are under the authority of the teacher. Infractions that affect the overall operation of the school, e.g., tardiness, misbehavior outside the classroom, violation of the dress code, are the responsibility of the Dean of Students.

Penance Hall: The usual consequence of such actions is the assignment of a student to a session of Penance Hall (PH) to be served on the school day following the report of an infraction. Penance Hall refers to a period of detention held after school or during lunch period in a designated room. The Dean of Students office will determine the PH session – lunch time or after school – to which a student is assigned.

The Dean's Office sends students an e-mail in the morning, informing them that they have a Penance Hall that day. It is the responsibility of the student to check his e-mail daily before the beginning of the lunch time session. Should a student fail to report to a Penance Hall without being excused by the Dean's Office, his

first such absence will result in his receiving two additional PHs. Any subsequent un-excused absences from PH will result in a student having to serve a Saturday PH. If a student behaves inappropriately during a PH, he will receive a Saturday PH.

Saturday Penance Hall: Saturday Penance Hall is a special detention held on Saturdays; arrival and dismissal times for Saturday PHs will be determined by the Dean of Students.

St. Agnes Academy: St. Agnes students, whether attending classes or visiting the Strake Jesuit campus, are to follow their own school's rules in regard to dress and Strake Jesuit's rules in regard to conduct on the Strake Jesuit campus. In like manner Strake Jesuit students, whether attending classes or visiting St. Agnes, must follow Strake Jesuit's rules in regard to dress and those of St. Agnes Academy in regards to conduct while on the St. Agnes Campus.

Report Dangerous Situations: In the event a student observes a dangerous or potentially harmful event or situation, he should notify a faculty or staff member immediately. Furthermore, if a student observes an incident on campus (or at a school activity) in which someone is injured he should report the incident to a faculty or staff member as soon as possible.

Fire: In case of a fire during the school day, notify a faculty or staff member immediately. If unable to do so, alert the fire department by dialing 911.

Emergency Drills: Emergency drills are usually held regularly during the school year with all faculty, staff and students participating. The Dean of Students is responsible for these drills and for fire prevention. Emergency drill procedures are posted throughout the buildings and in each classroom.

Police: Should a situation arise where the calling of the police seems advisable, the Dean of Students or the Office of the Principal should be informed immediately. Please consult either

one of these individuals before contacting the police.

Leaving Campus: Leaving campus without explicit permission is punished by a Saturday Penance Hall. A second offense may result in the convocation of a Discipline Board and the student will be subject to dismissal from school.

Leaving Class: If the instructor has not arrived within five (5) minutes of the scheduled beginning of class or Study Hall, a student from the class must report this to the office of the Dean of Students or Principal. Students are not allowed to leave the classrooms or area until dismissed by a member of the faculty or staff. Leaving class without such permission may be construed as skipping class.

Skipping Class: It is a very serious violation for a student to skip class. Skipping one class is punished by one Saturday Penance Hall. Skipping more than one class results in two Saturday Penance Halls. A second offense will result in more severe disciplinary measures. If a third offense occurs, then a Discipline Board may be called and the student will be subject to dismissal.

Theft: Theft normally results in the convocation of a Discipline Board, and the student will be subject to dismissal from school. Theft is immoral and a very serious action against the community.

Repeated Violations: Repeated violations of minor rules will result in serious disciplinary action. The vast majority of Jesuit students incur no more than five PHs in a single school year. When a student accumulates ten PHs in one year, a letter informing his parents of this fact will be sent; when a student reaches twenty PHs in one year, the Dean of Students will call him and his parents in for a conference. Once a student reaches thirty Penance Halls in the same year, he will receive a Saturday PH and may be required to appear before a Discipline Board, the results of which could be dismissal from school. For purposes of computation, a Saturday PH counts as 3 PHs.

Harmful or Offensive Behavior: A student will be subject to major disciplinary action for any conduct which is of such a nature as to jeopardize the good name of the school community or which is detrimental to the common good or harmful and offensive to his fellow students. The following offenses are considered grounds for major disciplinary action: activities outside the school which involve police intervention; any off-campus misconduct prejudicial to the good name of the school community; and other serious moral offenses.

Loitering: Students are not to loiter in the vicinity of the campus either before or after school. Whether they are waiting for a bus or shopping, students need to be aware that their behavior reflects on the school and on their classmates. Furthermore, students simply need to be careful; the security of the campus does not necessarily extend to the city which surrounds it.

7. Discipline Board

For serious breaches of Strake Jesuit's disciplinary standards, the school has recourse to a Discipline Board. Typical examples prompting the calling of the Discipline Board are: serious disrespect of teachers; theft; damaging or defacing school property or that of another; behavior exhibiting an underlying attitude of uncooperativeness and disrespect, or refusal to respond to the school's values and philosophy; the use or possession of alcohol or drugs on campus or at school-sponsored activities and repeated violations of even minor rules which individually assume little gravity but which taken together constitute a serious contradiction of the spirit of the community.

The Discipline Board consists of four members – two faculty members and two students. In order to ensure as broad a section of community opinion as possible, the members of the Board are selected in the following manner: the faculty elect eight faculty members to the Board, two of whom will serve at any given time, and the students elect eight students, two of whom will serve at any given time. These members will serve on a rotating basis or upon selection by the Dean of Students.

When it has been determined that a student will appear before a Discipline Board, his parents will be informed immediately. The student and his counselor will be informed of Discipline Board meetings and will be present for all sessions. The deliberations of the Board are advisory in nature and they constitute recommendations to the Principal for his decision and action.

8. Suspension

Suspension is a serious punishment which may be exacted concerning a serious discipline issue. A student on in-school suspension would attend school from 8:00 to 4:00 and is forbidden to go to any of his classes or to participate in any school activities on the actual day of suspension. During the time of suspension, a student will be working on assignments provided by the teachers, with the intent of keeping himself current in class work that he would be missing. Depending on the quality of work done, teachers have the option of giving the student partial credit for the work he has done during his suspension.

9. Disciplinary Probation

When there is a serious violation of Strake Jesuit's standards of discipline, if the student is allowed to remain in the school, his behavior will be carefully monitored. Having more than thirty PHs in a given academic year, demonstrating habitually poor behavior, or having an uncooperative attitude could result in disciplinary probation. During the period of disciplinary probation a student:

- may not seek nor hold a position on the Student Council either as an officer or as a representative.
- must demonstrate both by his actions and his attitude that he is a positive force in the Jesuit Community.
- may be subject to immediate dismissal, even without appearing before a Discipline Board, if he commits a serious offense against school policies.

10. Cell Phone Policy

Cell phones may not be used in the classroom during the school

day. The detectable possession of a cell phone during a prohibited time will result in the phone being surrendered to the Dean of Students.

The student may retrieve his cell phone at the end of the school day; he will also receive a Penance Hall for having infringed the school's cell-phone policy. Subsequent infractions will result in the student surrendering his cell phone and serving a Saturday PH

Any use of a cell phone in a classroom or other space in which a quiz, test, examination or other evaluation is underway will be construed as academic dishonesty and will be treated as a violation of the school's policies on Academic Honesty. A student could be called to appear before a meeting of the Discipline Board for violating this policy.

Use of a cell phone to text or to talk while driving on campus will result in a student surrendering his cell phone and serving a PH. Subsequent offenses will result in a Saturday PH and could result in the loss of on-campus driving privileges.

11. Video and Audio Recordings

No video or audio recording may be made of any teacher, speaker, performance or other event on the Strake Jesuit campus without the expressed permission of the Principal other than the recordings made by the school itself, such as those prepared by the Athletic Department or SJET, or those made of a student performance or game by a parent whose child is a part of the performance or game.

12. Internet Use Policy

Acceptable Use: The use of the Internet or school network is primarily for education and research and must be consistent with Strake Jesuit's educational objectives. Transmission of any material in violation of any user or state regulations is prohibited; this includes material that is copyrighted, protected by a trade secret, obscene or threatening.

Social Networking: Students who maintain and use a website, blog or other social networking site even at home must realize that even if they consider their particular site to be a personal one that they are in effect representing the school when they identify themselves as (or by making it possible for them to be identified as) affiliated with Strake Jesuit. Consequently, the way in which they portray themselves in image or in words, the level of language they use or the values they express must not contradict the values of the school as expressed in such documents as its mission statement, statement of philosophy, and in the Strake Jesuit Graduate at Graduation.

Privileges: The use of the Internet or school network is a privilege and inappropriate use will result in the revocation of this privilege. Each student who uses an account at Strake Jesuit must be registered through the IT Department.

Network Etiquette: Students are expected to employ network etiquette which includes being polite, using appropriate language, keeping addresses and phone numbers of others private, and seeing that their actions do no disrupt others.

Warranty: Jesuit makes no warranties of any kind, whether expressed or implied, for the opportunity it is providing. Jesuit will not be responsible for any damages. Use of any information obtained via the Internet is at the user's own risk. Jesuit specifically denies any responsibility for the accuracy or quality of information obtained through the Internet services. Note that electronic mail (e-mail) is not guaranteed to be private.

Security: Security on any computer system is a high priority, especially when the system involves many users. The IT Department must be notified of any identifiable security problems on the Internet or school network. Do not demonstrate the problem to other users. Any user identified as a security risk or as having a history of problems with other computer systems may be denied access to the Internet or school network.

Vandalism: Vandalism is defined as any malicious attempt to harm

or destroy computer hardware, data of another user, the Internet or school network, or any other agency and will subject the offender to disciplinary action.

Violations: Any violation of the regulations stated in this policy may constitute loss of access privilege, school disciplinary action and/or appropriate legal action.

13. Student ID Cards

Students are provided with an ID card identifying them as Strake Jesuit students. Students must keep this card on their persons during the school day and when they are attending school event. A student may be asked to show proof of his being a student at Strake Jesuit by a faculty or staff member.

Students are responsible for their ID card. When a student loses his ID card, he must report this to the Dean's Office. A replacement ID card will cost \$5 and the student will serve a Penance Hall. Subsequent replacements also will cost \$5, but will result in a Saturday PH.

14. The Campus

Strake Jesuit maintains an "open campus" in the immediate area of the school buildings. Students who do not have class during a given period have the liberty of the campus, with the following conditions:

- Students are not permitted in any classroom buildings during class time, except for limited access to the STEM building.
- STEM Building: Students are allowed to work and gather quietly in the foyer and bench areas on the first floor, and in the work stations on the second floor. During class time, students (1) must not enter the east or west hallways, where classrooms, labs and lockers are located, (2) must enter the building through the north and south entrances only, and

(3) must access the second and third floor through the middle stairwell only.

- Students are not allowed in faculty or staff work spaces, mail rooms, copy rooms or offices without permission from and supervision by a faculty or staff member.
- Students are not allowed in the Competition Gym or Field House gyms, nor on any of the athletic fields without permission from and supervision by a faculty or staff member.
- Students are not permitted to be on the St. Agnes campus except during lunchtime or for the purpose of attending classes or extracurricular activities.
- Students may not be in the Jesuit Residence complex except for school-approved functions.
- Students are not allowed to walk on the grass or "cut the corner" for the purpose of shortening a trip where a sidewalk is available.

15. Food and Drink

Students may eat and drink in the (1) Moran Dining Hall, (2) on the first floor of the Clay Student Center Atrium, or (3) outdoors. Eating or drinking is not allowed anywhere else on campus unless approved by the Dean of Students.

Water in containers with lids, however, is allowed in classrooms and in the Library. Neither food nor drink – to include bottled water – is allowed in the Parsley Center auditorium at any time.

16. Signs and Handouts

All signs and handouts must be stamped or signed by the Dean of Students. Signs may be placed on unpainted surfaces or bulletin boards only with tape that has been approved by the Dean of

Students or the Operations Manager. No signs are to be placed on the outside of any buildings, windows, or glass doors.

17. Parking Lot

Vehicles in the parking lot should be properly parked and locked when not in use. The school is not responsible for damage or theft of the vehicles parked there nor for the property in them.

In the main parking lot, the first lane closest to the Strake Jesuit buildings is an inbound lane. The two closest lanes to St. Agnes are outbound lanes.

Any automobile parked on campus is subject to inspection by school administrative officials without notice or prior consent.

Students are permitted in the parking lot before and after school but at no other time during the school day.

Students are not allowed to change clothes in the parking lot.

When crossing to St. Agnes for class or lunch students are allowed only on the marked crosswalks.

Seniors with off-campus lunch must go straight to their vehicle and leave the campus. Upon return, they must exit their vehicle and immediately leave the parking lot.

Students must visibly display the appropriate school-issued parking tag on the rear-view mirror. As a general rule, parking tags are not issued to freshmen and parking permits are issued only to Strake Jesuit students who have a valid operator's driving license. In some critical situations, the Dean of Students may make an exception to this policy. Students seeking such an exception should contact the Dean of Students office.

Any student driving in a dangerous or reckless manner on campus or at school-sponsored activities or en route to or from these places is subject to disciplinary action, which may include losing driving

and parking privileges.

Students must have the permission of the Dean of Students to leave their cars on campus overnight.

Students with window or bumper stickers or other symbols displayed on their vehicles that are deemed inappropriate will be required to remove them.

Students are prohibited from parking in spaces marked as a Faculty, Visitor, or Handicapped.

No student parking is allowed in front of the Hamilton Building, in the parking area south of Strake Hall (200 Building), Cameron Hall (300 Building), the Parsley Center or the Jesuit Residences.

Parking is prohibited on the grass, against the curb or any place that is not a marked space. Any vehicle not in a marked spot is subject to being towed.

Students found to be in violation of parking lot rules are subject to the following consequences.

- 1st Offense: PH
- 2nd Offense: Saturday PH and forfeit parking privileges until Saturday PH is served
- 3rd Offense: 3 Saturday PHs and a parent conference
- 4th Offense: Parking privileges are revoked

IV. THE INDIVIDUAL & THE GROUP WITHIN THE COMMUNITY

18. Social Responsibility

It is the responsibility of the school to develop the student's academic and social maturity. This means that the school must provide opportunities where a student can function as an individual and as part of a group. The adult society in which our students will eventually live will make demands on them both individually and collectively. For this reason we stress at Strake Jesuit both individual performance and group activities. The latter would include assemblies, school Masses, and even daily homeroom activities besides extracurricular activities. It is by these activities that the student learns to interact with his fellow students and experience himself as a part of a unified student body.

19. Responsibility to Other School Communities

Strake Jesuit students should stay off the campuses of other schools during or after school hours unless they are there for a scheduled event in which they are participating or to which they have been invited.

20. Personal Responsibility

It is each student's responsibility to familiarize himself with the rules and policies of the school in matters of discipline and with the academic requirements for graduation and for each particular grade level.

21. Lunch and Assembly Activity Periods

The lunch activity period begins at the end of fourth period and lasts until the beginning of fifth period. In addition to having lunch, students may use this period for club meetings, appropriate recreation or study. Students may not go to the parking lot, field house or athletic fields without faculty or staff permission. They can go to St. Agnes using the crosswalks.

Students must make a special effort to keep the Moran Dining Hall

neat and clean. Should any student fail in this exercise of neatness and courtesy, other students should take upon themselves the task of maintaining a clean Moran Dining Hall as well as encouraging better manners among their fellow students. Furniture or food trays should not be taken outside the Moran Dining Hall, the foyer, or picnic table areas.

Students waiting in line to purchase lunch should maintain order and courtesy. Because of the responsibility they have accepted for three years, seniors purchasing lunch in the Moran Dining Hall may go to the front of the line.

On occasion, the school will have an activity period during the time normally scheduled for an assembly. During an assembly activity period all students, faculty, and staff will be on campus together but there will be no scheduled school-wide assembly. Assembly activity periods will provide a time for students to choose how to use their time wisely by meeting with their teachers or counselors, attending a club meeting, tending to school work, or taking care of other matters that require attention. Students may not leave campus during the assembly activity period without parental permission and approval from the Dean of Students office. Students may not go to the parking lot, field house or athletic fields without faculty or staff permission. Students may not go to the St Agnes campus unless it is for a specific meeting with a teacher or with a club.

22. Extracurricular Activities

The student day usually ends at 4:00. As with the activity period, the hours after school can be used for extracurricular activity. The religious, athletic, social, cultural and academic activities sponsored and cultivated by the school are really a part of the learning experience that students and teachers share at Strake Jesuit. Students are therefore encouraged to participate in such activities; for it is through these that a student learns part of the complexity of social responsibility. It is presumed that students who participate in or attend extracurricular activities after school will have been present that day during school. All school rules and regulations

apply to extracurricular activities.

23. School Dances and Activities

School dances are held periodically during the school year for enjoyment and social growth of the students. Appropriate behavior and dress are always expected of each student. Based on the nature of each dance, specific regulations concerning student dress will be announced by the Dean of Students. The use or possession of drugs or alcoholic beverages at these dances is strictly forbidden and will result in appropriate disciplinary action. School dances are for Strake Jesuit students with I.D. cards and their dates. Anyone else wishing to attend needs to get approval of the Dean of Students prior to the dance. All school rules and regulations apply to student dances and activities.

The Catholic high schools of the archdiocese have agreed upon a common policy of having a minimum attendance time at each dance. Students desiring to attend a dance must be present by a particular time and will not be allowed to leave the dance before a certain time, unless accompanied by their parents. The time of these “lock-ins” is usually 9:00 PM through 11:00 PM. The purpose of this policy is to ensure that enough students are simultaneously present at events for them to be successful and enjoyable for all, as well as to give parents greater accountability of their teenagers' whereabouts. Before each dance the Dean of Students will announce the hours of the dance, the cutoff time for entering the dance, and the earliest departure time. Once a student leaves, he will not be readmitted.

24. Dress Code for Student Dances

The Catholic high schools in Houston have established and enforce a common dress code for dances. The dress code varies slightly depending on the type of dance. Strake Jesuit students are responsible for seeing that they and their dates observe the dress code in order to gain admission to the dance.

Formal (Prom)

Men: Suit or tuxedo preferred. Sport coat, dress slacks, dress shirt, tie, dress shoes, and socks required. No head covering.

Women: After 5:00 pm dress attire. Formal dress must be in good taste, modest and appropriate. No low cut, bare midriff, or backless dresses may be worn. All dresses must be floor length or tea length (fall between the knee and the lower calf). Dress shoes required.

Semi-Formal (Homecoming Dance)

Men: Sport coat, dress slacks, dress shirt, tie, dress shoes, and socks required. No head covering.

Women: Dress or skirt and blouse must be in good taste, modest and appropriate. No low cut, bare midriff, or backless dresses may be worn. All dresses must be knee length or longer. Dress shoes are required.

Casual (Orientation, Back-to-School)

Men: Attire must be in good taste, modest and appropriate. Students may wear pants, jeans, or non-athletic shorts worn at (not below) the waist. Shorts must be knee length or longer. No cut-off shirts, bare midriffs, or head coverings.

Women: Same as for men, plus no backless or strapless blouses and no halter or tube tops.

25. Unauthorized Student Dances

The school prohibits our students from organizing and attending unsanctioned school dances that have been organized under the guise of the school's name, without having support or supervision. Such events can be exclusionary and undermine the efforts of the school community to discourage the use of drugs and alcohol and inappropriate behavior.

26. Athletic and Other Extracurricular Events

Throughout the year Strake Jesuit participates in numerous athletic contests and events. Just as in all other activities at the school, the student's conduct will be measured by the standard of good manners and courtesy. All school rules and regulations apply regardless

where the event is held. Strake Jesuit students should exhibit behavior that rises to the high standard set for a student at a Catholic, Jesuit school. Behavior as a *Man for Others* is expected at all times. Athletic competitions and extracurricular events should be safe, enjoyable events that provide an environment where students support their classmates while remaining respectful to others. As an important element of that behavior, only authorized personnel with proper credentials may enter restricted areas, including the playing area, at any time. Students must not engage in any action that causes a disruption or interferes with a contest. Disorderly behavior, including inappropriate language, signs, or gestures, by any Strake Jesuit student or supporter is not allowed. Any deviation from this standard will result in appropriate disciplinary action.

27. Homeroom

Homeroom at Strake Jesuit provides a place for students to gather each day to pray together, hear announcements and conduct school business; it also enables students to form a special group that remains constant throughout a student's years at the school.

The active and reverent participation of students during morning prayer is presumed. Students are expected to listen to announcements. Thus, no homework or any other activity is to be undertaken during the time of announcements; nor are there to be any materials or books on students' desks while morning announcements are being made.

28. Service Projects

In accord with the Strake Jesuit philosophy of education which stresses student responsibility toward the larger community, each student participates in a service project appropriate to his age and place in the school community. These service projects are an important part of the curriculum, and the school hopes that through them students will have an opportunity to put into practice the attitudes of social justice and Christian concern that are so fundamental to a Jesuit education.

All service projects must be pre-approved to receive credit. Taking the day off from school to complete service hours is not allowed and credit will not be given for service hours earned during the school day. In addition, students in every grade level must complete an accompanying reflection component rooted in Jesuit philosophy, Ignatian values of spirituality and reflection, and the teachings of the Catholic Church.

Freshman Service

Freshmen serve the needs of the community, serving the elderly, through nursing home visits. Freshmen must complete at least 15 hours of service. Freshmen may begin earning these hours in June after completion of their 8th grade year. They must complete and have their service hours verified by the end of the week following Spring Break.

Freshmen who fail to meet these requirements will not receive their final Report Card grades until they complete and verify their service requirements.

Sophomore Service

Sophomores serve the needs of the community, serving as tutors and mentors to young children at institutions serving low-income populations, or through services such as Catholic Charities in the Archdiocese of Galveston-Houston. Sophomores must complete at least 15 hours of service. In addition, sophomores must also participate in the B.E.A.R. Toy Drive supporting CPS kids, and in other projects such as Special Olympics. Sophomores may begin earning these hours in June after completion of their freshman year. They must complete and have their service hours verified by the end of the week following Spring Break.

Sophomores who fail to meet these requirements will not receive their final Report Card grades until they complete and verify their service requirements.

Junior Service

Juniors serve the needs of the local community, through their place of worship. This can include social outreach programs run by the place of worship, like serving at food pantries and homeless shelters around the Greater Houston metropolitan area. It can also include being a leader for programs such as Vacation Bible School. Juniors must complete at least 25 hours of service. Juniors may begin earning these hours in June after completion of their sophomore year. They must complete and have their service hours verified by January 15.

Juniors who fail to meet these requirements will not receive their final Report Card grades until they complete and verify their service requirements.

Senior Service

Seniors serve the needs of the poor through specific projects chosen by each individual senior. Since poverty is broader than just economic disadvantage, excellent service projects can be created meeting the needs of the elderly, the disabled, the socially marginalized, etc. However, not all volunteer work qualifies for this service project. Seniors must pre-approve their project and sign a Service Contract prior to beginning work on their project. Seniors must complete at least 100 hours of service in order to graduate.

Seniors may begin earning these hours during Spring Break of their junior year but only after they have completed their junior service requirement. They must complete and have their service hours verified by the end of December their senior year.

Since the Senior Service Project is an integral part of the Strake Jesuit curriculum and earned as a ½ credit,

Seniors who fail to meet these requirements will become ineligible for extracurricular activities and lose off-campus and free period privileges during the second semester of their senior year, they will fail the course, and will not be allowed to participate in graduation

ceremonies.

29. Learning Differences

There are a few students who enter the school having been diagnosed with a learning difference. These students will be contacted by the Learning Resource Center Director with instructions on how to enroll in the LRC for support in the form of academic coaching and reasonable accommodations.

Occasionally, a diagnosable learning difference will show up for the first time after a student enters Jesuit. If a learning difference is suspected, the teacher or parent should notify the student's counselor who can initiate a review. After collaboration with the counselor, the LRC Director may refer the student for an evaluation by a qualified educational psychologist.

The accommodations Strake Jesuit can offer are limited by the nature of the school. It grants only one diploma and it does not have a tracking system for students who have been diagnosed with a learning difference. Therefore, Strake Jesuit does not modify its college preparatory curriculum, but it does help students develop strategies for accommodating their learning differences. The LRC Director determines the accommodations to be offered after reviewing diagnostic documentation and after meeting with the student and his parent(s). The following accommodations may be offered by the school:

- Preferential Seating in the Classroom
- Alternative Note Taking
- Extended Time Testing
- Testing in a Less Distracting Environment
- Other reasonable accommodations may be developed in collaboration between the student, LRC Director and teachers.

Both the College Board (SAT) and the American College Test Assessment (ACT) have provisions for accommodations on standardized tests based on disability. Each organization allows

parents to send in a professional evaluation prepared by a psychologist or educational diagnostician. This report is then evaluated by experts in the field of Learning Differences. A decision is made by these experts and reported to the parents and school. Families who are seeking special testing accommodations for their son can contact the counseling office which will provide parents with a copy of the Student Eligibility Form (for the SAT) and/or a copy of the form called the Request for ACT Assessment Special Testing (for the ACT). Parents may complete either or both of these forms and send them in to the respective testing companies. Companies approve or deny requests for special accommodations exclusively on the basis of information provided in the diagnostic report prepared by a psychologist or educational diagnostician at the request of the parents. In the event of a denial, it will be necessary for the parents to take the matter up directly with representatives of the College Board or ACT Assessment Group.

30. Student Assemblies

Students will be informed by announcement via the public address system when they are to report to the assembly. Every assembly will start five minutes after the end of the preceding period. Anyone late will be considered tardy. Students are seated by class-year. Students should proceed to the assembly or mass in an orderly fashion. It is very important that the assembled students make a special effort to provide an atmosphere of hospitality and orderliness for the sake of the school's guests.

31. Senior Leadership

During the course of their careers at Strake Jesuit, most students grow to have a special interest in the school and acquire a concern for the community of which they have become a part. The school fosters such interests and expects such concern - especially in senior students whose maturity and experience warrant their taking on extra responsibilities and enjoying privileges unique to their seniority. In general, the school counts on seniors first whenever the need for student leadership and initiative arises. In turn, the

school extends certain privileges to seniors, some of which are significant only because they identify a student as a senior; other privileges demand a level of maturity and responsibility that is usually exhibited only by older students.

These senior privileges include exemptions from writing final examinations in terminal courses when a teacher allows and when a student has an "A" average in the course.

Seniors have precedence in the Moran Dining Hall lunch line, and they are the first class dismissed from school assemblies.

Another privilege allows seniors who have at least a 2.0 average to leave campus during the lunch period. Abuse of this privilege may result in a senior's losing his senior privileges for as long as the remainder of the school year.

Finally, seniors will be granted an open campus during the last two weeks of the second semester. The precise date for beginning this privilege will be mutually decided by the administration and the senior class president. Open campus means that after reporting to homeroom each day, seniors may leave the school grounds during their free periods; however, they must report to their classes, study halls and any school assemblies on time. Seniors in Study Hall are not eligible for the Open Campus privilege.

If parents do not want their son to be allowed off campus during lunch or his free periods, they must notify the Dean of Students Office that their son is not to exercise these privileges.

Any abuse of any of these privileges will result in its loss. Any senior who has not completed his service project by the end of the first semester will forfeit both his off-campus lunch privilege and his open-campus privilege until such time as the Community Service Director certifies that he has completed his project.

32. Dress

While students are expected to maintain a standard of good

manners and courtesy in their behavior at Strake Jesuit, they are also expected to be neat, clean and respectable. The dress code at Strake Jesuit prescribes neat dress pants with an appropriate shirt, socks and shoes. Clothing must not be disruptive to the school environment. If a student is in violation of the dress code, he will be assigned Penance Hall, and, if judged necessary, be sent home immediately to rectify his improper appearance or apparel. Students should adhere to the dress code from the time they arrive on campus until the time they leave campus. The final interpretation of what is considered appropriate attire will be determined by the Dean of Students Office.

Pants: Students should wear neat, clean, creased dress pants made of traditional dress pant material. Pant legs must be straight. Pockets and seams must be tailored on the inside of the pant. Hems and cuffs must be tailored and properly stitched. The following are not acceptable: studs, exposed zippers, decorations, patch pockets, denim or denim-like material, plastic, nylon, vinyl, leather, or other unsuitable materials, non-traditional dress colors or patterns, flared, ballooned or pegged legs.

Belt: A belt or suspenders must be worn. All belts must be of traditional dress colors and style. Canvas belts are unacceptable.

Shirt: The shirt must have a collar, must be designed to be worn tucked into the pants, and have no writing on it other than the manufacturer's pocket-sized emblem, unless it is a Strake Jesuit shirt. Mock-turtleneck shirts and t-shirts of any kind are not allowed. Students must have their outermost shirt buttoned completely (excluding the collar button). In the case of buttoning pullover shirts, the standard will be one of neatness. Sleeves should not be rolled up to display other shirts underneath.

Socks: Dress socks of crew length should always be worn with suitable shoes. Ankle socks and athletic socks are not acceptable.

Shoes: Students are to wear dress shoes of a traditional solid color such as brown, tan, or black. Extreme colors, styles that are

athletic-inspired, and leather shoes made to look like tennis shoes, or shoes that violate the spirit and purpose of the dress code and are not acceptable. The following are not acceptable: athletic shoes, sandals, canvas shoes, slippers, moccasins, or slip-ons.

Coat & Tie: During Mass days and at certain assemblies students are required to wear coat and tie. When students are required to wear a coat and tie, they must also wear an appropriate dress shirt.

Other: Hats may not be worn indoors at any time. The following are not acceptable: earrings, punk chains, hemp necklaces, excessive numbers of buttons and pins, fatigue jackets, blue jean jackets, clothing that display logos or information regarding alcohol, drugs or tobacco, clothing that displays inappropriate messages or designs, exposed body art including nail polish, piercing or tattoos, and extreme styles of clothing or accessories.

Dress Code at School Events: While the dress code does not apply at some school events, such as athletic events or student dramatic performances, students are to wear neat, clean, and modest clothing and they are required to dress in a manner appropriate to the occasion. Students in inappropriate clothing will be sent home.

The expressed permission of the school is required for the production, sale or free distribution of t-shirts or other items bearing the name of the school or referring to school events. In order to obtain such permission, students should see the Dean of Students.

33. Hair Styles

A student is to have neat, clean, properly combed hair of modest proportionate length, thickness, and style, and of the student's own natural color. The following are not acceptable: streaked, bleached, grooved, lined, or hair of such length that it extends below the top of the collar or, in some way, obscures a student's face. Extremes in style are to be avoided.

Students are to be clean-shaven each day. Sideburns may not be

lower than the bottom of the ear. The Dean of Students Office is the final judge of what is acceptable.

34. Chewing Gum

At no time may students chew gum in a school building and they may not chew gum anywhere on campus during the school day.

35. Use of Tobacco

For reasons of health and because it constitutes an annoyance to others, the school forbids the use or possession of any form of tobacco by students during school hours and at any school-sponsored activities.

36. Games of Chance

Games of chance, such as gambling and card playing, are prohibited among students during the school day.

37. Hazardous Items

The possession or use of fireworks, firecrackers, explosives, weapons, or any other dangerous items are not allowed. Violation of this policy may lead to expulsion from school.

38. Substance Abuse

Strake Jesuit College Preparatory abides by the laws of the United States and the State of Texas. The school does not condone illegal conduct. It is, therefore, necessary for parents, students, and faculty to have, along with the enunciation of the school's policy regarding alcohol and drugs, an official interpretation of that policy.

Substance Abuse Policy: Any student showing evidence of having consumed, or being in the possession of, drugs, and/or alcoholic beverages at any time while under the authority of the school is subject to dismissal, severe school discipline, and to the laws of the State of Texas. Students who sell or distribute drugs are subject to immediate expulsion.

"Showing evidence of" includes any behavior observed by an adult

which might be indicative of the use of alcohol and/or drugs.

"In the possession" includes participation in the use of, or being in the presence of use or storage of alcohol and/or drugs. This includes the presence of alcohol and/or drugs in automobiles or elsewhere on campus.

"Drugs" includes all that is commonly understood in the context of the problem: narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana, inhalants, federally controlled substances, or other manufactured facsimiles, etc.

"While under the authority of the school" means any time when the student is on the school campus for whatever reason or in its immediate vicinity; and whenever he is attending, participating in, or being transported to or from a school-sponsored function. Dances, plays, social events, and athletic events held at and/or sponsored by other schools are considered school-sponsored functions.

Consequences: First offense violations of the Substance Abuse policy typically result in disciplinary probation for period of one year, three Saturday Penance Halls, and the exclusion the individual from all school related activities outside of class for period of two weeks. If the violation is judged to be particularly flagrant, the school has recourse to the calling of a Discipline Board and the student may be subject to dismissal from school.

Second offense violations will result in the calling of a mandatory Discipline Board and the student will be subject to dismissal from school.

Realizing the seriousness of the problem of alcohol and drug abuse/misuse, the school will make every effort to assist students involved with the problem. The school, however, when confronted with observations and/or evidence of alcohol/drug use by a student, will require an alcohol/drug assessment by a school-approved facility. Parents will be notified when students are required to

undergo an alcohol/drug assessment, and the financial cost for this is the parent's responsibility. Continued enrollment is contingent upon the student's completing the assessment and recommended follow-up care.

As an integral part of its substance abuse policy, the school will randomly test students for the illegal use of drugs and other substances. Students who participate in sports governed by our membership in the University Interscholastic League are required by state law to be randomly tested for the illegal use of steroids. By applying a policy that includes random testing for all students and for the illegal use of both steroids and other substances, the school seeks to deter substance abuse without focusing on particular groups of students nor only on the use of a particular illegal substance. For more information about the random testing process, consult the Dean of Students.

Referrals: A parent, teacher, or counselor may refer a student to the Dean of Students office for assessment, if the student is showing signs of alcohol or drug use or if the student appears to be experiencing unusual emotional, social, or academic difficulties. All referrals will be held in strictest confidence. A student may refer himself through a counselor or teacher to the Assessment Program.

The Dean of Students, with the assistance of the student's counselor, will conduct an initial interview and undertake a general screening process with the student. This process may include possible drug testing if appropriate. The school realizes in undertaking these precautionary measures that the student may not be abusing any substance, but instead, may be experiencing family, academic, emotional, or social problems which may or may not be related to substance abuse.

The appropriate courses of action may include any and all, but not limited to the following: further substance-abuse assessment, possible initial and subsequent on-going follow-up drug testing until graduation, participation in group or individual counseling

sessions, or participation in drug and alcohol education substance-abuse programs.

Continued enrollment at Strake Jesuit is contingent on following the individual's outlined plan and the commitment and the maintenance of a drug-free life. A positive result on a follow-up test may result in immediate expulsion from Strake Jesuit. Any refusal of a follow-up drug test will be considered a positive test result.

39. Violence and Harassment

Strake Jesuit is committed to maintaining a learning environment that is free from violence and sexual harassment, where all faculty, staff and students can work and study together comfortably and productively. Thus, Strake Jesuit prohibits any form of violence, sexual harassment or other sexually inappropriate behavior.

It shall be a violation of this policy for any faculty or staff member, or student to be violent to another member of the community or to harass a student, a teacher, or a staff member through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- It involves a student
- Submission to such conduct is either (explicitly or implicitly) made a term or condition of a student's standing in the school.
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or standing in the school.
- The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's work or education or creating an intimidating,

hostile, or offensive working or learning environment.

Examples of these behaviors include:

Written Contact: sexually suggestive or obscene letters, notes, invitations, drawings. This also includes electronic messages of a sexual nature.

Verbal Contact: sexually suggestive or obscene comments, threats, jokes (including jokes about racial and gender-specific traits), any sexual propositions, comments about a person's body or sexual characteristics that are used in a negative or embarrassing way.

Physical Contact: any intentional pats, squeezes, touching, pinching, repeatedly brushing up against another's body, assault, blocking movement, and, of course, explicitly sexual actions.

Visual Contact: suggestive looks, leering, or staring at another's body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters, or magazines.

Sexual Blackmail: Sexual behavior to control another community member's work environment is also prohibited--this includes salary, promotions, evaluations and/or better job assignments or grades.

The school makes every effort to eliminate sexual abuse and harassment by persons who are not teachers, staff members or students, e.g., parents, vendors and other visitors to the school.

Teachers, staff members and students should report any conduct that is not in compliance with this policy to the Principal, or the President of the School. Once such a report is made the school administration will designate one or more persons to investigate the complaint. The complainant will be asked to prepare a written signed statement. Whenever possible those people interviewed during the course of the investigation will be asked to prepare written statements of their complaints and/or observations. The

person about whom the complaint was made will have the opportunity to deny or rebut this statement in writing. When the investigation is complete the school will prepare a written report of its findings.

After reviewing this response and the other information regarding the complaint the school will make a decision about what course of action should be taken. The school administration will inform both the person who made the complaint and the person about whom the complaint was made of its decision.

If the complainant or any witness contacted by the person or persons assigned to review the complaint is a student, his parents will be included in the preparation of any statements or complaints.

40. Student Lockers

Lockers are the property of Strake Jesuit College Preparatory. Each student is assigned a locker for his personal use and may change it only with the permission of the Dean of Students. Tampering with or entering another student's locker is considered a serious offense; a student whose locker has been tampered with should report the incident to the Dean of Students. The lockers are subject to inspection by the school administration without notice or prior consent.

41. Prescription Medicines

The school does not dispense prescriptions medications. If a student is undertaking a course of prescribed medications or may require such medications under special circumstances, he should leave the medications and a completed *Prescribed Medication Form* signed by his parents or guardian with the Office of the Dean of Students. The student can then go to the Dean's Office to retrieve and take the medication. Copies of the *Prescribed Medication Form* are available in the Office of the Dean of Students.

42. Over-the-Counter Medicines

The Dean of Students Office can dispense aspirin, Tylenol, Pepto-Bismol, Advil, Aleve, and Roloids upon request only when the permission of the parents of the student requesting it is on file.

43. Communicable Diseases

A variety of communicable diseases exist that vary in degree of risk or transmission to others and in severity of potential health risks to individuals. Recently the impact of the Acquired Immune Deficiency Syndrome (AIDS) upon our society has resulted in much discussion, concern, and conflicting evidence regarding the nature, progression and transmission of this serious health problem. There are also other communicable diseases that may pose significant health risks to individuals and to the high school population.

Therefore, Strake Jesuit College Preparatory attempts to develop clear and consistent policies and procedures to deal with communicable diseases while concurrently acknowledging the privacy of individuals. These policy and procedure statements are formulated on the basis of current medical and legal opinions regarding communicable diseases and will be administered within the bounds of legal, moral, and ethical responsibilities.

While Strake Jesuit endeavors to protect its members from unreasonable risk of contracting communicable disease, it is not an insurer or guarantor that this infection may not occur. For example, the transmission of communicable disease can result from private, individual contact over which the school has no control.

Strake Jesuit does not routinely segregate or exclude any applicant, employee, or student considered to be afflicted with a communicable disease unless current medical opinion so recommends. For example, it has been the recommendation of the American Academy of Pediatrics as well as the Centers for Disease Control that children diagnosed with AIDS attend school normally

with three exceptions. One is a child who might exhibit aggressive behavior, such as biting others, the second is a child who is unable to control bodily secretions, and the third is the child who exhibits open skin sores or lesions that cannot be covered.

Strake Jesuit attempts to protect the privacy of school affiliated persons with communicable diseases. Only faculty in direct contact with an infected student should be advised of said student's identity. The need to know additional information will be reviewed by a team of professionals who will determine if the inquirer in their opinion has a right or need to know. This team will include the Principal, Dean of students, and a representative of the counseling department. Within this context, Strake Jesuit:

- refers, when necessary, any person affiliated with the high school who may have a communicable disease to appropriately qualified individuals for health care and/or counseling services. The goals of these referral efforts are to educate such persons about their disease, so they will receive necessary treatment, and learn appropriate hygiene and the importance of not engaging in behaviors that are known to be likely means of transmitting the disease to others.
- will attempt to counsel, when necessary, persons with communicable diseases to adhere to responsible standards of behavior that should minimize the risk of transmission of their disease to others.
- may restrict or terminate the employment of any staff member or the enrollment and/or participation in school related activities of any student known to be afflicted with a communicable disease. Such restrictions or terminations will occur only when, in consultation with qualified medical and legal counsel, it is felt that such individual(s) pose a risk to the health of themselves or other members of the high school community by behaving in ways which may increase the possibility of transmitting the disease to

others affiliated with the high school. Such notifications of restriction or termination will be done in writing directed to the appropriate person.

It is the overall goal of Strake Jesuit College Preparatory to treat all incidents of communicable disease among its constituency on a case-by-case method with the assistance of qualified legal and medical counsel within the bounds of the procedures set forth in this document.

V. ACADEMIC POLICIES

44. Course of Studies

Education at Strake Jesuit is based on a core curriculum of liberal studies—languages, mathematics, science, fine arts, social studies, and theology. The school endeavors to have each student progress at a pace consistent with his ability in a given subject and encourages individualized study programs. There are special advanced classes in some subjects to allow selected students to proceed at a more rapid pace and/or to approach the subject in more depth. The curriculum requirements for graduation are:

<u>CURRICULUM REQUIREMENTS</u>			
<u>9th GRADE</u>	<u>CREDIT</u>	<u>10th GRADE</u>	<u>CREDIT</u>
Theology 1	1	Theology 2	1
English 1	1	English 2	1
Foreign Language	1	Foreign Language	1
Mathematics	1	Mathematics	1
Biology	1	Chemistry	1
World History	1	US History	1
Principles of Personal Fitness	1	Computer Applications	½
Speech Proficiency	½		
<u>11th GRADE</u>	<u>CREDIT</u>	<u>12th GRADE</u>	<u>CREDIT</u>
Theology 3	1	Theology Elective	½
English 3	1	Theology Elective	½
Mathematics	1	English 4	1
Government	½	Mathematics	1
Economics	½	World History	1
Science	1	Science	1
Community Service	½	Senior Service Project	½

Students must complete 1 credit of Fine Arts.
 Students must complete 2 credits of general Electives.
 One Science credit must be Physics which can be taken Junior or Senior year.
 Minimum requirements for graduation – 28 credits.

45. The Grading System

In keeping with its philosophy and stated values, the school will record letter grades rather than numerical grades since a letter grade more realistically presents the picture of student achievement. It is a picture which can never be determined with mechanical exactness.

The numerical equivalents for grades are as follows:

A+	100 - 97	C+	79
A	96 - 93	C	78 - 77
A-	92 - 90	C-	76 - 75
B+	89 - 87	D+	74
B	86 - 83	D	73 - 71
B-	82 - 80	D-	70
		F	Below 70 indicating failure

Grade points are assigned as follows:

Grade	Grade point per credit	Grade	Grade point per credit
A	4.00	C	2.00
A-	4.00	C-	2.00
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	3.00	D-	1.00
C+	2.30	F	0.00

Courses designated as AC or AP carry one extra quality point for grades A+ through D-. For transfer students, only the grades which they have earned in courses taken at Strake Jesuit are used to calculate their cumulative GPA and rank.

Each one credit course carries two grades of record: one for each semester. These two grades appear on the student's official transcript as shown in the example that follows. The two grades have the same effect on the student's cumulative GPA (Grade Point Average). Half-credit courses carry only one grade for the semester in which the class was taken. The transcript indicates a GPA for the year as well as a cumulative GPA. Strake Jesuit does not report the rank of its students. A sample transcript is shown below.

	SEM 1	SEM 2
Theology 1	A	B+
English 1	B	A
Speech	A	
Health		B+

Sophomores, juniors, and seniors who have a cumulative GPA above 3.90 are allowed to take the following extra-curricular courses on a GPA-exempt basis:

- Band
- Jazz Ensemble
- Orchestra
- Orchestral Winds
- Triple Trio
- Mixed Chorus
- Theater Production
- Technical Theater
- TV Production
- TV Broadcasting
- Journalism
- Yearbook
- Athletic PE
- Debate
- Advanced Academics

If a student takes one of these courses on a GPA-exempt basis, the grade he receives for the course will not be included in calculating his GPA. However, he will still receive a letter grade for the course on his transcript. Additionally, he may apply the GPA-exempt status to extracurricular courses taken during previous years. The student must have a GPA-exempt form signed by his parents and turn it in to his academic and personal counselor by September 15. Once a student signs up to take a course on GPA-exempt basis, the decision cannot be changed during the current school year.

46. Grading Periods and Report Cards

The school year of Strake Jesuit is divided into two semesters and each semester is divided into two quarters. Report cards are

available on-line four times a year, at the end of each quarter. Academic credit is awarded to the students at the end of each semester on the basis of the semester grade. This grade is in essence the teacher's evaluation of the student's overall performance for the entire semester. If tuition payments are not up to date, report cards and transcripts will be withheld.

47. Progress Reports

Progress Reports will be available every three weeks in order to give students and their parents an idea of their son's progress in each subject. These reports will not be recorded on the student's record. Progress Reports can help in locating problems and in correcting them before quarter and semester grades are due. While a "good" progress report is not a guarantee that an equally good quarter or semester grade is to follow, a "poor" progress report is to be treated as a cause for concern.

48. Final Examinations

Final examinations will be given in every subject by all teachers at the end of the semester unless an exemption from this requirement is given by the Assistant Principal for Academics. In essence, at least, this exam will be a semester test and will cover material taken the preceding semester. Moreover, the exam is to count for a particular portion of the final grade, namely for not more than 40% of the semester grade and not less than 20%. In this way the school tries to situate exams within the context of the school philosophy of education. The school will not place disproportionate value on the exam and neglect the student's day to day responsibility during the preceding semester period. On the other hand, the school does see the value of a student's collecting the material of the entire semester in one "overview" or moment of synthesis.

49. Exemptions from Exams

Students at Strake Jesuit are not ordinarily exempt from taking final exams. A teacher may, however, award to a senior the privilege of exemption from the final exam in a course which is terminal and in which the student has maintained an A average.

50. Special Exams

A student who must take a semester exam at a time other than the scheduled time must obtain the permission of the Assistant Principal for Academics and pay a \$25 fee for each exam.

51. Student Records

Occasionally a student or his parent may wish to see a particular item of their son's record, e.g., a transcript, application or other items kept in a current student's file. A forty-eight hour notification is required for such requests.

52. Academic Honors

The following academic lists of distinction are compiled each quarter:

Principal's Honors Roll: A student who has a 4.00 or above and passing marks in pass/fail courses will receive the distinction of being on the Principal's Honors Roll.

Honor Roll: A student who has a 3.30 or above and passing marks in pass/fail courses will be included on the Honor Roll.

Highest Academic Honors: A student will receive this distinction if he has 1) earned A's in all of his classes, and 2) been enrolled in the maximum number of AC/AP courses available. The maximum number of AC/AP courses is three for sophomores and four for juniors and seniors. Freshmen are not required to be enrolled in AC/AP courses to qualify for highest honors. To receive this honor at graduation, a student must have been enrolled at Strake Jesuit during the entirety of his high school career. In the event that no student in a particular graduating class has all A's and been enrolled in the maximum number of AC/AP courses, the award will be given to the student with the highest cumulative GPA.

Second Highest Academic Honors: A student will receive this distinction if he has 1) earned A's in all of his classes with the

exception of a single B+, and 2) been enrolled in the maximum number of AC/AP courses available. The maximum number of AC/AP courses is three for sophomores and four for juniors and seniors. Freshmen are not required to be enrolled in AC/AP courses to qualify for highest honors. To receive this honor at graduation, a student must have been enrolled at Strake Jesuit during the entirety of his high school career. In the event that no student in a particular graduating class has all A's with a single B+ and been enrolled in the maximum number of AC/AP courses, the award will be given to the student with the highest cumulative GPA among those students not listed in Highest Honors.

53. Extracurricular Eligibility

Consistent with UIL rules, a student becomes ineligible to participate in extracurricular activities when he has a grade below "D-" (69 or lower) in any non-exempt course at the end of six weeks, and at the end of each quarter.

Extra-curricular activities include but are not limited to: athletic competitions and trips; band, orchestra, choir, theater, and triple trio performances, competitions and trips; any other public performance where a student is representing Strake Jesuit as determined by the school.

54. Grade Reporting & Eligibility Dates

Friday, September 9, Three-Week Progress Report: There are no eligibility determinations made at this time. This grade check is intended to inform parents of their son's performance during the first three weeks.

Friday, September 30, Six-Week Grade Check: Any student with a grade below 70 in a non-exempt course becomes ineligible following the one week grace period. Ineligibility begins at the end of the school day on the following Friday at 3:00 PM.

Friday, October 14, End of the 1st Quarter: Ineligible students who have raised all of their grades to 70 or above will regain eligibility

on the following Friday. Any student with a grade below 70 becomes ineligible following the one week grace period. Ineligibility begins at the end of the school day on the following Friday at 3:00 PM.

Friday, November 4, Three-Week Grade Check: Ineligible students who have raised all of their grades to 70 or above will regain eligibility at 3:00 PM on the following Friday. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, December 2, Three-Week Grade Check: Ineligible students who have raised all of their grades to 70 or above will regain eligibility at 3:00 PM on the following Friday. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, December 16, End of 1st Semester: Any student with a grade below 70 in any class becomes ineligible following the one week grace period at the beginning of 2nd semester. Ineligibility begins at the end of the school day on Thursday, January 12. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, January 27, Three-Week Grade Check: Ineligible students who have raised all of their grades to 70 or above will regain eligibility at 3:00 PM on the following Friday. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, February 17, Three-Week Grade Check: Ineligible students who have raised all of their grades to 70 or above will regain eligibility at 3:00 PM on the following Friday. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, March 3, End of the 3rd Quarter: Ineligible students who

have raised all of their grades to 70 or above will regain eligibility on the following Friday. Any student with a grade below 70 in any class becomes ineligible following the one week grace period. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, March 31 Three-Week Grade Check: Ineligible students who have raised all of their grades to 70 or above will regain eligibility at 3:00 PM on the following Friday. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

Friday, April 21, Three-Week Grade Check: Ineligible students who have raised all of their grades to 70 or above will regain eligibility at 3:00 PM on the following Friday. Ineligible students who have not raised their grades to 70 at this time will remain ineligible and will not be eligible during the grace week.

55. Eligibility Notes

If a student receives an “incomplete” for any quarter, he is ineligible, unless the incomplete grade is replaced with a passing grade during the seven-day “grace period”. If ineligible, the three-week ineligibility rules apply.

Consistent with UIL rules, all students are eligible during a school holiday of a full calendar week or more. Therefore, all students are eligible over the Christmas holiday and Spring Break. The three week period of ineligibility for those students ruled ineligible immediately prior to that holiday or break begins the Monday following the holiday.

Those classes exempt from the ineligibility requirement:

- Accelerated Algebra 2/Trigonometry
- Accelerated Chemistry 1
- Accelerated Data Structures
- Accelerated English 2
- Accelerated English 3

- Accelerated Geometry/Trigonometry
- Accelerated Multi-Variable Calculus
- Accelerated Pre-Calculus
- Accelerated Spanish 2
- Accelerated Spanish 3
- Advanced Placement Biology
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Chemistry
- Advanced Placement Computer Science
- Advanced Placement English Language & Composition
- Advanced Placement English Literature & Composition
- Advanced Placement Environmental Science
- Advanced Placement Government, Economics and Politics
- Advanced Placement Macroeconomics
- Advanced Placement Microeconomics
- Advanced Placement Physics 2
- Advanced Placement Physics 1
- Advanced Placement Physics C
- Advanced Placement Spanish Language
- Advanced Placement Spanish Literature
- Advanced Placement Statistics
- Advanced Placement United States History
- Advanced Placement World History

Any questions regarding eligibility should be directed to the Assistant Principal for Academics who will base his determination upon his interpretation of the school rules and precedents. Some of the school’s rules regarding ineligibility are based on the UIL publication TEA-UIL Side by Side: Academic Requirements which can be found on the UIL website.

56. AC/AP Course Selection

Accelerated (AC) and Advanced Placement (AP) Courses are advanced courses offered to students who have excelled in a particular subject. If a student wishes to be considered for enrollment in one of these advanced courses, he will select the appropriate courses as part of his course selection process.

After all selections are received, the Assistant Principal for Academics will gather input from teachers and counselors to determine which students will be enrolled in the AC/AP courses. Factors in the decision will include a student's academic record at Strake Jesuit, his standardized test scores (PLAN, PSAT, HSPT), teacher recommendations, counselor recommendations, total number of course requests, and available class sections. No final decisions for acceptance will be made until May. Generally students who maintain a strong grade-point average and have made A's for the first semester and third quarter in a college prep level course or B's for the first semester and third quarter in an AC/AP course can qualify for an AC/AP course in that subject.

57. Student Schedule Changes

During the first four weeks of school, changes in student schedules may be requested. Decisions about schedule changes are made at the discretion of the Assistant Principal for Academics and only under certain circumstances, such as when a student needs a particular course to graduate or when a student has been placed into an inappropriate course. Students may not change their schedules based on perceived teaching styles, rigor, personal preference, or compatibility.

58. Foreign Language Policy

All students are required to complete two years of the same foreign language, regardless of the level of their first foreign language course at Jesuit. An incoming student may place into a higher foreign language level if he performs sufficiently well on Strake Jesuit's foreign language placement exam. In this case, credit for the course the student placed out of will be awarded on a pass/fail basis and will appear on the student's transcript but it will not impact a student's grade point average. Furthermore, once a student begins his studies at Jesuit, he may not place out of a foreign language course within the language he is currently studying. For example, a student taking Spanish 1 at Jesuit may not attempt to place out of Spanish 2.

59. JVLA Courses

The school has partnered with the Jesuit Virtual Learning Academy to expand our curriculum offerings and expose our students to a distance learning opportunity. JVLA courses will be noted on the Strake Jesuit transcript. In addition to the transcript, grades from the JVLA will be included on the 2nd and 4th quarter report cards. If a student drops a JVLA course once the course has begun, he will be billed for the cost of the course.

60. Study Hall

Students who are on academic probation or are academically ineligible will be assigned to Study Hall during their open periods. Absence from these required Study Halls is treated as absence from a scheduled class. Students who are required to attend study hall must attend study hall during any period in which they do not have class for whatever reason, e.g., an unused tutorial.

61. Tutoring

Occasionally, a student will have difficulty in comprehending a concept or mastering a skill that has been taken up in one of his courses. The first and best thing for him to do in this situation is to meet with his teacher. Teachers arrange time either after school, during the lunch-activity period or during certain open periods to meet with their students for this very purpose. Generally, such meetings help. If a student needs additional tutoring, he should see the NHS Moderator who can usually arrange for a National Honor Society volunteer tutor to meet with the student. National Honor Society tutors can be of significant help, but because they can only meet with students during their "off periods," opportunities for meeting are usually limited to only one time per six-day cycle.

Also, a student's counselor can help him in a particular course; counselors have a good idea of a student's abilities and learning styles and can coach them in general terms about how they should go about studying for a particular course.

When parents arrange to have a private tutor for their son, they

should first contact his teacher. Once they engage a private tutor they should arrange for the tutor to contact the teacher in whose course the student is having difficulty so that the tutor can learn the nature of the student's difficulty and work with his teacher in helping the student to learn what he needs to know.

While some students contract private tutors and meet with them on campus, parents and students should remind such private tutors that they must have written permission of the Principal to tutor on campus. In permitting a private tutor to meet with a student on campus Strake Jesuit does not approve, endorse or otherwise recognize the competence and/or effectiveness of the private tutor.

Tutors who meet with Jesuit students on campus are required to take the VIRTUS course through the Archdiocese of Galveston-Houston. Furthermore, they must undergo a criminal background check. While there is no fee for the VIRTUS course, there is a charge for the criminal background check for which the family of the student being tutored is responsible. The charge for this service will be added to the family's statement of tuition and fees.

It is important to avoid dependence on tutors. An important part of what a student learns in a particular course is how to study for that particular discipline; dependence on tutoring can deprive a student of the chance to learn on his own. Of course, there are times when working with a classmate proves to be the most effective and direct solution to a student's need for help.

Again, the first and best person to help a student when he is having difficulty in a particular course is the teacher of that course. He or she knows the student and what he is supposed to know and what he will need to know as the course progresses and thus can direct him in what he studies and how he studies. If a student is having persistent difficulties mastering the material in one or more courses, he should see his counselor.

62. Failing Grades

All "F" grades are failing grades, that is, they receive no credit. If

at the end of the first semester a student's semester grade in a subject which continues during the second semester is a failing grade, the student will receive a conditional grade in that subject. If at the end of the school year the student has done passing work (D or better) in the subject, indicating that he has mastered the material sufficiently well to raise his failing grade from the first semester, then that grade will be changed to a D-.

This privilege is accorded to a first semester failure only, because in most continuing subjects throughout the whole year the matter of the first semester is obviously presumed for the second semester. And so if there is improvement in the second semester, then some knowledge of first semester material must be taken for granted. The opposite though will not be true. Should a student do well in the first semester but fail the second semester, this second semester failure stays and will not be averaged with the first semester to give an overall passing grade. An unresolved failing grade for either semester must be made up during summer school; otherwise, the student will not be allowed to return to Strake Jesuit. A student may repeat no more than two courses during summer school, and any student who has more than two failures at the end of the second semester will not be allowed to return to Strake Jesuit.

63. Incompletes

Any assignment which has resulted in a student's receiving an Incomplete ("I") must be made up within three weeks of the end of the quarter for which the student received the Incomplete. After that time the "I" will become an "F."

64. Minimum Academic Standards

When a student falls below what is set as a minimum academic standard, he will be asked to leave Strake Jesuit at the end of the school year. The minimum academic standard for freshmen and new students is a cumulative grade point average (GPA) of 1.60; for all other students it is 1.80.

65. Summer School

The Strake Jesuit Summer Session: Strake Jesuit conducts a summer session so that students may: (1) make up courses that they failed during the preceding regular school year, (2) repeat a course or courses of the preceding school year for purposes of enrichment and to raise their grades in that course. For whatever purpose a student attends summer school he may not undertake more than two courses. If a student needs to earn credit for a course that is not being offered at Strake Jesuit he must have the permission of the Principal to take the course at a school other than Strake Jesuit. Additionally AC/AP courses cannot be made up during summer school. Students can however replace these grades without the quality point by making up an equivalent non AC/AP course.

66. Calculating Grades During the Regular and Summer Term

Remedial Courses: A student who is retaking a course in the summer because he failed that course during the regular school year receives an average of his summer school grade and the failing mark he received during the regular school year. Thus a summer school A averages with the failure to a C+ on the permanent record; a summer school B will result in a C; a summer school C will result in a D+, and a summer school D will result in a D on the permanent record. If the student is repeating a two-semester course that he failed during the second semester but had passed during the first, the grade he receives during the summer school course replaces the passing grade he received during the first semester if the summer school grade is the higher grade.

67. Summer Enrichment Courses

In order to improve his knowledge of a given subject and thereby possibly raise his grade in a given course a student may repeat a course in summer school which he passed in the immediately preceding school year. When a student repeats a course in summer school for which he received a passing grade during the regular term, the grade he receives for the summer school course replaces the grade he received during the regular school year if the summer

school grade is the higher grade. Whether a student takes a course to make up a failing grade or for enrichment a notation will be made on the permanent transcript of which grades were earned in summer school.

68. Senior Conditional Examinations and Graduation

If at the end of a course a senior who is passing a course receives a failing grade in that subject due to a poor performance on his final examination, the school will provide him with the opportunity to take a conditional examination in the hope that he will demonstrate sufficient mastery of the material to be able to pass and thus graduate on stage. This means that: (1) a senior is eligible to take a conditional examination in a course only if he went into the regular final exam with a passing grade in the course, and (2) if the senior takes a conditional exam in a course, then he will either pass the conditional exam and receive a D- for the course, or he will fail the conditional exam and receive an F in the course.

It is the policy of Strake Jesuit that only those seniors who have passed all their courses be allowed to participate in the Graduation Exercises, for these ceremonies are the sign of full completion of the school curriculum. A senior who fails a course will generally be set up in a similar course at a local college during the summer. When this course is completed and the transcript sent to the Strake Jesuit Academics office, the diploma will be awarded.

69. Valedictorian and Salutatorian

The students who deliver the valedictory and salutatory addresses are chosen by a vote of the faculty from among the ten graduates with the highest cumulative GPA. To be eligible, graduates must have been enrolled at Strake Jesuit the entirety of their junior and senior years.

70. Graduation Honors

Graduates with a cumulative GPA of 3.80 are recognized summa cum laude, a cumulative GPA of 3.50 magna cum laude, and a cumulative GPA of 3.30 cum laude.

VI. ACADEMIC HONESTY

The *Highest Ranking Graduate Certificate* from the TEA is awarded to the graduate with the highest academic average who 1) earned the highest cumulative GPA in his class, 2) enrolled in the maximum number of AC/AP courses available every year, and 3) been enrolled at Strake Jesuit during the entirety of his high school career. In the event of a tie among multiple graduates for the highest academic average, the certificate will be awarded to the graduate with the most credits taken at Strake Jesuit.

71. Withdrawal from Strake Jesuit

A student who withdraws from Strake Jesuit or who has left the school because of academic or disciplinary reasons may not be considered for readmission to the school. To withdraw from Strake Jesuit students and parents are to use the following procedure:

- The parents or guardians notify the Director of Admissions of the decision to withdraw their son from Strake Jesuit.
- The parents or guardians schedule a time to talk with the Director of Admissions to discuss their intention to withdraw from Jesuit.
- The family signs a Withdrawal Considerations form informing them of several consequences of withdrawal from Jesuit.
- The school issues a Clearance Sheet for the student. Once cleared by the Treasurer's Office, Student Affairs, Athletics, Dean of Students Office, and the Information Technology Office, the Principal signs the Clearance Sheet. Then, the student's official transcript will be released.

72. Transcript Requests

Requests for transcripts for both current students and alumni should be directed to the Registrar.

73. Philosophy

This policy on academic honesty is much more than a simple set of rules or guidelines which bind us to a certain standard of behavior; it is a proclamation of what the Strake Jesuit community holds valuable. It is testimony more to who we are than to what we do, or do not do.

While honor and character can be defined as, "what one does, when no one else is watching," honor is much more than this. A person's honor is bound up with his or her integrity. Integrity transcends the bounds of race, religion, culture, and socioeconomic status; it is what binds us as a community. It makes us equals before God and others. Honor is established by living one's life in a way befitting the human person; it is one's own, to build or destroy.

As a Catholic community, honor takes on an additional religious meaning. While the world often determines its standard of behavior by the shifting tides of popular opinion, the Christian community roots its standards in the Gospel of Christ. Scripture inspires us to seek higher things. (cf. 1 Cor 12:31) However, when we live our lives modeled on the Gospel, we quickly realize that our method of attaining the goal is as important as the goal itself. Without honor all knowledge is useless. The Honor Code is, therefore, a statement of what we hold dear, and serves as a reminder to us of the Gospel values that should be part of our every action. We must do all things with love; love for ourselves, love for others, and love for God.

When any member of our community chooses to act in a dishonorable way, this person hurts not only himself or herself but also the entire community. Without honor we lose credibility no matter how successful our academic, artistic, and athletic programs may be. More importantly, we make a mockery of the name "Christian" and become a stumbling block to the work of God, the

Author of Truth.

In completing various types of assignments students demonstrate what they have learned, or what they are in the process of learning. Whether doing homework, taking a test, or in submitting an essay a student is reporting his progress. Dishonesty at this point not only inhibits a student's ability to learn but also undermines the ability of his teachers to measure their students' progress and their own efficacy as teachers.

74. Honor Pledge

Students are expected to sign this statement whenever it appears on a quiz, test or final exam. When the pledge does not appear, students are expected to adhere to its letter and spirit. The honor pledge is as follows: *"I have neither given nor received an unfair advantage in the taking of this exam."*

75. Expectations of Students

Students must refrain from committing acts of academic dishonesty. They must also alert teachers when they become aware of or suspect instances of academic dishonesty by others. Students' work should reflect their own ideas, understanding, and words, phrases, and clauses. The school expects students to be honest in their work and to have integrity in citing sources.

76. Types of Academic Dishonesty

The following has been adapted, in large part, from the work of Northwestern University in its policy on Academic Integrity.

Cheating: includes but is not limited to: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar academic work for credit in more than one course without prior permission from the course instructors; preparing an assignment to be submitted by someone else; selling any assignment; copying

someone else's assignment; allowing someone else to copy one's assignment; depending significantly on someone else's ideas in completing an assignment; allowing another to view answers during a test or evaluation; unauthorized communications of information during a test or evaluation; use or possession of unauthorized materials during a test; providing any substantive information about a test to other students who have not yet taken it; any behavior that an instructor can reasonably construe as cheating; failure to follow testing procedures so that the security of the test is compromised.

Plagiarism: "Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud" (MLA Handbook for Writers of Research Papers, 7th. ed.). Plagiarism is the act a student commits when he gives the impression that he has written or thought something on his own that in fact he borrowed from someone else. (MLA p.21; 1988 ed.) It is a form of cheating that involves a student's attempt to gain credit for someone else's efforts.

When a student is submitting a written paper, that student must clearly document those ideas, interpretations, words, phrases and other expressions that come from an outside source. Forgetting to cite a source does not excuse a student from the charge of plagiarism. Students should consult *The Little Brown Handbook* to gain a deeper understanding of the dynamics of plagiarism. Examples of situations in which documentation is required include: the use of verbatim words from another source; paraphrasing of an author's statements; use of interpretations, theories, opinions or ideas of others; use of any copyrighted material; use of input from, or collaboration with, another person.

Common knowledge which is "standard information of a field of study as well as folk literature and commonsense observations" does not require documentation (LBH p. 629; 11th ed.). Common

knowledge includes dates, definitions, and other information such as folk stories that are popularly known and have no definite author.

Fabrication: Includes but is not limited to: falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

Obtaining an Unfair Advantage: Includes but is not limited to: stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; retaining, possessing, using or circulating previously given examination materials without permission; otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

Aiding and Abetting Academic Dishonesty: Includes but is not limited to: providing material, information or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; providing false information in connection with any inquiry regarding academic integrity, or failing to provide information in such an inquiry.

Falsification of Records and Official Documents: Includes but is not limited to: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, progress reports, letter of permission, petition, ID card, or any other official school document.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Includes but is not limited to: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained

via unauthorized access, or interfering with the use or availability of computer systems or information.

77. Determination of Academic Dishonesty

The teacher is the final judge as to whether academic dishonesty has taken place. When a teacher observes academic dishonesty, his or her judgment as to the facts is final.

78. Reporting of Academic Dishonesty

Once the teacher determines an incident of academic dishonesty has occurred, the teacher informs the student and notifies the Dean of Students of this decision. The Dean of Students will notify the student's parents, counselor, and the Academic Assistant Principal of the infraction.

79. Consequences of Academic Dishonesty

Because academic dishonesty undermines the process of learning and teaching, it is a very serious breach of discipline. As such, the consequences for incidents of academic dishonesty will be determined by the Dean of Students and the Assistant Principal for Academics, in consultation with the teacher. Depending on the circumstances involved in each case, one or more of the following consequences will result:

- loss of all or partial credit for the assignment in question
- one or multiple Saturday Penance Halls
- mandatory counseling with school counselor
- other disciplinary or academic consequences as appropriate

In cases of repeated incidents of academic dishonesty, or in cases involving students on academic or disciplinary probation, one or more of the following consequences will result:

- loss of all or partial credit for the assignment in question
- assignment to Honor Remediation
- loss of senior privileges including conditional exams
- prohibition from graduation exercises

- calling of a Discipline Board to determine suspension or expulsion from the school
- other disciplinary or academic consequences as appropriate

A student who fails to complete or fulfill any of the assigned consequences of academic dishonesty may not be allowed to attend classes and the school may withhold the student's class schedule, report cards, progress reports, grades, transcripts, or diploma until the required consequences are completed.

VII. FINANCIAL AND RELATED POLICIES

Tuition Policy

80. Registration

In order to hold your son's place at Strake Jesuit for the 2016-2017 school year, you must complete the following items online no later than April 6, 2016:

- Online Registration Form
- \$500 Deposit (non-refundable, applied toward tuition)
- Incoming Freshmen/Transfers only: \$500 Registration Fee in addition to the deposit
- Rising Seniors only: \$300 Graduation Fee in addition to the deposit.

81. Tuition Payment

The Strake Jesuit Board of Directors has set the tuition for the 2016-2017 school year at \$19,200. A \$500 tuition deposit is due on April 6, 2016 as part of online registration. The remainder of tuition is payable with cash or check by one of the following methods. Credit cards are not accepted for tuition payments and we do not offer extended payments plans other than the Bank Loan through Cadence Bank.

- One Time Payment: \$18,700 due on or before July 1, 2016
- Two Installments:
 - \$9,350 due on or before July 1, 2016
 - \$9,350 due on or before December 1, 2016
- Tuition Loan: Application Due by May 2, 2016 (Cadence Bank provides a ten month, July through April only, low interest bank loan for tuition payment. The application is available on the school website under Admissions – Tuition & Aid. No loan applications for the year will be accepted after May 2, 2016.)

Tuition payments must be received by July 1, 2016. Accounts

that do not meet the July 1 deadline will be considered delinquent and will incur a Late Payment Fee.

82. Late Payment Fee and Returned Check Fee

The Office of the Treasurer sends a monthly billing statement to each student in the event that a student has a balance due. There will be a \$100 late fee charged for tuition payments received after 7/1/15 and 12/1/15, plus the outstanding balance will continue to accrue interest charges at the rate of 12% per year. After 7/15/15 and 12/15/15, Strake Jesuit will not accept personal or business checks to settle tuition balances. If an outstanding balance occurs as the result of a returned check, a \$40 *Returned Check Fee* will also be assessed.

83. Delinquent Accounts

Any student account with an outstanding balance prior to the start of a semester will be given a grace period of two weeks after the tuition deadline to contact the Office of the Treasurer and resolve the matter. If the matter has not been resolved after the two week grace period, the student will not be allowed to attend classes and the school will withhold the student's class schedule, report cards, progress reports, grades, transcripts, or diploma until the balance is paid in full.

84. Delinquent Accounts at the End of a Semester

If an outstanding balance remains on a student's account at the end of a semester, the school will cancel the student's registration for the following semester. The school will withhold the student's class schedule, report cards, progress reports, grades, transcripts, or diploma, turn the delinquent account over to a collection agency, and/or take legal action to collect any balance due. Finance Charges will continue to accrue until the balance is paid in full.

85. Withdrawal Refund Policy

Once classes have begun, tuition for that semester is not refundable. If a student withdraws or is dismissed for any reason,

the school will withhold the student's report cards, progress reports, grades, or transcripts until all balances are paid in full.

86. Financial Aid

Financial Aid applications for the Fall must be completed and postmarked by January 15. The last day to submit support documentation to the FAIR service for your financial aid application is April 1.

Most all of the available funds are awarded to those who applied by the January 15 deadline. Therefore applicants are strongly advised to apply for financial aid before the postmark deadline. Strake Jesuit makes every attempt to support students who need financial aid. For the 2016-2017 school year, approximately 13% of the student body received financial aid from a budget of \$1.5 million. All Financial Aid applicants are notified of their award in March.

Strake Jesuit has contracted with FAIR (Financial Aid Independent Review) to process all financial aid applications and provide an objective evaluation of each family's financial need. FAIR is a nationally recognized leader in financial need evaluation services for Catholic and private schools. You may apply for financial aid through the FAIR service by regular mail or online.

Apply by Mail: The financial aid application, instructions, and mailing envelopes can be requested from the Strake Jesuit Financial Aid Office by phone at 713.448.8430 or e-mail at sjfa@strakejesuit.org. Because the official application form must be used, the application is not available for download. Completed applications should be mailed directly to the FAIR service by the postmark deadline of January 15. Please include any necessary documentation along with a \$30 check made payable to FAIR in the envelope provided.

Apply Online: To submit your application to the FAIR service online, go to www.fairapp.com and click on the "Online Application" link. You can then create a user account using your e-mail address

and a password that you select. Once you have created a user account and signed in you will be able to complete the FAIR application online. Please put your application number on every support document sent to FAIR in order to match the application and the support documents quickly and accurately. During the application process you will need the following:

1. The Strake Jesuit School Code: 109
2. The Strake Jesuit School Password: sjcp109
3. A valid e-mail address
4. A credit card (Visa or MasterCard) to complete payment processing
5. A complete copy of your Federal Income Tax Return with all schedules and W-2's from the previous year.

Note: In addition to the online application, you must also complete to the Financial Aid Office the Short Form for Individual Tax Return Transcript form (4506T-EZ) which is available online or will be provided upon request.

87. Student Insurance

All students will have secondary insurance coverage through Christian Brothers Student Accident Plan. This coverage is designed to reimburse parents/guardians for “out of pocket” expenses incurred as a result of an accident to their dependent child that occurred at any school-related event. This child must be a full time registered student at Strake Jesuit College Preparatory. This plan is designed to provide coverage (within plan limits) in excess of other valid coverage available to or on behalf of the student, such as, accident and health, prepaid for service, or HMO Plans, whether on an individual or group basis. For further information contact Mr. David Muras in the Operations Office.

VIII. THE SCHOOL DAY

88. The Academic Environment

Since most of the student's day at Strake Jesuit is spent in learning, it should be the effort of everyone on the campus to create an environment conducive to study. The following specifics will contribute to the formation of such an environment.

89. Attendance Policy

Students are expected to be present every school day for every period including homeroom. Good attendance is paramount to success at Jesuit. Because of the challenging academic environment that our college preparatory curriculum offers, failure to attend classes regularly can adversely impact a student's progress and grades. Furthermore, the interaction and personal relationship between students and their teachers and peers are aspects of education that cannot be made up once they are missed. A good habit of regular attendance prepares a student for academic success and responsible behavior in college and for life.

If a student is absent, he must make up missing course material, and take personal responsibility for contacting his teachers about the matter. It is the student's responsibility to make up all work missed due to absence.

Notification: A phone call, e-mail, or written note from the parent or guardian is required for all absences except for school sponsored activities. Students may not excuse themselves from school. Parents should contact the Dean of Students office before 9:00 am on the day of the absence by telephone at 713-490-8141 or by e-mail at attendance@strakejesuit.org.

Excused Absences: Only serious circumstances should be cause for absence. Parental notification of an absence does not equate to an excused absence. Excused absences include absences for:

- Illness or medical treatment (a doctor's note is required if the absence is greater than 3 days)
- Family emergencies such as a death in the family
- Participation in school sponsored activities such as retreats or extracurricular activities. Occasionally, the Dean of Students may determine that a student not be excused from class for a school sponsored activity. The Dean of Students will notify the student when such a determination is made.
- Unavoidable doctor appointments that cannot be made outside of school hours. Unless unavoidable, do not schedule appointments during school-wide liturgies or other assemblies as they are an essential element of a student's formation at Strake Jesuit.
- A maximum of 3 days of college visits per academic year. College visits are allowed only for juniors and seniors, they must be directly related to a student's college application process, and they must be pre-approved by the Dean of Students. Additionally, students must obtain the 'College Visit Request Form' from their counselor and complete it at least one week prior to his absence.
- Other extraordinary situations that have been pre-approved by the Dean of Students prior to the absence. The validity of the reason given for a student's absence is left to the judgment of the Dean of Students.

All other absences will be considered unexcused absences.

Unexcused Absences: Any absences that do not meet the criteria above are considered unexcused absences. The Dean of Students will make the final determination of whether an absence is excused or unexcused. Unexcused absences include absences for:

- Unapproved family trips or vacations

- Unapproved absences for non-school related activities
- A student leaving campus or missing class without the permission of the school
- Truancy or any other unauthorized absence from school without permission from the Dean of Students

Students who have an unexcused absence may be considered as having skipped school. The consequences of skipping class are detailed under Section 6 of *Community Life* as follows: Skipping one class is punished by one Saturday Penance Hall. Skipping more than one class results in two Saturday Penance Halls. A second offense will result in more severe disciplinary measures. If a third offense occurs, then a Discipline Board may be called and the student will be subject to dismissal.

When a student misses an exam because of an unexcused absence, he may incur a fee of \$25.00 to make up the exam. If a student misses a final exam at the end of semester, the fee for make-up exams at semester time is \$50.00.

Arriving, Returning, or Leaving Campus During the School Day:

If a student arrives (or returns to) campus any time after the beginning of homeroom, he must report to the Dean of Students Office to sign-in. He will be given a 'Permit to Return to Class' slip that he will show the teacher when he arrives to class.

If a student is approved to leave campus after the beginning of homeroom, he should obtain a 'Permit to Leave Class' slip from the Dean of Students Office before homeroom. When leaving campus he must 1) show the 'Permit to Leave Class' slip to his teacher and 2) he must sign-out at the Dean of Students Office before leaving campus.

Absences and Extracurricular Activities: A student who is absent for more than 4 class periods during a school day may not attend or participate in any school extracurricular activities that day.

Absences Lasting More Than 3 Days: Missing several days of

school will always result in unavoidable academic consequences. Parents must contact the Dean of Students for approval at least two weeks before a proposed extended absence lasting more than 3 days. If approved, the student must complete and 'Absence Notification Form' and present it to each of his teachers for their signature at least one week before the extended absence begins. Early and consistent communication between parents, students, teachers, counselors, coaches, moderators, and the Dean of Students Office is essential for the student to be able to keep up with his schoolwork and other responsibilities that are required during his absence.

Excessive Absences: A student who accumulates more than 7 absences (excused or unexcused) in any course during a semester will be placed on Attendance Probation. Absences for participation in school sponsored activities will not count toward the total absences per semester. Upon being placed on probation, a meeting with the student's parents, counselor, and the Dean of Students will be held to discuss the terms of his probation and to review his prospects for remaining in school. Additionally, students on Attendance Probation may not be allowed to participate in extracurricular or other school activities. If the student does not meet the terms of his probation, credit will not be awarded for the classes in which he was excessively absent, and he may be asked to leave the school.

90. Attendance Policy for Courses Taken at St. Agnes

In most cases, Strake Jesuit and St. Agnes follow the same calendar and conduct classes on the same days. When this is not the case, a student taking a class at Saint Agnes is expected to attend class as usual if they are in session. The only exceptions to this are if the student is participating in a retreat or on a school-sponsored function, or if the student's own school is on a raffle holiday. Furthermore, Jesuit students are not required to attend classes at Saint Agnes on the day of the Mass of the Holy Spirit should the President declare a holiday after the Liturgy, nor do Jesuit students attend classes at Saint Agnes when the Jesuit faculty is on retreat the second semester. Jesuit students on junior

and senior retreat must come to class on other days of that week unless they go on college visitation trips, for which they submit anticipated absence forms.

91. Change of Classes

At the end of each period, students are to proceed to their next class. Since the campus is spread out with only five minutes between classes, students should make it a point to make the transfer to classes as quickly and as quietly as possible. Because there is so little time between classes, and also because all lockers are situated in the classroom buildings, it is suggested that students go to their lockers before school, during lunch-activity period, or after school to get needed materials. Students may not go to their lockers or remain in the halls of the classroom buildings during class time.

92. Tardiness

Late for School: Any student who is late for school, i.e., who is not on time for homeroom, must report directly to the Dean of Students in order to obtain a pass to be admitted to homeroom. A student who is late to homeroom more than three times will receive a PH for each time he is late thereafter. When a student accumulates seven tardies, he will receive a Saturday PH. Furthermore, each time a student receives a multiple of seven tardies thereafter he will receive a Saturday Penance Hall.

Late for Class: Should a student be late for class other than when he first arrives at school, he must report to the teacher of the class for which he is late. After hearing the student's explanation for being late, the student will be marked tardy. Any student who is tardy for a class will automatically receive PH. A student who is very late to a class may be construed as having skipped class.

93. Early Arrival at School

The classroom and administration buildings are ordinarily open to students at 7:30 a.m. each day. Students who come to school prior to this time and who are looking for a place to be indoors may

gather in the Clay Atrium or Moran Dining Hall.

94. Departure from School

The Library is open and supervised for student use until 4:30 p.m. Monday through Thursday. After this time, students should wait to be picked up in a location where there is a faculty or staff member present. Students should not wait around the parking lot in the afternoon and evenings when it is unattended.

95. Emergency Closing of School

In the event that the school has to close because of some natural calamity, Strake Jesuit will notify parents by posting this information on the school's website, www.strakejesuit.org. We will also send out a blast email to those families which have provided us with an email address. In some instances bad weather may require that we postpone dismissing students because roads may be flooded or unsafe. In addition, the school reserves the right to dismiss the students early when necessary or desirable, even without public announcement or prior notification of parents.

IX. PARENTAL PARTICIPATION

96. Importance

It is important to our school that all of the members of our community have an opportunity to participate in the life of the school. The parents, faculty, and students of Strake Jesuit have built together a way of doing things that makes genuine participation a reality. Parents should make a special effort to inform themselves of the school's goals and procedures. If the school is to be successful in helping parents raise the kind of young men everyone in the community wishes our students to be, parental understanding of the school, its philosophy, and procedures is essential. Therefore, it is necessary that a student live with his parent or designated adult guardian during his tenure at Strake Jesuit. Several times throughout the year the school provides parents with the opportunity to consult and visit their son's teachers. These meetings provide not only an opportunity for ironing out problems, but they also enable parents and faculty to meet one another. These meetings have proven to be of immeasurable help to both groups in understanding the young men who study at Strake Jesuit.

Through parent organizations, parents have an opportunity to take part formally in the life of the school. The events and activities of these organizations help the school to do its job far more effectively. These parental organizations are far more than social clubs. They do much to insure that the school is something more than just a school.

97. The Mothers' Club

Every parent or guardian of a Strake Jesuit student is a member of the Mothers' Club which supports several events and activities and creates the environment for parents to meet and know one another. In the past it has sponsored events for the social, cultural and financial betterment of the Strake Jesuit community.

98. The Dads' Club

Every father of a Strake Jesuit student is a member of the Dads' Club. The Dads' Club has been formed by the fathers of Strake Jesuit students to help the development of Strake Jesuit students in their extracurricular activities. By their activities, the club hopes to promote the image of the integrated, complete student. Furthermore, the organization has put the talent of its members at the service of many parts of the school community and, in doing so, hopes to bridge the gap between the society within the school and the community which surrounds it. The Dad's Club provides organized activities involving fathers and sons.

99. Booster Clubs

Parents, alumni, and friends of the Strake Jesuit Community have organized several Booster Clubs for extracurricular activities. Their primary purpose is to provide support to the school's extracurricular programs. For example, the Athletic Booster Club assists in operating the school's athletic concession stands. The Music Booster Club helps coordinate band and orchestra events and assists in the hosting of major concerts. These clubs also give adults an opportunity to take a more active role in the life of the school community bringing coaches, directors, moderators, faculty, friends and alumni closer together. Membership drives are conducted at the beginning of each school year. The funds generated are used to augment the school's extracurricular programs.

X. APPENDIX

IPAD ACCEPTABLE USE POLICY

Students enrolled at Strake Jesuit College Preparatory (the School) will be issued an Apple iPad for the purposes of facilitating education. Strake Jesuit College Preparatory retains all ownership rights of the iPad; the School may inspect the iPad and all stored information at any time with or without notice, and the student should not have an expectation of privacy as to anything stored on, sent by, or received through it. At the end of the school year, students will return the iPad to the school, and all personal data will be deleted. The iPad must be returned upon a student withdrawing or graduating from the school.

Customization: Certain preference settings, such as screen brightness, wallpaper, and notifications, may be changed by a student. The purchase of certain apps will be required by course instructors, and with their parent or guardian's permission, students have the option to buy other apps from the Apple iTunes Store. Any app purchased on the iPad via the App Store will automatically be available to the student's iTunes account on any other iOS device at no additional charge. Hacking or jailbreaking an iPad is not allowed; if a student's iPad is found to be hacked/jailbroken or if it is deemed that the iPad is being used inappropriately in any manner, the student will be subject to disciplinary action and/or possible financial penalties associated with harming the device. All apps or data stored on the iPad must be consistent with school policy and the mission and spirit of the school. The responsible use of freedom is expected of all students at all times.

Damaged or Destroyed: Students must report a damaged or destroyed iPad within 24 hours to the Technology Department, which will determine necessary action. The student will be billed \$99 for the first repair. For subsequent repairs, made during his time at Jesuit, the student will be billed for the cost of the repairs.

This cost typically ranges from \$160 to \$299.

Lost iPads: Students must report a lost iPad within 24 hours to the Technology Department. The first case of an iPad's loss will result in the student being billed \$299, which is half the price of the iPad. In the case of the loss of a second iPad or more, anytime during his years at Jesuit, the student will be billed \$599, which is the full price of the iPad.

Financial Responsibility: In addition to damage and loss issues, a student is responsible for buying applications for classes from Apple's App Store. These apps will be associated with a student's iTunes account so they can be available on other iOS devices. Families may choose to use Apple Gift Cards or to associate a credit card with their Apple ID; this is solely the purview of the family.

Standards for iPad Care and Use:

- Secure the iPad in a protective cover ensuring protection to the screen and that corners are covered properly.
- Bring a fully-charged iPad to school every day.
- Keep the iPad with you or in a secure location at all times.
- Adhere to the Internet Use Policy and Camera & Recording Device Policy as outlined in Community Life.
- Create a Passcode on the iPad and keep the Passcode confidential.
- Maintain a lock screen graphic with your name, class year, and cell or home phone number displayed on the graphic.
- Set up and maintain your Strake Jesuit email account on your iPad. It is the expectation that students check their Jesuit email daily. Additional emails can be added.
- Do not remove any pre-loaded apps.
- Update apps and the operating system regularly.
- Do not lock, deface, or tamper with an iPad belonging to another student.
- Students must take personal responsibility for the care of their iPad and take all reasonable precautions to protect it from

damage or loss.

- Clean the screen with a soft, dry anti-static cloth or with a screen cleaner designed specifically for LCD type screens only. Do not use paper towels, which may scratch the screen.

NATIONAL HONOR SOCIETY

In August of each academic year, sophomores, juniors, or seniors who meet the scholastic requirements (cumulative GPA of 3.35) are notified that they are prospective NHS members. Prospective members are evaluated by the NHS Faculty Council on the basis of scholarship, character, leadership, and service, including the candidates' academic performance, conduct, participation in extracurricular activities and in NHS service projects. If they are selected to the NHS, they will be invited to the induction ceremony in April, becoming full members at that time.

Once selected, members must maintain NHS standards to continue in good standing. Membership is an invitation to be an authentic leader, and NHS members agree to be held to a high standard. Students on disciplinary probation, or found to have violated academic honesty policies, are placed on a probationary status in NHS and cannot hold office. Students may be dismissed from NHS on the grounds of their disciplinary record, and a member who resigns or is dismissed is not eligible for future membership.

The process for joining the National Honor Society is as follows:

(1) At the beginning of the school year, sophomores and juniors with a cumulative GPA of 3.35 are notified that they are academically qualified for membership. Those interested become NHS prospective members.

(2) In the 4th quarter of the year the Faculty Council meets and discusses each prospective member, and makes decisions regarding full admittance into the NHS.

(3) Students are informed of their selection for the NHS by an invitation to the induction ceremony held at the end of the school year.

STUDENT COUNCIL BY-LAWS

ARTICLE 1

Section 1: Name

The name of this organization shall be the Student Council of Strake Jesuit College Preparatory, Houston, Texas.

Section 2: Purpose

The purpose of this council shall be:

1. To provide a greater opportunity for self-government and experience in democratic practices by affording a realistic representation of the views of the student body.
2. To foster in the students the ideals of Strake Jesuit College Preparatory and to inspire the highest type of school spirit.
3. To provide a means of creating a better fellowship and understanding between faculty and students and among the students themselves.
4. To serve as a unifying agency in support of all school activities.

ARTICLE 2

Section 1: Powers

1. The Student Council shall develop and adopt such By-Laws as may be necessary, provided they do not conflict with the elements of the constitution or school regulations.
2. The Student Council shall create, authorize, supervise and coordinate committees for specialized activities or service.
3. The Student Council shall consider, upon being petitioned, policies, activities, and changes recommended by the students and teachers.

Section 2: The Moderator

The Principal shall appoint or be the moderator of the Student Council.

ARTICLE 3

Section 1: Structure

1. There shall be a President, Vice-President, Secretary,

Treasurer, and Parliamentarian as officers of the entire Student Council. They shall be called the Executive Officers.

2. Each class shall be represented by 6 Student Council Class Representatives elected from their respective class.
3. In addition to the 4 Executive Officers and the 6 Class Representatives from each grade, there shall be one representative elected for each homeroom.

Section 2: Duties and Powers of Officers

President:

1. Shall preside at all meetings
2. Shall appoint such committees as are necessary for carrying on the duties of the Student Council.
3. Can call meetings.
4. May vote only in case of a tie.
5. As Student Council President, the President shall preside at all assemblies as needed.
6. Shall represent the Student Body to the best of his abilities.
7. He will appoint the Parliamentarian from among the members of the Student Council.
8. He will act as intermediary between faculty and students.

Vice President:

1. In the event of the absence, removal, or resignation of the President, the Vice-President shall act as President.
2. Shall relieve the President by taking over general supervision of the work of committees.
3. Shall preside at all meetings along side the President.

Secretary:

1. Shall keep the minutes of the meetings.
2. Shall keep the attendance record at the meetings.
3. Shall attend all meetings. If unable, the Vice-President shall act as Secretary.
4. Shall post an informal bulletin of Student Council activities and minutes for the benefit of the student

body.

Treasurer:

1. Shall handle and keep a record of all financial transactions of the Student Council.
2. Shall be aware of and inform the Executive Officers of the Student Council's financial standing.
3. Shall assist the President in conducting drives, money collections, and the like in all projects conducted by the Student Council.

Parliamentarian:

1. Shall become versed in parliamentary procedure especially Robert's Rule of Order, Revised.
2. Shall be prepared to rule on points of procedure at meetings.
3. Shall enforce the observance of parliamentary procedure.
4. Shall act as an adviser to the President on procedure.
5. Shall record all approved revised amendments to the Constitution and By-Laws.

Section 3: Duties of Class Representatives

President:

1. Shall call and preside at all Class meetings
2. Shall be responsible for all official class activities and may appoint such committees as are necessary in the carrying out of Class activities.
3. Shall serve as a Class Representative in the Student Council.

Vice-President:

1. Shall assist the President in any ways necessary to carry out Class activities.
2. Shall serve as a Class Representative in the Student Council.

Representative:

1. Shall represent his Class in the Student Council.
2. Shall attend Student Council Meetings.
3. Shall keep his Class informed of Student Council

activities.

4. Shall participate in Student Council activities.
5. Shall assist Class President in any way possible.

ARTICLE 4

Section 1: Qualifications and Guidelines for Officers

1. All Student Council Representatives shall have a cumulative GPA of at least 2.0.
2. The President, Vice-President, Secretary and Treasurer, of Student Council shall be Juniors at the time of their election.
3. No one can be President of two organizations.
4. A student on disciplinary probation may neither seek nor hold a position on the Student Council either as an Officer or Representative.
5. A student who has accumulated thirty (30) or more Penance Halls during the course of an academic year may neither seek nor hold a position on the Student Council, nor may he serve as a class officer or representative.

ARTICLE 5

Section 1: Elections

1. The Executive Officers (President, Vice-President, Secretary, and Treasurer, except Parliamentarian) of the Student Council shall be elected by a majority vote of the entire Student Body during the last six weeks of the term preceding the school year they are to take office.
2. There shall be a President and Vice-President of the Senior, Junior, and Sophomore classes who shall be elected by a majority vote of their respective classes during the last six weeks of the term preceding the school year they are to take office.
3. The retiring President will appoint a committee which will preside over the elections of new officers.
4. Within the first 6 weeks of the school year, the Freshman class shall elect six (6) Class Representatives to the Student Council. At the same time, every

Homeroom throughout the school shall elect one Homeroom Delegate to the Student Council.

ARTICLE 6

Section 1: Removal From Office

Any Student Council or Homeroom Representative, Delegate, or Officer may be removed from office with the approval of the Principal and the moderator for:

- failure to attend meetings; three unexcused absences;
- failure to represent his group properly and fairly;
- failure to carry out his duties as an officer or representative;
- failure of grades;
- an excessive amount of PHs;
- or for actions which are detrimental to the welfare and best interest of the school.

Section 2: Vacancies

If any officer resigns or is removed from office, the vacancy shall be filled by an election or appointment according to the discretion of the Principal and moderator.

ARTICLE 7

Section 1: Meetings

1. All Student Council meetings shall be open to any student. Any student may address the Council if he requests to speak prior to the meeting.
2. The meetings of the Student Council shall be held on the days stipulated at the beginning of the school year.
3. Special meetings may be called or meetings may be canceled at the discretion of the President.
4. All meetings shall begin with a prayer.

ARTICLE 8

Section 1: Amendments

1. The Constitution may be amended by a two-thirds majority vote of the existing Council, and with the approval of the Principal and the moderator.

2. Any member of the Student Council may propose an amendment to the Constitution.

LIBRARY RULES

The library is to be used for research, individual study, individual leisure reading and small group study. Students are expected to work quietly to maintain an atmosphere conducive to study. Food and drinks are not allowed in the library. Water in containers with lids is allowed.

Library Hours (unless otherwise posted):
Monday-Friday: 7:00 am to 6:00 pm

Borrowing, Returning Books and Materials: A student's ID Card is required to check out library materials. The checkout period for regular materials is two weeks. Books may be renewed two times. The number of books a student may borrow may be limited if there is a great demand for material in the particular subject.

Reserve Books: Reserve books are kept behind the circulation desk, and are to be checked out only for the time which the teacher has specified (i.e., 2 hours, 2 days, etc.). Reserve books that are allowed for overnight use may be checked out after 7th period and must be returned before homeroom the following school day.

Magazines: Magazines may be checked out for two weeks.

Book Returns: Student should return books to the circulation desk. If Library personnel is not at the desk to accept the book, it may be left on the Librarian's chair with a note stating the book is being returned.

Overdue Books: The library will notify via email a student who has not turned in a book by the due date. Students with books over two days late will be subject to Penance Hall.

Library Computer Use: The desktop computers in the library are meant primarily for school related work. However, students may use library computers for recreation so long as no other student is waiting to use a computer for school work and they are not

disrupting or distracting to others who are in the library.

Use of the Library by St. Agnes Students: Those St. Agnes students participating in classes at Strake Jesuit are granted full borrowing privileges of the Strake Jesuit library. Those St. Agnes students not participating in classes at Strake Jesuit must secure a temporary library pass from the St. Agnes librarian to be signed by the Strake Jesuit librarian.

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AWARDS

Frank Ribelin Award

The Frank Ribelin Award in the Arts is presented in tribute to a man who has been instrumental in the founding and growth of the Strake Jesuit Art Museum. The Board of Directors of Strake Jesuit College Preparatory created this award in order to recognize Mr. Ribelin's long and distinguished support, and his untiring efforts and generosity.

Todd Maddox Memorial Scholarship

The Todd Maddox Memorial Scholarship was established in 2000 to honor the person and memory of Todd Joseph Maddox, a 1999 graduate of Strake. Its purpose is to recognize an exceptional graduating senior at Jesuit who has consistently developed a Christ-like attitude and lived in terms of that attitude during his years at Strake Jesuit, becoming a role model for his peers. His faith is an essential part of his identity. He is an acknowledged leader committed to high standards of living with a purity of heart, mind and body, having matured into a well-rounded, ethical and moral young man. He is courageous and willing to stand up for what he knows is right, even when it is not the popular thing to do.

Steven Brian McConnell Award

Steven Brian McConnell was a member of the Class of 1978 who died very suddenly during his senior year as a result of spinal meningitis. Steve accomplished many great things in athletics through determination, dedication, and hard work despite being "undersized." This award, along with a college scholarship, is presented to a graduating senior who best exemplifies the traits and character that made Steve unique.

Millard Fillmore Parsley Award

In 1978 one of Strake Jesuit's founding Board members, Mr. Robert H. Parsley established the Millard Fillmore Parsley Award in honor of his older brother in order to recognize outstanding achievements in speech and debate.

Charles Alford *Men for Others* Memorial Scholarship Award

Charles Alford was a member of the Class of 2011 who was tragically killed in an auto accident early in his sophomore year. His classmates, his teachers and all who knew him saw him as an example of what it means to be a *Man for Others*. His thoughtfulness, his consideration and generosity were an inspiration to all of us.

John F. Kennedy Award

Each year we present the John F. Kennedy Award to a senior whose service to the community at large warrants special recognition.

Rev. Michael F. Kennelly, S.J. Award

In 1960 Father Michael F. Kennelly of the Society of Jesus with little more than an idea in his head and a phone number in his pocket began an undertaking that became this school. In tribute to him we recognize today a graduate who exemplifies the vision, labor, leadership and dedication to Strake Jesuit that Fr. Kennelly exhibited in its founding.

Crusader Award

The Dads' Club in Consultation with the Faculty sponsors the Crusader Award. The graduate to receive this award represents in the eyes of the faculty that student who has best responded to, and most benefited from, the influence of the Strake Jesuit Community environment.

JSEA Award

In 1992 the Jesuit Secondary Education Association instituted and funded an award to be given to a graduating senior. In creating the award the Jesuit Secondary Education specified that the President, Rector and Principal of the school are to choose the senior who most closely resembles the ideal of a well-rounded person who is intellectually competent, open to growth, religious, loving, and committed to doing justice in generous service to the people of God.

Richard C. Nevle Award

Richard Nevle dedicated his life to the Strake Jesuit community from 1967 until his death in 2011, serving in a variety of roles, including history teacher, department chair, assistant principal and principal. Mr. Nevle's enduring passion for social justice, his heroic patience, undying optimism, and his special ability to create a strong sense of family in the Strake Jesuit community are remembered well by all who knew him. The Richard Nevle Award recognizes a student who stands out among his peers for his ability to inspire his classmates through his care for those around him, his commitment to justice and his notable tendency to see the good in others.

STRAKE JESUIT ALMA MATER

“THE GREATER GLORY”

St. Ignatius of Loyola, ‘ere be at our side,
Guide us to the Greater Glory,
Jesuit’s deep pride.

We Crusaders quest for honor,
In the green and white,
Guide us to the Greater Glory,
That will be our might.

STRAKE JESUIT FIGHT SONG

Stand and let your voice be heard, shout for the team in green!
And sing about our SJ pride! Crusaders true are we.
So march in step with Jesuit, show ‘em your loyalty.
Fight for the alma mater, fight on to victory!

We are...SJ!
We are...SJ!

BELL SCHEDULES

Regular Order

8:00-8:10 Homeroom
8:15-9:00 First Period
9:05-9:50 Second Period
9:55-10:40 Third Period
10:45-11:30 Fourth Period
11:35-12:20 Lunch
12:25-1:10 Fifth Period
1:15-2:00 Sixth Period
2:05-2:55 Seventh Period
3:15-4:00 Eighth Period

Morning Assembly Order

8:00-8:10 Homeroom
8:15-9:25 Assembly
9:30-10:05 First Period
10:10-10:45 Second Period
10:50-11:25 Third Period
11:30-12:05 Fourth Period
12:10-12:55 Lunch
1:00-1:35 Fifth Period
1:40-2:15 Sixth Period
2:20-3:00 Seventh Period
3:20-3:55 Eighth Period

Morning Assembly Order with Late Start

9:15-9:25 Homeroom
9:30-10:05 First Period
10:10-10:45 Second Period
10:50-11:25 Third Period
11:30-12:05 Fourth Period
12:10-12:55 Lunch
1:00-1:35 Fifth Period
1:40-2:15 Sixth Period
2:20-3:00 Seventh Period
3:20-3:55 Eighth Period

Afternoon Pep Rally Order

8:00-8:10 Homeroom
8:15-8:55 First Period
9:00-9:40 Second Period
9:45-10:25 Third Period
10:30-11:10 Fourth Period
11:15-11:55 Lunch
12:00-12:40 Fifth Period
12:45-1:25 Sixth Period
1:30-2:15 Seventh Period
2:20-3:00 Pep Rally
3:20-4:00 Eighth Period

Morning Prayer Service Order

8:00-8:10 Homeroom
8:15-8:50 Assembly
8:55-9:35 First Period
9:40-10:20 Second Period
10:25-11:05 Third Period

11:10-11:50 Fourth Period
11:55-12:40 Lunch
12:45-1:25 Fifth Period
1:30-2:10 Sixth Period
2:15-3:00 Seventh Period
3:20-4:00 Eighth Period

Extended Morning Assembly Order

8:00-8:10 Homeroom
8:15-9:40 Extended Assembly
9:45-10:20 First Period
10:25-11:00 Second Period
11:05-11:40 Third Period
11:45-12:30 Lunch
12:35-1:10 Fourth Period
1:15-1:50 Fifth Period
1:55-2:30 Sixth Period
2:35-3:15 Seventh Period
3:35-4:10 Eighth Period

Afternoon Assembly Order

8:00-8:10 Homeroom
8:15-8:50 First Period
8:55-9:30 Second Period
9:35-10:10 Third Period
10:15-10:50 Fourth Period
10:55-11:40 Lunch
11:45-12:20 Fifth Period
12:25-1:00 Sixth Period
1:05-1:45 Seventh Period
1:50-3:00 Assembly
3:20-3:55 Eighth Period

Mid-Day Assembly Order

8:00-8:10 Homeroom
8:15-8:55 First Period
9:00-9:40 Second Period
9:45-10:25 Third Period
10:30-11:10 Fourth Period
11:15-11:55 Assembly
12:00-12:40 Lunch
12:45-1:25 Fifth Period
1:30-2:10 Sixth Period
2:15-3:00 Seventh Period
3:20-4:00 Eighth Period

Noon Dismissal Order

8:00-8:10 Home Room
8:15-8:45 First Period
8:50-9:20 Second Period
9:25-9:55 Third Period
10:00-10:30 Fourth Period
10:35-11:05 Fifth Period
11:10-11:40 Sixth Period
11:45-12:20 Seventh Period
12:40-1:10 Eighth Period