

TABLE OF CONTENTS

Philosophy.....	6
The Strake Jesuit Graduate at Graduation	7
OPEN TO GROWTH.....	8
INTELLECTUALLY COMPETENT	10
PHYSICALLY FIT	11
RELIGIOUS.....	12
LOVING.....	13
COMMITTED TO DOING JUSTICE.....	14
CONCLUSION	16
I. SPIRITUAL LIFE AT STRAKE JESUIT.....	17
Liturgies	17
Retreats.....	17
Penance Services.....	18
II. DISCIPLINE AND THE COMMUNITY.....	19
Introduction	19
Discipline	19
The Orderly Running of the School	20
Discipline Board.....	23
Suspension.....	24
Disciplinary Probation.....	24
The Campus.....	25
III. THE INDIVIDUAL & THE GROUP	
WITHIN THE COMMUNITY	29
Social Responsibility.....	29
Responsibility to Other School Communities.....	29
Personal Responsibility	29
Lunch Activity Period.....	30
Extracurricular Activities	30
School Dances and Activities.....	31

Homeroom.....	33
Service Projects	33
Student Assemblies	34
Senior Leadership.....	34
Dress.....	35
Hair Styles	37
Chewing Gum	37
Use of Tobacco.....	37
Substance Abuse	37
Student Lockers.....	43
Prescription Medicines	43
Over-the-counter Medicines.....	43
Communicable Diseases	43
IV. ACADEMIC POLICIES	46
Course of Studies	46
Student Schedule Changes	47
Language Policy.....	47
Advanced Placement	47
Special Disciplinary Situations	48
Internet Use Policy.....	48
Grading Periods and Report Cards.....	49
Final Examinations.....	50
Exemptions from Exams	50
Special Exams	50
The Grading System.....	50
Student Records.....	52
Honors Lists	52
Extracurricular Eligibility	53
Study Hall.....	55
Tutoring.....	56
Progress Reports.....	57
Learning Differences.....	58
Failure.....	59
Incompletes	60

Minimum Academic Standards.....	60
Summer School	60
Calculating Grades Earned.....	61
Senior Conditional Examinations and Graduation.....	62
Valedictorian	62
End of the Semester Procedures.....	63
Transferring from Strake Jesuit.....	63
Transcript Requests	63
V. ACADEMIC HONESTY	64
Philosophy	64
Some Definitions.....	65
Mutual Responsibility	66
Honor Pledge.....	67
Basic Considerations	68
Consequences	70
VI. FINANCIAL AND RELATED POLICIES	74
Tuition	74
Financial Assistance.....	74
Withdrawal Refund Policy	75
Student Insurance	75
VII. THE SCHOOL DAY.....	76
The Academic Environment.....	76
Roll.....	76
Absenteeism and Notification thereof.....	76
Leaving Campus.....	79
Attendance Policy for Courses Taken at St. Agnes	79
Change of Classes	79
Tardiness	80
Early Arrival at School.....	80
Departure from School.....	80

VIII. PARENTAL PARTICIPATION.....82

- Importance.....82
- The Mothers' Club.....82
- The Dads' Club.....83
- The Amistad Association83
- The Boosters' Club83
- Positive Coaching Alliance84

* * * SPECIAL NOTE TO PARENTS * * *84

- Emergency Closing of School.....84
- Library Rules.....85
- Parking Rules88
- National Honor Society90

IX. APPENDIX.....91

- Student Council By-Laws91
- Clubs and Organizations97
- Awards98

INDEX101

- Alma Mater105
- Fight Song105

Strake Jesuit College Preparatory Community Life

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.

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 (I) Open to Growth, (II) Intellectually Competent, (III) Physically Fit, (IV) Religious, (V) Loving, and (VI) 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.

I. 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.

II. 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.

III. 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.

IV. 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.

V. 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.

VI. 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.

I. 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 approximately six school wide liturgies each year, 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 before school and at lunch which is celebrated in the school chapel in the Moody Memorial Library Building.

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 Campus Minister. 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-son retreat that emphasizes relationships and communications in families. The retreat begins on a Thursday evening with a general session of fathers and sons at one of several retreat facilities. The

Sophomores themselves remain for an overnight session at their retreat sites and are joined by their fathers the following day for several other sessions. At the end of the day all groups come back to the Jesuit campus for a common liturgy and cookout.

Junior retreats are generally held in September. There are generally six Junior retreat groups who go on two-day one-night retreats at a local retreat center. 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 March.

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 the Freshman, Junior and Senior 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.

II. 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 the young men who are 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 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

A. 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. The usual consequence of such actions is the assignment of a student to a session of Penance Hall (P.H.) 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 room 402. The Dean of Students office will determine the P.H. session [lunch time or after school] to which a student is assigned.) It is the responsibility of the student to check the P.H. list daily before the beginning of the lunch time session. Should a student fail to report to a Penance Hall to which he has been assigned without being excused by the Dean of Students Office to do so, his first such absence will result in his receiving two additional P.Hs. (These two penalty P.Hs. and the "missed" P.H. will be served during the after school session.) Any subsequent un-excused absences from

P.H. will result in a student having to serve a Saturday P.H. If a student behaves inappropriately during a P.H., he will receive a Saturday P.H.

B. 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.

C. 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. Leaving class without such permission may be construed as skipping class.

D. In the event a student observes a dangerous or potentially harmful event or situation he should notify the office of the Principal, Dean of Students, or a faculty/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 teacher or administrator as soon as possible.

Fire: In case of a fire during the school day, notify a teacher or administrator as soon as possible. If unable to do so, please alert the fire department by using the classroom telephone to dial 911.

Emergency Drills: Fire drills are usually held once a month during the school year with all faculty, staff and students participating. During these fire drills all buildings are vacated. The Dean of Students is responsible for these drills and for fire prevention. Fire 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.

E. Skipping class or Study Hall is punished by Saturday P. H. Skipping more than one class or Study Hall 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 will be called and the student will be subject to dismissal. (Saturday Penance Hall is a special detention held on Saturdays; arrival and dismissal times for Saturday P.H.'s will be determined by the Dean of Students. When a student receives a Saturday P.H., he should see the Dean of Students about when and where he should report for his P.H.)

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

G. 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.

H. Repeated violations of minor rules will result in serious disciplinary action. The vast majority of Jesuit students incur no more than five P.H.'s in a single school year. When a student accumulates ten P.H.'s in one year, a letter informing his parents of this fact will be sent; when a student reaches twenty P.H.'s 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 P.H. 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 P.H. counts as 3 P.H.'s.

I. 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.

J. In this same vein, 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 can have recourse to the Discipline Board. Typical examples prompting the calling of the Discipline Board will be: 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 insure 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. A student's counselor will be informed of Discipline Board meetings and will be present for all sessions in an advisory capacity. The student whose case is brought before the Discipline Board will be present when the facts of the case are presented. 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 after the deliberation of the Discipline Board concerning a serious issue. A student on in-school suspension would be expected to 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 he will be placed on Disciplinary Probation. Very often, a student who appears before the Discipline Board will be placed on Disciplinary Probation, usually for one or two semesters. In addition, the Principal may place a student on Disciplinary Probation for poor behavior or a poor attitude even if he does not go before a Discipline Board. Furthermore, when a student incurs thirty Penance Halls during an academic year, he will be placed on Disciplinary Probation for the remainder of the academic year and for the following semester if the pattern of behavior that resulted in thirty Penance Halls does not change.

The practical consequences of being on Disciplinary Probation are as follows: first, a student who commits a serious offense against school policies while on Disciplinary Probation will be subject to immediate dismissal from Strake Jesuit even without a hearing before the Discipline Board; second, a student on Disciplinary Probation must demonstrate both by his actions and his attitude that he is a positive force in the Strake Jesuit Community; and, third, a student who is on Disciplinary Probation may neither seek nor hold a position on the Student Council either as an officer or as a representative. At the end of each semester of a student's period of probation, the Principal will consult with the student's classroom teachers and counselor, as well as the Dean of Students, in order to determine whether the student will be allowed to remain at Strake Jesuit. Repeated infractions of rules, even minor, or a continuing uncooperative or negative attitude will probably result in the Principal's judging that the student is not a good influence in the overall school community and therefore must leave Jesuit.

10. The Campus

100 Building - Hamilton Building - President & Related Offices

200 Building - Strake Hall

Kamel Commons - (between 200 and 300 buildings)

300 Building - Cameron Hall

400 Building - Hampil Hall

500 Building

Lowman Theatre

600 Building - Moran Hall - Administration & Admissions

Faculty Room

Moran Dining Hall

Moody Memorial Library

Athletic Center Complex

Crusader Stadium Alchediak Field

700 Building - Parsley Center & Hertzstein Music Facility

800 Building - Language Laboratory & Faculty Offices

Students are to observe the following policies related to the use of the school campus:

A. Strake Jesuit maintains an open campus in the immediate area of the school buildings, excluding the parking lot, the Jesuit residences, and the Kamel Commons. Students who are not assigned to class during any period have the liberty of the campus. If they wish silent study, they should use the library. If they wish to study and talk at the same time, they may use the Moran Dining Hall-foyer. Students who are not attending a scheduled class are not permitted to be in any classroom buildings or in the Kamel Commons during class time. Students are not allowed to be in the gymnasium or field house, nor on or at any of the athletic fields without the explicit permission of a faculty member. Furthermore, they are not permitted to be on the St. Agnes campus except during lunchtime or for the purpose of attending classes.

B. Students are permitted in the parking lot before and after school but at no time during the school day. Seniors with off campus lunch should go straight to their vehicle and leave the campus and upon return should leave their vehicle and immediately leave the parking lot. 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 two marked crosswalks. Since the parking lot houses a great deal of expensive student property, the school has sought to keep the parking lot off limits during the day. The Strake Jesuit Parking Lot is provided as a convenience to its students, faculty and guests. The school is not responsible for damage or theft of the vehicles parked there nor for the property in them. It is important that vehicles are properly parked and locked when not in use.

C. The Moran Dining Hall-foyer area of the school serves as a student lounge. No food or drink is ever to be taken into any building other than the Moran Dining Hall and foyer without the explicit permission of an Administrator.

D. Early in the school year students are provided a card identifying them as Strake Jesuit students. They are to have this card on their persons during the school day and when they are attending an event sponsored by the school or in which the school is participating. On occasion a student may be asked to show proof of his being a student at Strake Jesuit by a faculty or staff member.

E. Unless an emergency arises, students are not to use school telephones. For incoming calls, again, unless emergency dictates, the school will not guarantee passing on routine messages from family to students. If a student brings a cellular phone or other cellular communications device to school it must be turned off and stowed in his locker from the beginning of home room until the beginning of lunch period and from the end of lunch period until the end of the school day. Cellular devices that are not stowed in a student's locker in the off position will be collected and deposited in the Dean of Students office until the end of the day. Repeated violations of this policy can result in a student's being entirely prohibited from bring such devices on to the campus.

Furthermore, students are prohibited from using or even bringing any personal music device such as an IPOD on to the campus. These types of devices often serve to isolate students from one another and from their teachers. While this prohibition specifically mentions IPOD devices, it also is meant to exclude the use or the possession on campus of any device that includes headphones or in other way interferes with a student's opportunities to interact with other members of the school community.

F. All signs to be put up and handouts to be distributed must be stamped or signed by the Dean of Students. Signs in the Moran Dining Hall, foyer, gym and science building are to be put on unpainted surfaces. The Dean of Students or the Operations Manager must approve of the type of tape that will be used to fasten signs. Signs in other buildings are to be put only on bulletin

boards. No signs are to be placed on the outside of any buildings.

G. 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 Athletic Department, those prepared by SJET, or those made of a student performance or game by a parent whose child is a part of the performance or game.

H. Students are not allowed to walk on the grass for the sole purpose of shortening a trip where a sidewalk is available. Walking on the grass where a sidewalk is available or cutting the corner may result in a P.H.

I. Students are not allowed inside of faculty work spaces including faculty mail rooms and rooms with copy machines. Any student found in a faculty copy room or mailroom may receive a PH.

III. THE INDIVIDUAL & THE GROUP WITHIN THE COMMUNITY

11. 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.

12. 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.

13. Personal Responsibility

It is the responsibility of each student to consult the student bulletin board in the 200 Building, in the Kamel Commons and Moran Hall each day for any notice that may concern him: for example, notices from the administration and lists of students who have study hall or who have overdue library books. It is also 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.

14. Lunch Activity Period

The lunch activity period begins at the end of fourth period and lasts until the beginning of fifth period. In addition to having lunch (either purchased in the Moran Dining Hall or brought from home) students may use this period for club meetings, appropriate recreation or study.

During lunch students may not go to the parking lot, field house or athletic fields without faculty permission. They can go to St. Agnes using the crosswalks.

Since nearly every underclassman and many of the seniors eat lunch in the Moran Dining Hall, 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. Teachers in the Moran Dining Hall during the lunch period will aid and encourage the maintaining of cleanliness and order by the students. Furniture or food trays should not be taken outside the Moran Dining Hall, the foyer, or picnic tables.

Students who purchase hot lunches from the school very often have to stand in line for a few minutes. They are urged to maintain order and courtesy while undergoing this slight inconvenience. Those seniors who purchase their lunch in the Moran Dining Hall have the privilege of being served first. Because of the responsibility they have accepted for three years, seniors are given this privilege and therefore underclassmen should respect it. This applies only to the lunch line.

15. Extracurricular Activities

The student day usually ends at 3:40. 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.

16. 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 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.

17. Dress Code for Student Dances

The Catholic secondary schools of the Archdiocese of Galveston-Houston have also agreed upon the following common dress policy for student dances.

Prom

Men: Suit or tuxedo preferred; sport coat, dress slacks, dress shirt, tie required, dress shoes and socks required, no head covering.

Women: After 5 p.m. dress attire. Formal dress must be in good taste, modest and appropriate. No bare midriff and dress length must be to mid-thigh or longer. Dress shoes are required.

Homecoming Dance

Men: Blazer or Appropriate Sports Coat, dress slacks, dress shirt, tie, dress shoes and socks, no hats or head covering is to be worn.

Women: Dress or skirt and blouse must be in good taste, modest and appropriate. No bare midriffs, dress or skirt must be mid-thigh length or longer. Dress shoes are required.

Casual (Orientation, Back-to-school, after game, etc.)

Men: Dress must be in good taste, modest and appropriate. No cut-off shirts, bare midriffs or head covering. **Shorts must be appropriate length, and shorts or slacks must be worn at (not below) the waist.**

Women: Dress must be in good taste, modest and appropriate. No backless, strapless blouses or dresses; no halter or tube tops; no bare midriffs, skirts and shorts must be mid-thigh length or longer.

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.

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. Any deviation from this standard will result in appropriate disciplinary action.

18. 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.

19. 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. Freshman students have the responsibility of helping to reorder the gym or Parsley Center after school Masses and assemblies. Sophomores take part in a once-a-year project directed to needy persons outside the school. Juniors participate in various service projects throughout the city as a part of their Junior Retreat. Finally, each senior student is required to perform one hundred hours of community service in an approved project. 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.

20. 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.

21. 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. Senior responsibilities include their participation in the "Big Brother Program" for freshman students. They are also expected to bear the greater share of the work involved in planning and running such events as Homecoming. 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. Another privilege allows seniors who have at least a 2.0 average to leave campus during 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.) Seniors always have precedence in the Moran Dining Hall lunch line, and they are the first class dismissed from school assemblies. Finally, seniors will be granted an open campus within the last three 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. (Any abuse of this privilege will result in its loss.) 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 his free periods, they must notify the Dean of Students Office that their son is not to exercise this privilege.

22. 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. The dress code at Strake Jesuit prescribes neat slacks with an appropriate shirt, socks and shoes. Students should wear neat, clean, creased dress pants. The definition of a dress pant is as follows: material must be a traditional dress pant material; pant legs must be straight; pockets must be tailored on the inside of the pant, seams must be tailored on the inside of the pant; hems and cuffs must be tailored and properly stitched. The following are **NOT** acceptable under the dress pant definition: studs, exposed zippers, decorations, patch pockets, denim or denim like, plastic, nylon, vinyl, leather, or other unsuitable materials, non-traditional dress colors or patterns, flared, ballooned or pegged legs. A belt or suspenders must be worn with pants that have belt loops. All belts must be of traditional dress colors and style; canvas belts are unacceptable.

The shirt must have a collar, must be designed to be worn tucked into the trousers, and have no writing on it other than the manufacturer's pocket-sized emblem (unless it is a Strake Jesuit shirt). This excludes mock-turtleneck shirts and T-shirts of any kind. 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 of normal length should always be worn with suitable shoes: there are to be no ankle socks. Sandals, canvas shoes, athletic shoes, moccasins, slip-ons, and work boots are not allowed: rubber soled shoes should only be worn when the weather is bad. The point of these descriptions is that shoes not look like athletic shoes: leather shoes made to look like athletic shoes or tennis shoes violate the spirit and purpose of the dress code. Hats may not be worn indoors at any time. Earrings, punk chains, and excessive numbers of buttons and pins are not acceptable. Fatigue jackets and blue jean jackets will not be allowed.

Students should avoid extremes of style; the final interpretation of what is considered appropriate attire will be determined by the Dean of Students Office. Students should make every effort to adhere to the dress code from the time they arrive on campus until the time they leave campus. While the dress code does not apply at some extracurricular activities, e.g., athletic events or student dramatic performances, students are nevertheless required to dress in a manner appropriate to the occasion, e.g., shorts are not appropriate attire for attending a dramatic or musical performance. 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. Earrings and hemp necklaces are not allowed at any school activity. Shirts, hats, or other articles of clothing that display logos or other information regarding alcohol or tobacco may not be worn on campus or at any school related events off campus. Furthermore, articles of clothing that display inappropriate messages or designs are likewise prohibited.

At certain assemblies and most liturgies 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. Such specific directives with regard to dress code are not meant to say that personal appearance is the ultimate priority at Strake Jesuit. They do say that some concern for personal appearance is consistent with the pride a student has in himself and in his school.

23. 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 is not considered 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. Furthermore, sideburns may not be lower than the bottom of the ear. Beards, mustaches, and sideburns below the bottom of the ear are not allowed. The Dean of Students Office is the final judge of what is acceptable.

24. 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.

25. 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.

26. Substance Abuse

A. 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. 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. "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 of" ... includes participation in the use of, or being in the presence of the 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, federally controlled substances, 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. Violators are subject to severe school discipline, including dismissal, and to the laws of the State of Texas. 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. Strict confidentiality will be observed in providing this assistance, and every effort will be made to enable students who are actively seeking help for themselves or others to continue their education at Strake Jesuit College Preparatory. 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. The possession, use, or distribution of any quantity of illegal drugs or drug paraphernalia is not permissible on school premises, school vehicles, or at off site school-sponsored activities. Violators are subject to severe school discipline, including dismissal, and to the laws of the State of Texas.

B. As a 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 a particular illegal substance. (For more information about the random substance abuse process, consult the Dean of Students.)

C. 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 a member of the schools counseling department 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.

D. Alcoholic Beverages: Strake Jesuit believes that the primary responsibility for the education and supervision of students in the proper use of alcoholic beverages belongs to the parents. Beyond this parental responsibility and the requirement of the law, Strake Jesuit does not allow the consumption, possession, or dissemination of alcoholic beverages by students on the campus or at any activity connected with the school. This is a serious violation of school policy and will result in serious disciplinary action. First offense violations of Strake Jesuit's rules concerning the use, possession or dissemination of alcoholic beverages typically result in the following disciplinary action: disciplinary probation for a period of one year, three Saturday Penance Halls, and the exclusion of the individual from all school related activities outside of class for a period of two weeks. If the violation is judged to be particularly flagrant, the school has recourse to the calling of a Discipline Board. Second offenses will result in the calling of a Discipline Board, and the student will be subject to dismissal from school. The same holds true for a student who comes to school or to a school function (whether on campus or not) after having consumed alcohol or drugs.

27. Violence and Harassment

Furthermore, 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.

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

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.

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

G. 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.

H. The expressed permission of the school is required for the production, sale or free distribution of tee 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.

28. 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.

29. 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. Blanks of the *Prescribed Medication Form* are available in the Office of the Dean of Students.

30. 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.

31. 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 College Preparatory:

...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.

IV. ACADEMIC POLICIES

32. 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 school recently integrated a year long mandatory Physics course into the curriculum to meet the Texas Educational Agency requirements. Adding this course has resulted in different graduation requirements for several classes. The following charts depict these requirements.

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		English 2	1
Foreign Language 1	1	Foreign Language 2	1
Algebra 1	1	Geometry	1
Biology	1	Chemistry	1
Speech	1/2	American History	1
Health	1/2	Computer Science	1
Physical Ed 1	1/2		
	6 1/2 Credits		7 Credits
<u>11th GRADE</u>	<u>CREDIT</u>	<u>12th GRADE</u>	<u>CREDIT</u>
Theology 3	1	Theology 4	1/2
English 3	1	Theology Elective	1/2
Foreign Language 3	1	English 4	1
Algebra 2/Trigonometry	1	Calculus or Pre-Calculus	1
Government & Economics	1	World History	1
Physical Ed 2	1/2	Art History	1/2
Introduction to Music	1/2	Senior Project	1/2
Elective	1/2	Physical Ed 3	1/2
	6 1/2 Credits	Choice of Elective	1
			6 1/2 Credits
<p>One elective credit must be Physics which can be taken Junior or Senior year. Graduation requirements include three full credits inscience, one in Comm/Fine Arts, and three in foreign language. Minimum requirements for graduation 26 1/2 credits.</p>			

Beginning with the Class of 2012 the state requires four (4) years of Science for all students.

33. Student Schedule Changes

Changes in course schedules are made at the discretion of the Academic Assistant Principal under certain circumstances—usually because a student needs a particular course or because he has been put into an inappropriate course. When a student requests and is allowed to change or drop a course which he selected on his course selection form, he will be charged a fee of \$30.00. No changes will be made after the first two weeks of school.

34. Language Policy

Students at Strake Jesuit are required to take three years of the same foreign language. The only exception to this is that a student may change after two years and take two years of another language.

Some students because of a native language situation or an excellent elementary preparation may place out of the first year language requirement. This is done through a placement examination given to any student who feels so qualified. If for instance, the school judges that a student places out of first year Spanish, then he has only to take two years of Spanish to fulfill the school's language requirement.

35. Advanced Placement

Some incoming students because of a strong foundation may be able to place out of a particular subject at the first year level. However, it must be stated that no matter how many courses placed out of, a student still must take 26½ credits worth of courses within the school. For example, the fact that a student has finished his language requirements does not reduce the total number of credits needed for graduation. It only reduces the number of language courses which have to be taken in school while increasing the number of elective options.

36. Special Disciplinary Situations

In certain areas and situations, e.g., Computer Labs or Science Labs, infractions of “classroom procedure” may, with the approval of the Dean of Students, be regarded as violations of general school rules resulting in a school P.H. or a Saturday P.H.

37. Internet Use Policy

A. Acceptable Use - The use of the Internet is solely for education and research and must be consistent with Strake Jesuit’s educational objectives. Students are not to use school workstations or computers for social networking. 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.

B. 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 to be 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.

C. Privileges - The use of the Internet 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 Computer Science Department.

D. 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.

E. 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.]**

F. Security - Security on any computer system is a high priority, especially when the system involves many users. The Computer Science Department must be notified of any identifiable security problems on the Internet. **[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.

G. Vandalism - Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet or any other agency and will subject the offender to disciplinary action.

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

38. 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 mailed to the parents 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.

N.B.—If tuition payments are not up to date, report cards and transcripts will be withheld.

39. 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 Academic Assistant Principal. 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.

40. 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.

41. Special Exams

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

42. 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—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. Any of these grades can be improved during summer school if the course is offered and if it is taken in the summer immediately after the credit was earned. (See sample transcript label below.)

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

The transcript also indicates a GPA for the year as well as a cumulative GPA.

43. Student Records

Occasionally a student or his parent may wish to see a particular item of that student's record, e.g., a transcript, application or other items kept in a current student's file. The school honors such requests, but forty-eight hours notification is required.

Strake Jesuit does not report the rank of its students. The school issues a transcript that indicates a student's G.P.A. and the total number of students in his class. Along with the transcript the school issues a chart which shows information about the four previous graduating classes but not about any students currently in the school. The chart arranges the data for each of these preceding classes in quintiles from highest to lowest.

STRAKE JESUIT CLASSES 2005-2008	
Highest GPA	4.3
Upper half of 1st Quintile	4.073
First Quintile (20%)	3.873
Second Quintile (40%)	3.54
Third Quintile (60%)	3.20
Fourth Quintile (80%)	2.688
Average Number of Students in Class	227

44. Honors Lists

There are two academic lists of distinction that are compiled at each marking period: the Principal's Honors List and the Honor Roll. A student who has a 4.00 or above and satisfactory marks in nongraded courses will receive the distinction of being on the Principal's Honors List. A student who has an A average—defined as a grade point average of 3.30 or above—will be included on the Honor Roll.

45. Extracurricular Eligibility

A student becomes ineligible to participate in extracurricular activities when he has a grade below "D" (69 or lower) in any non-exempt course, or when his quarter GPA drops below a 1.60 average at the the end of the 1st, 2nd, or 3rd quarter. Extracurricular activities include but are not limited to: athletic performances, competitions, and trips; band, orchestra, choir, and triple trio performances, competitions and trips; any other public performance where a student is representing Strake Jesuit as determined by the school. Ineligibility is determined according to the following procedures:

A. During the sixth academic week, that is the week of the sixth Friday of the first semester (September 22-26), the Academic Assistant Principal will poll the faculty and ask that they report any students who have a failing grade in their courses. Using these responses the Academic Assistant Principal will prepare a list of students who have failing grades in non-exempt courses and issue this list to the faculty by the end of the school day on the Monday following the sixth week as defined at the beginning of this paragraph (September 29). After this six weeks period, ineligibility will be determined at the end of each quarter.

B. Those students listed as ineligible at this time may still participate through the "grace week," defined as the seven calendar days after the end of the grading period. After the "grace period," ineligible students may not participate in any extracurricular performance, nor travel to any competitive events with a school group, for a period of three weeks. However, they may practice or rehearse.

C. Ineligible students must wait seven calendar days after the end of the quarter or after one of the three week evaluation periods to regain eligibility. At the end of each quarter, students who were eligible shall not lose eligibility until seven calendar days after the end of the grading period.

D. Following a determination of his ineligibility, an ineligible student remains ineligible for three weeks. At the end of this three week period of ineligibility, the Academic Assistant Principal will poll the teachers of the students listed as ineligible in order to determine their eligibility. If a listed student is not failing any of his courses (using the cumulative grade for the corresponding quarter), he will become eligible for the remainder of the quarter after the week grace period. If a listed student is failing any of his courses at this time, he will remain ineligible for the next three weeks. At the end of this three week period, the Academic Assistant Principal will again poll the teachers of the students still listed as ineligible to determine their eligibility. Any ineligible student who is not passing any of his courses at the time of this review remains ineligible for the remainder of the quarter. However, if a listed student is not failing any of his courses (using the cumulative grade for the corresponding quarter), he will be eligible for the remainder of the quarter after the week grace period.

E. 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.

F. 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.

G. Those classes exempt from the ineligibility requirement:

Accelerated English 2

Accelerated English 3

Advanced Placement English 4

Advanced Placement Spanish Language

Advanced Placement Spanish Literature
Accelerated Geometry/Trigonometry
Accelerated Algebra 2/Trigonometry
Accelerated Introductory Analysis
Advanced Placement Calculus AB
Advanced Placement Calculus BC
Accelerated Chemistry 1
Accelerated Physics 1
Advanced Placement Biology
Advanced Placement Chemistry
Advanced Placement American History
Advanced Placement Government, Economics and Politics
Accelerated World History
Advanced Placement Computer Science A
Advanced Placement Statistics

H. Any questions regarding eligibility should be directed to the Academic Assistant Principal 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 at: <http://www/uil.utexas.edu/admin/side/acad.html>.

46. Study Hall

Under certain conditions students will be assigned to Study Hall during their open periods. Absence from these required Study Halls is treated as absence from a scheduled class. During the first quarter of the school year all freshmen are in Study Hall during their free time periods in order to help them in their adjustment to a more intense study load. During the remainder of the school year any student whose most recent report card includes one or more F's or two or more D's will be scheduled into Study Hall during each of his free periods that quarter. A grade of I (or "Incomplete") will be treated like an F, and the student will be placed into Study Hall until such time as he completes his work and the office notifies him that his grade of I has been replaced. (No study halls are

scheduled during the seventh period.) 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.

Parents may request that their son be placed into required Study Hall. Such a request should be made to the Academic Assistant Principal who will schedule the student into Study Hall for all his free periods during the quarter for which it is requested.

47. 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 Academic Assistant Principal 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.

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.

48. Progress Reports

Progress Reports will be available on at the midpoint of each quarter in order to give the parents an idea of their son's progress in each subject. These reports will not be recorded on the student's record nor determine the quarter grade as such. It should be emphasized that these reports are only approximations describing the quality of work the student has done up to that point. The approximate grade noted on second quarter and fourth quarter progress reports reflects the student's progress for the semester. Progress Reports can help in locating problems and in correcting them before quarter and semester grades are due. Generally teachers prepare Progress Reports for every student who is doing "C" work or below or who the teacher thinks is not working to his potential. 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.

49. Learning Differences

There are a few of our students who enter the school having been diagnosed as learning disabled. Occasionally, however, a disability will show up for the first time after a student enters Jesuit. In the event that a teacher suspects that a student's problems in his course work arise out of disability, the teacher should notify the student's counselor. Likewise, when his parents are concerned that their son may have a learning disability, they should consult their son's counselor who can initiate a review. It is extremely important that the school be a part of this review.

When a student has been diagnosed as having a learning disability, the counselor, parents, and teachers will meet to discuss the school's and parents' roles in accommodating the student's disability and the student's role in compensating for it.

The accommodations Strake Jesuit makes to learning different students 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 as learning different. Consequently the school makes accommodations such as extra time for test on a per student, per teacher, per test basis. This means that after reviewing a student's situation, the teacher makes a decision about granting extra time for taking a test in the light of the student's performance in the course, his performance on past tests, the teacher's general experience, and the nature of the particular test. Consequently a teacher may consider allowing a student extra time for a test on one occasion, but not on another.

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

Since writing is integral to the school's curriculum, the school allows students to substitute oral presentations as a substitute for written assignments only in the rarest of circumstances. Furthermore, the school does not excuse students from completing the courses specified in the curriculum.

50. Failure

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.

51. 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."

52. 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.

53. Summer School

A. 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:

(1) have the permission of the Principal to take the course at a school other than Strake Jesuit, and (2) he must pass an equivalency examination prepared and administered by Strake Jesuit.

B. Special Summer Enrichment Programs: Such programs as those offered at Rice's Summer School can only help a student's academic formation. However, summer courses taken for enrichment may not substitute for courses offered at Strake Jesuit during the regular school year. The school feels that scheduled core requirements are to be taken intact at Strake Jesuit at least to the extent that this is possible. The school does realize that for transfer students summer enrichment programs may be the only way the student has to attain the required number of credits, and so for these students exceptions may be made.

54. Calculating Grades Earned During the Regular and Summer Term

A. 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.

B. 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.

55. 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 Registrar's office, the diploma will be awarded.

56. Valedictorian

At Strake Jesuit 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 academic averages who have been full time students at Strake Jesuit at least through their junior and senior years. The graduates who rank the highest and second highest are recognized with a separate award. The 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.

57. End of the Semester Procedures

During the week prior to the beginning of final examinations students are to make certain that they have returned any laboratory equipment, library books, uniforms, or other materials borrowed from the school or assigned to their use by the school. At the end of the second semester they are to clean their lockers and return the locks assigned to them at the time scheduled by the office of the Dean of Students. Finally, they should clear their accounts at the Treasurer's office.

58. Transferring 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 transfer from Strake Jesuit to another school students and parents are to use the following procedure:

- (1) The parents (or guardians) notify the Principal of the decision to withdraw their son from Strake Jesuit.
- (2) The student discusses his intention to withdraw from Jesuit with a Counselor.
- (3) The Administration speaks with the student to ascertain the desirability of such a move.
- (4) Upon completion of the above steps the Registrar issues a Clearance Sheet for the student.
- (5) The student obtains the appropriate signatures on the Clearance Sheet and returns it to the Registrar.
- (6) The Registrar is notified about where the student's official transcript is to be sent. (The Registrar can issue only an unofficial transcript to the student or his parents.)

59. Transcript Requests

Transcript requests for underclassmen and seniors should be directed to the Counselors' Office. Transcript requests for alumni, for which there is a one dollar fee, should be directed to the Registrar.

V. ACADEMIC HONESTY

60. 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.

61. Some Definitions

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

1. Cheating: 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 papers for credit in more than one course without prior permission from the course instructors.
2. Plagiarism: submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their correct source(s).
3. Fabrication: 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.
4. Obtaining an Unfair Advantage: 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.
5. Aiding and Abetting Academic Dishonesty: 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.

6. Falsification of Records and Official Documents: 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.
7. Unauthorized Access to Computerized Academic or Administrative Records or Systems: 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.

62. Mutual Responsibility

The following lists, adopted from a similar policy used at Virginia Commonwealth University, describes the responsibilities of students, faculty, and administrators in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. All persons enrolled in any course and all persons supervising the learning of any student are responsible for acting in accordance with the provisions of this policy.

Students are responsible for:

1. Understanding the types of conduct which are deemed unacceptable and, therefore, are prohibited by this policy.
2. Refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, or lying.
3. Alerting teachers or administrators of instances which violate the honor policy.
4. Reporting every instance in which the student has a suspicion or knowledge that academic conduct which violates this policy or its spirit has taken place to the faculty member responsible for instruction, or to a member of the Administration.

Faculty members are responsible for:

1. Understanding the procedures of this policy relative to how faculty are to handle suspected instances of academic dishonesty.
2. Developing an instructional environment that reflects a commitment to maintaining and enforcing academic integrity.
3. Addressing every suspected or admitted instance of the violation of the provisions of this policy in accordance with the procedures set forth in this document.

Persons holding appointments under this policy (Members of the Discipline Board) are responsible for:

1. Conducting themselves according to the provisions of this document.
2. Protecting honest students from being taken advantage of by those who behave dishonestly.
3. Ensuring that any person accused under the provisions of this document is accorded the protection of due process.

Administrators are responsible for:

1. Making provision for the education of students, faculty, and persons with designated responsibility under the provisions of this document concerning their responsibilities.
2. Annually evaluating the effectiveness of the various measures taken to promote academic integrity.

The failure of one party to fulfill his or her responsibilities may not be used by another party to excuse his or her own failures to comply with the responsibilities stated above.

62. Honor Pledge

The honor pledge is as follows:

“I have neither given nor received an unfair advantage in the taking of this exam.”

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.

63. Basic Considerations

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.

64. Homework

Teachers assign homework in order to:

1. have students practice material in order to build and master skills needed in the particular subject area.
2. introduce students to new material and prepare them for class discussions or other activities.
3. develop academic discipline which helps students organize their time and resources to achieve the course goals.

Consequently cheating with regard to homework includes but is not limited to the following:

1. submitting an assignment done by someone else;
2. preparing an assignment to be submitted by someone else;
3. selling any assignment;
4. copying someone else's assignment;
5. allowing someone else to copy one's assignment;
6. depending significantly on someone else's ideas in completing an assignment.

Students who are having difficulties with an assignment are encouraged to seek help from their classmates as tutors. **As long as a student's intent is to do his own work to the best of his ability, seeking help from peers or tutors can be considered part of the homework process.**

65. Testing

Teachers test in order to determine what a student knows and/or how he can apply what he has learned. In this context student cheating includes:

1. allowing another to view answers during a test or evaluation;
2. unauthorized communications of information during a test or evaluation;
3. use or possession of unauthorized materials during a test;
4. providing any substantive information about a test to other students who have not yet taken it;
5. any behavior that an instructor can reasonably construe as cheating;
6. failure to follow testing procedures so that the security of the test is compromised.

When a teacher or proctor observes cheating:

1. his or her judgment as to the facts of cheating is final.
2. his or her reporting the incident to the Dean of Students is mandatory;
3. allowing a student to continue a test or examination is at his or her discretion
4. he or she should contact parents of the student as soon as practical.

66. Papers, Essay, Etc.

In order to develop students who are able to assimilate, analyze, synthesize and evaluate information, teachers assign essays, papers, worksheets and other kinds of writing. The student should write the assignment in his own words that reflect his own understanding. Plagiarism is a serious offense that inhibits this process.

1. 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.
2. 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.) The teacher is the final judge as to whether plagiarism has taken place. Students should consult *The Little Brown Handbook* to gain a deeper understanding of the dynamics of plagiarism.
3. 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.
4. 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. 579; 5th ed.). Common knowledge includes dates, definitions, and other information such as folk stories that are popularly known and have no definite author.
5. Turning in work that has been submitted for credit in another course is not allowed.

67. Consequences

Because cheating undermines the process of learning and teaching it is a very serious breach of discipline. In all cases of cheating, whether on a homework assignment, quiz, test, examination, report, or essay assignment the student's infraction will be reported to the Dean of Students and the teacher in whose class the infraction occurred will notify the student's parents of the infraction. Furthermore, the student will lose all credit for the

assignment in question. For repeated offenses of cheating, the Dean of Students office may take any of several actions, for instance, calling a discipline board for the purpose of considering whether a student may remain in school or requiring the student to undergo counseling. In any instance the disciplinary actions for cheating accrue for a student's entire career at Strake Jesuit. If a student is on disciplinary probation, another instance of cheating could be grounds for immediate expulsion. In general the Dean of Students office will employ the following guidelines for taking action on cheating.

I. Homework

A. 1st and 2nd offense:

1. Teacher reports to the Dean of Students, who makes note of the offense in the student's record.
2. Student receives a grade of "0" on the assignment.
3. Teacher calls parent.

B. 3rd offense:

4. Teacher reports to the Dean of Students, who makes note of the offense in the student's record.
5. Student receives a grade of "0" on the assignment.
6. Teacher calls parent.
7. The student's counselor schedules a meeting with the student.
8. Student may receive a Saturday penance hall.

II. Quizzes and Tests

A. 1st offense:

1. Teacher reports to the Dean of Students who makes note of the offense in the student's record.
2. Student receives a grade of "0" on the test or quiz.
3. Teacher calls parents.
4. Student may receive Saturday penance halls.
5. Student's counselor schedules a meeting with the student.

- B. 2nd offense:
1. Same as for first offense, plus
 2. The student may be called to appear before a Discipline Board which may decide to place the student on disciplinary probation until graduation, or to expel the student.

III. Plagiarism

A. Determination of plagiarism is the responsibility of the teacher. When suspecting plagiarism the teacher may elect to submit the questioned material to the head of his or her department. The student may be asked to submit all sources of information for his work and be interviewed to obtain any other information. Once the teacher determines that the product in question is purposeful plagiarism that disregards these standards, the teacher is to inform the student, the student's counselor and the Dean of Students of this decision. Any grade given for a fraudulent paper will be revoked and disciplinary action will be taken.

- B. 1st offense:
1. Teacher reports to the Dean of Students who makes note of the offense in the student's record.
 2. Student receives a grade of "0" on assignment.
 3. Teacher calls parents.
 4. Student may serve Saturday Penance Halls.
 5. The student's counselor schedules a meeting with the student.

- C. 2nd offense:
1. Student receives an "F" for his semester grade.
 2. The student's counselor schedules a meeting with the student.
 3. The student may be called to appear before a Discipline Board which may decide to place the student on disciplinary probation until graduation, or to expel the student.

IV. Final Exams

A. 1st offense:

1. Student receives an “F” for his semester grade.
2. Seniors forfeit the privilege of taking a conditional final exam and will be prohibited from participating in graduation exercises.
3. The student’s counselor schedules a meeting with the student.
4. The student may be called to appear before a Discipline Board which may decide to place the student on disciplinary probation until graduation, or to expel the student.

B. 2nd offense:

1. Student receives an “F” for his semester grade.
2. Possible expulsion.

VI. FINANCIAL AND RELATED POLICIES

Strake Jesuit College Preparatory TUITION POLICY

68. Registration

In order to hold your son's place at Strake Jesuit for the next school year, you must turn in the following to the Office of the Treasurer no later than April 9, 2008:

\$500 Deposit (non-refundable, applied toward tuition)

Registration Form

Incoming Freshmen/Transfers only:

\$500 Registration Fee in addition to deposit

Rising Seniors only: \$250 Graduation Fee in addition to deposit

69. Tuition Payment

The Board of Directors has set tuition for the 2008-2009 school year at \$12,900. A \$500 tuition deposit is due on April 9, 2008 during Registration. The remainder of tuition is payable by one of the following methods.

One Time Payment July 1st, \$12,400 Due

Two Installments July 1st, \$6,200 Due / Dec. 29, \$6,200 Due

Bank Loan July 1st, Application Due

(Encore Bank provides a ten month, low interest bank loan for tuition payment. Contact the Office of the Treasurer for an application.)

Tuition payments or loan applications must be received by July 1, 2008. Accounts that do not meet the July 1 deadline will be considered delinquent and will incur a Late Payment Fee.

70. 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. Such balances are subject to a monthly finance charge at the rate of 12% per year (1% per month) until the balance is paid in full. A \$40 Returned Check Fee will also be assessed for all returned checks.

71. Delinquent Accounts

Any student account with an outstanding balance will be given a grace period of two weeks 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 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 balance is paid in full, or until arrangements are made in person with the Office of the Treasurer.

72. 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.

73. 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.

74. Financial Aid

Financial Aid applications for the Fall must be completed and postmarked by February 1. 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 February 1 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 2008-09 school year, approximately 14% of the student body received financial aid totaling over \$1,100,000. 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 on-line.

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 FinAid@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 Friday, February 1, 2009. Please include any necessary documentation along with a \$25 check made payable to FAIR in the envelope provided.

Apply On-line (available December 1)

To submit your application to the FAIR service on-line, go to www.fairapp.com and click on the "On-line 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 on-line. 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 email address

75. 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 dependant 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.

VII. THE SCHOOL DAY

76. 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.

77. Roll

The school day begins formally at 8:00 a.m. At that time the students begin Homeroom. For those students who are in Band or Chorus school starts at 7:00 A.M. Likewise, Athletic P.E. begins at 7:00 A.M. for some upperclassmen. If for some reason a student is late for school, he is to see the Dean of Students who will furnish him with a permit to class. This allows the administration to know that the student is present and to determine the cause of lateness and/or absence.

78. Absenteeism and Notification Thereof

A. If a student is unable to attend school on any given class day, his parent or guardian should inform the school of this intended absence by telephone between the hours of 8:00 a.m. and 9:00 a.m. If a student expects to be absent for three or more days because of a serious illness his parents or guardian should inform the school of such a long absence. If requested, the student's counselor will try to collect assignments from the student's teachers so that a lengthy illness will not harm the student's academic work.

B. Upon returning to school from any absence, a student should bring a signed note from his parent or guardian to the Dean of Students explaining the reason for the student's absence. The Dean of Students will determine whether the absence should be considered an excused or unexcused absence. Students who have an unexcused absence will be considered as having skipped school. The Dean of Students will then furnish the student with an admit-to-class slip. This slip should be carried to the student's classes the day he returns and presented to each of his teachers.

C. If a student needs to leave school during the school day for an appointment that cannot be scheduled at a time outside of class, he should bring a note from his parent or guardian explaining the reason for requesting an excuse to leave class to the Dean of Students Office. Upon approving the request the Dean of Students will issue the student a permit to leave class. When the student returns to campus from the appointment for which he was excused, he should report to the Dean of Students Office with a note from the physician or other person with whom he had the appointment. He will then be given a permit to return to class.

D. On occasion a student knows in advance that he will miss several days of school. The school does not condone such absences because there are always unavoidable academic consequences. However, parents should notify the Principal or Dean of Students several weeks in advance to discuss the absence. Also, the student should request an absence-notification form from the Dean of Students office and present it to each of his teachers for their signature at least one week before the absence. Such early notification enables the teacher to help the student keep up with his schoolwork for which he is responsible during his absence. These same procedures apply to absences resulting from participation in extracurricular activities.

E. The school does not permit students to absent themselves from school, from a particular class or scheduled activity in order to catch up with academic work such as term papers. The school monitors academic work carefully to discourage such absences.

F. College Visits: While the school allows students to make “college visits,” absences from classes for such visits are limited to three days an academic year and students are excused only when the visit is directly related to a student's application process. Before making such a visit students should obtain the permission of the Dean of Students and file a College Visit Request Form at least one

week prior to the anticipated absence. (These forms are available in the Counseling and Dean of Students offices.)

G. **Excessive Absences:** When a student accumulates six absences during the course of a semester his parents may be requested to meet with the principal or academic assistant principal to review his prospects for remaining in school. A student who misses more than seven days of school per semester is liable to lose credit for his courses at the discretion of the school. Such absences may result in a student being asked to leave the school. An awkward situation develops when students miss class because of trips taken with their families outside of the times set aside by the school for vacations. The school strongly discourages such trips, particularly in those cases where the student's academic performance is marginal. If a student misses school for vacations outside of scheduled breaks, he must live with the academic consequences. He should expect to make up missing course material on his own, and take personal responsibility for contacting his teachers about the matter. Absences on days before or after a scheduled holiday present a serious problem, and all academic work done that day, due that day, or assigned that day is totally the responsibility of the student.

H. **Make-up Tests and Examinations:** When a student misses a test because of a voluntary absence like those discussed above, he may incur a fee of \$10.00 for such make-up work. The fee for make-up examinations at semester time is \$25.00. Fees are payable to Strake Jesuit.

I. **Absences and School Activities:** A student who leaves school midday or misses more than half of the school day may not participate in or attend any school activities that day.

J. **Leaving Campus:** It is a very serious violation of community life for a student to leave campus or to miss one of his classes without the permission of the school administration. Students should be aware that permission to leave campus for an

extracurricular activity may not be presumed. The teacher, coach, or moderator who is responsible for arranging an event that will result in a student's missing class is also responsible for seeking the general permission of the school for such an absence. On occasion the school may determine that missing a class or classes is not in the best interest of a student. The Dean of Students will notify the student when such a determination is made. When students miss class in order to participate in an activity, they are responsible for making up any assignments that they miss during the absence.

79. Attendance Policy for Courses Taken at St. Agnes

In most cases, Strake Jesuit and Saint Agnes follow the same calendar and conduct classes on the same days. When this is not the case (that is, when only one school is in session), 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.

80. 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 nor in fact remain in the halls of the classroom buildings during class time.

81. Tardiness

A. Late for school: Any student who is late for school, i.e., who is not on time for homeroom, must report directly to the Office of 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 P.H. for each time he is late thereafter. When a student accumulates seven tardies he will receive a Saturday P.H. Furthermore, each time a student receives a multiple of seven tardies thereafter he will receive a Saturday Penance Hall.

B. 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 listed on the absentee form as tardy. Any student who is tardy for a class will automatically receive Penance Hall. A student who is very late to a class may be construed as having skipped class.

82. 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 Moran Dining Hall.

83. Departure from School

The library is open and supervised for student use until 5:30 p.m. Monday through Thursday. During the afternoon students should wait to be picked up in front of the Competition Gym as long as there is a coach or faculty member there. If there is no faculty member in the general area, the student should wait outside the Moran Administration Building, where there is someone on the phones until 6:00 p.m. daily. Students should not wait around the parking lot in the afternoon and evenings when it is unattended.

VIII. PARENTAL PARTICIPATION

84. 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. 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 teachers 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 such organizations as the Mothers' Club, the Dads' Club, the Amistad Association and the Boosters' Club, parents have an opportunity to take part formally in the life of the school. The events and activities which these organizations sponsor help the school to do its job far more effectively. In recent years the initiative taken by these parental organizations has made them far more than social clubs. Their work has done much to insure that the school is something more than just a school.

85. The Mothers' Club

Every parent or guardian of a Strake Jesuit student is a member of the Mothers' Club which supports nearly every community event on the campus 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. Each year it organizes the annual Spring Fling raffle and carnival which raises funds for financial assistance for

qualified students. The Mothers' Club commissioned the "The Call of the Father, The Will to Serve," a beautiful bronze sculpture that was presented to the school in 2000, as was a grand piano.

86. 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. The most significant Dads' Club event is the annual Father-Son Breakfast and Mass.

87. The Amistad Association

This organization is an African-American student-parent advisory support group whose mission is to work in conjunction with the Strake Jesuit Administration to introduce African-American families to the community of Strake Jesuit and aid in the retention of African-American students by providing strategies, ideas, dialog and forums. Additionally, the Amistad Association is committed to assist the Strake Jesuit Administration in cultivating sensitivities to the needs for cross-cultural dialog in the context of the broader Strake Jesuit community with a focus on its African-American students.

88. The Boosters' Club

Parents, alumni, and friends of the Strake Jesuit Community have organized the Boosters' Club. Originally this organization was formed to give adults a chance to take a more active role in the life of the school community. Its primary purpose is to support the school's athletic program. All parents are members of the Booster Club. The Booster Club conducts several fund-raising projects,

such as the sale of ads for the *All Sports* programs. These funds are used to augment the school's athletic programs. Through this necessary but informal organization, the Boosters' Club hopes to bring coaches, faculty, friends and alumni closer together.

89. Positive Coaching Alliance

As a part of its effort to create and maintain a strong and healthy community for its students and their families the school has partnered with Positive Coaching Alliance (or PCA), a national non-profit organization based at Stanford University. The PCA seeks both to improve athletic performance and to advance the principle that every student deserves a Double-Goal Coach™, one who strives to win while achieving the second, more important goal of using sports is to teach life lessons. Furthermore, the PCA seeks to foster an “Honor the Game” mentality, an outlook that holds that athletes, fans and coaches should respect and observe the principles of good sportsmanship. Conduct should always include respect for the rules of the game, the opponents, the officials, the teammates and one’s self.

*** * * SPECIAL NOTE TO PARENTS * * ***

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 and we will post a recorded voice message on the school’s hotline (713) 219-GOSJ [(713) 219-4675]. 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.

A. Library Rules

The library is to be used for research, individual study, and individual leisure reading. Students are expected to work quietly to maintain an atmosphere conducive to study. Food, book bags, briefcases, etc., are not allowed in the library.

Hours: Regular Daily 7:00 a.m. - 3:45 p.m.
Extended (Monday - Thursday) to 5:30 p.m.
Library closes at 3:45 p.m. on Friday

Borrowing, Returning Books and Materials

Your Strake Jesuit Student Identification Card is required for all library materials checked out at the circulation desk. 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.

REFERENCE BOOKS may be checked out after 7th period for overnight or weekends use and must be returned before homeroom the following school day. Approval for this must be obtained from the Library Director.

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 are kept in the periodical room and may be checked out for two weeks.

COMPUTERS are to be used for academic/curriculum-related research only. Before you log in, you must get a Computer Workstation Card at the Circulation Desk. Display the Computer

Workstation Card at the assigned workstation. Penance Hall (PH) will be given for inappropriate computer use and failure to check in/checkout the workstation.

Place books, etc., in the book drop slot of the circulation desk. DO NOT leave materials that you are returning on the counter of the circulation desk. DO NOT remove books from the book drop.

Library fines

- (1) Ten cents per school day for an overdue two week books.
- (2) Ten cents a class period for an overdue REFERENCE BOOK.
- (3) Fifty cents a class period for an overdue RESERVE BOOKS.
- (4) Lost books must be paid for at current list price or as determined by the library director.
- (5) Fines may be assessed for damaged books and magazines.

Notification of Overdues

- (6) Every Thursday a list of overdue books, etc., will be posted. Any student who has not settled his library responsibilities within one week from the posting of the overdue notice is subject to Penance Hall.

Clearance Sheets

- (7) At the end of the first semester, all fines must be cleared before taking exams.
- (8) At the end of the second semester, all library materials must be returned and all fines paid before taking exams.
- (9) Books may be borrowed over the summer.

Use of the Library by St. Agnes Students

- (10) Those St. Agnes students participating in classes at Strake Jesuit are granted full borrowing privileges of the Strake Jesuit library.
- (11) 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.

Use of St. Agnes Library by Strake Jesuit Students

- (12) Those Strake Jesuit students participating in classes at St. Agnes are granted the full borrowing privileges of the St. Agnes library.
- (13) Those Strake Jesuit students not participating in classes at St. Agnes must secure a temporary library pass from the Strake Jesuit librarian to be signed by the St. Agnes librarian.

B. Parking Rules

Please follow the instructions below to facilitate entering and leaving the parking lot.

- (1) The first lane closest to the Strake Jesuit buildings is an inbound lane.
- (2) The two closest lanes to St. Agnes Academy are outbound lanes.
- (3) Park your car into the parking space so that you will be going with the flow of traffic when you leave.
- (4) Spaces in the parking lot marked as a Faculty, Visitor, or Handicapped are intended to be used by those individuals. Students are prohibited from parking in these spaces.
- (5) Parking in the front of the Hamilton Building is reserved for visitors, faculty and staff only. No student parking in the area south of the Strake Hall (200 Building), the Cameron Hall (300 Building), The Hamilton Building, the Parsley Center and the Jesuit Residences.
- (6) All cars driven to school by a Jesuit student and parked in our lot must have the appropriate parking tag issued by the school or the student will receive a Saturday PH. 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. Freshmen who are seeking such an exception should apply to the Dean of Students in writing.
- (7) 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.
- (8) Any automobile parked on campus is subject to inspection by school administrative officials without notice or prior consent.

- (9) Students must have the explicit permission of the Dean of Students to leave their cars on campus overnight.
- (10) Parking is prohibited on the grass, against the curb or any place that is not a marked space. Any car not in a marked spot is subject to being towed.
- (11) Students with window or bumper stickers or other symbols displayed on their vehicles that are deemed inappropriate will be required to remove them.
- (12) All parking lot rules will be enforced at all times.
- (13) Students found to be in violation of stated parking lot rules are subject to the following consequences.

1st Offense: PH

2nd Offense: 3 PH and a parent conference

3rd Offense: Saturday PH and forfeit parking privileges until Saturday Ph is served.

4th Offense: 2 Saturday PHs and forfeit parking privileges until both Saturday PH's are served.

5th Offense: Parking privileges are removed.

C. National Honor Society

Membership is open to juniors and seniors who have the necessary cumulative GPA at Strake Jesuit. Students who meet the scholastic requirements 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. Once selected, members must maintain NHS standards. The Faculty Council is responsible for decisions regarding admittance, probation, and dismissal of members. A member who resigns or is dismissed is not eligible for future membership. Students on disciplinary probation cannot hold office in the NHS.

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.

APPENDIX

Constitution of the Student Council of Strake Jesuit College Preparatory

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 PH's;
- 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.

We strongly encourage each student to participate in the extracurricular programs offered on our campus. Below is a list of the various clubs and organizations that were active this past school year.

ORGANIZATION

Black Student Union
 CFC Youth for Christ
 Celluloid
 Chess Club
 Crusader Guard
 French Club
 Guitar Club
 Hispanic Student Union
 Improv
 International Thespian Society
 Juggling Club
 Literary Magazine
 Lunch Time Intramural Basketball
 Lunch Time Intramural Indoor Soccer
 Magis (School Newspaper)
 National Forensic League
 National Honor Society
 Off-road Club
 S.J. Trainer Organization
 S.J./S.A.A. Chamber Orchestra
 S..J./S.A.A.. Jazz Combo
 S.J./S.A.A. Jazz Ensemble
 S.J./S.A.A. Symphonic Band
 S.J./S.A.A. Symphonic Orchestra
 S.J.E.T.
 Science Club
 Science Fiction Club
 Skateboarding & BMX Club
 Southwell Players
 Strake Jesuit Automotive Club
 Strake Jesuit/St. Agnes Camerata
 Strake Jesuit Medical Club
 Students for Life
 Yearbook
 Young Democrats

MODERATOR(S)

Mr. Willie Webster
 Fr. Flavio Bravo, S.J.
 Mr. James Clooney
 Mr. Bruce Autry
 Mr. Kyle Kornegay
 Mrs. Ann Clogan
 Mr. Robert Cremins
 Mr. Guillermo Hernandez-Ching
 Mr. Michael Sullivan
 Mr. Michael Sullivan
 Mr. Christian Haich
 Mrs. Pat Yankow
 Mr. Kelly Clemons
 Mr. William McDonald
 Mr. Will Volding
 Mr. Jerry Crist, Mr. Murvin
 Mr. Carlos Roman
 Mr. Jim Marvin
 Mr. Keith Duhon
 Mr. Guillermo Hernandez-Ching
 Mr. Robert Peri
 Mr. Robert Peri
 Mr. Robert Peri
 Mr. Guillermo Hernandez-Ching
 Mr. Jim Gilbert
 Dr. Andrea Spiering
 Mr. Kyle Kornegay
 Mr. Jim Marvin
 Mr. Mike Sullivan
 Mr. Mark McNeil
 Mr. Guillermo Hernandez-Ching
 Dr. Andrea Spiering
 Mrs. Gabriela Granados
 Mr. Bruce Autry
 Mr. Bruce Autry

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. This year's recipient for the Ribelin award was Jeffrey Hay-Doug Cheung.

Robert H. And Joanne M. Williams Scholarship Award

The Robert H. and Joanne M. Williams Foundation created this award in order to recognize a college bound student who has a good academic record, strong character and who has been involved in both the school and wider communities. This year's recipient of the Williams Award was Jon Ander Elizalde Landeta.

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. The recipient for the Todd Maddox Memorial Scholarship was Thomas Matthew Owens and finalist Michael William Hannon.

Steven Brian McConnell Award

The Steven Brian McConnell Award is presented in memory of Steve Brian McConnell, a member of the class of 1978 who died very suddenly during January of his Senior year as a result of spinal meningitis. In celebrating their twenty-fifth anniversary of their graduation his class created an endowment which supports an award to be presented to a graduating senior who best exemplifies the traits and character that made Steve the unique person he was. Steve accomplished many great things in athletics despite being "undersized." He did this through determination, hard work, dedication and perseverance." The recipient of the Steve McConnell Award was Benjamin Scott Werner.

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. The recipient of the Millard Fillmore Parsley Award was David Alexander Donatti.

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. The recipient of the John F. Kennedy Award was Cameron John Harrell.

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. The recipient of the Rev. Michael F. Kennelly, S.J. Award was Phillip Lowell Wiggins.

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. The recipients of the 2007-2008 Crusader Award were: Senior - Michael William Hannon; Junior – John Gabriel Brentin; Sophomore – Kevin David Lafferty, and Freshman – Weston Albert Novelli.

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. The recipient of the JSEA Award was Federico Torre.

INDEX

BELL SCHEDULE 2008 - 2009

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
3:00	-	3:45	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
3:05	-	3:40	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
3:05	-	3:40	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

3:05	-	3:45	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
3:05	-	3:45	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
3:20	-	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
3:00	-	3:45	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
3:05 - 3:45 Eighth Period

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.**

SJ 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 areSJ
We are.....SJ**