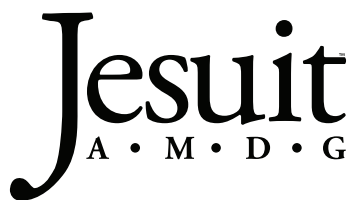


Bulletin

2022–2023



Jesuit
A • M • D • G



Jesuit High School of New Orleans

(Formerly The College of the Immaculate Conception)

2022–2023

OFFICIAL SCHOOL BULLETIN

Nationally Recognized as an Exemplary School
by the Secretary of Education of the United States

Approved by
The Louisiana State Department of Education

Accredited by
Cognia/AdvancED/The Southern Association of Colleges and Schools

Member of the
Jesuit Schools Network
National Catholic Educational Association

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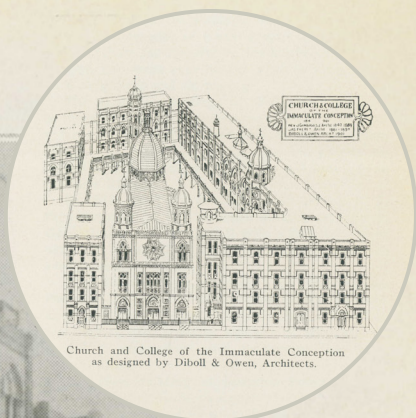
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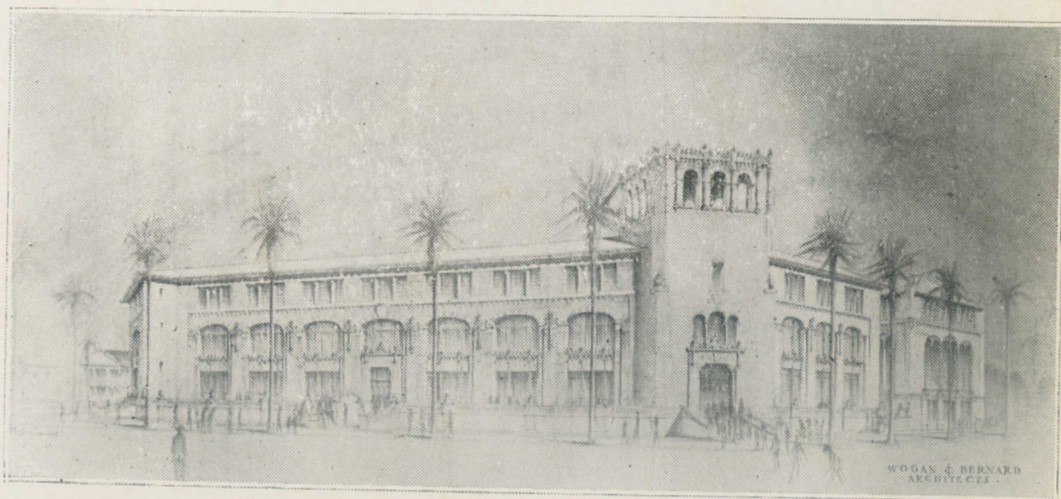
2022–2023 ACADEMIC YEAR

August	9	Registration Day
	10	New Students' Orientation — Dismissal After Mass
	11	School Year Begins — All Classes Meet
	17	New Parents' Orientation — 6 p.m.
	17	Mini-Schedule: 8 th & 9 th Grade Parents — 7 p.m.
September	24	Mini-Schedule: 10 th & 12 th Grade Parents — 6 p.m.
	2	Mass of the Holy Spirit
	2	Pre-Freshman Retreat
	5	Labor Day Holiday
	7	Town Hall Meeting — 6:30 p.m.
October	10	Senior Ring Mass — 4 p.m.
	12	Senior Ring Holiday
	10–14	First Quarter Exams
	12	National Merit Scholarship Qualifying Test
	18	Grades Due in Office — 8 a.m.
November	3	Holiday for Students
	7	Holiday for Students
	17	Parent-Teacher Conferences — 5:30 p.m. - 7:30 p.m.
	23	Annual Thanksgiving Drive
	24–25	Thanksgiving Holidays
December	8	Feast of the Immaculate Conception
	15–20	Second Quarter Exams
	22	Christmas Holidays Begin
January	5	Classes Resume
	6	Grades Due in Office — 8 a.m.
	16	Martin Luther King, Jr. Holiday
	30–31	Faculty Retreat
February	20–24	Mardi Gras Holidays
	27	Classes Resume
March	13–16	Third Quarter Exams
	17	Freshman Retreat
	21	Grades Due in Office — 8 a.m.
	24–25	Blue Jay Bazaar
April	3	Seniors' & Parents' Mandatory Meeting — 6:30 p.m.
	4	Parent Teacher Conferences — 5:30–7:30 p.m.
	6–10	Easter Holidays
May	11	Classes Resume
	1–4	Fourth Quarter Exams for Seniors
	8	Senior Grades Due in Office — 8 a.m.
	15–18	Fourth Quarter Exams for Underclassmen
	20	Baccalaureate Mass — 5 p.m.
	22	Grades for Underclassmen Due in Office — 8 a.m.
	22	Class of 2025 Interviews — 8–10:30 a.m.
	24	Commencement Exercises — 8 p.m.
	25	Registration for Summer Session — 8 a.m.–12 p.m.
	26	Summer Session Begins
	30	Summer Enrichment Begins
June	23	Summer Session and Enrichment End
July	4	Holiday — Offices Closed



Church and College of the Immaculate Conception
as designed by Diboll & Owen, Architects.

Church and College of the Immaculate Conception, 1922.



Central Building of the New College of the Immaculate
Conception on Carrollton Ave.

A BRIEF HISTORY OF JESUIT HIGH SCHOOL

The present Jesuit High School was formerly only one Department of the College of the Immaculate Conception which was founded in 1847 by the Fathers of the Society of Jesus (the Jesuits) for the education of young men.

The College was situated on Baronne and Common Streets; but at the close of the 1910–11 session, the collegiate Departments were transferred to the site of the present Loyola University of New Orleans. The high school department, however, was retained in the buildings on Baronne Street. This change was the result of a large increase in enrollment in both the college and the high school departments.

Increased enrollment again rendered the Baronne Street facilities inadequate. In the fall of 1926, classes were begun in the newly constructed Jesuit High School on Carrollton Avenue between Banks and Palmyra Streets. An extension of the Palmyra Street wing was completed in 1953, and the improvements provided students with additional space for the cafeteria, library, and band room, along with a new auditorium and chapel. The large chapel was named the Chapel of the North American Martyrs, in honor of the many Jesuits who sacrificed their lives while teaching and spreading the Gospel of Jesus Christ.

A recreation center and gym was constructed on Banks Street across from the school in 1957 and provided facilities for the athletic teams and the physical education program. In 1974 Jesuit constructed additional classrooms and science facilities. The Resource Center, featuring a spacious library, was also constructed in 1974 in response to increased enrollment and further individualization of instruction.

In 1982 four floors of the Jesuits' residence on Banks Street were renovated, a project which added 10 classrooms and provided new offices for the administration and staff. A year later the cafeteria was enlarged. A new physical education facility—the Louis J. Roussel, Jr. Physical Education Building (the Roussel Building)—was constructed in 1986 adjacent to the existing gym and included classrooms, athletic meeting rooms, and offices for coaches.

Meanwhile, properties that were part of the entire square block behind the school—bordered by S. Solomon, Banks, S. Hennessy, and Palmyra Streets—had been methodically acquired over a period of some 25 years. The final parcel was purchased in 2001, and Jesuit converted the entire block into a grass athletic field for team practices, P.E. classes, and other events. This open space was dedicated in 2005 as the Will Clark Field.

A central air conditioning and heating system was installed in 2001 throughout much of the school as part of a \$10 million capital campaign—Tradition Guides Our Future. This multi-year campaign resulted in vast improvements to the school's physical plant, including the auditorium and the cafeteria. The Traditions Campaign provided for new construction of three large computer labs, five science labs, a dozen classrooms, and renovations to modernize the school's old chemistry and physics labs.

When the Resource Center was constructed over a section of the yard back in 1974, the open area underneath it remained exposed for almost three decades to predictable weather—summer heat and humidity, and winter fog and occasional freezes. Two of the most important projects of the Traditions Campaign involved construction of attractive

balcony walkways overlooking the yard and closing in the open area underneath the Resource Center, and in the process installing flooring and air-conditioning (and heating).

The result was the Student Commons—a popular gathering area in the heart of the school's campus. At all times of the day, students populate the Commons, not only to study, eat lunch, converse, and play cards, but also to check out the action on the large digital monitors that are usually tuned to sports and news channels. The Student Commons is also an attractive setting for Blue Jay alumni reunions on spring and summer weekends.

One of the final Traditions projects was completed in the summer of 2005. Construction of a beautiful Courtyard featured engraved pavers purchased by alumni and parents, attractive landscaping, and additional lighting and seating areas. The project was completed in the days before Hurricane Katrina.

In the aftermath of Katrina and the collapse of sections of flood walls alongside three important drainage canals, 82% of New Orleans flooded, including Jesuit. The first floor of the school, including the freshly renovated auditorium, cafeteria, and Student Commons, and the athletic facilities across Banks Street, sustained catastrophic damage that resulted from five feet of water that inundated the neighborhood. Three weeks after Katrina, Jesuit started the arduous process of emergency remediation, cleaning, and rebuilding. Jesuit also promptly established two satellite schools for hundreds of displaced Blue Jays. The first satellite school was set up at Strake Jesuit in Houston and was attended by more than 400 Blue Jays. A second satellite school was opened in October 2005 at St. Martin's Episcopal School in Metairie. On November 28, 2005—the Monday after Thanksgiving and 90 days after Katrina—Jesuit reopened, the first high school that flooded in Orleans Parish to do so. Extensive repairs and renovation of Jesuit's damaged facilities were completed in 2007.

During the summer of 2007, Jesuit renovated a science lab and repaved the entire school yard. "Sympodiums" were set up in all classrooms and continue to offer a variety of technology and media that enhance the learning experience for teachers and students. Several renovation and maintenance projects were completed during the summer of 2008, including a beautiful restoration of St. Ignatius Hall on the third floor of the administration building.

In spring and summer of 2009, the school's original cypress windows were replaced (except those located on the first floor) with solar-cool bronze windows that are hurricane-impact rated to withstand winds of 130 miles per hour. The windows significantly reduce Jesuit's energy consumption and the school's energy bill. Additionally, Jesuit spruced up the external perimeter of the school with fresh landscaping. The school also expanded the parking area in the lot next to the physical education building on Banks Street. Jesuit recently expanded its beautification project to the Carrollton Avenue and Banks Street neutral grounds where numerous light poles display attractive blue and white banners that depict familiar staples of Jesuit teaching: "Men of Faith," "Men for Others," and A•M•D•G.

The weekend of March 2–4, 2012 marked an important milestone for Jesuit High School—the grand opening of John Ryan Stadium, the school's first off-campus athletic facility and practice field, and arguably, one of the finest prep sports complexes in the

country. The stadium is a mere five-minute drive from Jesuit and is located off Airline Drive just over the Orleans-Jefferson Parish border. The main entrance to the facility bears a distinctive street name—Blue Jay Way.

In the fall of 2012, Jesuit completed a renovation project that brought significant enhancements to the Roussel Building. The renovation was the first upgrade to this facility since it opened in 1986 and brought new climate control, electrical, and energy efficient systems to the first floor. A new weight room with the latest equipment provides Blue Jays with a safer environment for their strength training. In the summer of 2013, Jesuit completed a renovation project of the stained glass windows in the Chapel of the North American Martyrs.

An extensive renovation of the Holy Name of Jesus Chapel (also known as the small chapel) was completed in February 2015 and resulted in refurbished stained-glass windows and central dome, restoration of art pieces, enhanced lighting, and a repositioning of the altar and front pews to provide additional seating. The small chapel is located on the second floor of the administration building and Jesuit Residence on Banks Street.

At the end of the 2013–2014 school year, Jesuit launched a project to renovate and upgrade six classrooms each summer. As the 2019–2020 school year begins, a total of 15 classrooms on the second floor, 13 classrooms on the third floor, and 7 classrooms on the fourth floor have been renovated, each costing \$100,000. In addition, a dedicated classroom space for the Robotics program and for the Art program was created, 2 classrooms were added to the third floor, the discipline office moved into an updated space on the second floor, and a bridge was constructed over Banks Street to join the Roussel Building to the main campus.

THE MISSION OF JESUIT HIGH SCHOOL

The mission of Jesuit High School as a Catholic, college preparatory school is to develop in its students the competence, conscience, and compassion that will enable them to be “Men of Faith” and “Men for Others.”

THE PHILOSOPHY OF JESUIT HIGH SCHOOL

Jesuit High School of New Orleans is committed to the belief that we are created to know, love, and serve God; that each person, though sinful, is personally known and loved by God; and that this love invites a response to God’s love, a free gift of oneself.

Jesuit High School is a Catholic community that joins Christian living with academic goals. The school provides an environment that reflects the values of the *Spiritual Exercises of St. Ignatius of Loyola* and the long tradition of Jesuit education. Education is not an end in itself. It is a means to a greater end—our knowing, loving, and serving God.

Jesuit is a center of academic excellence, enhanced by a strong and varied co-curricular program, dedicated to the growth and total development of its students according to the full measure of their God-given talents. To this end the curriculum integrates the demands of the academic disciplines, the physical and affective needs of the developing person, and the experience of serving one’s fellow man.

The fundamental purpose of Jesuit High School is to form “Men for Others”—“Men of Faith” who are motivated by genuine Gospel charity; new men transformed by the message of Christ, who are open to their own time and to the future; leaders who have acquired in ways proportional to their age and maturity a way of life that is a proclamation of the love of Christ, of faith, and of justice.

THE OBJECTIVES OF JESUIT HIGH SCHOOL

1. To develop in the student an attitude of openness to growth and to enable him to begin to take responsibility for his own growth.
2. To prepare the student to be intellectually competent: to promote the development of the intellectual skills, understanding, and mastery of the academic requirements necessary for advanced forms of education and for life.
3. To help the student to become mature religiously: to help him to know the major doctrines and practices of the Catholic Church and to learn to examine critically his own religious feelings and beliefs.
4. To help the student to become a loving person: to assist him in the establishment of his own identity and in his movement beyond self-centeredness toward more significant relationships with others.
5. To foster in the student a commitment to doing justice: to help him develop as a person for others and to prepare him to take his place as a competent, concerned,

and responsible member of society.

6. These five basic objectives of Jesuit High School are also articulated in the “Profile of a Graduate at the Time of Graduation.”

THE HONOR CODE

More than merely an academic institution, Jesuit seeks to form young men of “competence, conscience, and compassion.”

The Honor Code is a statement of positive attitudes and behaviors designed to instill in students the responsibility and self-discipline that will maintain respect for God, fellow students, teachers, and themselves. The Honor Code requires that students adhere to these core values during their Jesuit High School careers.

In striving for these goals from the school’s mission statement, Jesuit requests each year that all students (as well as their parents or guardians) sign the Honor Code which highlights those personal standards that will enable them to become the men that God intends them to be.

The Honor Code of Jesuit High School

As a member of the Jesuit High School community:

I will neither participate in nor tolerate academic dishonesty.

**I will respect the property of the school and of others,
and I will insist that all do the same.**

I will treat others with dignity and respect.

In all of my activities—academic, athletic, spiritual, and social—

I will act in an appropriate manner.

I will be a man of faith and a man for others.



THE PROFILE OF A GRADUATE AT THE TIME OF GRADUATION

In one sense, the graduating senior is a threshold person leaving adolescence and entering adulthood. He is more than a child, but not fully an adult.

His adolescent years have provided him with experiences of success as well as of disappointment and failure through which he has learned something about himself and made some progress toward maturity.

He has negotiated many difficult situations characteristic of adolescence, but has not yet reached the level of maturity of a college senior. He is beginning to awaken to the more complex adult world and to frame questions about those aspects of life that he cannot comprehend.

Whereas he is at ease in the world of his peers, knowing what is expected in a given situation and independent enough to choose a response based on Christian values, it is with caution that he must enter the world of the adult.

The qualities that should characterize the student at graduation are those that are also most desirable for adult life—he should be open to growth, intellectually competent, religious, loving, and committed to doing justice.

I. Open to Growth

The graduating Jesuit High School student has matured as a person to a level that he is beginning to take responsibility for his own growth (as opposed to having a passive, drifting attitude about growth). He is at least beginning to seek opportunities to stretch his mind, imagination, feelings, and religious consciousness.

Although still very much in the process of developing, he already is:

1. beginning to take responsibility for growth as a person emotionally, intellectually, physically, socially, and religiously.
2. learning to accept himself, his talents and limitations, victories and defeats.

3. becoming more conscious of his feelings and is freer and more authentic in expressing them; at the same time is beginning to accept his responsibility (to himself and others), and to manage his impulsive drives.
4. developing an appreciation of beauty and creativity.
5. becoming more flexible and open to other points of view, recognizing how much one learns from careful listening.
6. developing a habit of reflection about his experience.
7. beginning to seek new experiences, even those which involve some risk or the possibility of failure.
8. exploring career and lifestyle choices within the framework of Christian values.
9. becoming more open to broader, adult issues.

II. Intellectually Competent

The graduating student will exhibit a mastery of the academic requirements for advanced forms of education. While these requirements relate to departmental subjects, the student will have developed many intellectual skills and understandings which transcend the need for intellectual integrity in his personal quest for religious truth and in his response to issues of social justice.

The graduating student already:

A. With Regard to Academic Requirements...

10. has mastered the fundamental language skills.
11. has mastered the fundamental skills of mathematics.
12. can read and summarize material at the level of a beginning college freshman.
13. has mastered those academic subjects required for success in college.

B. In Relation to General Skills and Attitudes...

14. is developing a mastery of logical skills and critical thinking.
15. is developing precision and personal style in thought and expression both written and oral.
16. is developing a curiosity to explore ideas and issues.
17. is developing the ability to apply knowledge and skills to new situations and can adjust to a variety of learning formats.
18. is developing an organized approach to learning tasks.
19. can do research and present a convincing argument in both written and oral form.
20. is taking pride and ownership in his efforts and accomplishments and is beginning to enjoy intellectual and aesthetic pursuits.

C. As Concerns Substantive Knowledge...

21. has begun to develop a general knowledge of the central ideas, methodologies, and limits of a variety of intellectual disciplines.
22. has begun to relate current issues and perspectives to some of their historical antecedents.

23. is growing in awareness of his cultural heritage and that of others.
24. has begun to understand some of the implications of the uses of science, technology, and capital in public policy.
25. is beginning to understand both his rights and responsibilities as a citizen of the United States and as a member of the world community.
26. is beginning to understand strengths and weaknesses of the United States' form and practices of government.
27. has begun to appreciate the variety and potential of the human person and community as presented in literature, biography, and history.
28. is developing the critical consciousness which enables him to analyze and to evaluate points of view relative to issues facing men and women.

III. Religious

The graduating student will know the major doctrines and practices of the Catholic Church and will have examined his own religious feelings and beliefs in order to choose an orientation toward God and establish a relationship with a religious tradition and/or community. More specifically, he:

29. is familiar with the Old Testament and God's plan for salvation, and has read the Gospels and encountered the person of Jesus Christ as He is presented in the New Testament.
30. has a basic understanding of the Church's teaching about Jesus Christ and His redeeming mission, the embodiment of that mission in and through the Church, and its expression in the spiritual and educational traditions of the Society of Jesus.
31. has had some exposure to non-Christian and non-Catholic religious traditions.
32. is beginning to take more responsibility for exploring and validating his own faith.
33. has had some personal experience of God, either in private prayer, while on a retreat, in liturgical prayer, or in some other moving experience; is learning how to express self in various methods of prayer.
34. is beginning to form a Christian conscience and evaluate moral choices and can reason through moral issues with increasing clarity.
35. has begun to appreciate the importance of the sacraments in his life, especially the centrality of the Eucharist to a vibrant Christian community.
36. is learning through his own failure the need for healing by, and reconciliation with, friends, family, Church, and the Lord.
37. is at the initial stages of understanding the relationship between faith in Jesus and being a "man for others."
38. is familiar with Church teaching on social justice.

IV. Loving

The graduating student is beginning to establish his own identity, to move beyond self-interest or self-centeredness in relationships with others, and to be able to risk some deeper level of relationship. Nonetheless, his attempts at loving, while clearly beyond the attempts of childhood, may not yet reflect the confidence and freedom of a mature person. More specifically, he:

39. is learning to trust some friends, family, and adults.
40. has begun to experience God's love.
41. is beginning to love himself and to see himself as loved by God and others.
42. has begun to deal effectively with personal prejudices and stereotypes; communicates more easily with others, especially with peers of other races, religions, nationalities, and socio-economic backgrounds.
43. has experienced the support of various levels of community in the school.
44. has contributed to the school community.
45. is becoming more mature in his relationship with persons of the opposite sex.
46. is beginning to integrate sexuality into his whole personality.
47. has begun to appreciate deeper friendships but is also learning that not all relationships are long-lasting.
48. through service to others, is beginning to appreciate the satisfaction of giving himself for other people and thereby finding life enriched.
49. is more capable of putting himself in another's place and understanding what that person is feeling.
50. is more sensitive to the beauty of the created universe and is more caring about life and the natural environment.

V. Committed to Doing Justice

The graduating student has achieved considerable knowledge of the many needs of the local and wider communities and is preparing for the day when he will take a place in these communities as a competent, concerned, and responsible member. He has begun to acquire the skills and motivation necessary to live as a man for others. More specifically, he:

51. is more aware of selfish attitudes and tendencies which lead one to treat others unjustly; consciously seeks to be more cooperative, understanding, accepting, and generous with others.
52. is beginning to see that Christian faith implies a commitment to a just society.
53. is growing in awareness of the global nature of many current social problems (human rights, energy, ecology, food, population, terrorism, arms race, etc.) and their impact on various human communities.
54. is beginning to understand the structural roots of injustice in social institutions, attitudes, and customs; is beginning to assume some responsibility for injustice in his own world.

55. recognizes the needs of some disadvantaged segments of the community by working with them in community service programs and has gained some empathetic understanding of their living conditions.
56. is developing both a sense of compassion for the victims of injustice and an active concern for those social changes which will assist them in gaining their rights and increased human dignity.
57. is becoming aware of alternatives to the ways in which society provides social services.
58. has begun to reflect on how his career can be of service to others.
59. is beginning to understand one's obligation as a Christian to participate in the building of a humane, civic, and ecclesial community in a way that respects the diversity of the community.
60. is beginning to see the importance of public opinion and voter influence on local, regional, national, and international policies.
61. is beginning to understand the complexity of many social issues and the need for critical reading of diverse sources of information about them.
62. is beginning to confront some of the moral ambiguities imbedded in values promoted by Western culture.
63. is beginning to realize that the values of an overly competitive consumer society are sometimes in conflict with the demands of a just society, and indeed with the Gospel.
64. is becoming aware of the socio-economic problems of his local civic community.

CONCLUSION

It must be recognized that the influence of the school on a student's growth is limited. Other influences such as family, friends, the youth culture, and the general environment in which he lives also affect the student's growth. Insofar as the school can intentionally bring its resources to bear on fostering the student's growth in the direction of this profile, it will do so.

2022–2023 ADMINISTRATION

President

Fr. John L. Brown, S.J., M.Div., Th.M.

Assistant to the President for Mission

Jeremy M. Reuther, M.A., '01

EDUCATIONAL PROGRAM

Principal

Peter S. Kernion, M.Ed., '90

Academic Assistant Principal

Kathleen B. Juhas, M.S.T.

Director of Student Affairs

Helen B. Swan, B.S.

Prefect of Discipline

Fr. Stephen Kramer, S.J.

Chaplain

Fr. Jon Polce, S.J.

Director of Admissions

Ardley R. "Bret" Hanemann III, M.Ed., '85

Director of Athletics

David A. Moreau, B.A.

Director of Guidance

Stephanie Strain, M. Ed.

Director of Information Technology

Daniel C. Wagner

OFFICE OF INSTITUTIONAL ADVANCEMENT (Development and Alumni Activities)

Director of Institutional Advancement

Thomas V. Bagwill II, B.A.

Director of Communications

Christian Bautista, M.Ed., '06

Director of Alumni

Michael R. Prados, M.Ed., '83

TUITION, FINANCE, AND FINANCIAL AID

Chief Financial Officer

Jason A. Hijuelos

POLICIES AND PROCEDURES FOR ADMISSIONS, TUITION, AND FINANCIAL AIDS

ADMISSIONS

An applicant for the pre-freshman or freshman year must have satisfactorily completed the seventh or eighth grade of elementary school or its equivalent.

The applicant is accepted on the basis of his previous academic performance (grades and standardized test scores), recommendations of teachers and/or the principal, promise of future development, and his desire to profit from the moral, spiritual, academic, and athletic programs offered by the school. In some cases, a personal interview with the applicant and his parents may be required.

An application for admission to Jesuit High School in 2022–2023 is posted on the school's website (jesuitnola.org) at the beginning of the 2022–2023 school year. Prospective students may also request an application from the admissions office at (504) 483-3936 or admissions@jesuitnola.org.

The application for 2023–2024 must be completed and returned to Jesuit's admissions office in November 2022, the year preceding admission to Jesuit. A specific deadline to return the application will be posted at jesuitnola.org/admissions.

In February 2023 applicants are notified of acceptance.

Jesuit admits male students without regard to race, religion, creed, or national or ethnic origin. As a general policy, a student is not allowed to repeat a grade level upon entering Jesuit.

TRANSFER STUDENTS

Ordinarily, students are not admitted at the junior or senior levels. A student may be considered for admission into the sophomore class only if his previous course of studies can be integrated with Jesuit High School's program, and he can fulfill the school's academic requirements for graduation. An entrance examination may be required. Jesuit must have received an official transcript of credits directly from the high school he last attended, along with a letter of recommendation from that school's principal and/or major teacher.

As a general policy, a transfer student will not be allowed to repeat a grade level upon entering Jesuit High School.

EQUAL OPPORTUNITY POLICY

It is the policy of Jesuit High School of New Orleans to provide all male applicants equal opportunity for admission, regardless of race, religion, creed, or national or ethnic origin. All the rights, privileges, programs, and activities are made available to every student at Jesuit High School. This policy of equal opportunity applies to the administration of the school's educational, athletic, and co-curricular programs, as well as to employment at Jesuit.

TUITION AND FEES

First and foremost, Jesuit high School's tuition is one of the least expensive tuition among Catholic and private high schools in the New Orleans area. Jesuit strives to keep tuition at a level affordable to most families.

Basic Tuition 2022–2023 (includes most fees) \$10,750

Registration Fee for Students..... \$250

(Pay online at <https://tuitionportal.fbtonline.com>)

Jesuit's 2021-2022 tuition was \$10,250

First Bank and Trust

All registration, enrichment, and tuition payments must be paid through the First Bank and Trust Tuition Portal at <https://tuitionportal.fbtonline.com>. Please do not mail or drop off any payments to Jesuit High School unless you are making a cash payment. No personal/business checks will be accepted at the school.

As a first time user of the bank's portal, you will be required to create a User ID and password. If you are an existing user on the portal already and have a User ID and password set up for another school, you may use the same login credentials to access your student's file for Jesuit High School.

The FBT web portal for Jesuit High School provides parents with the following three payment options for tuition:

- **Option 1** - Pay Tuition in Full by July 1
- **Option 2** - Pay Tuition in two (2) payment installments: 50% due July 1st and 50% due December 1st
- **Option 3** - Finance Full or Partial Tuition with an FBT tuition loan

Note for Options 1 and 2: Payments may be made with a one-time bank draft or with a credit card or debit card. There is no added fee for payments made using a bank draft, however if you use a credit or debit card to pay tuition for Options 1 or 2, there is a 2.99% convenience fee added to the amount being charged on the card.

Financing Option and Loan Terms (Low Interest Rate): If you choose to finance tuition, you must set up a ten (10) month tuition loan no later than Friday, May 14th, 2021. The annual percentage rate on the tuition loan for Jesuit High School is 3.0%. There is no pre-payment penalty if you decide to pay the loan off early. In addition, there is no credit check required for the borrower(s). Your ten-month tuition loan will advance on June 1, 2021 and monthly payments will start July 2021. First Bank and Trust will assess an annual fee of \$35.00 if you choose to finance tuition. This fee is billed once your loan is funded. There is no fee if you pay tuition in full using a one-time bank draft with your bank's routing number and account number. **For those who have applied for financial aid, results will not be available until early June at which time your loan amount will be reduced by the amount of financial aid you're receiving.**

FINANCIAL ASSISTANCE

The sole requisite for receiving financial aid is the family's inability to pay all or part of the full tuition. Jesuit does not award academic or athletic scholarships.

Thousands of alumni cherish the Jesuit education they received through the availability of this financial assistance program. That tradition continues today. During the 2020–21 school year, Jesuit provided more than a million dollars in tuition assistance.

Scholarships that have been established by the school, alumni, parents, parents of alumni, foundations, corporations, and friends of Jesuit provide the financial assistance for many deserving students and their families. Collectively, Jesuit's scholarships constitute the school's endowment fund, which is a diverse financial portfolio invested and managed professionally. Income derived from the fund's investments is earmarked for financial assistance and to help offset the school's operating expenses.

The Process of Obtaining Financial Assistance

A full or partial financial assistance scholarship is administered as follows:

- The student **first must be accepted** to Jesuit High School.
- The parent or guardian should apply online for financial aid at <https://tuitionportal.fbtonline.com>.
- Jesuit uses a third party to process applications, First Bank & Trust. First Bank & Trust offers an objective review of a family's financial situation. However, the final decision regarding financial aid is made by Jesuit High School.
- Applications must be received by First Bank & Trust by April 30 for processing.
- Jesuit will pay the processing fee. It is not necessary to include a check or pay the fee online.
- The application and supporting documentation is reviewed by First Bank & Trust whose qualified independent consultants make recommendations directly and confidentially to the president of Jesuit High School.
- The amount of the scholarship grant is certified in writing by the school president by the end of June.

It is important to note that contributions to the Parents' Annual Giving (PAG) drive and the Alumni Giving Drive (AGD) drive are NOT used for financial assistance. Donations by parents and alumni to those two particular campaigns are specifically used to defray the school's operating expenses.

For more information about financial assistance, contact finance officer Tooraj Badie at (504) 483-3845 or badie@jesuitnola.org.

Refund Policy for Students Who Withdraw

- The parents of a student who withdraws before the end of the third week of the semester shall receive a refund of 75% of the basic tuition and fees, if any.
- The parents of a student who withdraws before the end of the sixth week of the semester shall receive a 50% refund.
- The parents of a student who withdraws before the end of the ninth week of the semester shall receive a 25% refund.

- Tuition refunds are not given after the ninth week of the semester.
- If a new student withdraws or is expelled for any reason, parents forfeit the registration fee.
- Report cards and transcripts of credits are retained until all tuition and fees are paid.

STUDENT INSURANCE

The officials of the school will not assume financial responsibility for a student's injuries. Jesuit High School has a secondary student insurance plan which may provide partial reimbursement for medical expenses incurred in excess of any compensation provided by any primary insurance plans.

Claims covered by other insurance plans must first be filed and adjudicated before benefits from the school's insurance plan may be determined. If expenses incurred by the medical treatment are covered by any primary or alternate health services or plans, the treatment must be rendered according to the rules and procedures of those organizations before possible additional benefits are sought under the school's insurance policy.

Failure to seek or use benefits or coverage from insurance the student's parents own, or have a right to at the time of the injury, or failure to disclose any payments or reimbursements received under such plans, may result in the disqualification of any claim for compensation sought from the school's insurance.

GUIDANCE PROGRAM AND THE STUDENT'S PRIVACY

The student's right to privacy is respected by Jesuit's guidance counselors who avoid the unwarranted disclosure of confidential information. The general policy that counselors maintain the confidentiality of information does not apply if a "clear and present danger" exists which makes disclosure necessary or legally required to prevent harm to the student or other people. Parents or legal guardians may be included in the individual or group counseling process. Guidance counselors should not disclose confidential information to the student's parents or legal guardians if it is deemed to be inappropriate or not in the best interest of the student.

The guidance office is responsible for handling transcripts for currently enrolled students and graduates. There is no charge for transcripts sent to Louisiana public colleges and universities and a \$3 fee for all other institutions. To request a transcript contact the guidance office at (504) 483-3828.

STUDENT ENROLLMENT STATUS FORM

To secure a driver's license (new or renewal), a student must obtain from the principal's office an Enrollment Status Form. Driver's licenses must be obtained outside of school hours (afternoons, Saturdays, and school holidays).



PROGRAM OF STUDIES

CHRISTIAN FORMATION

In their pastoral message on Catholic education, *To Teach as Jesus Did*, the American Bishops identified the educational mission of the church as “an integrated ministry embracing three interlocking dimensions: the message revealed by God, fellowship in the life of the Spirit or community, and service to neighbor.” At Jesuit, these three dimensions of the educational ministry of the Church—**Message, Community, and Service**—are reflected in the school’s Theology curriculum, pastoral programs and campus ministry activities, and the Community Service project.

Message

The “message” dimension of the threefold mission is reflected in formal instruction in the truths of the Catholic faith imparted by the Theology Department. The theology program is academic in nature and students are tested and graded on their ability to comprehend and assimilate information regarding doctrines, morality, and Church history and practice. **Every Jesuit student is required to study theology.** *Non-Catholic students are required to complete the school’s requirements in theology, attend days of reflection, fulfill retreat requirements, attend community liturgical celebrations, and complete the service project requirement.*

Community

Practical training in Christian living, the “community” aspect of the ministry of education, is realized in the pastoral activities program through retreats, days of reflection, liturgies, and other forms of personal spiritual formation. All students are offered an opportunity to evaluate their spiritual life and relationship with God through some form of retreat.

Seniors are offered the opportunity of making a three-day Ignatian Silent Retreat. These retreats for seniors are held throughout the school-year and are encouraged, but not required, by Jesuit High School.

Juniors are required to make an overnight retreat at a retreat center. This junior retreat is a requirement for graduation.

Sophomores, freshmen, and pre-freshmen are required to attend days of reflection with their classmates. School rules governing attendance and behavior apply to these functions. Jesuit students are afforded additional opportunities for spiritual growth through prayer, reconciliation, and rosary services, as well as Friday Adoration, Advent, and Lenten observances.

Jesuit High School is a Catholic school which accepts and promotes the values of community worship. Therefore, all members of the school community, including non-Catholic students, must be present for Masses and other liturgical celebrations held on special days throughout the school year. All students are required to attend the monthly community celebrations of the Eucharist, including the Mass of the Holy Spirit at the beginning of the school year, holy days of obligation (such as All Saints’ Day, the Feast of the Immaculate Conception, and the Feast of the Ascension), as well as other feast days or appropriate religious observances. *The Baccalaureate Mass is an integral part of the*

commencement exercises and attendance at this Mass is mandatory for all seniors.

There is a dress code for three specific liturgical events—the Mass of the Holy Spirit, the Feast of the Immaculate Conception, and the Baccalaureate Mass. Students are required to wear an appropriate dress shirt, tie, and blazer (or sports coat). Suits may also be worn.

Service

The third dimension in the educational mission of the Church is education in “service” to one’s fellow men and women. This is accomplished at Jesuit through the “service project,” which actively involves the student in alleviating the human needs of his neighbors. Each student is required to fulfill a minimum 100-hour service project beginning midway in junior year. Successful completion of this service project is a requirement for graduation. Students are encouraged to take advantage of other service opportunities, especially through their participation in the annual Thanksgiving Drive and the Jesuit Mission Drive.

The program of Christian formation is an integral part of the educational mission of Jesuit High School. As a Catholic high school, Jesuit exists not merely to educate young men, but to form persons of faith, “Men for Others.” Jesuit’s program of Christian formation is intended to promote this objective.

SODALITY OF OUR LADY

The Sodality of Our Lady is a collaborative work of Campus Ministry and the Jesuits in residence at Jesuit High School. The Sodality aims to foster brotherhood in the community of its members, form them spiritually, and promote charitable acts of service. Each grade level sodality promises a commitment to daily prayers and devotions, Mass before school once a week, and an annual retreat with the other sodalists. Their brotherhood is strengthened by their ongoing spiritual formation at weekly meetings and service projects.

STUDENT CAMPUS MINISTRY

Student Campus Ministry is composed of a group of juniors and seniors who have been trained to accept the role of spiritual leaders among the student body. They assist in the planning and execution of various liturgical activities throughout the year, serving as lectors at school-wide Masses and leaders of retreats for each grade level. They are committed to building up the Body of Christ at Jesuit High School in their formal roles as student ministers as well as informally by their good example in daily student life.

NOTE: In signing this *Bulletin* and Honor Code review forms, students agree to abide by the school’s rules and regulations, including those relating to mandatory attendance of the various Catholic and religious events at Jesuit High School.

THE ACADEMIC PROGRAM

GENERAL REQUIREMENTS

The program of studies extends for a period of four years for those entering Jesuit High School as freshmen and five years for those entering as pre-freshmen. On completion of the 12th grade, the student is awarded a certificate of graduation, provided he has earned the minimum credits for the college preparatory program.

The courses offered at Jesuit are primarily directed toward providing the student with a well-founded preparation for college and for life. While the courses more than fulfill the entrance requirements of all colleges, Jesuit's academic program also strives to develop the will and intellect of each student.

The authorities of the school reserve the right to schedule the appropriate courses they consider most adapted to the ability of the individual student. It is each student's responsibility to successfully fulfill all requirements for graduation.

Jesuit's ordinary graduation requirements are listed on the ensuing "Curriculum" pages. All students are encouraged to develop their full potential and, therefore, to move beyond these minimum requirements. Jesuit offers four curriculum programs that are outlined on pages 24-27, followed by important explanatory notes.

CURRICULUM, 2022–2023

PROGRAM IV

FOUR-YEAR COLLEGE PREP PROGRAM

9 th Grade		10 th Grade	
Christology	1.0	Sacraments/Ecclesiology	1.0
English I	1.0	English II	1.0
Algebra I	1.0	Geometry	1.0
Physical Science	1.0	Biology I	1.0
World Geography	1.0	Western Civilization	1.0
Foreign Language I	1.0	Foreign Language II	1.0
Computer Literacy	0.5	Fine Arts I/Art I /Band	0.5
P.E. (ROTC) I or Leadership 101	0.5	P.E. (ROTC) II	0.5
Total Credits	7.0	Total Credits	7.0

PROGRAM III

FIVE-YEAR COLLEGE PREP PROGRAM

8 th Grade		9 th Grade		10 th Grade	
Christ in Scripture *	1.0	Christology	1.0	Sacraments/ Ecclesiology	1.0
English *	1.0	English I	1.0	English II	1.0
Introductory Algebra *	1.0	Algebra I	1.0	Geometry	1.0
Physical Science	1.0	Biology I	1.0	Environmental Science	1.0
Louisiana History *	0.5	World Geography	1.0	Western Civilization	1.0
Foreign Language I or Spanish (8) *	1.0	Foreign Language I or II	1.0	Foreign Language II or III	1.0
Reading/Study Skills *	0.5	Speech	0.5	Fine Arts I/ArtI/Band	0.5
Computer Literacy	0.5	P.E. (ROTC) II	0.5	P.E. (ROTC) III	0.5
P.E. I **	0.5	Total Credits	7.0	Total Credits	7.0
Total Courses	7.0				

* Denotes an 8th grade level course (not for high school credit).

** Students who wish to take band may do so in place of P.E.

11th Grade

Personal & Social Morality	1.0
English III	1.0
Algebra II	1.0
Chemistry I	1.0
American History	1.0
Foreign Language III	1.0
Fine Arts II/Art II/Band	0.5
P.E. (ROTC) III	0.5
Community Service	0.0

Total Credits 7.0

12th Grade

Christian Vocations/ Catholic Social Teaching	1.0
English IV	1.0
Pre-Calculus (or Dual-Enrollment Pre-Calculus)	1.0
Physics/Science Elective	1.0
Civics	1.0
Elective	0.5
P.E. (ROTC) IV	0.5
Community Service	0.25

Total Credits 6.25

11th Grade

Personal & Social Morality	1.0
English III	1.0
Algebra II	1.0
Chemistry I	1.0
American History	1.0
Foreign Language III* or IV or Elective (0.5)/Free (0.5)	1.0 0.5
Fine Arts II/Art II/Band	0.5
P.E. (ROTC) IV	0.5

Total Credits 6.5 or 7.0

12th Grade

Christian Vocations/ Catholic Social Teaching	1.0
English IV	1.0
Pre-Calculus (or Dual-Enrollment Pre-Calculus)	1.0
Physics/Elective	1.0
Civics	1.0
Elective	1.0
Community Service	0.25

Total Credits 6.25

* *Foreign Language III is required, if not taken yet.*

Curriculum (*continued on next page*)

PROGRAM II

FIVE-YEAR PROGRAM (Additional requirements include acceleration in at least three of the following subject areas: Social Studies, Sciences, English, Mathematics, and four years of high school credit Foreign Language.)

8 th Grade		9 th Grade		10 th Grade	
Christ in Scripture *	1.0	Christology	1.0	Sacraments/	
English * or English I	1.0	English I or II	1.0	Ecclesiology	1.0
Introductory Algebra *		Algebra I or Geometry	1.0	English II or III	1.0
or Algebra I	1.0	Biology I	1.0	Geometry or Algebra II	1.0
Physical Science	1.0	Western Civilization	1.0	Chemistry or	
World Geography	1.0	Foreign Language II	1.0	Environmental Sci. †	1.0
Foreign Language I	1.0			American History	1.0
Computer Literacy	0.5	P.E. (ROTC) II	0.5	Foreign Language III	1.0
P.E. I **	0.5	Speech	0.5	P.E. (ROTC) III	0.5
				Fine Arts I/Art I/Band	0.5
Total Courses	7.0	Total Credits	7.0	Total Credits	7.0

* Denotes an 8th grade level course (not for high school credit).

** Students who wish to take band may do so in place of P.E.

† Environmental Science is required for students who are not accelerated in Math.

PROGRAM I

FIVE-YEAR PROGRAM (Additional requirements include at least: 5 years of English; 4-5 years of Latin, Mathematics, and Science; and, 3 years of a second Foreign Language.)

8 th Grade		9 th Grade		10 th Grade	
Christ in Scripture *	1.0	Christology	1.0	Sacraments/	
English I	1.0	English II	1.0	Ecclesiology	1.0
Algebra I	1.0	Geometry	1.0	English III	1.0
Physical Science	1.0	Biology I	1.0	Algebra II	1.0
World Geography	1.0	Western Civilization	1.0	American History	1.0
Latin I	1.0	Latin II	1.0	Latin III	1.0
Computer Literacy	0.5	2 nd Foreign Language I	1.0	2 nd Foreign Language II	1.0
P.E. I	0.5			P.E. (ROTC) II	0.5
		Total Credits	7.0	Fine Arts I/Art I/Band	0.5
Total Courses	7.0			Total Credits	7.0

* Denotes an 8th grade level course (not for high school credit).

11th Grade

Personal & Social Morality	1.0
English III or IV	1.0
Algebra II or Pre-Calculus	1.0
Physics I or Chemistry I	1.0
Civics	1.0
Foreign Language IV	1.0
P.E. (ROTC) IV	0.5
Fine Arts II/Art II/Band	0.5

Community Service	0.0
Total Credits	7.0

*** Any three of these courses must be scheduled. (Analysis and Physics are program requirements.)

11th Grade

Personal & Social Morality	1.0
English IV	1.0
Pre-Calculus	1.0
Chemistry I	1.0
Latin IV	1.0
2 nd Foreign Language III	1.0
P.E. (ROTC) III	0.5
Fine Arts II/Art II/Band	0.5
Community Service	0.0

Total Credits	7.0
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12th Grade

Christian Vocations/Catholic Social Teaching	1.0
English IV or V	1.0
AP Computer Science***	1.0
Pre-Calculus or Calculus (or Dual-Enrollment Pre-Calculus) ***	1.0
Chemistry II or Physics I ***	1.0
Biology II or Physics I ***	1.0
World History ***	1.0
Foreign Language V ***	1.0
Elective	1.0
Community Service	0.25

Total Credits	7.25
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12th Grade

Christian Vocations/Catholic Social Teaching	1.0
English V	1.0
AP Computer Science ‡	1.0
Calculus ‡	1.0
Physics I	1.0
Biology II or Chemistry II ‡	1.0
Civics	1.0
Latin V ‡	1.0
2 nd Foreign Language IV ‡	1.0
Elective	0.5
P.E. (ROTC) IV	0.5
Community Service	0.25

Total Credits	7.25
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‡ One of these courses must be scheduled.

SENIOR ELECTIVES**Classical Languages**

Greek IV H	(1.0)
Latin IV H	(1.0)
Latin IV AP	(1.0)
Latin V H	(1.0)
Latin I	(1.0)
Greek I	(1.0)

Computer

Web Design	(0.5)
AP Comp. Science	(1.0)

English

Creative Writing	(0.5)
Intro. to Screen Writing	(0.5)

Fine Arts/Communications

Advanced Band	(0.5)
Public Speaking	(0.5)
Publications I	(0.5)
Art	(0.5)

Mathematics

Calculus	(1.0)
Calculus AB	(1.0)
Calculus BC	(1.0)
AP Statistics	(1.0)

Modern Foreign Language

French IV AP	(1.0)
French V H	(1.0)
Spanish V	(1.0)
AP Spanish	(1.0)
Spanish IV	(1.0)
Spanish Dual-Enrollment	(1.0)
German I	(0.5)

Sciences

Biology II AP	(1.0)
Biology II	(1.0)
Chemistry II AP	(1.0)
Chemistry II	(1.0)
Earth Science	(1.0)
Physics	(1.0)
Intro to Engineering Design	(0.5)
Robotics: Beginner	(0.5)
Intro. to Forensic Science	(0.5)

Social Studies

Law Studies	(0.5)
Presidential Conspiracies	(0.5)
Psychology	(0.5 or 1.0)
Sociology	(0.5)
World History	(1.0)
European History AP	(1.0)

Theology

Catholic Bioethics	(0.5)
Dante's Divine Comedy	(0.5)
Theology of C.S. Lewis	(0.5)

IMPORTANT ACADEMIC AND CURRICULUM NOTES

1. Jesuit High School reserves the right to place students in programs and in specific levels of each discipline in accord with their potential and needs as determined by standardized test scores and their previous educational background. Students are generally expected to complete the program into which they are initially placed upon admission.
2. It is important to distinguish two terms in relation to the curriculum. Acceleration refers to the practice of taking courses ahead of the time at which they would normally be taken, such as English I at the 8th grade level. Honors refers to the “quality” of the individual course. Jesuit does not have an honors curriculum. However, Jesuit offers two Accelerated Programs, both of which take students beyond the normal course requirements of a high school. Ordinarily, Accelerated Programs begin at the 8th grade level. A change of programs may occur at the end of the 8th grade year, but not at higher levels. Specific requirements for Accelerated Programs can be dropped, but in doing so, a student no longer qualifies for a diploma stating that he has completed an Accelerated Program.
3. The preceding schema outlines four academic programs at Jesuit High School. Programs III and IV are, respectively, five years and four years, and outline plans to meet Jesuit’s college prep requirements for graduation, which may be exceeded in one or more areas by qualified students. The other academic programs, I and II, go beyond the school’s ordinary requirements in very specific ways. A student who completes either Program I or II will receive a diploma that notes that he completed an Accelerated Program.
4. A four-year Accelerated Program is available to students who earn a passing grade on Jesuit’s English I, Algebra I, Computer Literacy, Physical Science, and World Geography credit tests. These students would follow a modified version of the five-year alternate Accelerated Program of studies.
5. The following 8th grade courses are not high school credit courses: Christ in Scripture, English, Introductory Algebra, Louisiana History, Reading/Study Skills, and Spanish (8).
6. Honors sections of available courses are open to all qualified students (regardless of their program). Honors sections are possible in English III, IV, V; Geometry, Algebra II, and Pre-calculus; Biology I, Chemistry I, and Physics I; French I-III,V; Greek I-IV; Latin I-V; Spanish I-IV; C.S. Lewis; and Dante's Divine Comedy.
7. Advanced Placement courses are open to all qualified students (regardless of their program). Advanced Placement sections are possible in English V, Latin IV, Calculus (AB and BC), American History, Civics, European History, French IV, Spanish, Biology II, Chemistry II, Computer Science, and Statistics.
8. A student must complete all four quarters of an AP or Honors course in order to receive the additional quality points associated with an AP or Honors course.
9. Foreign Language offerings include French, Greek, Latin, and Spanish.
10. ROTC may be scheduled in lieu of Physical Education.

11. A Community Service Project of 100 hours (minimum) is required in addition to the academic work. The time period allowed for the Service Project is ONE calendar year, beginning January 1 of the student's junior year and ending December 1 of his senior year. Any student who fails to meet the service project requirements by the conclusion of the first semester senior year (except in extraordinary circumstances) will not be permitted to participate in the graduation ceremony.
12. Band may be added to the basic requirements at each level. Band may be scheduled instead of Fine Arts I, Fine Arts II, or Speech I. A student who chooses band instead of Fine Arts must be committed to continuing in the band program the following year.
13. Students who attend the New Orleans Center for Creative Arts (NOCCA) are allowed to replace P.E. and Fine Arts credits with course work taken at NOCCA. Once a student is enrolled at Jesuit, however, all other credits must be earned through course work offered at Jesuit.
14. All students except seniors must carry a minimum of 6.5 units per year. Seniors must schedule a minimum of 6.25 units.
15. Transcripts reflect final averages for each course in which high school credit was earned. Grade point averages are calculated based on semester averages from 9th-12th grades.
16. Courses taken outside of Jesuit for enrichment purposes will not appear on the Jesuit transcript.

STUDY

GENERAL REQUIREMENTS

Students are assigned daily work sufficient to occupy them at home for 2.5 - 3 hours. If the important duty of accomplishing this homework is neglected, it will be impossible for the student to achieve fully the goals of his academic program. Parents are requested to inform the academic assistant principal if their sons have insufficient (or excessive) work at home so that she may investigate the cause of this departure from normal procedure.

Parents are reminded that the student who is absent for a legitimate reason must arrange with his teacher to complete any written assignments and tests that were given during the period of his absence.

REPORTS AND GRADING SYSTEM

Jesuit uses the Canvas learning management system. Parents and students are able to access student grades and assignments as they are posted throughout the quarter. At the end of each quarter, a report listing grades for all subjects studied during the quarter is emailed to the parents or guardians of students.

The student's achievement in each subject is graded on the basis of 100%. The passing grade is 70. Letter equivalents of numerical grades are as follows:

90-100= A
82-89= B
75-81= C
70-74= D
below 70= F

At the end of each semester, quality points (QP) are assigned to each grade earned for that semester. A five-point scale is applied to honors and AP courses; these quality points are given to benefit students who take honors or AP courses, to motivate capable students to take honors or AP courses, and to inform colleges of the strengths of the curriculum. A four-point scale is used for non-honors and non-AP courses.

The Quality Points (QP) will be assigned as follows:

Honors or AP courses:	A = 5 QP	B = 4	C = 3	D = 2	F = 0
All other courses:	A = 4 QP	B = 3	C = 2	D = 1	F = 0

The average of the Quality Points (based on semester grades) will appear on both semester reports. (NOTE: Students receive grades and credit for courses taken beyond the prescribed curriculum, but these extra courses are not part of the prescribed core curriculum GPA calculation; however, these extra courses are considered for the total curriculum GPA and the Honor Roll.)

The First Honor Roll consists of students who have achieved grades of 90 or higher in all subjects in every quarter of the current academic year. The Second Honor Roll includes those who have achieved grades of 82 or higher in all subjects in every quarter of the current academic year. P.E. and ROTC are included in Honor Roll computations. Honor Roll distinctions are based upon quarter grades. Special honor cards in each subject may be awarded to class leaders by teachers of individual classes at the end of each marking period.

PASSING GRADES/FAILURES

The grades in each subject for the two grading periods during the course of a semester are averaged together and give a student his half-year or semester grade for each subject.

If a student's grade in a continuing subject at the end of the first semester is below 70, the student will continue in the subject in the second semester, but he must earn a grade at the end of the second semester that will raise his yearly average to 70. If he does not earn this grade, he will not receive credit for the course.

If a student earns a grade below 70 at the end of the second semester, even though he has passed the first semester, he will be denied credit for the entire course.

To pass a one-semester course (noted on report card by "1st" semester or "2nd" semester), a student must pass the second quarter and have a passing course average. Failure to do so will result in denial of credit for the entire course.

There are no conditional examinations in any subject for any student. Seniors who do not pass all required subjects and all subjects scheduled in the senior year are not eligible

to participate in commencement exercises and cannot receive their diplomas until they have successfully completed the courses in the summer session.

A student who fails to earn credit for the equivalent of more than two units of credit will receive Fs in the courses and will not be eligible to return to Jesuit High School.

For a student who is denied the equivalent of two or fewer credits, the credit denials are officially considered “not complete” and are marked “NC” on both the transcript and report card. The student must continue his studies in Jesuit’s summer session. If a student chooses to leave Jesuit before the course(s) is completed in the summer session, he then fails the course(s) and an F is placed on the transcript.

ACADEMIC SUPPORT PROGRAM

Jesuit High School only accepts students exhibiting the potential to thrive within our community contingent on both the proper personal effort of the student and communal support of administrators, teachers, counselors, staff, and fellow students. We recognize that every student is a unique individual possessing a multitude of academic experiences, strategies, and skill sets acquired through previous academic training. We also recognize that some students initially may require additional resources and support to ensure their long term academic success at Jesuit. The Academic Support Program is designed to assist referred pre-freshmen and freshmen in making a smooth and successful academic transition to Jesuit by developing a personalized educational plan for optimum achievement. This individualized plan will always include necessary self-accommodations to be made by the student as well as an offering of both optional and mandatory supports established by the school.

Referral

A pre-freshman or freshman may be referred to the Academic Support Program by the admissions director, a summer enrichment teacher, a current teacher, a guidance counselor, or a parent. A pre-freshman or freshman automatically enters the program if he is failing two or more classes as reported by a quarter report card. Such students would mandatorily enter the mentoring component of the Academic Support Program.

Mentoring

Mentoring is a mandatory intervention designed to assist younger students who are struggling academically. These pre-freshmen and freshmen failing two or more classes must attend after-school sessions daily from 3:15–4:15 p.m. Monday through Thursday until the student demonstrates adequate improvement in his academic performance. Student progress will be monitored by the director of the Academic Support Program on a weekly basis. These mandatory sessions take precedence over any co-curricular participation in clubs, organizations, or athletics, medical appointments, work-study, or other obligations. Students in the program’s mentoring component who receive a Penance Hall (PH) must contact the disciplinarian in an attempt to serve it on a Friday. A student is allowed only one absence from a mentoring session per quarter. The consequence for an unexcused absence from a mentoring session is a mandatory Saturday school.

LEARNING DISABILITIES

Jesuit High School does not provide special education services or facilities. However, the school provides minor adjustments within reasonable limits consistent with the school's policies and programs of study. If it becomes apparent that a student's needs are not being met, Jesuit reserves the right to encourage the student to seek a more appropriate learning environment.

Jesuit uses the criteria that the College Board outlines to determine eligibility for extended testing. In order for a Jesuit student to be eligible for Extended Testing Time during quarter examinations, as well as any other minor adjustment under Section 504 of the Americans with Disabilities Act, a psycho-educational evaluation must be filed with the school. This evaluation may come from a psychologist or learning disabilities specialist. When an evaluation requires that a teacher rating form be completed, rating forms should be given to the student's grade level counselor. The counselor will give the forms to the appropriate teachers and, once completed, return the forms to the psychologist or specialist doing the evaluation. Evaluations should be submitted to the academic assistant principal by the beginning of the quarter in which the minor adjustments are to be made.

CURRENT COLLEGE BOARD GUIDELINES FOR STUDENTS WITH LEARNING DISABILITIES

The presence of a professional evaluation does not necessarily mean that a student is eligible for testing accommodations. Documentation to support the need for requested accommodations on the PSAT, SAT, or ACT must:

1. state the specific disability, as diagnosed;
2. be current (the evaluation must be completed within three years of the PSAT/SAT date);
3. provide completed educational, developmental, and relevant medical history;
4. describe the comprehensive testing and techniques that were used to arrive at the diagnosis, including evaluation date(s) and test results with subtest scores for all tests;
5. describe the functional limitations (i.e., the limitations to learning impacted due to the diagnosed disability);
6. describe the specific accommodations requested and state why the disability qualifies the student for such accommodations on the PSAT/SAT/ACT;
7. and establish the professional credentials of the evaluator, including information about license or certification and area of specialization.

ELIGIBILITY FOR CO-CURRICULARS AND ATHLETICS

Co-curricular activities are integral to the total education program and are designed to provide opportunities for student growth in areas not normally addressed in the academic program. All students are strongly encouraged to take advantage of these opportunities.

However, students and their parents should be mindful that participation in certain co-curricular activities and sports is time-consuming and could be detrimental to the academic progress of some individuals. Therefore, participation in co-curricular

activities, including athletics, is closely monitored. A student failing more than two subjects (reviewed quarterly) may become ineligible to participate in these activities.

The State of Louisiana requires that student athletes have a complete physical examination. According to the Louisiana High School Athletic Association Handbook (Section 16 — Medical Examination): “In order to be eligible for practice or participation in all interscholastic athletic contests, a student must receive and pass a medical exam prior to the sport season or at least once every 365 days by a physician licensed to practice medicine. A medical exam form must be on file in the school office of every student who practices or participates in interscholastic athletics during that school year.”

The physical examination may be conducted by the student’s or family’s personal physician. Jesuit’s team physicians are available to conduct physical examinations at no cost to the student and his family on Athletic Physical Day. Physical examination and other forms that are used by Jesuit are posted online at jesuitnola.org/athletics-forms.

If a student intends to try out for a sports team, or participate in athletics, he and his parents must read and sign the following:

- the athletic participation/parental permission form;
- the medical history form;
- the substance abuse form;
- the football “informed consent” form.

Completed forms must be turned in to either the coach of the respective team or to the athletic director’s office.

ELIGIBILITY FOR OFFICES

Only those students who have good records for conduct and scholarship are eligible for class offices and offices in co-curricular organizations. A good scholarship record is ordinarily understood as a passing grade in all subjects with a grade point average of at least 2.0 on the report card immediately prior to elections. (A higher standard may be applicable for holding offices that place extraordinary demands on a student’s time.) In the event that a student should meet these requirements, be elected to office, and then fail to comply with them, he could forfeit the office for the remainder of the academic year.

SUMMER SESSION

Only students eligible to return to Jesuit will be accepted into Jesuit’s summer session. Students must attend the Jesuit summer session for any course whose grade is marked “NC” (Not Completed) on the final report card. Students may attend the summer session for no more than two credits. No new credits can be earned in the Jesuit summer session. Students who receive an F on the summer session’s final report card must withdraw from Jesuit.

In terms of a student’s transcript, the courses a student takes in the summer session are officially recorded as “NC.” The student is allowed to continue his course work in order to demonstrate sufficient mastery of the material so that he may finally be awarded credit for the course(s). Failure to master the material by the end of the summer session will result in failure of the course, denial of credit for the course, and withdrawal from Jesuit.

Although students are encouraged to take enrichment courses during the summer, credits in these courses may not be applied toward graduation unless specific approval in writing has been granted by the principal. Students cannot take courses in the summer in order to reduce the number of courses carried in the regular school term.

With permission of the summer session principal, Jesuit students may audit Jesuit summer session classes. Students who audit are subject to the same fees, attendance requirements, and conduct regulations as all other summer session students. Summer courses may be taken at other institutions for the sake of enrichment. However, any course taken for credit towards graduation must first be approved in writing by the principal or the academic assistant principal. If such a course is approved, Jesuit may require the student to take its own proficiency exam.

COMPUTER USE POLICY

The computer services provided by Jesuit are available to all currently enrolled students of the school. The purpose of the labs is to allow students the opportunity to use the efficiency and versatility of today's technology in pursuit of the academic objectives and goals of the school. With this in mind, specific rules and regulations outlined for acceptable computer usage have been drawn to ensure the intent and integrity of the system as well as the fairness of judgment if these terms are violated. The following outlines acceptable and impermissible usage policies.

Computer-related resources are to be used solely to advance and ensure the mission of education, research, and community service of Jesuit High School. Usage of the computers should be school-related only, such as class assignments, teacher assignments, homework, research, or any school-related task assigned by an administrator or faculty member.

Students are permitted to use the programs provided over the network or on the workstations. Access of other folders and files without authorization of the network administrator is prohibited.

Computer usage to pursue any illegal, unauthorized, immoral, unethical, damaging, corrupt, or fraudulent activities is strictly prohibited.

Physical abuse of computer equipment (hardware or software) will not be tolerated. Any act of abuse will result in immediate forfeiture of computer privileges for the academic year, as well as additional disciplinary action.

Student use of faculty computer workstations and faculty equipment in departmental offices, the faculty computer lab, and other restricted areas is prohibited.

Students must respect the security and integrity of the computers, the computer network system, and Jesuit's website. Installation and transfer of software, shareware, freeware, or any other types of application programs or files without authorized permission is forbidden and will result in disciplinary action.

COMPUTER USE OUTSIDE OF JESUIT HIGH SCHOOL

Jesuit encourages parents to learn about various social media websites and to discuss with their sons the risks of displaying personal and sensitive information, as well as inappropriate material, anywhere on the Internet.

Students who create, copy, or forward inappropriate or morally offensive material directed at Jesuit and/or its faculty, staff, and students, in effect, jeopardize the good or safety of the school. This constitutes a major offense. Students whose personal websites contain inappropriate material will be subject to disciplinary action. Hacking, or attempting to hack, Jesuit's website or social media accounts constitutes a major offense.

Inappropriate material includes any writings or images that are determined to be detrimental to the common good, or which are morally offensive according to the teachings of the Roman Catholic Church and, thus, harmful or offensive to members of the Jesuit community. The prefect of discipline determines the seriousness of the offense and the appropriate consequence.

HOME LEARNING

At times it may be necessary for Jesuit High School to continue teaching and learning off-campus and at home through the use of technology. This home learning may include a number of technology platforms (some live) such as Canvas, Zoom, YouTube, etc. Therefore, all students must have access to computers and the internet in order to participate in classes and to complete assignments. All discipline policies, including but not limited to behavior, academic dishonesty, disrespect, etc., apply during home/online learning.

GRADUATION

In order to receive a Jesuit diploma, all graduating seniors are required to participate in the Baccalaureate Mass, the graduation rehearsal, and the graduation ceremony. In order to graduate on stage, all seniors are required to participate in the Baccalaureate Mass and the graduation rehearsal.

Only seniors who have successfully completed all required course work and community service will be eligible to participate in the graduation ceremony. Seniors who have not met the academic requirements will receive their Jesuit diploma upon completion of course work in the summer session.

The highest diploma that a Jesuit student can earn recognizes that he has successfully completed five years at Jesuit in a curricular program that has advanced him beyond the normal requirements for graduation from the school. To receive this diploma, students must be enrolled in one of two accelerated programs and take accelerated courses in each of the following areas:

(1) the student's program must include 5 years of English; 4-5 years of mathematics; 4-5 years of Latin; 3 years of French, Greek, or Spanish; and 4 years of science; or, (2) the student's program must include 4-5 years of English; 4 years each of mathematics, science, social studies, and the same foreign language, as well as three additional courses from these four disciplines.

Students who do not meet either set of specific requirements do not receive this diploma.

The student's cumulative quality point ratio based on semester averages for all credit courses prescribed in his four-year high school curriculum determines the type of recognition to be given on his diploma. (Students earn credit in courses taken in addition to the prescribed curriculum, but the quality points earned in these extra

courses are not included in the prescribed core-curriculum GPA calculation, though they are part of the total curriculum GPA.)

All graduates who achieve the requisite grade point average will merit the following distinctions: *summa cum laude* (4.0 or above), *magna cum laude* (3.5-3.99), or *cum laude* (3.0-3.49).

Only those seniors who have successfully completed all the required courses, including all courses scheduled in the senior year, are eligible to graduate.

CLASS VALEDICTORIAN

Beginning with the Class of 2020, a senior who has enrolled in Program I for not fewer than four years (grades 9-12), has earned a minimum of 27.25 credits at Jesuit High School, and has attained the highest core cumulative grade point average for course work taken at Jesuit will be honored as valedictorian.

However, in the case of multiple students achieving the highest core cumulative GPA, the valedictorian will be determined by calculating the sum of all numerical semester grades in the special prescribed core curriculum for grades 9-12 (8 semesters). The student from this group with the highest point total of eight semesters of high school grades will be named valedictorian. In the case of a tie among these students, those individuals will be honored as co-valedictorians. All seniors who earn the highest GPA possible at Jesuit High School will receive The Blue Jay Parents' Club Award for excellence in scholarship.

If a candidate for valedictory honors commits a major offense in his senior year, he may forfeit his opportunity to be the valedictory speaker at the graduation ceremony. The principal, in consultation with the assistant principal and the prefect of discipline, will make the ultimate determination in these matters.

CONDUCT OF STUDENTS

Jesuit High School believes that each student is unique and that each has special talents to develop in himself and to use for others. The school strives to assist in the development of these talents in young men who will be capable of exercising responsible freedom. The student is in the process of becoming a “man for others,” a person who will learn to fulfill his obligations to God, his neighbor, and to himself.

Jesuit seeks to develop the potential of a student through the spiritual, academic, cultural, social, and physical opportunities afforded him. To achieve this end, the school must be able to rely upon the student to foster its spirit and advance its purpose and goals; therefore, Jesuit should be the school of the student’s choice.

The following regulations are set down as guides to the student as he develops his potential, learns to order his life, and acquires a sense of cooperation with, and respect for, those with whom he must live and work. The disciplinary procedures noted herein are not exclusively a system of punishments for guilt incurred; rather, they are learning experiences that create healthy attitudes.

Disciplinary sanctions are used not only to maintain proper order, but also to educate developing adolescents who are striving for the goal of self-discipline. The student’s careful study of these regulations and his earnest efforts to fulfill them will help to create the spirit which Jesuit desires.

REGISTRATION AND AGREEMENT TO COMPLY WITH RULES

Since the following rules are not intended to be comprehensive, they presuppose goodwill and good judgment on the part of the student and his parents in all circumstances. The registration of a student is considered an agreement on the part of the student and of his parents or guardian that he will read and be conversant with the school regulations and that he will comply with them, earnestly endeavoring to attain the goals of Jesuit High School.

I. ATTENDANCE

Regular attendance at school and diligent application to study are essential to a student’s success at Jesuit. Parents are requested to cooperate with the school in both areas.

A. Absence from School or Class

A student has a serious obligation to report to all of his classes. Any unforeseen absence is to be reported by the student’s parent or guardian by calling the attendance phone line at (504) 483-3954 before 8:30 a.m. on the day of the absence. The person reporting the absence should leave his or her full name and relationship, the student’s full name and grade level, the reason for his absence, and a phone number where you can be reached.

A student who has been absent must, on the day of his return to school, before school first report to the discipline office to present a note written and signed only by a parent or guardian giving the reason for the absence. Should the reason for the absence be a medical appointment, a doctor’s note in lieu of a parent’s note will be accepted.

Absences from school for whatever reason do not excuse a student from the obligation of preparing his class work.

A student who is absent from a majority of classes due to illness or who incurs an unexcused absence will not be allowed to participate in or attend any co-curricular event or practice scheduled for that day.

The school reserves the right to refuse credit to a student who has been absent more than five days for any course in one semester.

A student who fails to attend a scheduled class must report to the discipline office giving the reason for the circumstances of the absence.

A student who is absent from school or any class period without a valid reason may receive a “zero” for all work in the classes he missed. Students are responsible for material covered during their absence. Examples of excused absences are medical reasons, death in the family, college visits, etc. Family vacations or trips are ordinarily not considered excused absences. If a student’s absence is excused, the teacher is not obligated to teach the student privately, but the student cannot be denied the opportunity to complete assignments and tests for credit. The student is encouraged to do the work he will miss prior to the absence.

Should school personnel become aware that false information has been presented with regard to absences/tardies, disciplinary action will be taken. In addition, the absence/tardy may be considered as unexcused, and the student may receive a grade of zero for all work in classes he missed. The prefect of discipline will be the ultimate judge in all attendance matters.

B. Late for School or Class

Tardiness must be reported by calling (504) 483-3954 by 8:30 a.m. The person reporting the tardiness should leave his or her full name and relationship, the student’s full name and grade level, the reason for tardiness, and a phone number at which to be reached. A student who is late for school must report to the discipline office immediately — before attending homeroom/class. A student who is late for class must report to the discipline office prior to going to class.

Upon reporting to the discipline office students are to present a note written and signed only by a parent or guardian giving the reason for his tardiness. Should the reason for the tardy be a medical appointment, a doctor’s note in lieu of a parent’s note will be accepted. If the student drove himself to school, then the note is due the following day prior to going to homeroom.

A student who has an excused reason for being late is expected to be in school at least by the beginning of fourth period; otherwise, he will not be allowed to attend classes for the rest of that day. Exceptions may be granted in cases of medical appointments, etc., which sometimes run longer than expected. If this is the case, a doctor’s note is required. The Prefect of Discipline will determine if a student is permitted to attend school after the start of fourth period if other circumstances apply.

When it is foreseen that a student will arrive late to school, he must present to the discipline office at the time of arrival a written explanation from a parent.

Tardiness is ordinarily not excused, and a PH will be issued to be served the following afternoon.

C. Leaving Campus/Exit Visas

Students are not to leave campus at any time during the school day without the express permission of the prefect of discipline. Permission will not be given without a written request from a parent or guardian. A student who becomes ill during the school day will not be released without (1) permission from his parent or guardian and (2) a properly completed and signed exit visa from the discipline office.

Appointments should be scheduled outside of school hours. If this is not possible, a note from a parent or guardian and a properly executed exit visa must be submitted before school the morning of the appointment. This must be handled before the start of the school day. Upon returning to school, the student must check in with the discipline office before returning to class.

Driver's licenses must be obtained outside of school hours.

A student who is free in the last period may leave the campus except on days when there is a Mass, pep rally, or assembly following the last class period. Athletic P.E. is scheduled as part of the school day; therefore, any student who has athletic P.E. should not leave campus during a free period at the end of the day and then return for practice. Students must sign out in the discipline office prior to leaving campus.

Students should not visit other schools without the permission of both the prefect of discipline at Jesuit and the principal of the school the student wishes to visit.

D. Planned Absences

If an absence of a full school day or more is anticipated, the prefect of discipline should be consulted five school days in advance by means of a note from the parent or guardian containing a request and an explanation for the absence. The prefect of discipline will give a foreseen absence form to the student that is to be signed by all of the student's teachers. Should a teacher feel it is not in the best interest of the student to be absent, the teacher will indicate this on the foreseen absence form. The student should then obtain his parent or guardian's signature and return the fully completed and signed form to the discipline office before the absence. Failure to follow this procedure could result in a grade of "zero" for work missed.

College visits are considered planned absences. Students are to report to the discipline office to obtain a foreseen absence form. Upon completion of the form, students will be given a college visit verification form. This form is to be completed by the admissions office of the college visited and brought to the discipline office immediately upon return to Jesuit.

E. Emergency Closing

Jesuit High School typically follows the lead of the Archdiocese of New Orleans which decides if and when to close schools in connection with emergencies. When the Archdiocese of New Orleans announces that all Catholic schools in the New Orleans area are closed, Jesuit High School will also be closed.

An official announcement concerning dismissal or emergency closing of Jesuit will be made as soon as possible on the school's website. Additionally, closings of Jesuit and schools in the archdiocese will be announced on local television and radio stations and

their websites.

Important Note: If evacuation (or dismissal) occurs because of an approaching weather system, students must take all their school books with them. If storm damage prohibits returning to the metro area, check the school's website for the latest information. For the duration of the displacement from the metro area, students **must** check the school's website and Canvas to obtain work for all of their classes.

F. Phones/Messages

Students are allowed to use only the phone located in the discipline office. Office phones are reserved for school business only. Except in cases of emergency, messages will not be delivered to students during the school day.

G. Forgotten Items

Please do not bring forgotten items (such as lunches, projects, books, etc.) to school if a student fails to bring such items with him in the morning. This is an opportunity for students to take responsibility for their actions and to learn from this by accepting the consequences for forgetting important items at home. Should a parent bring an item to the switchboard, it will remain there for the student to collect on his own without any notification from the school.

H. Perfect Attendance Award

The Perfect Attendance Award is given to students who have been present for all classes during their entire career at Jesuit. Students who have been absent (excused or unexcused), tardy to school, or have exited school prior to the end of the school day will not be eligible to receive the Perfect Attendance Award.

I. Attendance at Senior Ring Mass

Seniors who do not attend Ring Mass will not receive a holiday on the Monday following Ring Mass.

II. STUDENT CONDUCT

A. The Dress Code

The following dress code will be applicable to every Jesuit student at all school events. These activities include, but are not limited to, summer camps, service projects, etc.

The prefect of discipline will be the ultimate judge in matters regarding dress.

1. Hair

- A student is to have neat, clean, properly combed hair of moderate length and style.
- Hair, when fully extended, may not touch the shirt collar, eyebrows, or ears.
- Hair cannot be cut any lower than a quarter of an inch.
- The use of style gels, creams, or hair coloring is prohibited.
- Extremes of any kind, such as wedge cuts, perms, shaving of the head, flattops, twists, braids, or other extreme or faddish haircuts will not be allowed.

- Wigs are not permitted.
- The face is to be clean-shaven.

2. Jewelry, Headwear, and Tattoos

- Neck chains, earrings, etc., are not acceptable at school or at any school functions.
- Medical alert and religious bracelets and appropriate watches are the only items allowed to be worn on the wrist. Smart watches are not to be worn in school.
- No hats, visors, or other headwear are permitted to be worn with the school uniform.

3. Uniform Shirt and Pants

- Students are required to wear complete uniforms on all school days while on campus. The school uniform consists of the following:
 - a. Uncuffed, unpleated, neat, and clean dress khaki pants, worn around the natural waist.
 - i. Students are not permitted to wear 100% cotton pants or shorts.
 - ii. Jesuit recommends Dickies (or comparable) brand khaki pants and shirts that are available at many stores.
 - b. Clean and neat short or long-sleeved khaki shirts, tucked in and the belt visible.
 - c. The official Jesuit Blue Jay patch, sewn on the left sleeve with the top of the patch $\frac{1}{4}$ inch below the shoulder seam.
 - d. A school-issued nametag, worn over the top right pocket.
 - e. A khaki web belt.
- No undergarments that extend beyond the khaki shirtsleeve should be worn under short-sleeved shirts.
- Only plain white t-shirts may be worn under the khaki shirt.
- No other short or long-sleeved shirt of any type may be worn over or under the regular khaki shirt.
- Other garments should not be brought to school.

4. Shoes and Socks

- Completely black dress socks.
- Smooth-soled, plain black, military shoes, shined, in good condition and properly worn. Heels must be less than $1\frac{1}{2}$ inches thick and soles less than 1 inch thick.
- Shoes such as Doc Martens are not permitted.
- If school shoes cannot be worn temporarily (repaired, lost, etc.), other dress shoes should be worn, and a parent's note should be provided.
- Athletic shoes are not appropriate for school wear.

5. Jackets and Pullovers

- If the garment opens all the way down the front, it will be referred to as a jacket, and it must be Jesuit High School of New Orleans imprinted or solid

blue, black, white, or gray without a logo. Denim, military or poncho style, hunting, leather, suede, or similar materials are NOT permitted.

- If the garment does not open all the way down the front and pulls over the head, it will be referred to as a pullover, and it must be issued by Jesuit High School of New Orleans.
- The only imprints allowed on any outerwear are Jesuit High School of New Orleans imprinted items.
- If the outer garment is a jacket, the nametag will be worn on the shirt. If the outer garment is a pullover, the nametag will be worn on the pullover in the same position as indicated above.

6. Medical Allowances for Uniforms

- If for medical reasons a student is unable to wear long uniform pants or uniform shoes, he must bring a note signed by his parent or guardian to the discipline office.
- The Medical allowance authorizes a student to wear uncuffed, unpleated, neat, and clean dress khaki shorts or an alternative pair of clean, black shoes as recommended by a doctor.

B. Harassment/Bullying

Everyone deserves to be treated with dignity and respect. If a student is harassed or bullied, or is a witness to the harassment or bullying of a fellow student, he should report it to either the discipline office or his guidance counselor. Harassment of any kind may also be reported at (504) 483-3913.

Harassment is considered a major offense. There are disciplinary sanctions outlined in this *Bulletin* which will be imposed on those students who bully or harass others.

C. School Functions

Gentlemanly conduct is expected of Jesuit students at all times. The use of vulgar, profane, or abusive language or disrespectful or discourteous behavior will not be tolerated either on or off campus. This includes language and behavior at athletic contests, pep rallies, dances, and other school activities. Students who violate this policy will be subject to disciplinary actions.

Applicable dress code regulations are enforced at all school functions.

During the school year, Jesuit sponsors dances for the enjoyment and social growth of the students. Dates must be girls who are currently enrolled in high school. Appropriate behavior and dress are always expected of each student. Specific regulations for particular dances — especially time of arrival and departure — will be announced by the prefect of discipline. Students must arrive by the announced lock-in-time and remain until the dance is over.

8th, 9th, and, 10th grade students are not allowed to travel to or leave any dance in a limousine or a bus.

D. Alcohol and Drugs

Jesuit acknowledges that alcohol and drug use is common in society and among

adolescents. Young people who use these substances are being adversely affected spiritually, intellectually, emotionally, physically, and socially, and are not acquiring the skills needed to cope with life as adults. Therefore it is beneficial to both the school and the community at large that Jesuit encourage its students, through education, prevention, and intervention, to remain alcohol and drug free and to learn to solve their problems constructively.

Jesuit does not tolerate the possession, consumption, or distribution of alcoholic beverages or drugs by students on campus or at any school-related activity, nor does it allow a student judged to be under the influence of alcohol or drugs to attend school or school-related functions. Drug paraphernalia is prohibited on campus and at all school-related functions. All vaping substances will be tested and confiscated by Jesuit High School. This includes but is not limited to Electronic Nicotine Delivery Systems such as vaporizers or electronic cigarettes which contain Cannabis, THC, CBD, or any controlled substance.

Such activity on the part of the student is a grave violation of school policy and will result in immediate and serious disciplinary action.

E. Student Health and Wellness Development

Student Health and Wellness Development is designed to help students whose behaviors seem to indicate family, academic, emotional, or social problems that, left unchecked, could lead to negative consequences such as substance abuse.

Jesuit has instituted a school-based program that has as its principal goals substance abuse education, the prevention of substance abuse, intervention in situations where substance abuse occurs (but school disciplinary policy has not been compromised), and follow-up support for students who are at some point in the recovery process.

As a condition of continued enrollment, Jesuit may require a professional drug-alcohol assessment. This assessment may include drug testing and follow-up meetings with a certified drug and alcohol professional and with Jesuit personnel. Parents will be notified if such an assessment is deemed necessary.

Student Health and Wellness Development aims to address the needs of high-risk students and to offer the student and his family resources either before the student becomes entrenched in his problems or before he renders himself liable to discipline at Jesuit due to inappropriate behaviors.

Student Health and Wellness Development's emphasis on help and support makes it different in focus and intent from the discipline policy at Jesuit. **However, Student Health and Wellness Development is in no way intended to diminish the school discipline policy.**

Students and parents are expected to be familiar with the school discipline policy as stated in this *Bulletin*, and students remain subject to such a policy if an assessment is required and/or during participation in the Student Health and Wellness Development

Goodwill and a desire to help students who may be making unhealthy choices in their lives must be presumed on the part of all involved in this program.

The Health and Wellness Process

The Health and Wellness Process will be headed by the Wellness Counselor (WC) in communication with the grade-level counselor.

Purpose

The purpose of the Health and Wellness Process is to identify and to serve students who may be at risk for any reason, including substance abuse and related issues.

Referrals

A parent, teacher, administrator, or counselor may refer a student to Student Health and Wellness Development. If the student shows signs of alcohol or drug use, or if the student seems to be experiencing emotional, social, or academic difficulties, the referring parent, teacher, administrator, or counselor will make the referral to the student's grade-level counselor or the WC.

All referrals will be kept in strictest confidence. A student may refer himself through a counselor or through the WC. The WC coordinates the following process:

1. The WC conducts an initial interview and screening process with the student. This process may include a student interview, the use of screening tools, and possible drug testing, if appropriate. It should be understood 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. If not related to substance abuse, counseling and consultation with parents will take a different course from drug-use assessment and/or any such follow-up.
2. The WC will consult with the student's grade-level counselor to determine the most appropriate action to be taken. In certain situations, the WC, the student's grade-level counselor, and the other Jesuit counselors may convene to determine an appropriate course of action. When deemed necessary, the student will be referred by the WC to a certified drug and alcohol professional employed by an outside agency predetermined by Jesuit High School. This professional will conduct an extensive assessment of the student and will recommend a particular course of action to address any drug or alcohol issues that exist. The recommended course of action will be presented to the WC, who will create a contract based on the professional's recommendation. Both the student and his parent(s) or guardian must sign the contract. It may be necessary in the contract to update the principal and other administrators on the nature and severity of the student's problem, the course of action recommended, and ongoing compliance.
3. The recommended courses of action may include, but are not limited to, the following: further substance abuse assessment, possible initial and subsequent ongoing follow-up drug and/or alcohol testing until graduation from Jesuit, participation in group or individual counseling sessions, participation in drug and alcohol educational substance abuse programs, participation in an outpatient program, or inpatient treatment at a hospital serving substance abuse patients.
4. Continued enrollment at Jesuit may be contingent on following the individual's

outlined plan and the commitment and the maintenance of a drug-free life. A second positive result on a follow-up drug or alcohol test administered by, or on behalf of, Jesuit will result in immediate expulsion. Refusal of any drug test will be considered a positive test result. Avoiding drug testing by cutting hair below the prescribed level or attempting to alter test results by using any substance will also be considered a positive result.

5. Jesuit will incur the costs of the initial and any necessary follow-up drug tests. Jesuit will also incur the cost of the assessment conducted by the certified drug and alcohol professional. However, the student may be expected to incur the costs of interim drug testing and therapeutic interventions recommended by the outside certified professional.

F. Tobacco Products

The use or possession of tobacco products, vapes, or e-cigs is not allowed while on campus, at any school functions, or while traveling to or from Jesuit High School.

G. Medications

All prescription medicines and over-the-counter medications (e.g., Tylenol, Advil, aspirin, etc.) must be registered with and dispensed from the prefect of discipline's office.

H. Student Lockers and Supplies

Each student is assigned a locker for his personal use. Lockers must be locked at all times with a combination lock available for purchase only from the Blue Jay Shop.

Tampering with or entering another student's locker is considered a serious offense subject to disciplinary action. A student whose locker has been tampered with should report the incident to the prefect of discipline.

The student is responsible for the contents and orderliness of his locker. Damage to any locker by any student will result in the student paying the cost of repairs. The school reserves the right to enter by any means and to inspect any or all lockers, book bags, etc., at any time.

Possession of another student's property without permission of that student may be regarded as theft, and the offending student will be subject to disciplinary action.

To prevent loss of personal property, students should have their names clearly marked on all books and personal items. Students should not leave their personal belongings unattended anywhere on campus. Lost property should be reported to the discipline office.

Students are not allowed to bring to school electronic devices, such as smart watches, iPads, or recording devices.

Upon arrival at campus students are required to place their cellphones in the off mode in their lockers. At the conclusion of the school day students may retrieve their cellphones and turn them on once they leave the school building.

Drug paraphernalia of any type is prohibited. Vapes, e-cigs, or any paraphernalia associated with vaping or e-cigs is prohibited. Also forbidden are all items which could be considered dangerous and not approved for use in school, including but not limited to, and by way of example only, fireworks or other explosive devices, pocket knives, or weapons of any type.

I. The Campus

Courtesy and concern for the school require that the campus be kept clean and free of litter. The prefect of discipline or the director of student activities must approve all signs, notices, or posters before they may be displayed in the school. A student who defaces, marks, or damages school property will be subject to disciplinary action.

Students are allowed in the classrooms, offices, gymnasium, Resource Center, physical education building, and auditorium only in the presence of a supervisor. If a teacher or substitute is not present for a scheduled class, students should remain in the class area while one of them reports the situation to the principal's office. Students should not sit on desktops, tables, windowsills, or bookshelves. During free periods, students may be in the Resource Center, Student Commons, or in the yard. During school hours there should be no loitering or studying in the corridors or on the front steps, gym steps, or outer perimeter of the school.

No food or drink is to be consumed in any area other than the cafeteria, the Student Commons, and the yard. Chewing gum is not allowed at any time. Students may not order food and/or have food delivered to campus during school hours.

J. Pick-up / Drop-off / Parking / Entering Building

Students are to be picked up and dropped off on Solomon Street. They may be picked up and dropped off on Banks Street next to Will Clark Field. Students are not to be picked up or dropped off on Carrollton Avenue or any other portion of Banks Street. The Solomon Street gates are open from 6:00 AM to 4:00 PM. Students not working with co-curricular teams should not be dropped off prior to 6:30 AM and should be picked up by 5:00 PM.

After school, students should wait for rides either in the schoolyard or on Banks Street (next to Will Clark Field) but not on Carrollton Avenue or another portion of Banks Street.

Students are not allowed to park in the school yard or the Banks Street lot without a permit from the Prefect of Discipline.

City ordinances must be observed when parking on the street. Private driveways are not to be blocked or encroached upon. This is a matter of courtesy.

Problems that occur while waiting for rides or while traveling home should be reported to the Prefect of Discipline on the day they occur or on the following morning.

Due to the possibility of vandalism and theft in the area, students who drive need to be aware of their surroundings and exercise caution when walking to and from their cars.

Loitering in the neighborhood, in cars, or in the vicinity of parked cars is not permitted.

Visitors having business to conduct at Jesuit High School may park in the Banks Street Lot and enter the building using the main entrance. Once a visitor has entered, he/she must present a proper ID to the receptionist. Normal working hours are from 7:00 a.m. to 3:30 p.m.

K. The Cafeteria

It is the responsibility of the students to keep the cafeteria clean and orderly at all times.

Students who plan to eat in the cafeteria should enter the line in an orderly fashion. Students who bring their lunch may eat in the cafeteria provided they enter through the regular line.

L. Chapel Services

The Jesuit community fosters its sense of identity, among other ways, through common worship at least once a month in the Chapel of the North American Martyrs. In order for everyone to prepare properly for the celebration of Mass, students are expected to enter and leave the chapel quietly and to preserve a spirit of silence during Mass.

M. Health & Physical Education

A note written by a parent or guardian to the prefect of discipline is required for a student to be excused from participating in the physical activity of the Health and Physical Education class. Even with a note, the student must have his complete gym uniform, report to, and remain with the class during the Health and Physical Education period. For long periods of non-participation, a doctor's certificate is necessary.

Students in transit between the school building and the physical education facilities must cross Banks Street using the bridge. Students crossing Banks Street at any other location risk injury to themselves and others, and they will also face disciplinary action.

N. Elevators

Use of the elevators in the school building is restricted and requires a special permit from the discipline office.

III. SCHOOL DISCIPLINE AND SANCTIONS

A. Classroom Discipline

Teachers and librarians are responsible for discipline in their appropriate areas. Students must comply with whatever regulations or disciplinary measures that the teachers or librarians impose. Faculty and staff members must always be addressed in a polite and respectful manner.

Please be aware that all discipline policies apply during home/online learning.

B. Academic Dishonesty

Cheating is morally wrong and is considered a serious offense at Jesuit. Cheating is the improper acquisition or distribution of information pertinent to a homework assignment, quiz, test, exam, or any graded assignment. Testing procedures must be observed as preventive measures. During a quiz, test, or exam, a student may not have in his possession, or in the vicinity of his desk, any books, notebooks, phone, or materials proscribed by the teacher or proctor. A student may not make any audible sounds, look in any direction that could be construed as a violation of testing procedures, or communicate in any way with another student without specific permission.

The following examples are the most noteworthy violations of the above:

1. Open notebooks, texts, or other course-related material during a quiz, test, or

exam without the explicit permission of the teacher or proctor.

2. Concealed notes during a quiz, test, or exam.
3. Communication with another person (verbal or nonverbal) during a quiz, test, or exam without the explicit permission of the teacher or proctor.
4. Use of unauthorized test aids such as calculators, tables, formulas, etc. during a quiz, test, or exam.
5. Copying of homework assignments or the lending of an assignment to another who copies the assignment.
6. Plagiarism.

A grade of “zero” for the work in question will be given if the student has committed academic dishonesty. If a student has violated testing procedures, he may receive a grade of “zero” for the work in question. Ordinarily, a first offense will also be punishable by receiving a Saturday Penance Hall. Additional offenses may merit more serious penalties, which may include suspension or dismissal. The prefect of discipline will determine the appropriate punishment. A record of cheating offenses and violations of evaluation procedures will be maintained in the student’s file, and his parents or guardians will be notified of the offense.

C. Penance Hall

In many instances, students involved in misconduct will be assigned to serve specified amounts of time in Penance Hall. Penance Hall usually will be held at the end of the day(s) following the offense. A student who is assigned Penance Hall repeatedly for the same offense or a similar offense may be subject to more serious disciplinary action.

A student who receives Penance Hall more than five times in a quarter may merit an all-day Penance Hall. A second such accumulation may result in suspension.

Co-curricular practices, games, and/or performances are not valid reasons for not reporting to Penance Hall.

The prefect of discipline determines the seriousness of the offense and the appropriate consequence. Ordinarily, one to three detentions of one hour per day in Penance Hall will be given for the following violations:

1. Failure to report to the office prior to going to classes on the day of return to school after absence or at the time of late arrival to school.
2. Failure to bring a note from a parent or guardian explaining any unforeseen absence or the foreseen necessity to leave campus during the school day (e.g., exit visa).
3. Failure to complete paperwork upon arrival to school for absence, exits, tardies, etc.
4. Unexcused late arrival to school or late arrival to class.
5. Violations of the dress code.
6. Cutting into the cafeteria line.
7. Using the elevator without permission.
8. Failure to report to a teacher when required.
9. Eating in any area other than the cafeteria, the Commons, or school yard, or gum-chewing anywhere on campus at any time.
10. Failure to report to Penance Hall.

11. Failure to bring a note from a teacher, parent, or guardian explaining an absence from Penance Hall. This note must be turned in to the discipline office before class begins the next school day.
12. Improper cellphone usage

Jesuit reserves the right to impose more extensive discipline (which may include Saturday Penance Hall) for any of the foregoing offenses depending on the nature and circumstances of the offense(s) or any combination thereof.

D. Major Offenses

The following serious offenses may merit stricter punishment and/or render a student liable to receive multiple Penance Halls, all-day Saturday Penance Hall, being sent home, suspension, or expulsion from Jesuit High School. A student committing a major offense may also forfeit various privileges, including, but not limited to, attendance at dances, class events, co-curricular events, and other school events.

The prefect of discipline determines the seriousness of an offense and whether or not to refer the offense to the principal for ultimate determination of punishment should the possible punishment include expulsion.

1. Leaving campus without the permission of school officials, which includes going to cars during the school day.
2. Unexcused absence from class or school.
3. Theft of or tampering with another student's locker or belongings.
4. Vandalism of property owned by the school, a teacher, or another student.
5. Repeated violations of school rules after warnings.
6. Repeated instances of academic dishonesty (cheating/violation of testing procedures).
7. Instances of dishonesty (lying, forgery, etc.).
8. Failure to comply with the terms of a disciplinary probation.
9. Use or possession of tobacco products while on campus at any time, at any school functions, or while traveling to or from Jesuit High School.
10. Disrespect, defiance of, or direct confrontation with school authorities.
11. Possession, dissemination, or use of alcohol, drugs, or drug paraphernalia on campus or at any school-related function. This includes vapes and vape paraphernalia.
12. Being under the influence of drugs or alcohol on campus or at any school-related function.
13. Use or possession of weapons on campus.
14. Activities outside of school which involve unlawful and/or immoral behavior.
15. Inappropriate computer use, including hacking, or attempting to hack, Jesuit's website or social media accounts.
16. Harassment (intimidation, humiliation, any physical or verbal abuse) or any type of damaging statements or behavior made to others. This includes acts of racism and any language or behavior that is rooted in bigotry, prejudice, or hate.
17. Accepting any form of payment for services that involve misconduct. This includes (but is not limited to) academic dishonesty, theft, contraband, etc.
18. Generally, fighting or any conduct, on campus or off campus, which jeopardizes

the good or safety of the school or the student's fellow students, is detrimental to the common good, or which is morally offensive according to the teachings of the Roman Catholic Church and, thus, harmful or offensive to members of the school community.

E. Students Sent Home

In circumstances when warnings, counseling, and referral to the prefect of discipline have proven ineffective, a student may be sent home. Such a student may not return to school until his parents or guardians have had a conference with the prefect of discipline and with any teacher or school official who may have been involved in a given situation.

F. Student Suspension

Suspension is a serious sanction imposed upon a student. It is intended to serve as a warning to the student that further violations of school regulations may result in dismissal.

The period of suspension may constitute one, two, or three days. During the period of suspension, the student does not attend classes, nor participates in any school activities. During each day of the suspension, the student will work on assignments with the intention of keeping him abreast of class work that he is missing. The student will serve his suspension in a manner determined by the prefect of discipline. A second suspension is regarded as sufficient grounds for expulsion.

G. Student Probation

A student will be placed on probation following a suspension. Serious misconduct by a student who is on probation (or the discovery of misconduct that took place prior to probation), including, by way of example only, those offenses listed herein as "Major Offenses," constitutes grounds for expulsion. Ordinarily a student will not be placed in a second probationary status.

H. Student Expulsion

A student is subject to expulsion as a result of:

- a second suspension.
- failure to comply with the terms of a probation.
- defiance of or direct confrontation with school authorities.
- possession, dissemination, or use of drugs or alcohol on campus or at any school-related function.
- theft or other serious moral offenses.
- activities outside the school which involve unlawful behavior.
- any off-campus conduct which is harmful to the good or safety of the school community.
- any conduct which jeopardizes the good or safety of the school or community, or which is morally offensive according to the teachings of the Roman Catholic Church and, thus, harmful or offensive to members of the school community.

Prior to the sanction of expulsion being imposed, a student will have the right to an

informal hearing to be conducted by the prefect of discipline.

Following this informal hearing, the prefect of discipline shall report to the principal the results of the hearing and his recommendation as to the guilt or innocence of the student of the charge(s) of which he is accused and any recommendation as to punishment.

I. The Discipline Board

The principal may convene a Discipline Board to be comprised of any combination of faculty members, students, and/or administrators to assist in a determination of and to make a recommendation of the appropriate punishment. However, the convening of the Discipline Board is within the sole discretion of the principal; and, further, the principal is not bound by any recommendation of the Discipline Board. The principal shall make the final decision as to any guilt of the accused student and any punishment imposed.

JESUIT SCHOOLS NETWORK

Location	School	Founded
Arizona	Brophy College Preparatory	1928
California	Verbum Dei High School	2005
	Loyola High School of Los Angeles	1865
	Xavier College Preparatory High School	2006
	Jesuit High School - Sacramento	1963
	Cristo Rey High School	2006
	St. Ignatius College Preparatory	1855
Colorado	Bellarmino College Preparatory	1851
	Regis Jesuit High School	1877
Connecticut	Arrupe Jesuit High School	2003
	Fairfield College Preparatory School	1942
District of Columbia	Gonzaga College High School	1821
Florida	Belen Jesuit Preparatory School	1854
	Jesuit High School - Tampa	1899
Illinois	Saint Ignatius College Prep	1870
	Cristo Rey Jesuit High School	1996
	Christ the King Jesuit College Preparatory School	2008
	Loyola Academy	1909
Indiana	Brebeuf Jesuit Preparatory School	1962
Louisiana	Jesuit High School of New Orleans	1847
Maine	Cheverus High School	1917
Maryland	Cristo Rey Jesuit High School	2007
	Georgetown Preparatory School	1789
	Loyola Blakefield	1852
Massachusetts	Boston College High School	1863
Michigan	University of Detroit Jesuit High School and Academy	1877
	Loyola High School	1993
Minnesota	Cristo Rey Jesuit High School - Twin Cities	2007
Missouri	Rockhurst High School	1910
	St. Louis University High School	1818
	De Smet Jesuit High School	1967
Nebraska	Creighton Preparatory School	1878
New Jersey	Saint Peter's Preparatory School	1872
New York	Fordham Preparatory School	1841
	Canisius High School	1870
	Xavier High School	1847
	Loyola School	1900
	Regis High School	1914
	McQuaid Jesuit	1954
Ohio	St. Xavier High School	1831
	St. Ignatius High School	1866
	Walsh Jesuit High School	1965
	St. John's Jesuit High School and Academy	1965
Oregon	Jesuit High School - Portland	1956
Pennsylvania	St. Joseph's Preparatory School	1851
	Scranton Preparatory School	1944
South Dakota	Red Cloud High School	1888
Texas	Jesuit College Preparatory School	1942
	Strake Jesuit College Preparatory	1961
	Cristo Rey Jesuit College Preparatory School of Houston	2009
Washington	Seattle Preparatory School	1891
	Gonzaga Preparatory School	1887
	Bellarmino Preparatory School	1928
Wisconsin	Marquette University High School	1857
Canada	Loyola High School	1896
	St. Bonaventure's College	1999
	St. Paul's High School	1926
Puerto Rico	Colegio San Ignacio de Loyola	1952

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

Alabama	Spring Hill College, Mobile
California	Loyola-Marymount University, Los Angeles Santa Clara University, Santa Clara University of San Francisco
Colorado	Regis University, Denver
Connecticut	Fairfield University, Fairfield
District of Columbia	Georgetown University, Washington, D.C.
Illinois	Loyola University of Chicago
Louisiana	Loyola University of New Orleans
Maryland	Loyola College, Baltimore
Massachusetts	Boston College College of Holy Cross, Worcester
Michigan	University of Detroit Mercy
Missouri	Rockhurst University, Kansas City Saint Louis University
Nebraska	Creighton University, Omaha
New Jersey	St. Peter's College, Jersey City
New York	Canisius College, Buffalo Fordham University, New York City LeMoyne College, Syracuse
Ohio	John Carroll University, Cleveland Xavier University, Cincinnati
Pennsylvania	St. Joseph's University, Philadelphia University of Scranton
Washington	Gonzaga University, Spokane Seattle University
Wisconsin	Marquette University, Milwaukee

DAILY SCHEDULE | 2022-2023

REGULAR ORDER,

MORNING ASSEMBLY/HOMEROOM

7:45	Warning Bell
7:50-8:00	Assembly/Homeroom
8:05-9:00	First Period
9:05-10:00	Second Period
10:00-10:10	Morning Break
10:15-11:10	Third Period
11:15-12:10	Fourth Period
12:10-1:00	Lunch
1:05-2:00	Fifth Period
2:05-3:00	Sixth Period
3:00	Dismissal

ASSEMBLY ORDER #1/MASS DAY ORDER

7:45	Warning Bell
7:50-8:00	Homeroom
8:00-9:05	Mass/Assembly
9:09-9:54	First Period
9:58-10:43	Second Period
10:43-10:53	Morning Break
10:57-11:42	Third Period
11:46-12:31	Fourth Period
12:31-1:21	Lunch
1:25-2:11	Fifth Period
2:15-3:00	Sixth Period
3:00	Dismissal

ASSEMBLY ORDER #2

7:45	Warning Bell
7:50-8:00	Homeroom/Assembly
8:04-8:50	First Period
8:54-9:40	Second Period
9:40-9:50	Morning Break
9:54-10:40	Third Period
10:44-11:30	Fourth Period
11:30-12:30	Assembly
12:30-1:20	Lunch
1:24-2:10	Fifth Period
2:14-3:00	Sixth Period
3:00	Dismissal

TESTING CALENDAR

- Day 1: Math, Theology, Social Studies, Study Skills
- Day 2: Theology, Social Studies, Latin, Computer, Fine Arts/Comm., Study Skills
- Day 3: MFL, Greek, Science, Latin, Computer, Fine Arts/Comm.
- Day 4: English, MFL, Greek, Science
- Day 5: Math, Theology, Social Studies, Study Skills
- Day 6: English, MFL, Greek, Science
- Day 7: Latin, Computer, Fine Arts/Comm., Math, English

Note: Students are required to take no more than 3 tests on a given day. If a student has a conflict, he should speak with his teachers.

ASSEMBLY ORDER #3

7:45	Warning Bell
7:50-8:00	Homeroom/Assembly
8:04-8:50	First Period
8:54-9:40	Second Period
9:40-9:50	Morning Break
9:54-10:40	Third Period
10:44-11:30	Fourth Period
11:30-12:20	Lunch
12:24-1:10	Fifth Period
1:14-2:00	Sixth Period
2:00-3:00	Assembly
3:00	Dismissal

SEVEN PERIOD DAY (DAY A/B)

7:45	Warning Bell
7:50-8:00	Homeroom/Assembly
8:04-8:52	First Period
8:56-9:44	Second Period
9:44-9:54	Morning Break
9:58-10:46	Third Period
10:50-11:38	Fourth Period
11:38-12:24	Lunch
12:28-1:16	Fifth Period
1:20-2:08	Sixth Period
2:12-3:00	Seventh Period
3:00	Dismissal

FACULTY MEETING

8:50	Warning Bell
8:55-9:05	Homeroom/Assembly
9:09-9:54	First Period
9:58-10:43	Second Period
10:43-10:53	Morning Break
10:57-11:42	Third Period
11:46-12:31	Fourth Period
12:31-1:21	Lunch
1:25-2:11	Fifth Period
2:15-3:00	Sixth Period
3:00	Dismissal



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