

# 2014 - 2015 BULLETIN

# **Preamble to the Constitution**

## **Jesuit Secondary Education Association**

*Prior to writing the Constitution of the new Jesuit Secondary Education Association, we, the assembled Jesuits of the Secondary School Commission, wish to elaborate on the essential nature of this Association in a preamble.*

We believe that this undertaking, the formation of the Jesuit Secondary Education Association, should be attempted only if educators in Jesuit Schools are clearly committed to secondary education as a significant and effective apostolate, and only if this Association can provide those unique services which will further the specifically Jesuit character of their educational efforts.

Those of us assembled here believe that Jesuit secondary education not only has a future, but that it can become a dynamic means of forming a community of believers in Jesus Christ, as Risen Lord, and of leaders in society.

To accomplish this, however, the schools must adopt bold approaches in education, seeking to develop and assert specifically Ignatian qualities in their educational programs.

We believe that the Jesuit Secondary Education Association can assist in the clarification, development, and implementation of particularly Jesuit approaches in their education apostolate, and that should be its primary concern.

Without attempting to deny the many serious problems Jesuit schools are facing, we nevertheless feel impelled to assert that these schools can face a bold and challenging future if they will be true to their particularly Jesuit heritage; that is, if they can sharpen and activate the vision of Ignatius which has sustained them for four centuries. This vision is international, ecclesial, mystical, and radical.

We assert that Jesuit schools must go beyond the criteria of academic excellence, important as this is, to the far more challenging task of bringing about a true *metanoia*<sup>†</sup> in their students, that Jesuit schools must move more vigorously toward participation in community affairs, (and) that they must more honestly evaluate their efforts according to the criteria of both the Christian reform of social structures and renewal of the church.

*Excerpts from the May 1970 Preamble to the Constitution  
of the Jesuit Secondary Education Association*

<sup>†</sup> *Metanoia*: this word, coined from Greek, refers to a radical conversion and change of heart, by which a person turns from selfish concerns to complete and unreserved generosity toward God and His Kingdom



# Jesuit High School of New Orleans

(Formerly The College of the Immaculate Conception)

[www.jesuitnola.org](http://www.jesuitnola.org)

**2014 - 2015**

## **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*  
AdvancED / The Southern Association of Colleges and Schools

*Member of the*  
Jesuit Secondary Education Association  
National Catholic Educational Association



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## 2014 - 2015 ACADEMIC YEAR

August	12-13	Book Days
	13	PAG Captains' Mass — 6 PM; Meeting & Social Follows
	14	New Students' Orientation
	15	School Year Begins — All Classes Meet
	20	New Parents' Orientation — 6 PM
	20	Mini-Schedule: Parents of 8 <sup>th</sup> - 9 <sup>th</sup> Grades — 7 PM
	27	Mini-Schedule: Parents of 10 <sup>th</sup> - 11 <sup>th</sup> - 12 <sup>th</sup> Grades — 6 PM
September	29	Mass of the Holy Spirit — Students Dismissed After Mass
	1	Labor Day Holiday
	14	PAG Sunday
	15	Progress Reports Due in Office — 8 AM
	18	Parent-Teacher Conferences (A-L) — 5:30 PM - 7:30 PM
October	25	Parent-Teacher Conferences (M-Z) — 5:30 PM - 7:30 PM
	13-14; 16-17	First Quarter Exams
	15	National Merit Scholarship Qualifying Test
November	21	Grades Due in Office — 8 AM
	6	Holiday
	17	Progress Reports Due in Office — 8 AM
	19	Parent-Teacher Conferences (A-Z) — 5:30 PM - 7:30 PM
	26	Annual Thanksgiving Drive
December	27-28	Thanksgiving Holidays
	8	Feast of the Immaculate Conception
	15-18	Second Quarter Exams
	22	Christmas Holidays Begin
January	29	Grades Due in Office — 8 AM
	5	Classes Resume
	19	Martin Luther King, Jr. Holiday
February	19-20	Faculty Retreat
	5	Progress Reports Due in Office — 8 AM
	9	Parent-Teacher Conferences (A-Z) — 5:30 PM - 7:30 PM
March	16-20	Mardi Gras Holidays
	9-12	Third Quarter Exams
	17	Grades Due in Office — 8 AM
	28-29	Blue Jay Bazaar
April	30	Blue Jay Bazaar Incentive Holiday
	2-6	Easter Holidays
	7	Classes Resume
May	13	Progress Reports Due in Office — 8 AM
	16	Parent Teacher Conferences (A-Z) — 5:30 PM - 7:30 PM
	4-7	Fourth Quarter Exams for Seniors
	7	Awards Night — 6:30 PM
	11	Senior Grades Due in Office — 8 AM
	16	Baccalaureate Mass — 5 PM
	18-21	Fourth Quarter Exams for Underclassmen
	22	Commencement Exercises — 8 PM
June	25	Grades for Underclassmen Due in Office — 8 AM
	26	Class of 2017 Interviews — 8 AM - 10:30 AM
	29	Registration for Summer School Session — 8 AM - 12 PM
	1	Summer School Session Begins
July	2	Summer School Session Ends
	3	Independence Day — Offices Closed

# **A BRIEF HISTORY OF JESUIT HIGH SCHOOL**

## **ITS PLACE IN NEW ORLEANS**

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. A spacious Resource Center, featuring the library, additional classrooms, and science facilities was built in 1974. The Resource Center, located opposite the main entrance on Carrollton Avenue, was constructed 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. 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 Jesuit Auditorium and the Cafeteria. The Traditions Campaign paid 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 during 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 finally 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 \$8 million facility is via an old street (Cold Storage Warehouse Road) that bears a new and distinctive name — Blue Jay Way.

In the fall of 2012, Jesuit completed a renovation project that brought significant enhancements to the Louis J. Roussel, Jr. Physical Education Building (the Roussel Building) across the street from the school on Banks Street. 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) began during the most recent school year and will be completed sometime during the 2014-15 school year. The long overdue renovation includes refurbishing numerous stained glass windows as well as the stained glass dome ceiling. The small chapel is located on the second floor of the administration building and Jesuit Residence on Banks Street. Additionally, the renovation of six classrooms on the second floor along Carrollton Avenue began during the summer of 2014 with the project expected to be completed in time for the start of the 2014-15 school year.



## 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 our 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.

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 High School seeks to form young men of “competence, conscience, and compassion.”

The Honor Code at Jesuit High School 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 High School 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 the manner appropriate for the occasion.**

**I will be a man for others.**



WILLIAM  
WILSON



## **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.

## 2013 - 2014 BOARD OF DIRECTORS

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## 2013 - 2014 PRESIDENT'S ADVISORY COUNCIL

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Annual Giving Drive)  
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*President*  
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Fund Drive)  
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*Civil Engineer*  
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## 2013 - 2014 PRESIDENT'S ADVISORY COUNCIL (CONTINUED)

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*President*  
*Cabrini High School*

Kevin Heigle '69  
*Attorney at Law*  
*Kevin G. Heigle, APLC*  
*Capital Title Agency, Inc.*

Karl Hoefer, Sr. '76  
*Regional President, Louisiana*  
*Iberia Bank*

Thomas Kitchen '65  
*President & Chief Executive Officer*  
*Stewart Enterprises, Inc.*

Mark LaCour '97  
*CPA*  
*Self-employed*

Patricia LeBlanc  
*Attorney at Law & Manager*  
*LeBlanc Butler, LLC*

Robert Leithman  
*President*  
*Hunt Telecommunications, LLC*

Arthur Mann III '64  
 (Chairman, Board of Directors,  
 Jesuit High School)  
*Attorney at Law*  
*The Sundmaker Firm, LLC*

Edwin Mazoue, Jr. '62  
*Retired*  
*City of New Orleans*

Michael McGlone '68  
*Attorney at Law/ Partner*  
*Kean Miller, LLP*

Stanton Murray '81  
*President*  
*Murray Yacht Sales*

Michael Nolan '63  
*President & Chief Executive Officer*  
*Fifth District Savings Bank*

Brian North '83  
*Senior Vice President*  
*Fifth District Savings Bank*

Robert Perez '61  
*Attorney at Law/ CPA*  
*Perez, McDaniel, & Faust, LLP*

Steven Pettus  
 (President, 2013-14 Parents' Club)  
*Attorney at Law*  
*Owner & Managing Partner*  
*Dickie Brennan and Company, LLC*

George Pivach II '73  
*Attorney at Law*  
*Pivach, Pivach, Hufft,*  
*Thriffiley, & Nolan, LLC*

William Poynot  
*Owner*  
*Perret's Army & Outdoor Store*

James Ryder, Jr. '62  
*CPA*  
*Self-employed*

Carl Servat III '93  
*Attorney at Law*  
*David J. Lukinovich, APLC*

Robert Talbot, Jr. '55  
*President/ Real Estate Broker*  
*Talbot Realty Group*

Todd Thomas '89  
*Managing Partner*  
*Sigma Consulting Corp.*

Gregory Tilton '70  
*Cardiologist*  
*Cardiovascular Specialists, Inc.*

Fredericka Wicker  
*Appellate Judge*  
*5<sup>th</sup> Circuit Court of Appeal*  
*State of Louisiana*

Anthony Williams '92  
*Attorney at Law*  
*Kean Miller, LLP*

## **2014 - 2015 ADMINISTRATION**

### *President*

Rev. Anthony McGinn, S.J., M.A., '66

### *Special Assistant to the President*

Rev. Raymond R. Fitzgerald, S.J., M.A., M.Div., M.Ed., '76

## **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*

Lawrence Abshire, MSgt USMC (Ret)

### *Chaplain*

Rev. Donald E. Saunders, S.J.,  
M.A., M.Div.

### *Director of Admissions*

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

### *Director of Alumni Service Corps*

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

### *Director of Athletics*

David A. Moreau, B.A.

### *Director of Campus Ministry*

Jeremy M. Reuther, M.A. '01

### *Director of Guidance*

Mary U. Favalora, B.A., L.C.S.W.,  
M.S.W.

### *Director of Information Technology*

Sharon S. Hewlett, M.S.

### *Director of Student Activities*

Matthew P. Orillion, M.A., '98

### *Director of Professional Development*

Malcolm H. Villarrubia, Jr., M.A., '66

## **OFFICE OF INSTITUTIONAL ADVANCEMENT**

### **(Development and Alumni Activities)**

### *Director of Institutional Advancement*

Thomas V. Bagwill II, B.A.

### *Director of Alumni*

Matias J. Grau, Jr., M.A., '68

### *Director of Special Projects*

Bro. William J. Dardis, S.J., B.S., '58

### *Alumni Chaplain*

Rev. Norman B.  
O'Neal, S.J., M.S., S.T.L.

### *Director of Communications*

Pierre V. DeGruy, M.A., '69

## **TUITION, FINANCE, AND FINANCIAL AID**

### *Chief Financial Officer*

Seamus P. O'Donnell, M.B.A., '89

## FACULTY OF JESUIT HIGH SCHOOL, 2014 - 2015

Lawrence <b>Abshire</b> , MSgt USMC (Ret) .....	Prefect of Discipline
Clayton B. <b>Acy</b> , M.A. ....	Classics
Divya Monalisa <b>Anchan</b> , M.A. ....	Science
Michael J. <b>Armelin</b> , Jr., M.A. ....	Mathematics
Katherine <b>Arthurs</b> , M.A. ....	Speech, Philelectic Society Dir., Chorus Moderator
Troy G. <b>Baglio</b> , B.S. ....	Physical Education, Head of Physical Education Dept., Football and Track & Field Asst. Coach, Blue Jay Summer Day Camp Dir.
Michael J. <b>Begg</b> , M.Ed. ....	English
Patrick <b>Benoit</b> , M.A. ....	French, French Club Moderator, French Honor Society Moderator
Richard J. <b>Bohn</b> III, B.S. ....	Physical Education, Computer Studies, Track & Field Head Coach, Football Asst. Coach
Toni W. <b>Bondi</b> , B.A. ....	Classics, Classics Society Co-Moderator
Charles L. <b>Bourg</b> , B.A. ....	Social Studies
Christopher R. <b>Bowes</b> , M.A. ....	English, Student Council Co-Moderator
John <b>Brown</b> , S.J., M.Div., Th.M. ....	Theology, Student Ministry
Anne N. <b>Bryant-Breaux</b> , B.A. ....	English, Moderator of Healthy Food Club
Jennifer L. <b>Buuck</b> , M.A. ....	English, <i>The Blue Jay</i> Yearbook Moderator
Deika E. <b>Bustamante</b> , B.A. ....	Spanish
M. Joseph <b>Caluda</b> , Jr., B.A. ....	Fine Arts, Head of Fine Arts Dept., Modern Foreign Language Dept., Band Dir., Admissions Rep.
Pamela S. <b>Catalano</b> , B.S. ....	Science
Joseph <b>Chango</b> , B.A. ....	Social Studies, Football Asst. Coach, Track & Field Asst. Coach
Mitchell R. <b>Chapoton</b> , M.A. ....	Classics
Jay C. <b>Combe</b> III, B.S. ....	Social Studies, Tennis Asst. Coach
John J. <b>Culicchia</b> , B.A. ....	English
Lawrence W. <b>Dagate</b> , B.S., J.D. ....	Mathematics, Baseball Asst. Coach
Aurora P. <b>Daigle</b> , M.S. ....	Counselor for Sophomores, Ping Pong Club Moderator, Urban Farming Club Moderator
William J. <b>Dardis</b> , S.J., B.S. ....	Dir. of Special Projects, Cheerleaders Moderator
Susan M. <b>de Boisblanc</b> , M.A. ....	Theology, Pro-Life Club Co-Moderator, Ultimate Frisbee Moderator
Gerard <b>Delahoussaye</b> , Ph.D. ....	Theology, Head of Theology Dept.
Scott J. <b>DeLatte</b> , B.A. ....	Theology, Student Council Co-Moderator
Daniel A. <b>DiRosa</b> , M.A. ....	Social Studies, Head of Social Studies Dept.
Gregory R. <b>Dornan</b> , B.A. ....	Social Studies, Wrestling Asst. Coach
Denise <b>Dupuis</b> , M.Ed. ....	English
Andrew <b>Dykema</b> , M.M. ....	Spanish, Modern Foreign Language Dept. Head, Spanish Club Co-Moderator, Spanish Honor Society Co-Moderator
Gregory L. <b>Ernst</b> , B.A., J.D. ....	Social Studies

Timothy M. **Falter**, B.G.S. .... Social Studies, Physical Education,  
Football Asst. Coach, Wrestling Asst. Coach

Lori D. **Fasone**, B.S. .... Science, Coordinator of Diversity,  
Social Justice Forum Moderator

Mary U. **Favalora**, B.A., L.C.S.W., M.S.W. .... Coordinator of Student Assessment,  
Director of Guidance, Classic Rock Club Moderator

Matthew G. **Firmin**, B.S. .... Science

Raymond R. **Fitzgerald**, S.J., M.A., M.Div., M.Ed. .... Theology, Campus Ministry

Daniel S. **Fitzpatrick**, B.A. .... English, District and State Rally

Paul C. **Frederick**, M.Ed. .... Asst. in Staff Development, Tutoring

Justin M. **Genovese**, M.A. .... Counselor for Freshmen

Jason M. **Giaccone**, B.F.A. .... Fine Arts, Asst. Band Dir., WJHS Moderator,  
Audio-Visual Coordinator

Gino M. **Giambelluca**, B.S. .... Science, Baseball Asst. Coach, Football Asst. Coach

Kenneth C. **Goodlett**, Jr., B.G.S. .... Social Studies, Physical Education,  
Baseball Asst. Coach, Football Asst. Coach

Hannah F. **Hanegan**, B.S. .... Science

Ardley R. "Bret" **Hanemann** III, M.Ed. .... Dir. of Admissions, Social Studies,  
Swimming Head Coach

Timothy M. **Harris**, B.S. .... Theology

Stephen L. **Hayes**, M.A. .... Social Studies

Sharon S. **Hewlett**, M.S. .... Computer Studies, Dir. of Information Technology,  
Faculty Computer Instructor

Elizabeth A. **Hoodless**, B.S. .... College Placement Counselor

Rudolph R. **Horvath**, M.A. .... Social Studies, Cross Country Head Coach,  
Track & Field Asst. Coach

Timothy H. **Huete**, LtCol, USMC (Ret), B.S. .... Senior Marine Instructor,  
Head of Leadership Education Dept.

Graham M. **Jarrott**, B.G.S. .... Social Studies, Physical Education,  
Football Asst. Coach, Athletic Dept. Asst., Strength Training Coach,  
Drivers' Education Coordinator

Christopher P. **Jennings**, B.B.A. .... Social Studies, Physical Education,  
Basketball Head Coach

Margaret F. **Jennings**, M.Ed. .... Fine Arts, Art Club Moderator

Kathleen B. **Juhas**, M.S.T. .... Academic Asst. Principal, Mathematics,  
Staff Development

Peter S. **Kernion**, M.Ed. .... Principal

Showalter A. **Knigh**t, Jr., M.A. .... Classics, Head of Classics Dept.,  
JV Quiz Bowl Moderator

Cyril M. **Lagyanec** II, Ph.D. .... Social Studies, Board Games Club Moderator

Jason **Lalonde**, S.J., M.A., M.B.A. .... Classics, Theology

Christopher J. **LaMothe**, B.A. .... Theology, St. Peter Claver Club Moderator

Joseph M. **Latino**, B.A. .... Asst. Athletic Dir., Science, Head Baseball Coach,  
Physical Education

Wesley **Laurendine**, B.S. .... Physical Education, Basketball Asst. Coach

John P. **Lavie**, B.A. .... Mathematics, Investment Club Moderator

Yvonne S. **Leger**, B.S. .... Mathematics, Head of Mathematics Dept.

Rolando A. **Lopez**, B.A. .... Theology

Ted **Mahne**, M.A. .... Theology, *The Blue Jay* Student Newspaper Moderator,  
Columbian Squires Moderator

Jon **Malax**, M.A. .... Spanish, Movie Critics Club Moderator

Timothy S. **McCaffery**, Jr., M.A. .... Theology

Anthony **McGinn**, S.J., M.A. .... President

Rachel **Meilleur**, B.A., M.L.I.S. .... Librarian

Leslie R. **Merritt**, B.S. .... Mathematics, Acoustic Guitar Club Moderator,  
MATHCOUNTS Moderator, Foosball Club Moderator,  
Academic Games Co-Moderator

James **Michalik**, M.A. .... Theology, Dir. of Operation Upgrade,  
Dir. of Academic Support Program

Andrea M. **Mika**, B.S. .... Mathematics

Julio **Minsal-Ruiz**, S.J., M.A. .... Theology

David A. **Moreau**, B.A. .... Athletic Director

Peter C. **Muller**, M.A., J.D. .... Science

Kevin B. **Murphy**, M.P.A. .... Social Studies, Dir. of Community Service Projects

Khan T. **Nguyen**, B.S. .... Mathematics

Joseph D. **Nolfe**, M.S. .... Science, Football and Baseball Asst. Coach

Norman B. **O'Neal**, S.J., M.S., S.T.L. .... Alumni Chaplain

Matthew P. **Orillion**, M.A. .... Dir. of Student Activities, Theology,  
Intramural Sports Moderator

Osvaldo **Ortega**, M.A. .... Spanish, Chess Club Moderator,  
Science Fiction Club Moderator, Food Critics Club Moderator,  
Anime Club Moderator, Role-Playing Games Club Moderator

Merle **Palacios**, M.A. .... Spanish

Johnny R. **Piseno**, MGSgt., USMC (Ret) .... USMC (Ret) Marine Instructor,  
Paintball Club Moderator

Timothy F. **Powers**, B.A. .... English, Head of English Dept.

Michael R. **Prados**, M.Ed. .... Dir. of Alumni Service Corps, English,  
Admissions Rep., Cycling Club Moderator

Frank **Reale**, S.J., B.D., M.A. .... Rector of Jesuit Community, Spiritual Development

Jeremy M. **Reuther**, M.A. .... Dir. of Student Ministry, Theology

Nilda I. **Rivera**, M.A. .... Spanish, Spanish Club Co-Moderator,  
Spanish Honor Society Co-Moderator, National Honor Society Co-Moderator,  
Jayettes Moderator

Mollie **Roberts**, M.Ed. .... Counselor for Seniors, Peer Support Moderator



Paul W. <b>Rogers</b> , B.A. ....	Mathematics, Manager of Blue Jay Shop, Academic Games Co-Moderator
Robert J. <b>Roso</b> , B.A. ....	English
Ronald C. <b>Rossi</b> , M.A. ....	Social Studies, Varsity Quiz Bowl Team Moderator
Darryl L. <b>Roule</b> , Jr., B.S. ....	Mathematics, Football Asst. Coach
Donald E. <b>Saunders</b> , S.J., M.A., M.Div. ....	Chaplain, Theology
Jo Ann G. <b>Schexnayder</b> , B.S. ....	Mathematics, Mu Alpha Theta Moderator
Sylvia U. <b>Schild</b> , B.A. ....	Librarian, Head of Library Dept.
Andrew J. <b>Schiro</b> , M.Ed. ....	Counselor for Pre-freshmen, Golf Club Moderator
Nicholas T. <b>Schiro</b> , S.J., M.R.E., S.T.L. ....	Theology
Rachel L. <b>Sharp</b> , B.A. ....	Mathematics, Classics Society Co-Moderator, Asian Club Moderator
Nicholas W. <b>Simoneaux</b> , M.S. ....	Computer Studies
Kathryn D. <b>Single</b> , M.A. ....	Spanish
Holly <b>Smith</b> , B.S. ....	Science
Travis I. <b>Smith</b> , M.F.A. ....	English, Tennis Head Coach, <i>Calliope</i> Co-Moderator
Mark C. <b>Songy</b> , B.A. ....	Physical Education, Head Football Coach
Norman J. <b>Stafford</b> , M.A. ....	English
David W. <b>Storm</b> , M.Ed. ....	Science, Soccer Asst. Coach
Helen B. <b>Swan</b> , B.S. ....	Dir. of Student Affairs, Science, Herpetology Club Moderator
Amy O. <b>Tassin</b> , B.S. ....	Dir. of Summer Session, Science, Head of Science Dept., National Honor Society Co-Moderator
Scott E. <b>Thompson</b> , Jr., M.S. ....	Social Studies, Cross Country Asst. Coach, Track & Field Asst. Coach
Allie <b>Timberlake</b> , M.A. ....	College Placement Counselor, Advanced Placement Coordinator
Kenneth J. <b>Trahan</b> , B.S. ....	Athletic Trainer
Wade J. <b>Trosclair</b> , M.A. ....	Social Studies
Gregory G. <b>Uddo</b> , M.A. ....	English
Malcolm H. <b>Villarrubia</b> , Jr., M.A. ....	Dir. of Professional Development, English
Daniel C. <b>Wagner</b> , M.Ed., M.C.S.E. ....	Head of Computer Studies Dept., Computer Studies, Computer Network Administrator
John W. <b>Webre</b> , M.A. ....	English
Robert U. <b>Weiss</b> III, B.A. ....	Mathematics, Dir. of Competitive Club Sports
Kyle K. <b>White</b> , M.S.E. ....	Science, Audio-Visual Coordinator, Beach Volleyball Club Moderator, Robotics Club Moderator
Justin P. <b>Windham</b> , M.A. ....	English, Wrestling Asst. Coach, Track & Field Asst. Coach
David F. <b>Wright</b> , M.A. ....	Mathematics
Gary G. <b>Wyss</b> , M.A. ....	English, Frisbee Golf Club Moderator, <i>Calliope</i> Co-Moderator

# **POLICIES AND PROCEDURES FOR ADMISSIONS, TUITION, AND FINANCIAL AID**

## **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 2015-16 is posted on the school's website ([www.jesuitnola.org](http://www.jesuitnola.org)) at the beginning of the 2014-15 school year. Prospective students may also request an application from the Admissions Office by email: [admissions@jesuitnola.org](mailto:admissions@jesuitnola.org), or by phone: (504) 483-3936.

The application for 2015-16 must be completed and returned to Jesuit's Admissions Office in November 2014, the year preceding admission to Jesuit. A specific deadline to return the application will be posted on the Admissions Home Page.

In February 2015, applicants are notified of acceptance.

Jesuit High School 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 High School.

## **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**

Basic Tuition (includes most fees) .....	\$8,250
Registration Fee for a New Student .....	\$200

*(This is a one-time non-refundable fee for new students due upon their acceptance, and is in addition to the basic tuition.)*

Tuition of \$8,250 is payable either in a lump sum, or half by July 15, and the remaining half by December 1. Jesuit’s finance office mails tuition bills in the middle of June and the beginning of November.

A 2.5% convenience fee will be assessed for tuition payments made with a credit card.

The school will notify the parents or guardians of any student whose tuition account is in arrears. A student will not be promoted to the next grade level, be allowed to graduate, or receive any transcripts until **all** indebtedness to the school has been satisfied, including any outstanding fines incurred by the student.

Questions about tuition should be directed to Mr. Tooraj Badie, finance officer at Jesuit: email [badie@jesuitnola.org](mailto:badie@jesuitnola.org) or call (504) 483-3845.

**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 2013-14 school year, Jesuit provided approximately \$700,000 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 request the financial assistance packet from Jesuit’s finance office in March by calling (504) 483-3845. The packet contains the application for the following academic year.
- Parents will also have the option of applying online for financial aid: [www.fairapp.com](http://www.fairapp.com).

- Jesuit uses a third party to process applications, Financial Aid Independent Review, Inc. (FAIR). FAIR 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 FAIR by April 30 for processing. If applying online, it is not necessary to send the written application that comes with the packet from the school's finance office.
- Jesuit will pay the processing fee. It is not necessary to include a check or pay the fee online.
- If there are special circumstances which parents feel were not addressed in the application, use Part VIII of the application to explain them. It is acceptable to enclose a letter and documentation of any special situation.
- The application and supporting documentation is reviewed by FAIR whose qualified independent consultants make recommendations directly and confidentially to Fr. Anthony McGinn, S.J., the president of Jesuit High School.
- The amount of the scholarship grant is certified in writing by Fr. McGinn by the end of June.
- The student who is the recipient of financial assistance must agree to a work assignment to compensate Jesuit High School, in whole or part, as a condition for receiving assistance.
- If a student fails to complete this work assignment satisfactorily, his financial assistance may be cancelled.

It is important to note that contributions to the Parents' Annual Giving (PAG) drive and the Living Endowment Fund (LEF) 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.

Questions about the financial assistance process should be directed to Mr. Tooraj Badie, finance officer at Jesuit: email [badie@jesuitnola.org](mailto:badie@jesuitnola.org) or call (504) 483-3845.

### **Refund Policy for Students Who Withdraw**

Report cards and transcripts of credits are retained until all indebtedness is resolved.

The parents of a student who withdraws...

- before the end of the third week shall receive a refund of 75% of the basic tuition.
- before the end of the sixth week shall receive a 50% refund.
- before the end of the ninth week shall receive a 25% refund.

If a new student withdraws or is expelled for any reason, his parents forfeit the registration fee.

Tuition refunds are not given after the ninth week of school.

## **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 the first transcript and a \$3 fee for additional transcripts. To request a transcript contact the guidance office by calling (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 the *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 twelfth 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 32-35, followed by important explanatory notes.



# CURRICULUM 2014 - 2015

## PROGRAM IV

### FOUR-YEAR COLLEGE PREP PROGRAM

#### 9<sup>th</sup> Grade

Sacred Scriptures	1.0
English I	1.0
Algebra I	1.0
Physical Science	1.0
World Geography	1.0
Foreign Language I	1.0
Computer Literacy	0.5
P.E. (ROTC) I or Leadership 101	0.5

**Total Credits** 7.0

#### 10<sup>th</sup> Grade

Sacraments/Church History	1.0
English II	1.0
Geometry	1.0
Biology I	1.0
Western Civilization	1.0
Foreign Language II	1.0
Fine Arts I/Band	0.5
P.E. (ROTC) II	0.5

**Total Credits** 7.0

## PROGRAM III

### FIVE-YEAR COLLEGE PREP PROGRAM

#### 8<sup>th</sup> Grade

Christianity	1.0
English	1.0
Introductory Algebra	1.0
Physical Science	1.0
Louisiana History	0.5
Foreign Language I or Spanish (8)	1.0
Reading/Study Skills	0.5
Computer Literacy	0.5
P.E. I *	0.5

**Total Credits** 7.0

#### 9<sup>th</sup> Grade

Sacred Scriptures	1.0
English I	1.0
Algebra I	1.0
Biology I	1.0
World Geography	1.0
Foreign Language II	1.0
Speech	0.5
P.E. (ROTC) II	0.5
<b>Total Credits</b>	<b>7.0</b>

#### 10<sup>th</sup> Grade

Sacraments/ Church History	1.0
English II	1.0
Geometry	1.0
Environmental Science	1.0
Western Civilization	1.0
Foreign Language III	1.0
Fine Arts I/Band	0.5
P.E. (ROTC) III	0.5

**Total Credits** 7.0

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

**11<sup>th</sup> Grade**

Christian 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/Band	0.5
P.E. (ROTC) III	0.5
Community Service	0.0

**Total Credits**                      **7.0**

**12<sup>th</sup> Grade**

Christian Vocations/Foundations	1.0
English IV	1.0
Analysis	1.0
(or Dual-Enrollment Analysis)	
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**

**11<sup>th</sup> Grade**

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

**Total Credits**                      **6.5 or 7.0**

**12<sup>th</sup> Grade**

Christian Vocations/Foundations	1.0
English IV	1.0
Analysis	1.0
(or Dual-Enrollment Analysis)	
Physics/Elective	1.0
Civics	1.0
Elective	1.0
Community Service	0.25

**Total Credits**                      **6.25**

Curriculum 2014 - 2015 (*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 Foreign Language.)

8 <sup>th</sup> Grade		9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
Christianity	1.0	Sacred Scriptures	1.0	Sacraments/	
English or English I	1.0	English I or II	1.0	Church History	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	P.E. (ROTC) II	0.5	American History	1.0
Computer Literacy	0.5	Speech	0.5	Foreign Language III	1.0
P.E. I *	0.5			P.E. (ROTC) III	0.5
		<b>Total Credits</b>	<b>7.0</b>	Fine Arts I/Band	0.5
<b>Total Credits</b>	<b>7.0</b>			<b>Total Credits</b>	<b>7.0</b>

*\* 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 <sup>th</sup> Grade		9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
Christianity	1.0	Sacred Scriptures	1.0	Sacraments/	
English I	1.0	English II	1.0	Church History	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 <sup>nd</sup> Foreign Language I	1.0	2 <sup>nd</sup> Foreign Language II	1.0
P.E. I	0.5			P.E. (ROTC) II	0.5
		<b>Total Credits</b>	<b>7.0</b>	Fine Arts I/ Band	0.5
<b>Total Credits</b>	<b>7.0</b>			<b>Total Credits</b>	<b>7.0</b>

**11<sup>th</sup> Grade**

Christian Morality	1.0
English III or IV	1.0
Algebra II or Analysis	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/ Band	0.5
Community Service	0.0

**Total Credits 7.0**

**12<sup>th</sup> Grade**

Christian Vocations/ Foundations	1.0
English IV or V	1.0
Analysis or Calculus *** (or Dual-Enrollment Analysis)	1.0
Chemistry II or Physics I ***	1.0
Biology II or Physics I ***	1.0
Comparative Govt. ***	1.0
Foreign Language V ***	1.0
Elective	1.0
Community Service	0.25

**Total Credits 6.25**

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

**11<sup>th</sup> Grade**

Christian Morality	1.0
English IV	1.0
Analysis	1.0
Chemistry I	1.0
Latin IV	1.0
2 <sup>nd</sup> Foreign Language III	1.0
P.E. (ROTC) III	0.5
Fine Arts II/Band	0.5
Community Service	0.0

**Total Credits 7.0**

**12<sup>th</sup> Grade**

Christian Vocations/ Foundations	1.0
English V	1.0
Calculus†	1.0
Physics I	1.0
Biology II or Chemistry II†	1.0
Civics	1.0
Latin V†	1.0
2 <sup>nd</sup> Foreign Language IV†	1.0
Elective	0.5
P.E. (ROTC) IV	0.5
Community Service	0.25

**Total Credits 6.25**

† 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)

**English**

Creative Writing	(0.5)
Intro to Irish Literature	(0.5)

**Fine Arts/ Communications**

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

**Mathematics**

Calculus	(1.0)
Calculus AB	(1.0)
Calculus BC	(1.0)
Computer Applications	(0.5)
Computer Science I	(0.5)
Computer Science II	(0.5)

**Modern Foreign Language**

French IV AP	(1.0)
Spanish IV AP	(1.0)
French V H	(1.0)
Spanish V H	(1.0)
Spanish IV	(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)

**Social Studies**

Economics	(0.5)
Law Studies	(0.5)
Military History	(0.5)
Presidential Conspiracies	(0.5)
Psychology	(0.5 or 1.0)
Sociology	(0.5)

**Theology**

C.S. Lewis	(0.5)
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## 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 eighth grade courses are not high school credit courses: Christianity, English, Introductory Algebra, Louisiana History, and Reading/ Study Skills.
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 Analysis; Biology I, Chemistry I, and Physics I; French I-III,V; Greek I-IV; Latin I-V; and, Spanish I-III,V.
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, Comparative Government, French IV, Spanish IV, Biology II, and Chemistry II.
8. Foreign Language offerings include French, Greek, Latin, Spanish, and German.

9. ROTC may be scheduled in lieu of Physical Education.
10. Students are scheduled for 7 periods per day annually.
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. The failure to meet the Service Project requirements within the allotted time (except in extraordinary circumstances) may preclude participation 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 coursework taken at NOCCA. Once a student is enrolled at Jesuit, however, all other credits must be earned through coursework 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 through 12th grades.

## **STUDY**

### **GENERAL REQUIREMENTS**

Students are assigned daily work sufficient to occupy them at home for 2 ½ - 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**

At the end of each quarter, a report listing grades for all subjects studied during the quarter is available online (Jesuit's website: [www.jesuitnola.org](http://www.jesuitnola.org)) to the parents or guardians of students. Additionally, Progress Reports are available online in the middle of each of the four quarters. Interim Progress Reports are also posted for students who are showing deficiencies in particular classes.

Parents must access these reports by creating an account on Jesuit's website with the login-password information provided to them at the beginning of the school year.

Parents who misplace or forget their login or password or have difficulty creating an account should briefly describe the problem in an email to: [technology@jesuitnola.org](mailto:technology@jesuitnola.org). Parents may also call the technology office at (504) 483-3990.

When new reports are available, notices are emailed to parents who have created an account on the Jesuit website.

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 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. The Quality Point average for courses in the prescribed curriculum will determine rank in class. (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 entering Jesuit High School 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 High School. The Academic Support Program is designed to assist referred pre-freshmen and freshmen students in making a smooth and successful academic transition to Jesuit High School by developing a personalized educational plan for optimum student 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 Jesuit High School.

### **Referral**

A Jesuit pre-freshman or freshman student 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 student 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 at Jesuit High School who are struggling academically. These pre-freshmen and freshmen students failing two or more classes must attend after-school sessions daily from 3:15-4:15 Monday through Thursday or 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 High School reserves the right to encourage the student to seek a more appropriate learning environment.

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. (Jesuit uses the criteria that the College Board outlines to determine eligibility for extended testing.)

## **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 (in most cases, the evaluation should 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; and,

7. 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 High School are posted in the Athletics section of the website.

If a student intends to tryout 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 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 High School.

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 the student must withdraw 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 High School 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 and the computer network system. 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**

Parents should be aware that numerous social media websites allow students to log on with a password, create a personal profile and web page, post “blogs,” participate in “chat room” discussions, and post messages and photos. This information may be readily accessible in the public domain.

Jesuit encourages parents to discuss with their sons the responsibility that comes with using the Internet and the risks of displaying personal and sensitive information as well as inappropriate material on these public sites.

Students who post, or cause to be posted, on the Internet 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 feature such inappropriate material will be subject to disciplinary action. Parents will also be notified that their sons have engaged in this inappropriate activity.

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.

## **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 High School 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).

The valedictorian of the graduating class is a senior who has been enrolled at Jesuit in Program I for not less than four years, has earned a minimum of twenty-five and a quarter (25.25) credits at Jesuit High School, and has attained the highest core cumulative grade point average for course work taken at Jesuit.

In the case of a tie, the valedictory speaker will be determined by the highest total numerical semester grades in the special prescribed core curriculum for the senior year. If this determination yields yet another tie, the valedictory speaker will then be determined by the highest total quarter grades in the special prescribed core curriculum for the seniors who are tied.

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 Principals and the Prefect of Discipline, will make the ultimate determination in these matters.

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

## **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 High School 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 High School 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 good will 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 (504) 483-3954 before 8:30 a.m. on the day of the absence. Leave your 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, 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.

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. Failure to follow this policy is considered a major offense.

The school reserves the right to refuse credit to a student who has been absent more than five (5) days for any course in one semester. A student who is absent more than five (5) days in any semester must be accompanied by at least one parent before he will be readmitted to class.

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 an excused 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 the 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. Leave your full name and relationship, the student’s full name and grade level, the reason for tardiness, and a phone number where you can 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.

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.

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. When a student is tardy to school three times during a quarter, he will be required to serve a PH for unexcused tardiness at 7:00 a.m. on the following day.

### **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) having 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. 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 athletic P.E. 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 (5) 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 should 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 when the student returns 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: [www.jesuitnola.org](http://www.jesuitnola.org). 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 JAYSON) 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. Perfect Attendance Award**

The Perfect Attendance Award is given to students who have been present for all classes during their entire career at Jesuit High School. 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.

## **H. 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.

In the interest of good grooming, 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. The use of style gels, creams, or hair coloring is prohibited. Extremes of any kind, such as wedge cuts, perms, shaving of the head, will not be allowed. Hair is not to be cut any lower than a quarter of an inch. The face is to be clean-shaven. Jewelry, such as 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 while in uniform.

Permanent or temporary tattoos are not acceptable.

Students are required to wear complete uniforms on all school days while on campus. The school uniform consists of the following:

1. Uncuffed, unpleated, neat, and clean dress khaki pants must be worn around the natural waist. If for medical reasons a student is unable to wear long uniform pants, he must wear uncuffed, unpleated, neat, and clean dress khaki shorts. A doctor's note is also required.
2. Clean and neat short or long sleeved khaki shirts must be tucked in and the belt should be visible.
3. The official Jesuit Blue Jay patch, which is sewn on the left sleeve with the top of the patch  $\frac{1}{4}$  inch below the shoulder seam.
4. A school-issued nametag which is worn over the top right pocket.
5. A khaki web belt.
6. Black dress socks.
7. Smooth-soled, plain black, military shoes must be shined, in good condition and properly worn. Heels must be less than  $1\frac{1}{2}$  inches thick and soles less than one (1) inch thick. Shoes such as Doc Martens are not permitted.

Students are not permitted to wear 100% cotton pants or shorts. Jesuit recommends Dickies (or comparable) brand khaki pants and shirts that are available at many stores.

If school shoes cannot be worn temporarily (repaired, lost, etc.), other dress shoes should be worn. Athletic shoes are not appropriate for school wear. The student must bring a note signed by his parent or guardian to the Discipline Office before school requesting to be excused from wearing the proper school shoes.

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. During cooler weather, a student may wear the following:

8. If the garment opens all the way down the front, it will be referred to as a jacket, and it must be Jesuit 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.
9. 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.
10. No other short or long sleeved shirt of any type may be worn over or under the regular khaki shirt.
11. The only imprints allowed on any outerwear are Jesuit-imprinted items.
12. No hats are permitted to be worn with the school uniform.

13. 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.
14. Other garments should not be brought to school.

The Prefect of Discipline will be the ultimate judge in matters regarding dress.

### **B. Harassment/ Bullying**

Everyone at Jesuit High School 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 his guidance counselor. Harassment of any kind may also be reported by calling (504) 483-3913.

Harassment is considered a major offense at Jesuit High School. There are disciplinary sanctions outlined in the *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.

### **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 to the community at large that Jesuit encourages 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.

**Such activity on the part of the student is a grave violation of school policy and will result in immediate and serious disciplinary action, including, but not limited to, disciplinary procedures as set forth in the discipline code in the Jesuit *Bulletin*.**

### **E. Assessment Program**

The Jesuit High School Assessment Program 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.

The Assessment Program 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.

The Assessment Program's emphasis on help and support makes it different in focus and intent from the discipline policy at Jesuit. **However, the Assessment Program 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 the *Bulletin*, and students remain subject to such a policy if an assessment is required and/ or during participation in the Assessment Program.

Good will 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 Assessment Process**

The Assessment Process will be headed by the Coordinator of Student Development (hereinafter "CSD") in communication with the grade-level counselor.

### **Purpose**

The purpose of the Assessment 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 the Assessment Program. 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 CSD.

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

1. The CSD 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 CSD will consult with the student's grade-level counselor to determine the most appropriate action to be taken. In certain situations, the CSD, the student's grade-level counselor, and the other Jesuit High School grade-level counselors may convene to determine an appropriate course of action. When deemed necessary, the student will be referred by the CSD 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 CSD, 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 High School, 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 High School 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. Any refusal of a follow-up 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 High School 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 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 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 electronic devices, such as cell phones, iPhones, iPods, iPads, CD/ DVD players, radios, or recording devices. Drug paraphernalia of any type 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 requires 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 Commons, and the yard. Chewing gum is not allowed at any time.

### **J. Cars and Parking**

Students are not allowed to park in the yard during the school day without a permit from the office of the Prefect of Discipline. Cars that enter the school yard must be driven slowly and carefully. The speed limit is 5 miles per hour. The reckless operation of a vehicle in the yard will result in disciplinary action.

Students are not allowed to bring cars into the yard during the last period of the school day. Students may not go to their cars during the day without permission 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 to our neighbors who live close to the school.

Parking is not permitted in the area of the Jesuit residence garage or on the sidewalk.

**After school, students should wait for rides either in the school yard or on Banks Street, but not in front of the school on Carrollton Avenue.**

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 or from their cars.

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

### **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. 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 P.E. class. Even with a note, the student must have his complete gym uniform, report to, and remain with the class during the P.E. period. For long periods of non-participation, a doctor's certificate is necessary.

Wallets, watches, money, and other valuables should be left in one's locker for safekeeping during class. Students are required to purchase a lock from the Blue Jay Shop for use during P.E.

Students in transit between the school building and the physical education facilities must cross Banks Street using the crosswalk at the corner of Banks and S. Solomon Streets. 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 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.

## **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, or exam. 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, 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 loaning 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. Unexcused absence from class.
6. Violations of the dress code.
7. Cutting into the cafeteria line.
8. Using the elevator without permission.
9. Failure to report to a teacher when required.
10. Eating in any area other than the cafeteria, the Commons, or school yard, or gum chewing anywhere on campus at any time.
11. Failure to report to Penance Hall.
12. 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.

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 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.
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.
16. Harassment (intimidation, humiliation, any physical or verbal abuse) or any type of damaging statements or behavior made to others.
17. 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, and receives for the duration of his suspension a grade of "zero" for daily work but not for major tests, periodic quizzes, and projects in each class he missed. 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, 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 third 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.

## **ORGANIZATIONS AND CO-CURRICULAR ACTIVITIES**

### **ACADEMIC GAMES**

Jesuit High School is a member of the New Orleans Academic Games League that provides our students the opportunity to compete with other area schools in the math games of Onsets and Equations. Success in the games depends on quickness of thought and a thorough knowledge of set theory and mathematical concepts. Coupled with other games, such as *Mr. President* and *Propaganda* from the social studies and English areas, students who excel in the City League go on to national competition in the spring.

### **ACOUSTIC GUITAR CLUB**

Open to beginning, intermediate, and advanced guitarists, the club offers opportunities for musicians to meet to share ideas for technique and to explore the possibilities the guitar offers.

### **ANIME CLUB**

The Anime Club screens and reviews Japanese Anime every week. Cutting-edge animation and exploration of Japanese culture, as portrayed in Anime, are at the heart of the club.

### **ART CLUB**

The Art Club is open to all students who have an interest, some ability, and a desire to work and create in the visual arts. The students will have an opportunity to share, develop, explore, and express their images in various media.

### **BASEMENT MUSIC CLUB**

The Basement Music Club is open to all students who enjoy listening to music that is not typically played on the radio. Students bring music to play and discuss different bands and genres. Members enjoy sharing their favorite bands with friends and discovering new music.

### **BEACH VOLLEYBALL CLUB**

The Beach Volleyball Club is open to beginners and advanced players from all grade levels. Games occur once a week in the fall and spring seasons at designated venues. Students develop and improve their net skills in an enjoyable and social atmosphere.

### **BLUE JAY BANDS**

Under the direction of experienced leaders, the Blue Jay bands make it possible for any student to develop the musical talent he may possess. The band participates in various public functions and performs at public concerts.

#### **BLUE JAY CONCERT WIND BAND**

This organization offers technical training as it performs literature designed for the wind band. This group is in concert several times a year at concerts, festivals, and school-related assemblies. Individually, members perform at solo and/or ensemble festivals.

#### **BLUE JAY JAZZ BAND**

The repertoire contains jazz music ranging from New Orleans jazz to contemporary popular tunes. Students in this group are exposed to a rich variety of styles ranging from our American past to the current trends of jazz today. Known as Jesuit Jazz, this

group has also performed at the Louisiana Jazz and Heritage Festival.

### **BLUE JAY LITURGICAL ENSEMBLE**

This is a small co-curricular group of dedicated Blue Jay bandmen which performs at Eucharistic celebrations during the school year.

### **BLUE JAY MARCHING BAND**

The official marching unit is probably best noted for its elaborate routines, unique shows, intricate maneuvers, and the “Blue Jay Sound.” This group performs at football games, pep rallies, home basketball games, and Mardi Gras parades. The band is invited to march at Disney World in Orlando in the Magic Kingdom’s parade.

### **BLUE JAY PHILELECTIC BAND**

This band is associated with the Philelectic Society at Jesuit and focuses on training in basic techniques for performance with the production workshop orchestra.

### **THE BLUE JAY NEWSPAPER**

*The Blue Jay*, the school newspaper, is published several times a year and offers students an opportunity to develop their journalistic, photographic, and artistic skills.

### **THE BLUE JAY YEARBOOK**

*The Blue Jay* yearbook staff documents events of the entire school year. Students are afforded the opportunity to hone their photographic, graphic design, computer publishing, finance, public relations, and journalism skills.

### **BOARD GAMES CLUB**

The Board Games Club features strategy games that challenge the players’ intellects and spark their imaginations. Along with the fun these games provide, the environment cultivates teamwork and sportsmanship. The club is open to all students.

### **CALLIOPE**

*Calliope*, Jesuit’s literary magazine, is a showcase for students’ poetry, short fiction, non-fiction, and artwork. The goal of *Calliope* is to foster creative talents at Jesuit High School. The staff publishes the best creative pieces from student submissions across grade levels and abilities. *Calliope* staff members read, critique, and edit the work of others; senior staff members also learn aspects of layout and design. The magazine is published in the spring and sponsors several awards for creative writing and artwork.

### **CHEERLEADERS**

The cheerleaders are one of the most visible organizations in the school. Cheerleaders promote school spirit by leading students and other fans in support of Jesuit High School events. They promote sportsmanship and develop positive crowd involvement. They participate in a number of service projects and attend competitions.

### **CHESS TEAM**

The Chess Team welcomes all students, regardless of experience, who are interested in playing chess. Students have opportunities to learn about the game, play chess with peers, and participate in tournaments.

## **CHORUS**

The Chorus assists the school community at all liturgical functions. The program offers technical training in voice, music reading, interpretation, and appreciation. Activities include performing at special school functions, various festivals, and Christmas caroling at locations throughout the metropolitan area.

## **CLASSIC ROCK CLUB**

The Classic Rock Club provides a forum for the celebration, discussion, and listening of classic rock music. Such music includes any influential rock music of the past — influential to society, to history, to pop culture, to the student. The club is open to students of all grade levels and meets weekly throughout the school year.

## **CLASSICS SOCIETY**

The Classics Society offers tutoring in Latin and Greek on a bi-weekly basis. Tutoring is provided by students in the upper-level Classics courses.

## **COLUMBIAN SQUIRES**

Sponsored by the Marquette Council #1437 Knights of Columbus, the Jesuit-Marquette Circle #4156 of Columbian Squires is a spiritual service club that includes intellectual, athletic, and social events for its members. The Circle celebrates quarterly Masses, parties, and banquets together with the Knights, while at the same time raising money for mentally disabled citizens, fostering school spirit and cleanliness, running the Mission Drive, helping charity groups, as well as working with and supporting all the organizations at Jesuit High School. The end result of participation in this organization is the development of leadership ability in each Squire, with charity, unity, fraternity, and patriotism as four important tenets of the organization. The Squires have won state, national, and international awards for their extraordinary work.

## **CYCLING CLUB**

The Cycling Club participates in various informal city and country rides, training rides, tours, and off-road rides throughout the school year. The club encourages riding both as a form of physical exercise and as a leisure activity. Cycling skills, group riding, and bicycle maintenance and repair are emphasized.

## **FENCING CLUB**

Fencing, sometimes described as three-dimensional chess, is an interesting sport open to all students who want to try something different. Students train after school one hour per week, and members have an opportunity to participate in tournaments if they qualify.

## **FOOD CRITICS CLUB**

Members of the Food Critics Club try out different restaurants in the New Orleans area and sample various cuisines.

## **FOOSBALL CLUB**

The Foosball Club allows students to advance their competitive spirit through the game of foosball. The club sponsors a school-wide team tournament, inviting all students and faculty to compete.



## **FORENSICS TEAM**

The Forensics Team is devoted to debate, original oratory, extemporaneous speaking, dramatic interpretation, and humorous interpretation. It gives its members an opportunity to participate in competitive interscholastic speech tournaments at the local, state, and national levels. The team is a member of the National Forensics League, the Catholic Forensics League, and the Louisiana High School Speech League. The team is composed of students from all grade levels.

## **FRENCH CLUB**

The French Club encourages experiences in Francophone cultures. It participates annually in the statewide French Club convention where exposure to the language and cultures is the central focus. The club is social in nature.

## **FRISBEE GOLF CLUB**

The Frisbee Golf Club meets 2-3 times each month at the 18-hole City Park disc golf course. Rather than competition, the goals of the club are relaxation and camaraderie.

## **GOLF CLUB**

The Golf Club allows students from all grade levels and with different abilities to play together once a week in both a fall and a spring intramural league. The club promotes new friendships and friendly team competition.

## **GREEN CLUB**

The Green Club focuses on school-wide recycling as well as promoting awareness of a variety of environmental issues.

## **HERPETOLOGY CLUB**

The Herpetology Club serves as a forum for students to engage in conversations about reptiles and amphibians. Several excursions throughout the year focus on observing reptiles and amphibians in their natural habitats.

## **INTRAMURAL SPORTS**

The Intramural Sports Program provides an opportunity for students of all grade levels to participate in organized athletics. Under faculty supervision, grade-level leagues are formed for touch football, basketball, and indoor ball. In each sport, homeroom teams compete against each other in games held during the lunch period.

## **J-TROUPE IMPROV GROUP**

The J-Troupe is Jesuit's improv comedy group. Associated with the Philelectic Society, J-Troupe members are Jesuit student as well as young ladies from area schools. The group, which is coached by a professional stand-up comedian and guest artists, performs on campus and at various locations in the New Orleans area.

## **MATHCOUNTS**

Jesuit participates in MATHCOUNTS, a nationwide program that seeks to encourage interest and proficiency in mathematics among intermediate school students. Preparation for competition begins in October and the district competition is held in late February at the University of New Orleans. The top three teams qualify for the state competition which is held in late March. All eighth grade students are eligible for participation in MATHCOUNTS.

## **MOCK TRIAL TEAM**

The Jesuit Mock Trial Team participates in the Judge Richard Ware IV Memorial High School Trial Competition in Region One, which is comprised of schools in Orleans, Plaquemines, St. Bernard, St. Tammany, and Washington Parishes. The competition is designed to introduce young people to the world of advocacy, supplement their working knowledge of our court systems, and provide them with the opportunity to develop teamwork and oral presentation skills. Using actual court cases, the students act as attorneys and witnesses for both parties in a given case. A group of Jesuit alumni serves as the attorney-coaches for Jesuit's Mock Trial group.

## **MOVIE CRITICS CLUB**

The Movie Critics Club meets every Friday afternoon to watch and discuss a pre-determined film. The club also attends one movie per semester at a local theater.

## **MU ALPHA THETA**

Mu Alpha Theta is a national high school and junior college honorary mathematics club designed to meet the challenge of reaching out to our academically talented students and turning them on to mathematics. Members are students who have completed four semesters of college preparatory mathematics and in addition have completed or are enrolled in a fifth semester mathematics course, providing their mathematics work was done with distinction (minimum B average). The main focus of Mu Alpha Theta is the interaction of our chapter with those of other area schools. This is accomplished through monthly district meetings, local tournaments, and an annual state convention.

## **NATIONAL HONOR SOCIETY**

The National Honor Society, founded in 1921, is the nation's premier organization established to recognize outstanding students. The NHS fosters excellence in scholarship, leadership, character, and service among its members. The Aloysius Gonzaga Chapter at Jesuit High School competitively selects students who maintain a 3.75 G.P.A. and an impeccable discipline record. Membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service. NHS members demonstrate an upstanding role in their school and community.

## **ODD INSTRUMENTS ORCHESTRA**

The Odd Instruments Orchestra invites students with musical talent in instruments not usually showcased in the band (e.g., ukulele) to join in arrangement, practice, and performance of music in a variety of styles.

## **OUTDOORS CLUB**

The Outdoors Club is open to any student who enjoys participating in activities such as fishing, hiking, and canoeing.

## **PAINTBALL CLUB**

The Paintball Club allows students the opportunity to learn about discipline, leadership, and teamwork through the sport of paintball. The club promotes safety among players, student fitness, and camaraderie. Membership is open to all students, and no experience or equipment is necessary to participate.

## **PEER SUPPORT**

The Peer Support program is led by a highly dedicated team of juniors and seniors trained to facilitate small group discussions for pre-freshmen. All pre-freshmen participate in this program several times a semester through their theology classes. The goal of the program is to offer guidance and support for younger students in a group environment.

## **PHILELECTIC SOCIETY**

The Philelectic Society — the oldest co-curricular organization at Jesuit — is the school's drama department. It presents the public with musical theatre as well as comedy and dramatic pieces in Jesuit's 894-seat auditorium. Seniors have the opportunity to direct one-act plays as well. All components of theatre are developed here, including acting, set design, lighting, sound, public relations, graphic design, carpentry, and set construction. Acting workshops and training for the booming film and commercial industry are available to members.

## **PHOTOGRAPHY CLUB**

The Photography Club provides its members with an opportunity to develop photographic skills. It meets regularly to discover photographic techniques, learn about technological innovations, develop Photoshop skills, and review student photographs. Members contribute photographs to Jesuit's student and alumni publications and to the school's website.

## **PING PONG CLUB**

The Ping Pong Club gives students the opportunity to enhance their skills while competing against other students.

## **PRO-LIFE CLUB**

The Jesuit Pro-Life Club is open to all students enrolled at Jesuit. The purpose of the club is threefold: 1) to educate Jesuit students on Pro-Life issues in our city, state, and nation; 2) guided by the Blessed Virgin Mary and strengthened by the Eucharist, to pray for the development of a culture of life in our society and for an end to abortion; and 3) to provide opportunities for Jesuit students to participate in activities that promote a culture of life. The club meets weekly and interested members travel annually to Washington, D.C. for the March for Life. The Jesuit Pro-Life Club accepts and promotes the teachings of the Catholic Church on all Pro-Life issues.

## **QUIZ BOWL TEAM**

This activity affords students the opportunity to display and refine their academic skills and to participate in live and computerized quiz matches against other schools locally, at the state level, and nationally. Jesuit fields both a junior varsity (8th and 9th grades) team and a varsity (10th, 11th, and 12th grades) team. Tournaments are held throughout the year.

## **RALLY (DISTRICT & STATE)**

The Rally competition, dating back to 1909, forms a small but rich part of Jesuit's tradition of academic excellence. At District Rally, students who are nominated by their teachers compete against their peers from other area schools in subjects in which they are currently enrolled. Top qualifiers at the district level move on to State Rally, where they

compete against students from across Louisiana. Jesuit typically performs at a very high level in the competitions, with winners receiving certificates, medals, and recognition, and in the case of the State winners, small scholarships.

### **REMOTE CONTROL CLUB**

The Remote Control Club is open to all students who enjoy radio controlled vehicles, airplanes, helicopters, and boats. Students bring remote controlled devices to meetings to show and play. Members enjoy sharing their hobby with friends and discovering new devices.

### **ROBOTICS CLUB**

Students in the Robotics Club learn about the full process involved in engineering a complete system, including initial design, mechanical build, and programming. The Club participates in regional tournaments with other schools from the area. Participation is open to all students with an interest in science and engineering.

### **ROLE-PLAYING GAMES CLUB**

The RPG Club is for those who wish to test their imagination, decision-making, and co-operating skills with friends, having fun while joining in the fray of a battle-game.

### **SOCIAL JUSTICE FORUM**

The Social Justice Forum is dedicated to raising awareness about pressing social issues in today's society. The Forum is committed to education and service aimed at combating these issues in and around the New Orleans area.

### **SOCIEDAD HONORARIA HISPÁNICA**

The Sociedad Honoraria Hispánica (SHH) is a national honor society for high school students enrolled in Spanish and/or Portuguese, sponsored by the American Association of Teachers of Spanish and Portuguese (AATSP). The purpose of the society is to recognize high achievement of high school students in the Spanish and Portuguese languages and to promote a continuing interest in Hispanic and Portuguese studies. Students serve the Jesuit community by tutoring in Spanish and also participate in other service to the greater Hispanic community in New Orleans. Membership in the Capítulo San Ignacio de Loyola at Jesuit High School is granted to students at the sophomore level and above who maintain an A average in Spanish for three consecutive semesters.

### **SOCIÉTÉ HONORAIRE DE FRANÇAIS**

Membership in the French Honor Society is granted to students who maintain an A average in French and a B average in all other subjects. Students meeting the criteria are initially eligible for at least three consecutive quarters. At the time of induction, the candidates must be in a French II or III class. The primary service of the S.H.F. is tutoring Jesuit students in French.

### **SPANISH CLUB**

The Spanish Club seeks to provide the student with a greater understanding of Hispanic life and culture while providing limited opportunity for the practice of basic language skills. The Spanish Club is social in nature; it has no Spanish language requirement.

## **SPIRIT CLUB**

This organization fosters and promotes school spirit by sponsoring pep-rallies, supporting sports teams and co-curricular organizations, and creating and drawing banners and posters in conjunction with a variety of school events.

## **ST. PETER CLAVER CLUB**

The mission of the St. Peter Claver Club is to develop a positive, nurturing environment to discuss and promote diversity at Jesuit High School. It intends to help its members develop the leadership and the intellectual, social, and spiritual skills needed to attain success in their lives.

## **STUDENT COUNCIL**

The Student Council is composed of representatives from all grade levels. Its purposes are: 1) to serve as a unifying agency in support of all school activities; 2) to foster in the students the ideals of Jesuit and to inspire the highest type of school spirit; 3) to provide a means of creating better fellowship and understanding between faculty and students and among the students themselves; 4) to provide a greater opportunity for self-government and experience in democratic practices by affording a realistic representation of the views of the student body; and 5) to develop in its members the ideals and practice of Christian leadership. (A GPA of 2.5 is required for eligibility to serve on the Student Council; a GPA of 2.7 is required for executive officers.)

## **ULTIMATE FRISBEE CLUB**

The Ultimate Frisbee Club competes in the fall citywide tournament against other high school age teams. In the spring it travels to tournaments to compete against nationally ranked ultimate Frisbee teams. Its goal is to provide an enjoyable and healthy atmosphere for pre-freshmen to seniors to engage in athleticism together and to learn a sport that continues to grow in popularity.

## **URBAN FARMING CLUB**

The Urban Farming Club meets to cultivate urban agriculture which would create a renewable resource for the school community and inspire positive local action around food access. Through nurturing the grounds just steps away from the practice field, members hope to produce enough fruits, vegetables, and herbs to either donate to local charities or improve the current supply of organic produce for the school cafeteria. They are also committed to service of local farms and the beautification of school grounds.

## **WJHS**

WJHS is a media organization in which students learn the basics of digital video camera work and editing. The club is open to all who have an interest in the media arts.

ATHLETICS

Participation in athletics is encouraged among the students within reasonable limits. Only those students whose standing in discipline and application to study is satisfactory are eligible to participate.

Regarding participation in athletics, Jesuit High School adheres to all scholastic requirements and guidelines as outlined in the 2014-2015 LHSAA Official Handbook.

To be eligible under the LHSAA scholastic rule, students enrolled in high school subjects (grades 9-12) shall meet all scholastic requirements.

To be eligible for the first semester of the school year, a student shall have earned at least six (6) units from the previous year, which shall be listed on the student's transcript and have earned at least a 1.57 GPA (on a 4-point scale) on all graded subjects. Please be aware that the Jesuit High School's GPA level is adjusted to the LHSAA requirement.

To be eligible for the second semester of the school year, a student shall have passed at least six (6) subjects from the first semester. A student taking fewer than six (6) subjects in the first semester must pass all courses for second semester eligibility.

ATHLETIC TEAMS

Varsity Baseball	Junior Varsity Baseball	Junior High
Varsity Basketball	Junior Varsity Basketball	Cross Country
Varsity Bowling	Junior Varsity	Junior High Track & Field
Varsity Cross Country	Cross Country	Junior High Wrestling
Varsity Football	Junior Varsity Football	Freshmen Baseball
Varsity Golf	Junior Varsity Soccer	Freshmen Basketball
Varsity Soccer	Junior Varsity Tennis	Freshmen Football
Varsity Swimming	Junior Varsity	Freshmen Soccer
Varsity Tennis	Track & Field	
Varsity Track & Field	Junior Varsity Wrestling	Pre-freshmen Baseball
Varsity Wrestling		Pre-freshmen Basketball
		Pre-freshmen Football
		Pre-freshmen Soccer

COMPETITIVE CLUB SPORTS

Competitive club sports are those that involve interscholastic competition not under the umbrella of the LHSAA, but generally are affiliated with a regional, state, or national league or organization.

Competitive club sports may also be instructional in nature, providing skill building within an activity and generally having a coach or instructor guiding practices or sessions.

Participation in competitive club sports is encouraged among the students within reasonable limits. However, only those students whose standing in discipline and application to study is satisfactory are eligible to participate.

Competitive club sports teams include **Bowling, Lacrosse, Rugby, and Sailing**, and these activities may be offered at the varsity, junior varsity, and/or junior high levels,

depending upon the number of student participants. All competitive club sports teams are under the administrative direction of the Competitive Club Sports Director.

## **JESUIT HIGH SCHOOL MARINE CORPS JUNIOR RESERVE OFFICER TRAINING CORPS (MCJROTC)**

The Marine Corps JROTC Program, or Leadership Education, is run by the Leadership Education Department at Jesuit High School. Leadership Education is based on the tenets of Marine Corps leadership, and its purpose is to teach and develop a sense of citizenship, responsibility, discipline, and character in students who join the Program. Throughout the Program, the Leadership Education curriculum consists of different categories of instruction. These categories are: (1) Leadership, (2) Citizenship, (3) Personal Growth and Responsibility, (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum is presented through classroom instruction and the functioning of the Cadet Battalion, in which cadets apply the knowledge they have learned in the classroom.

The MCJROTC Battalion is comprised of more than 100 cadets. In the Battalion, cadets assume leadership roles and run the Battalion as it prepares for the annual inspection, conducts parades, ceremonies, physical training, and, social events. In this manner, cadets learn the self-discipline, self-confidence, motivation, leadership, and organizational skills necessary for them to be successful as adults.

Candidates for enrollment in Leadership Education must be citizens of the United States, of good moral character, physically fit, and in the grades 9 through 12. Eighth graders are allowed to affiliate by participating in one or more of the co-curricular teams sponsored by the Leadership Education Department.

Jesuit's MCJROTC Program offers a variety of co-curricular activities:

### **COLOR GUARD**

The Color Guard performs at Jesuit football and basketball games, Hornets and Tulane basketball games, Mardi Gras parades, area drill competitions, parades and reviews, and other community events. The cadets of the Color Guard are seen by more people than any other organization at Jesuit and are proud to represent their school and the Marine Corps. The Color Guard also competes in the annual National Drill competition in Daytona, FL.

### **DRILL TEAM**

The MCJROTC has two drill teams, the varsity and junior varsity drill teams. These drill teams are composed of cadets who seek the demanding challenge of membership in a precision drill unit that is highly competitive. The drill teams perform at numerous drill competitions in the area and compete at the National Drill Competition in Daytona, FL. The drill teams also perform at parades and ceremonies throughout the city, including Mardi Gras parades, Veterans' Day and Memorial Day activities, and other civic events.

## **MARINE BAND**

Jesuit is one of the few schools in the nation to have a Marine Corps JROTC Band. The Marine Band is composed of members of the Blue Jay Band and is unique among Jesuit bands in that it is entirely student-led. The Marine Band plays at all MCJROTC parades and ceremonies, such as the Marine Corps Birthday Ceremony, the annual Parade & Review, and the Change of Command Parade. It also performs at functions throughout the city, such as the annual Battle of New Orleans commemoration at Jackson Square, Mardi Gras parades, and the Blue Jay Bazaar.

## **PHYSICAL FITNESS TEAM**

The Marine Corps values physical fitness and has made fitness central to the Leadership Education curriculum. The Physical Fitness Team engages in a variety of exercises as it practices the events of the Marine Corps Youth Physical Fitness Program. The Physical Fitness Team participates in area drill meets and physical fitness competitions throughout the year and is instrumental in Jesuit's winning overall meet championships at these events.

## **RIFLE TEAM**

Marksmanship is another important aspect of the Leadership Education curriculum as marksmanship teaches self-discipline, patience, concentration, and, above all, safety. Members of the Rifle Team shoot the Daisy 853 air rifle as they learn marksmanship and compete in area rifle matches and postal competitions. Experienced members may earn the privilege of shooting the Avanti XM 40 air rifle. Rifle Team members are also eligible to shoot in regional matches in Georgia. If they qualify, they can earn scholarships for college.

Cadets enjoy all of these co-curricular activities during the year and can earn high school letters or certificates of commendation for participating on these teams. In addition to these activities, cadets can take field trips to the National World War II Museum, the annual air show at Belle Chase, the Naval Aviation Museum in Pensacola, FL, and to Marine Corps bases during the biennial summer orientation trip. Cadets also participate in morale-building activities during the year, such as semester field meets, quarterly cookouts, and an MCJROTC dance.

In summary, the Jesuit MCJROTC Program teaches its cadets the principles of leadership and provides them the opportunity to put them in action by assuming leadership roles in an active and successful unit—the MCJROTC Cadet Battalion. In doing so, the Program prepares its cadets for success in life by instilling in them the values of integrity, maturity, discipline, and responsibility. Cadets also have fun joining co-curricular teams, participating in social events and trips, and enjoying the camaraderie of fellow cadets.



## SCHOOL AWARDS 2013 - 2014

### AWARDS PRESENTED AT COMMENCEMENT EXERCISES FOR THE CLASS OF 2014

*The Reverend Father President's Spiritual Leadership Award* is presented to the senior who has exerted the greatest spiritual influence on others by living a life exemplifying his Catholic faith. For the 2013-14 school year, the award was merited by

**John A. Guerra.**

*The Julia Ferguson McEnerny Memorial Trophy, Donated by Will Gibbons McEnerny of the Class of 1914,* is awarded to the senior who has a good scholastic record, actively participated in extracurricular activities, and possesses those qualities which symbolize "the most representative student of Jesuit High School." The student who has been judged deserving of this award by a vote of the faculty was **Quentin E. Marks.**

*The Very Reverend Father Pedro Arrupe Award* is presented to the senior who has exemplified the spirit of being a man for others by his participation and excellence in service. By vote of the faculty, the 2013-14 award was merited by **Brandon D. Myers.**

*The Blue Jay Parents' Club Award* for excellence in scholarship was awarded to nine seniors who are the co-valedictorians of their class, having graduated with the highest grade point average for four years at Jesuit: **Stanley H. Dai, Reuben A. Hogan, Zhen P. Huang, Christopher M. Mire, Thomas J. Nimmo, Patrick B. Ryan, Sean E. Stephens, Cullen M. Walsh,** and **Kevin E. Yokum** (who delivered the valedictory address).

### SPECIAL COMMENDATIONS PRESENTED AT THE 2014 AWARDS CEREMONY

*The Frank T. Howard Memorial Award* — for excellence in English — was merited by **Kevin E. Yokum.**

*The Jesuit 500 Club Award* — for excellence in Latin — was merited by **Kevin E. Yokum.**

*The William Helis Memorial Award* — for excellence in Greek — was merited by **Quinn G. Stiller.**

*The Loyola University Award for Mathematics* — for the senior with the highest overall average in mathematics — was merited by **Sean E. Stephens.**

*The Reverend William J. Ryan Memorial Award* — for excellence in social studies — was merited by **Kevin E. Yokum.** (*Donated by the late Dr. J. Joseph Ryan in memory of his brother, Rev. William J. Ryan.*)

*The Frank T. Howard Memorial Award* — for excellence in physics — was merited by **Kevin E. Yokum.**

*The Jimmy Kuck Award* — for excellence in chemistry — was merited by **Steven H. Stradley '15.**

*The Award for Excellence in Biology* was merited by **Troy A. Broussard, Jr. '17.**

*The Paquette Family Award* — for overall excellence in French — was merited by **John C. Landry.**

*The L'Union Français Award* — for excellence in French conversation — was merited by **Abel A. Lopez III.**

*The Ubaldo Trelles Memorial Award* — for excellence in Spanish — was merited by **Herbert Spurlock III.**

*The Susan & Garic Schoen Award* — for excellence in computer studies — was merited by **Ian A. Calamari.**

*The Philelectic Society Award* — for outstanding achievement in dramatics — was merited by **Eric J. Hartuppee.**

*The Culture of Life Award* — for the student who has shown exemplary leadership as a member of the Pro-Life Club at Jesuit High School — was merited by **Brendan J. Besh.**

*The Giunio Socola Memorial Award* — for excellence in public debate in the Lincoln-Douglas senior division — was merited by **Reuben A. Hogan.** (*Donated by Mrs. Anita Socola Specht.*)

*The Lea Naquin Hebert Memorial Award* — for excellence in debate in the Public Forum senior division — was merited by **Mako C. Giordano '15.** (*Donated by her late sons, the Honorable F. Edward Hebert '20 and Mr. Gordon Ray Hebert '23.*)

*The Felix J. Hebert Memorial Award* — for excellence in debate in the Public Forum junior division — was merited by **Andrew J. Cerise '16.** (*Donated by his late sons, the Honorable F. Edward Hebert '20 and Mr. Gordon Ray Hebert '23.*)

*The Aloysius J. Cahill Memorial Award* — for proficiency in oratory — was merited by **Rishab M. Chimmanamada '15.**

*The John D. Schilleci Memorial Award* — for excellence in elocution in the senior division — was merited by **Mayank Mardia '16.**

*The Professor Michael Cupero Memorial Award* — for overall musical excellence — was merited by **Quinn G. Stiller.** (*Donated by his grandson, Col. Hamil M. Cupero '56.*)

*The Reverend Francis A. Fox, S.J. Memorial Award* — for proficiency in instrumental music — was merited by **Richard A. Williams, Jr.** (*Donated by Mr. Harry Morel, Jr. '61 in memory of his late father, Mr. Harry J. Morel.*)

*The Coach Edwin E. Toribio Memorial Award* — for the senior who best combined scholarship and athletics — was merited by **Joseph D. Hebert IV.**

*The Robert T. Casey Memorial Award* — for the varsity athlete who displayed exemplary sportsmanship and spirit — was merited by **Evan M. Kramer.**

*The Larry Gilbert Family Memorial Award* — for the best all-around athlete on the varsity teams during the 2013-14 school year — was merited by **Joseph D. Hebert IV.**

*The Coach Gernon Brown Memorial Award* — for the best all-around athlete on the junior varsity teams during the 2013-14 school year — was merited by **Mark R. Beebe, Jr. '16**.

*The Rusty Staub Award* — for the senior baseball letterman who exhibited exemplary leadership, sportsmanship, and spirit — was merited by **Spencer A. Miller**.

*The Donald R. Ford Award* — for the outstanding lineman on Jesuit's varsity football team — was merited by **Michael T. McCombs**.

*The William D. & Maybelle Postell Award* — for the senior basketball player who exhibited exemplary leadership, scholarship, and spirit — was merited by **Grant N. Nichols**.  
(Donated by their son, Mr. John Blake Postell '59.)

*The "Fighting Jaylet" Award* — for the junior varsity basketball player who demonstrated the highest quality of excellence as a student athlete — was merited by **Mark R. Beebe, Jr. '16**. (Donated by Mr. Charles W. Heim, Jr. '59 in honor of the undefeated 1968 Fighting Jaylets.)

*The Morris B. Redmann, Jr. Memorial Award* — for the outstanding senior football letterman who best combined scholarship and athletics — was merited by **James J. Mickler**.

*The Edwin F. Stacy, Jr. Wrestling Award* — for the outstanding wrestler who made a major contribution to the varsity team, excelled in academics, and exhibited exemplary leadership — was merited by **Nicholas A. Charles**.

*The Michael D. Conway Award* — for the most valuable player on the varsity soccer team — was merited by **Nicholas D. Tadros**.

*The Rodriguez Family Award* — for the most valuable swimmer on the varsity swimming team — was merited by **Brett J. Dipuma**.

*The Chester M. Rieth Award* — for the senior track letterman who exhibited exemplary leadership, sportsmanship, and spirit — was merited by **Anthony J. Genova**.

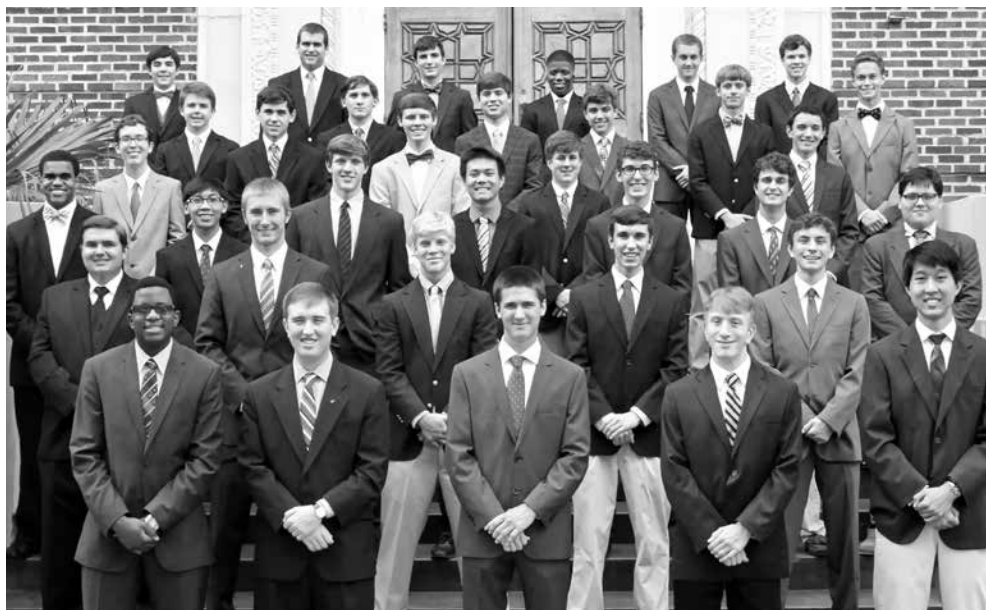
*The Stanley Ray Award* — for the most improved letterman on the varsity track team during the 2013-14 school year — was merited by **Patrick G. LaCour**.

*The Most Valuable Golfer Award* — for the golfer who made a significant contribution to the varsity team, exhibited exemplary leadership, and performed in an outstanding manner in tournament play — was merited by **Charles G. Glorioso '16**.

*The Most Valuable Tennis Player Award* — for the senior player who made a significant contribution to the varsity team, exhibited exemplary leadership, and performed in an outstanding manner in tournament play — was merited by **Andrew J. Tufts**.

*The Christopher Morgan Memorial Award* — for the cross-country letterman who exhibited exemplary courage, leadership, sportsmanship, and spirit — was merited by **Jonathan C. Blanchard**.

*The Joseph Michael Worley Memorial Award* — for the senior who, by his unselfishness, sportsmanship, and spirit during his career at Jesuit, enhanced the athletic program either as a player, manager, trainer, or student — was merited by **Joseph D. Hebert IV**.



## **HONOREES FROM THE CLASS OF 2014**

### **NATIONAL MERIT SCHOLARSHIP FINALISTS**

Mark Raoul Alvarez  
 Grady Murphy Burnett  
 Ian Alfred Calamari  
 Keith Andrew Collins, Jr.  
 Stanley Hu Dai  
 Christopher Blake Fasone  
 Liam Boudouin Fitzgerald  
 Reuben Aaron Hogan  
 Zhen Peng Huang  
 Zachary George Jones III  
 Eugene Dong Kim  
 Jordan Todd Lacoste  
 Taylor Douglas Lee  
 Abel Augusto Lopez III

Cameron Perry Martinez  
 Christopher George Maurice  
 Christopher Merrigan Mire  
 Benjamin Michael Nettleton  
 Thomas Joseph Nimmo  
 Max Chandler Perret  
 Peyton Taylor Pertuit  
 Patrick Berchman Ryan  
 Sean Edward Stephens  
 William Elliott Thompson  
 Cullen Michael Walsh  
 Garrett Wayne Wolff  
 Kevin Edward Yokum

### **NATIONAL ACHIEVEMENT SCHOLARSHIP FINALISTS**

Colton Johari Blagrove  
 Reuben Aaron Hogan

Richard Antoine Williams, Jr.

### **NATIONAL HISPANIC SCHOLARS**

Mark Raoul Alvarez  
 Ian Alfred Calamari

Abel Augusto Lopez III

## 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
West Virginia	Wheeling Jesuit University, Wheeling
Wisconsin	Marquette University, Milwaukee

## JESUIT SECONDARY EDUCATION ASSOCIATION (JSEA)

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	<b>Jesuit High School of New Orleans</b>	<b>1847</b>
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

**DAILY SCHEDULE**  
**2014 - 2015**

**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
10:58-11:43 .....	Third Period
11:47-12:32 .....	Fourth Period
12:32-1:22 .....	Lunch
1:26-2:11 .....	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

**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
1:25-2:10 .....	Fifth Period
2:14-3:00 .....	Sixth Period
3:00 .....	Dismissal



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**[www.jesuitnola.org](http://www.jesuitnola.org)**