

# CISTERCIAN PREPARATORY SCHOOL



## Parent/Student Handbook 2017-2018

*Cistercian Preparatory School does not discriminate on the basis of race, color, creed, national, or ethnic origin in the administration of its admission and education policies, financial aid programs, athletic programs, and other activities.*

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# MISSION AND COMMUNITY

## Mission

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Cistercian Preparatory School was founded with the aim of preparing talented boys for the colleges of their choice by challenging their minds with excellent academic programs, molding their characters through the values of Catholic education, and offering them guidance with both understanding and discipline.

Cistercian Preparatory School is an apostolate of the Cistercian Abbey, *Our Lady of Dallas*. While the School has much in common with many fine academic institutions, Cistercian is distinguishable even from most Catholic schools by its monastic character. As an outgrowth of Catholic monasticism, the School believes that individual growth in virtue and skill is best acquired within the blessings and challenges of responding to community life as one offers personal gifts in service to God and others. Cistercian Preparatory School exists to offer talented and motivated young men challenging programs within a supportive community, as a formative pathway for developing their strengths and facing their weaknesses in preparation for college and life beyond, for the good of their whole person, of the Church and of the world. Each facet of the School's mission derives its full and proper meaning from this context. And each goal, action, relationship, blessing, or challenge experienced within the School community obtains its proper direction and response in the light of an academic mission rooted in this monastic tradition.

## Community and Educational Life

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The monks vow to work and pray together, and through humble obedience to the Rule of Benedict, they hope to transform themselves, to become more like Christ through their "daily work." For the monk, even the most mundane of tasks becomes a work for the good, done not for one's own glory but, at the very least, for the support of his brothers in the monastery. In the ideal case, prayer and work each become the other. Daily work (teaching) becomes a prayer, and prayer in turn becomes a duty, and the line where either is distinguishable from the other becomes hard to discern. This does not mean that excellence in an academic area is traded for spirituality. Rather, the humble pursuit of academic excellence allows a particular discipline to become a source of truth and self-knowledge for both the individual and the community.

As a result of this monastic understanding of education, the particular virtues of humility and simplicity show up again and again as key values prized within the School community. For example, academic excellence is highly prized, but as a path to humble knowledge of truth and oneself. Also expressed both implicitly and explicitly in the working of the School is the desire for community and the relation-

ship of daily work and stability to the formation of that community. Professional lay people in the School participate in the daily work of the monastery by agreeing to enter into their professions with similar goals: individual transformation while living in community through service. The School therefore strives to maintain a consistently positive environment which supports individual formation through rigorous programs but also challenges each person to understand the highest nature of success, that of developing talents so that they may be used to serve others. In the eyes of the School, neither individual nor team accomplishments can reach their highest value until they also serve as formative powers – working to transform both the individual and the community in the process.

The “daily work” of student and teacher is therefore not only about learning, organization, and achievement but about undergoing a process which calls for personal transformation. The hope is that each task or event offered by the School provides the worker with both a better knowledge of self and also a stronger connection to the community. Those who work in the School are themselves called to grow as they lead and direct these tasks. Personal growth is therefore measured both in relation to and alongside brotherhood.

In conclusion, community forms the individual, while seeking individual formation *together* in humility and obedience forms community. The School believes the journey to self-knowledge is relational, that as students go through this academic process, together, surprising human transformation occurs. This Benedictine, this *Cistercian* character of the School makes it more than a great books canon, more than a curriculum of texts and tasks, more than a collection of great teachers and motivated, talented students. It is more than a set of experiences, even if powerful and shared in common. The curriculum and the shared experiences are important facets of our academic scaffold, but the heart of what happens at Cistercian Preparatory School is faith, faith that all of our attempts at “educating” and “forming” will bear fruit beyond things we understand at present. By choosing to enter this community and enroll their children at Cistercian, parents (and by extension, those sons who are enrolled) agree to abide by the rules and policies of the School, both as stated in this handbook and as officially announced elsewhere.

## History, Organization, and Facilities

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The Cistercian Order of monks was established in 1098 and has been involved in different forms of education since the Middle Ages. The Cistercian Abbey of *Our Lady of Dallas* was founded in 1956 by Cistercians who came to the Dallas area from Hungary to help with the establishment of the University of Dallas. The monks, from the congregation of the Abbey of Zirc, had escaped from communist suppression, most having come shortly after the Hungarian revolution of 1956. Having run prep schools back in Hungary, they desired to start such an apostolate here in Texas. Providentially, several local families approached the Cistercians, asking for a School for their sons and offering to help with founding such an endeavor. As

a result, Cistercian Preparatory School was founded in 1962. The first years of the School were spent in Merici Hall, a house on the grounds of Ursuline Academy in Dallas. In 1965 the first buildings in Irving were completed, adjacent to the Abbey and near the University of Dallas. Part of the Abbey community still teaches at the University, but the Abbey's primary work is the Prep School.

The School consists of the Middle School, Forms I-IV (grades 5-8), and the Upper School, Forms V-VIII (grades 9-12). Each Form is under the direct guidance and supervision of its Form Master. The Form Master is the link between the School and the parents. He supervises the discipline in his Form and helps the students in all matters of academic and personal growth. The Headmaster appoints Division Heads for the Middle and Upper Schools to work with the Form Masters and assist him in running the School. The operation of the School is overseen by the School Board, which consists of six Cistercian Fathers and six laymen appointed by the Abbot of the Cistercian Monastery, who serves as President of the School Board.

The facilities of the School include Middle and Upper School buildings (built in 1964-65 and 1966-67, completely renovated in 2008 and 2009), West Gymnasium (1972, renovated 1998), Science Center (1986, renovated and enlarged 2017), Abbey Church (1992), Library and Art Building (1998), Music Room and Theater (2002), East Gymnasium (2003), Founders' Hall and School Chapel (2014), tennis courts, a track, and athletic game and practice fields.

Cistercian Preparatory School is accredited by the Independent Schools Association of the Southwest (ISAS) and by the Texas Catholic Conference Education Department (TCCED).

# TO BE ENKINDLED AND TO ENLIGHTEN



The Emblem and the Coat of Arms of Cistercian Preparatory School is composed of symbols and words belonging to the spiritual heritage of the Hungarian Cistercians, founders of the Abbey Our Lady of Dallas and Cistercian Preparatory School.

In the middle of the shield the seal contains a cross with the letters MORS in its four spokes, standing for *Morimundus*, the French abbey from which our abbey ultimately descends. In the center, a legendary bird illustrates vigilant watchfulness by standing on one foot and holding a rock with the other. These symbols express the Christian attitude toward life and death. They call us to constant readiness and alertness according to the teaching of Christ. "You must stand ready because the Son of Man is coming at an hour you do not expect" (Luke 12:40).

Besides the seal, the shield contains the French Lily (for the French origin of the Cistercian Order), the Lone Star of Texas (for the location of our monastery), and the Apostolic Cross given to the church in Hungary (for the location that founded ours).

The motto of the School, "*Ardere et Lucere*," is taken from a sermon of St. Bernard of Clairvaux, the great twelfth-century Cistercian saint, abbot, theologian, and preacher. St. Bernard was the leader of the Western world for almost thirty years. In a sermon commemorating the feast of St. John the Baptist, St. Bernard writes: "Listen, brethren, to what the Lord says about John the Baptist: 'He was a lamp, enkindled and shining.' For only to be enkindled (*Ardere*) is vain, only to shine (*Lucere*) is little, to be enkindled and to shine (*Ardere et Lucere*) is perfect."

This motto eminently applies to the field of education. As a candle is both enkindled and shines, so a man of learning should be enkindled with ideas, love, and enthusiasm in order to become a source of knowledge and inspiration for others. Knowledge and enthusiasm not shared is futile, outward brilliance without deep convictions is little, but to be aflame with ideas and to pass them on – to be enkindled and to enlighten – is perfection.

# THE SCHOOL PROGRAM



# VALUES PROMOTED BY THE SCHOOL

By joining the School one becomes part of the Cistercian family and thus dedicates oneself to respect and promote the School's values and goals as they emanate from a rigorous academic mission rooted in monastic life. In striving towards its goals, the School is strengthened by the diversity of its students' individual talents and backgrounds. In summary, Cistercian's values and goals include the following:

1. The school draws its inspiration from the faith of the Church and, in particular, from the religious life of the monastery. As a Catholic school Cistercian embraces the doctrinal and moral teachings of the Roman Catholic faith.
2. Following the tradition of Cistercian and Benedictine monasticism, the abbey lives its vowed life as a "school for the Lord's service," in which the service of God and of the Church is organically linked with the personal, intellectual, and spiritual growth of each individual.
3. The Cistercian community is inclusive, supporting both its Catholic and non-Catholic members. It respects and holds in high esteem the cultural and ethnic diversity of its families and faculty, and sees itself enriched by this diversity.
4. The School seeks to educate the whole person, and expects of its students a humble dedication and openness to continual growth in all areas – personal, intellectual, and spiritual.
5. While learning is a highly individual process, it takes place in community and forms community. Learning is seen as a tool for the students to come to know themselves and to form a community by ties of knowledge, respect, solidarity, common work, and mutual love.
6. In carrying out its task of education, the School seeks the active participation of the lay faculty and the parents. The School, for its part, strives to promote community at all levels – among students, faculty, and families.

# ACADEMIC INFORMATION

## Academic Integrity

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Cistercian is a monastic school. As a consequence, the School views the path to individual excellence as one that should occur in the context of forming community through the process of serving others. While learning is a highly individual process and a positive end in its own right, it takes its highest form when it occurs within a community and when it in turn forms that community through ties of virtue, knowledge, respect, solidarity, and common work. Academic integrity is thus a matter of the highest importance; individual integrity builds up the community whereas a lack of academic integrity damages both the community and the individual. Cistercian students, therefore, have high expectations placed upon them to strive to build a brotherhood based on common virtue as they encounter the structure provided by the common work of a shared academic life.

## Academic Programs

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The Cistercian curriculum is a fully integrated, eight-year, all-honors program. It is not organized according to levels or tracks. The curriculum of Religion/Theology, English, Mathematics, Laboratory Science, Foreign Language, and Social Studies is identical for all students of a given Form. All students are required to participate in the Religion/Theology/Retreat program. The curriculum of the Middle School (Grades 5-8) provides a solid foundation in English Language Arts, Mathematics through Algebra I, Laboratory Science, Latin, Social Studies, Religion, Fine Arts (musical, visual, and spoken), and Computer. The Upper School curriculum continues this accelerated path and culminates in college-level work in all major subject areas. Elective courses are also offered in the Upper School to provide students opportunities to explore and further develop areas of special interest or talent.

## Homework Policy

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Through regular homework, students review and drill material presented in class, memorize important information, read ahead in preparation for an upcoming class, and extend the concepts learned in class to new applications. Teachers generally assign about 20 minutes of homework for each class in the Middle School and 30 minutes in the Upper School. The length of time it takes to complete an assignment will vary from student to student. Some teachers may require that a portion of a homework assignment be completed online. Teachers will train students in any required skills before assigning homework that requires specific technology. The time required to complete and submit an online assignment is included in the amounts allotted for Middle and Upper School homework. In general, an



assignment, whether completed online or in person, will only be due on a day that a class meets. Exceptions to this guideline can be made with the approval of the appropriate Division Head.

## Test Policy

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Students should expect a major assessment every two to three weeks in subjects that meet four or five times a week. Major tests are announced several days in advance. Teachers generally try to schedule no more than two major tests or assignments for a Form on the same day.

## Semester Exams

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Semester exams are scheduled at the end of each semester and indicated on the school calendar. Students receive their exam schedules about a week before the first exam. Exams are generally one-and-a-half hours long. Students are excused from an exam only for serious reasons. In such cases, students must arrange with the teacher to make up an exam before he can receive a semester grade. In determining semester and year-end grades, teachers are free to weight the grades of semester exams in a way appropriate for their course.

## Academic Support

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For any student, acquiring the academic humility needed to approach one's instructor with questions, in or outside of class, is a trait essential for success. Faculty members therefore strive to encourage questions during class and to meet reasonable requests for extra help outside of class. These meetings can take place in appropriate areas on campus, before school, during Lunch, Study Hall or Activities periods, or immediately after school.

The School attempts to create an atmosphere in which the need for outside help is rare, but there is no question that Cistercian can be an intense academic environment. Particularly for newer students used to excelling at schoolwork with relative ease, adjustment to the academic program can be challenging. The School encourages parents to communicate with the Form Master when they sense their son may be struggling. This feedback is crucial in determining the source(s) of the struggle (weak organizational or study skills, lack of consistent effort, weakness of background preparation, social or family stress, or perhaps an excessive workload on the part of the School).

## Tutoring

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In situations where schedules or time demands do not permit productive arrangements with the classroom teacher or in situations when a student needs a more

regular or intensive kind of assistance, some families may seek out individuals or services that provide tutoring for a fee. Arranging for private tutoring might be justified for a period of time but is inappropriate as a wide-array, long-term (multiple subject, multiple year) solution. Excessive reliance on outside tutors or even on direct parental support can mask true difficulties and may actually weaken, rather than strengthen, a student's internal academic confidence.

The School therefore asks parents to keep a long-term perspective; one of the most valuable traits exhibited by a college-ready student will be a tenacious confidence in the face of a new academic challenge, a confidence borne from personal experience through individual effort. Over the eight-year Cistercian program, encountering periods of academic and personal stress will be unavoidable. Both timely communication and alignment of long-term developmental goals between the Form Master and parents will be crucial in navigating these difficult periods in ways that help prepare students for eventual independence.

## College Counseling

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College Counseling at Cistercian is an integral part of the school's overall counseling program, and is designed to lead young men to a deeper understanding of their individual talents, characteristic learning styles, academic interests, and vocational goals. The college admissions process at Cistercian is, therefore, viewed as a developmental process. Its purpose is not only to assist students in finding colleges that meet their needs and match their academic strengths and interests but also to engage students in a process of self-assessment. Parents, Form Master, faculty members, and the college counselor all encourage each student's aspirations while supporting the young man in taking personal responsibility and initiative for the college process. The college counseling process serves as a capstone experience in fulfilling the school's motto, *Ardere et Lucere*, so that each graduate will go forth and enlighten the world in which we all live.

Throughout the school year, college representatives will visit the school in order to provide our students with the opportunity to meet with them and learn more about their institution. Alternatively, we recognize the value of our students traveling to make college visits. It is preferable to plan such visits outside of school time in order to avoid disruptions to the academic process. If this is not possible, the family should seek permission from the Form Master (and for absences longer than one day, from the Headmaster) and the student should communicate ahead of time with his teachers, as he would for any other anticipated absence.

Students are recommended for college on the basis of their record in Forms V-VIII although the School may reference a student's performance in earlier years. Please note: *Colleges may be notified if an Upper School student is assessed serious disciplinary consequences, especially in those circumstances which reach the level of the Disciplinary Committee.*

# Grading

## Academic Grades

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Letter grades for each subject are assessed four times during the school year: at each midterm (end of first and third quarters) and at the end of each semester. Midterm grades are only informative; i.e., they are not recorded on permanent transcripts. The grades in all courses are cumulative by semester. The letter grades with their representative grade-point values are:

A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B-	2.75	D-	0.75
C+	2.25	F	0.00

The lowest passing grade is D-. An A+ may be given to indicate outstanding excellence, but its point value is 4.00. In the seniors' dual-enrollment college courses, pluses and minuses are not given at the semester grading periods.

The Grade Point Average (GPA) of each student, computed at the end of each academic term, is a weighted average. It is arrived at by multiplying the grade-point value of each letter grade by the number of credits a given class is worth and then dividing the total number of grade-points by the total number of credits. P.E. is graded on a Pass/Fail basis and is not included in the calculation of the GPA. Report cards display only letter grades as well as the GPA explained above. External transcripts display the letter grades and a GPA that reflects the honors nature of the Cistercian curriculum. That is, the grade-point equivalents of the letter grades in the single-track subjects (Theology, Math, English, Science, History, Language, and Seminar) are increased by adding .60 when calculating the GPA. Thus, an A has a point value of 4.60, a B has a point value of 3.60, etc. This enhanced GPA is reported only on transcripts which are mailed to other schools or programs. The School also publishes a cumulative GPA for the student's entire Upper School program which is the composite of all of the student's year-end GPA's (for classes completed before the end of May 2015) and his semester GPA's (for those completed after May 2015). Cistercian does not publish class rank. If there is a dispute about an academic grade at the end of a semester, the question must be brought to the attention of both the teacher and administration no later than one month into the following semester.

## Conduct Grades

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Conduct grades are given each term by the teacher of each subject. Unlike academic grades, conduct grades in individual classes are not cumulative. Conduct grades

given in P.E. reflect attitude and behavior during the class or athletic practice as well as during actual athletic contests for the older students. Conduct grades are given further shades of meaning by the addition of pluses and minuses, but may be interpreted in their general categories as follows:

“A” represents commendable behavior in all aspects of school life – attitude, punctuality, cooperation, attentiveness, courtesy, and appearance.

“B” represents satisfaction with much of the student’s behavior in school, but warns that the student should *definitely work to improve his behavior*, whether in reference to repeated correction for minor infractions or to a single, more serious offense.

“C” represents *serious dissatisfaction* with the overall attitude and behavior of the student or with some limited area of school life. It should be taken as a stern warning which calls for an immediate change in attitude and conduct.

## Form Master Conduct Grades

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The Form Master Conduct grade is given each term in the same paradigm as above, but reflects an assessment of a student’s overall behavior and attitude. The Form Master’s Conduct grade may also be cumulative, reflecting behavior over the course of the entire year to that point. It is not an average of the teachers’ individual conduct grades, but does take them into account.

Form Master’s Conduct Grades below B- represent behavior that may jeopardize a student’s remaining at Cistercian. If such a grade is earned during any of the first three grading periods, the student has the possibility, through good behavior, of earning a grade of at least a B- by the end of the year. Form Master Conduct Grades below B- assessed at the final grading period will necessitate the consultation of the faculty and a decision by the Headmaster on whether a student will be promoted into the next Form level.

## Requirements for Promotion into Forms II-V

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To be promoted automatically into Forms II-V, a student must have the following for the final grading period:

1. At least a B- in the Form Master Conduct grade
2. At least a 2.00 Core GPA in the major subjects (Religion, English, Language, Social Studies, Math, and Science)
3. A passing grade in all subjects

If a student does not meet all three requirements for automatic promotion, the Headmaster, after consultation with the faculty, may offer various extraordinary solutions. A student with one F will at least have to perform remedial work to eliminate the F. A student with F’s in any two subjects may not be promoted.

## Requirements for Promotion into Forms VI-VIII

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To be promoted automatically into Forms VI-VIII, a student must have the following at the end of the school year:

1. At least a B- in the Form Master Conduct grade
2. At least a 2.00 average of the two, semester GPA's
3. A passing grade in all subjects

If a student does not meet all three requirements for automatic promotion, the Headmaster, after consultation with the faculty, may offer various extraordinary solutions. A student with one F will at least have to perform remedial work to eliminate the F. A student with F's in any two subjects may not be promoted.

## Honors Senior Seminar/Project

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Each student in Form VIII will choose an *Honors Senior Seminar/Project* with the intention of exploring a general area of study for the full academic year. These courses are intended as substantial intellectual experiences within which students think and work in ways that prepare them for similar courses in college. While respecting necessary differences in content, style, and assessment for various academic disciplines, all courses will use the Fall semester to encourage habits of inquiry, reflection, and discussion about some of the "eternal questions" as expressed in the context of that area of study. During the Spring semester, these courses will move from reflection and conversation towards practice, culminating in a project/presentation sparked by individual student interest and guided by the seminar director. For many of the Senior students, the Seminar Project will culminate in a public presentation and discussion of their research/project. This event will be held on campus, and parents, friends, the Cistercian community, and local experts and professionals in the subject matter are invited to attend.

## Graduation Requirements

One credit is granted if a course is taken for a full academic year in at least four weekly periods, one half-credit if it meets for two or three weekly periods. The School requires that all students participate in its religious education program. Graduation requirements are the following:

<b>Subject</b>	<b>Credits</b>
Theology	2 credits
English	4 credits
Foreign Language	3 credits
Social Studies/Fine Arts	4 credits
Mathematics	4 credits
Science	4 credits
Electives	1½ credits
Senior Seminar/Project	½ credit
P.E.	2 credits

# ATHLETIC INFORMATION

## Principles

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Physical Education and Athletics form an important and necessary part of the Cistercian curriculum. Each student is encouraged to perform on the level of his own ability within the framework of a team and in the pursuit of a common goal. In this manner, boys come to understand teamwork and sportsmanship as they strive for individual growth.

## Requirements

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Each student in Forms III through VII is required to pursue an interscholastic sport or attend the regular physical education classes offered during that season. In the Upper School, students who participate at a high level in non-Cistercian athletics may apply to the Director of Athletics and Physical Education to have their outside participation count towards their required P.E. credits. All upper school students who are not required to participate in the P.E. program (seniors not in athletics, ill or injured students, students exempt from regular P.E. in lieu of an outside tutorial, Cistercian athletes who practiced before school) will attend a supervised Study Hall during the last period of the school day.

## Seasons

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The school year is divided into three seasons with the following sports offered in each season:

Fall	Cross Country, Football
Winter	Basketball, Soccer, Swimming (US only)
Spring	Baseball, Tennis, Track, Golf (US only)

Middle School teams will gather at the end of each season to celebrate the successes and growth acquired during that season. These *End of Season Parties* will often be scheduled in conjunction with the final home contests of that season.

Upper School Teams will gather at the end of the year to celebrate their seasons and hand out individual awards at the Varsity Athletic Banquet.

## Practice and Game Times

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The Upper School football and cross country teams start official practices in the beginning of August, though there may be voluntary workouts earlier during the summer. On school days, practices for all Middle School sports run from 1:05-2:40

PM. On mid-week game days this practice is shortened to one period and students join the regularly scheduled Study Hall for the other period.

In the Upper School, athletic commitment and intensity increase with the level of competition. Varsity practices typically run from 2:45-5:00 PM unless the team has organized a before-school session (e.g. Cross Country, Swimming). On days with Activity Periods, Varsity team practices typically run from 3:30-5:45. Because of logistical considerations such as field or court availability due to home athletic contests, Freshman and/or Junior Varsity team practices may be shorter and/or less frequent than Varsity practices.

Beyond team practice times, students may also be expected to complete individual weight workouts, whether before school, during lunch, or after team practice ends. Upper School teams with mid-week home games typically have a time available for study in the afternoon before the game. Except in case of scheduling necessity, students will not have athletic games on more than one “school-night” per week.

In the Upper School, voluntary team tournament and practice opportunities as well as weight and conditioning workouts may also occur during summer and winter School vacation periods.

## Equipment

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In all sports but tennis, the School provides the students with the necessary equipment, except for shoes. It is the student’s duty to provide for the cleaning of his equipment. All students are required to mark their athletic equipment and to store it carefully according to the instructions of the coaching staff.

## Away Game Overnight Responsibilities

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Some team travel (e.g. SPC Championship Tournaments) will require an overnight stay, but most times the School will strive to have the team return to School following an away game. Parents and fans may elect to stay overnight rather than drive back late at night. Members of athletic teams are expected to return to School with the team. For an exception to this rule, parents must submit a written request to the head coach prior to departure for the event. While the School encourages fan support at away games, the School only accepts the responsibility for supervising the members of the athletic team. Other students who travel to and/or decide to stay the night at an away game location are under the supervision of their parents. No students should be left unsupervised at away games.



## Guidelines for Participation in Interscholastic Sports

1. At the beginning of each athletic season one full week is allotted as a trial period. During this time the boys may sample the various athletic choices before they make a final decision for the season. At this time the coaches will draw up rosters for P.E. and the team sports of that season.
2. In the Middle School all students are eligible to participate on most sports teams but they may participate in only one sport per season. In the Upper School all students may participate in football, cross country, swimming, and track. Roster selections may be made in Upper School basketball, soccer, and baseball. Roster selections will be made in tennis in both Middle and Upper School.
3. While school spirit and team unity are fostered through participation in all practices and scheduled games regardless of a boy's actual playing time, it is the honest intention of all coaches to provide quality playing time to all participants irrespective of "winning or losing." What is judged to be "quality playing time" may vary from sport to sport and is to be defined by the Director of Athletics and Physical Education and explained to each participant by the coaches at the beginning of each season so that the boys know in advance under what rules they commit themselves to a team.
4. If for academic reasons a student withdraws from participation in an organized team sport during a season, he may not join a team in the next season without the permission of the Division Head and the Director of Athletics and Physical Education.
5. If a student develops a medical problem during a particular athletic season, he still remains a member of the team for the duration of the season. He will follow a rehabilitation program assigned by his physician. If the injury is not of a serious nature, the student will help his team in a way designated by his coach.
6. If a student is removed from a sport for any reason other than an academic or medical reason, he will receive an appropriately low grade in P.E. for that season.
7. In general, a student absent from classes is not eligible to participate in athletic contests that afternoon or night. Under particular circumstances an exception can be made by the Headmaster and the Director of Athletics and Physical Education.
8. Upper School cross country, football, basketball, soccer, swimming, tennis, baseball, golf, and track teams compete in the **Southwest Preparatory Conference (SPC)**. At the end of each regular season there may be tournaments, meets, or play-off possibilities through which varsity teams can compete for SPC championships.
9. Admission to or enrollment at an SPC Member School does not automatically guarantee participation in or eligibility for SPC athletics. Eligibility for athletic competition is determined according to the rules in the SPC Member Handbook.

10. The SPC Guidelines for Sportsmanship govern all athletes, coaches, and fans at all athletic contests, both in Middle and Upper School:

## **SPC Guidelines for Sportsmanship**

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The Southwest Preparatory Conference (SPC) Member Schools unanimously endorse the following items in order to exemplify the highest standards of sportsmanship and inter-school relations:

### **The Players**

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They live clean and play hard. They play for the love of the game.  
They win without boasting. They lose without excuses. They never quit.  
They respect officials and accept their decisions without questions.  
They never forget that they represent their school.

### **The Coaches**

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They inspire in their players a love for the game and the desire to win.  
They teach that it is better to lose fairly than to win unfairly.  
They exemplify sportsmanship and respect for the officials.  
They are the type of people that they want their players to be.

### **The School**

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Independent School Association of the Southwest (ISAS) schools will not tolerate, at their athletic contests, any spectator, either student or adult, whose behavior is disrespectful toward players, officials, coaches, or other spectators. Nor will ISAS schools permit any type of spectator behavior that either detracts from the proper conduct of the game or disadvantages a team player.

# STUDENT LIFE



# THE SCHOOL DAY

## Arrival

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Students arriving before 8:00 AM are to go to the lunchroom for general supervision. At 8:00 the opening bell will ring and students may go to their Form rooms. In Forms VII-VIII, students may enter the classrooms prior to 8:00 AM so that they may get organized and meet with visiting college representatives. Between 8:00 and 8:25 students are permitted to leave the classroom to take care of business, e.g. getting a bus pass, returning a book to the library or meeting with a teacher or coach. However, this time period is not appropriate for play, whether outside or in the gymnasium.

When the bell rings at 8:25 AM, students go to their desks, silently prepare for the first class period, and listen to the Form Master's announcements for the day as he takes attendance. At this time the Form Master (or assistant) leads his class in the opening prayer (followed by the Pledge of Allegiance):

*Lord, may everything we do begin with your inspiration,  
continue with your help, and reach perfection under your guidance.  
We ask this through Christ, our Lord. Amen.*

## General Expectations for Classroom Behavior

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The classroom of a Form is its home. Middle School students may not enter another Form's classroom without specific permission from a teacher. The Form Room is a room for work, not a playroom. It should not be used for eating or for recreation. Each student has his own desk and locker in his Form Room and shares one in the gym locker room. His property must be respected. It is not to be borrowed or used without his permission. Similarly, school property must be respected and handled with care. Walls, desks, tables, chairs, lockers, etc. should remain unmarked and always clean.

The general classroom must be kept orderly and clean throughout the day. Books, notebooks, coats, jackets, and lunch bags should be stored in desks and lockers. Only objects that pertain to instruction may be brought to school and stored in the classroom. Markers and erasers are kept at the boards. Boards are kept clean so that they may be used for schoolwork. Only authorized announcements may be communicated by way of white or bulletin boards.

When the bell rings at the beginning of a class period, each student should be in the classroom and go to his assigned seat. In the Middle School, all stand for the entrance of the teacher and remain standing until they are told to be seated. The

students will follow the directions of the teacher and abstain from all actions that might disrupt the class or distract other students.

## Breaks

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In the short (five minute) breaks between class periods, the students are permitted to remain in the classroom as they prepare themselves and the room for the next class. Wrestling, chasing one another, or other rowdy, noisy behavior is not permitted in the classrooms or hallways. During the longer break (ten minute) after their second period, students may go to the lunchroom for a snack. They may also eat outside. Students are responsible for leaving all areas clean and tidy.

## Lunch Periods

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Middle School students must eat in the lunchroom and are all expected to go to the lunchroom for at least the first ten minutes of lunch period. Upper School students may eat their lunch in the lunchroom or in *designated outdoor areas* (the tables adjacent to College Counseling area, the terraced steps of the amphitheater or the tables in the Upper School courtyard). Students eating outside are responsible for cleaning up after themselves. Upper School Students are *not* allowed to eat lunch in the hallways, the classrooms, in the gymnasium or in other outside areas such as the Fields, Tennis Courts, etc.

All students are expected to clean up after themselves as they use the microwaves and at their lunch tables. Each Form will also have a crew assigned each week to complete the cleaning of their portion of the lunchroom. The students should return their cleaning utensils to the cabinets in a proper fashion. In addition to their own table areas, some Forms will also clean a designated portion of the lunchroom:

Form I/V – sweep the preparation area

Form II/VI – clean the counter, sink and microwave ovens of the east wall

Form III/VII – clean the counter, sink and microwave ovens of the west wall

Middle School students may spend the free portion of their lunch breaks in five designated, supervised areas: the lunchroom, the upper sports field, the gymnasium, the courtyard or the classrooms. The classrooms and hallways will be supervised for quiet conversation or study. Upper School students may spend the free portion of their lunch break in appropriate activity on campus. Students may elect to stay in the lunchroom, study in the classrooms, work out or play in the gymnasium or on authorized fields, visit the library, meet with a teacher, etc. However, students may not linger in or near cars or in the parking lots.

The developed areas surrounding or between the science, library, art and middle school buildings are acceptable for gathering and conversation but are *not* acceptable places for active play. The undeveloped portions of the campus (the woods,

pond, trails, Stations of the Cross trail, etc.) are **off-limits** to **all students** unless accompanied by a teacher during class activity.

## Study Hall

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Study Halls are scheduled in the Middle School to provide an opportunity for supervised study, conferences with teachers, use of the library, school-sponsored student activities, counseling, or religious functions. Students report to their classroom at the beginning of the scheduled period. They may not leave the room without the supervisor's permission. Although students are encouraged to help one another, they should do so during the Study Hall only with the permission of the supervisor. In the Upper School there are no scheduled study halls except for those students who have already met their P.E. requirement (Form VIII, athletes who already practiced earlier in the day, or those in the P.E. tutorial program).

## Dismissal

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The academic school day normally ends at 3:30 PM (2:45 for Upper School). At the end of the last period of the day, students return the classroom to good order and then the Form Master leads his class in the following closing prayer:

*We give you thanks, almighty God, for all your blessings.  
You live and reign forever and ever. Amen.*

## Religious Services, Sacraments and Retreats

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Religious services and retreats are a vital part of life at Cistercian by giving all the students an opportunity to pray together and work to grow in community. All students are required to participate in the School's religious program.

All-School Masses are celebrated at the beginning and end of the school year as well as at Ring Ceremony. Mass is also celebrated weekly for each Form and monthly for the whole Upper School. These larger Masses occur in the Abbey Church. For Masses and prayer groups with smaller attendance, and for individual private prayer and devotions before the Blessed Sacrament, there is a small Chapel in the heart of the campus which is open to students and faculty during their free time.

In addition to the Mass, the sacrament of Reconciliation is made available to all Catholics on a regular basis. Each Form will have a group opportunity for Reconciliation once each quarter, and priests are available for individual confession and/or spiritual direction in the School Chapel several days each week. The sacrament of Confirmation is conferred on Catholic students in Form IV.

The Theology Department, together with the Form Masters and other lay faculty leaders, organizes a retreat for each Form. In Forms I-II, the retreats take place on campus and last half the day. In Forms III-VI, the retreats last all day and are

conducted at an off-campus retreat center. In Forms VII and VIII, the students take part in an overnight retreat away from campus. In ways appropriate to each age and the particular needs of a Form, the retreats seek to deepen the students' practice of their faith and to build Form community. Attendance at Form retreats is required of all students.

## **Lost and Found**

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Items found in the school building may be turned in to a Form Master or the Receptionist. One Lost and Found is kept by the Receptionist. The coaches also keep a Lost and Found for items found in the gymnasium. Items not claimed from the Lost and Found are periodically donated to charitable organizations.

## **School Offices and Telephones**

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Students may not enter the Faculty Work Area or any teacher's office without permission. The faculty sponsor must approve any use of the copy machines for school-sponsored clubs or activities. Students may not use the copy machines themselves. They should request that a faculty member make the copies for them. A telephone is available for students at the Receptionist's desk. Students may use this phone to call parents as necessary, but not to socialize. If a student feels unwell and wishes to contact his parents, he should first inform the Nurse/Receptionist and ask him/her to call his parents for him.

## **Buying and Selling/Flyers**

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Individual students may not buy or sell items on campus. Members of the Student Council or one of the other student Activities may, with the permission of the Head of Upper School, sell items, such as pizza or t-shirts, to benefit a student project. Cistercian students as well as students from other schools may wish to post flyers on the campus bulletin boards to advertise official, school-sponsored functions. All flyers must first be approved by the Head of Upper School.

# Uniforms

## General Uniform Information

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When setting rules for the attire of the students, the School intends to assure that all students are dressed both comfortably and according to socially acceptable norms. In addition, the Form Masters counsel the young men to carry themselves with a dignity based on interior qualities rather than appearance. The uniform gives the boys a common level of exterior appearance as they learn to define themselves on the basis of their personal qualities and as they build a Form community. It is in the boys' best interest to acquire the discipline to submit to the demands of a uniform code at the same time that they are cultivating their individual personalities.

## Uniform Code

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The *Dress Uniform* is to be worn only at Opening and Closing Ceremonies, Commencement, and other specified occasions. The dress uniform in Forms I-VI consists of long uniform pants, uniform belt, uniform shoes and socks, button-down uniform shirt, Cistercian tie, and a navy blazer with Cistercian crest. The dress uniform in Forms VII-VIII consists of a suit or sports coat, dress shoes and socks, nice slacks, belt, and a tie, all in good taste as determined by the Form Master.

The *Regular Uniform* is to be worn on all school days and consists of the uniform pants or shorts, uniform shirt, belt, shoes and socks, all as described below:

1. In the Middle School students wear medium gray pants or shorts. In the Upper School the students wear medium khaki pants or shorts. The gray pants and shorts for the Middle School may be purchased from **either** Culwell & Son or from Parker School Uniforms. Khaki uniform pants for the Upper School are available **only** from Parker School Uniforms.
2. Uniform shirts are to be plain white, polo or button-down in style, and may be purchased from any supplier as long as they are without visible logos or brands. If an undershirt is worn it must be plain and white, without any writing or logos.
3. Uniform shoes are black or brown, all-leather, loafer, oxford or tennis shoes. Shoes must have no visible logos. Socks are to be white or dark, solid-colored, and without logos. Shoelaces are to be kept tied in a normal fashion.
4. Students will wear a simple black or brown, all-leather, belt.
5. Hair should be in its natural color, kept trimmed, combed and out of the face. Hats are not to be worn inside the School buildings. Students may not wear any jewelry above the neck.
6. Middle School students may wear the gray or black Cistercian logo sweatshirts or fleeces sold in the School Spirit Store. Upper School students may also choose to



wear Cistercian logo outerwear from the Spirit Store, as well as official outerwear associated with their athletic team(s) or their Cistercian letter jackets. No other sweatshirts, warm-ups or sweaters are acceptable. Coats and jackets worn to and from school are to be left in the lockers during the school day.

7. P.E. Uniform Shirts and Shorts are purchased from the Spirit Store.

## Senior Uniform Privilege

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Seniors may wear the standard uniform. They also have the privilege (renewable by quarter) of choosing either to wear a black polo shirt or the *professional option* described below:

Pants: khaki, navy, black, or grey dress slacks

Shirt: solid, non-logo, dress or button-down, either short or long-sleeved

Tie: solid color or traditional pattern tie

Shoes: brown or black, all-leather, dress shoes

Belt: brown or black all-leather dress belt

# Attendance

## Daily Schedule

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Students receive their schedule of classes on the first day of each semester. Each student is required to remain on campus and attend all his classes. With parental permission, juniors and seniors may leave campus for lunch, as explained under **Lunch Privilege**. During the Senior year, each Monday will serve as a “late-start” day, with the school day beginning at 10:15 AM with the opening prayer, followed by the first class period. Seniors may arrive prior to 10:15am for studying, meeting with teachers, etc.

## Before and After School Supervision

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The School’s lunchroom is supervised on school days from 7:30-8:00. Students may not be dropped off at the school before 7:30. In the afternoons, the lunchroom is supervised from 4:00-4:30. *Students must be picked up by 4:30 p.m.* Students may work in the school only under supervision.

## Tardiness and Absence

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Tardiness consists in not arriving to the *classroom* by 8:25. Students are recorded as tardy if they arrive between 8:25 and the end of their first period (9:15 or 9:20). Arriving later than this is recorded as a partial or full absence. Tardiness and Absence data recorded on report cards reflect cumulative totals from the beginning of the school year. For the purposes of accounting for this report card data, absences are recorded as follows:

Arrival between 9:15 and 12:10	½ day absence
Arrival after 12:10	1-day absence

## Absences Due to Illness

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If a student is ill and cannot attend classes, his parents should notify the School as soon as possible, certainly before noon of the day of his absence. Parents should call or email the Form Master and the Nurse/Receptionist. If a student becomes ill during the day, permission to leave should be obtained from the Form Master, and will be granted only upon notification of the parents. A student will receive a Pass Slip from his Form Master. He must then present it to the teacher of the first class period he will miss. If the Form Master is not available, the appropriate Division Head, Assistant Headmaster, or Headmaster must sign the slip. The Nurse/Receptionist will notify the Form Master of the illness of his student.

## Absences and Making up Missed Work

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The Form Masters are charged with keeping track of attendance; all requests for early dismissal or excused absence should go through them. The general school calendar is published several months before the beginning of the school year. Parents are asked to respect that calendar and not request permission for their sons to miss schooldays (or parts of schooldays) that happen to fall adjacent to scheduled holidays (e.g., Opening/Closing/Ring Ceremonies, Thanksgiving and Spring Breaks, Semester Exams, etc.)

If parents must take their son out of school for reasons other than illness, the parents should notify the Form Master at least a day in advance. The Form Master will complete a Pass Slip and give it to the student. He must then present it to the teacher of the first class period he will miss. Parents are encouraged to schedule doctors and other appointments outside academic class time, preferably during lunch, P.E., Study Hall, or Form Master's period.

Last minute issues do arise from time to time. In the case of urgent necessity, the Nurse/Receptionist can also fill out a Pass Slip and the appropriate Division Head or the Headmaster can sign it. Permission for one day's absence may be granted by the Form Master. For more than one day, the permission of the Headmaster must be obtained, but the Form Master should be notified first.

A student is responsible for making up any work he misses. He is generally not responsible for homework or tests on the day of his return. It is, however, in his interest to return to school prepared for all assignments insofar as possible. On his first day back to school, the student should meet with his teachers to determine which missed assignments he should make up and when he should do so. It will be up to the individual teacher to determine how and when a student is to make up missed work. In the Middle School the Friday Study Hall is regularly scheduled for make-up tests. In the Upper School, make-up tests are administered during the two Activities Periods. The teacher may require the student to make up missed work outside regular school hours. As a rule, students should make up missed work within two weeks. In the event of an **extended absence**, the Form Master will work with the parents and teachers in order to help plan out the student's academic responsibilities.

**Unexcused** absences may result both in disciplinary action and a grade of zero for any assessments administered during classes missed.

## College Visits

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Students in Forms VII and VIII are encouraged to visit colleges as part of the college application and decision process. However, both students and parents should keep in mind that absences can be a major disruption in the academic process. If multiple students are absent for college visits, this disrupts the lessons for those that remain and produces complicated lists of make-up assignments when those on visits return.

***Consequently, to the extent possible, parents and students should do their best to schedule college visits during the summer and during official vacations.*** As with any excused absence, permission may be granted by the Form Master to miss one day of school for a college visit. Again, to miss more than one day, parents must seek the Headmaster's permission in advance.

## **Notification of School Cancellation**

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In the case of unplanned (e. g. snow or ice) school cancellation, early dismissal, etc., the School will attempt to use a community-wide, automated contact system (SchoolMessenger™) to notify parents via phone, email, and text message. The School will also update its own website to post any important news. In the case of a cancellation due to inclement weather, major local radio and television stations will also be notified.

## **Outings and Field Studies**

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Each semester in the Middle School and during either the fall or spring semester in the Upper School, Form Masters organize an all-day Class Outing to provide an opportunity for the members of a Form to relax and play together in order to help build community within the Form. The Form Master will notify parents in advance concerning the details of the Outing. Attendance is required as for any other school day. Form III goes on the Texas History Trip each spring and consequently has no Spring Outing.

As part of the Humanities curriculum, teachers organize Field Studies involving visits to local museums or to theatrical or musical performances, choosing sites and performances appropriately connected to the level and content of the students' classroom instruction. Students will be prepared beforehand by the guiding teachers and will be responsible afterwards for any content covered while on site. Attendance at these off-campus events is therefore required. With the permission of the Headmaster other teachers may also organize educational outings for students. Parents will be notified of all outings in advance. Again, attendance at such outings is required as for any other school day.

# STUDENT CHARACTER

## Academic Integrity

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Individual integrity is essential for personal happiness but also for a healthy community. Each student is charged to honor the community by striving for personal and particularly academic integrity, maintaining an atmosphere of honesty alongside the readiness to help others. All forms of appropriate academic help should be appreciated and no forms of inappropriate help should be tolerated. Similarly, over time students should develop those personal habits – of word and action – which communicate to classmates, to teachers, and to everyone else their own academic integrity and responsibility. It is a sign of growth and maturity to seek a good reputation and to avoid giving even the impression of dishonest behavior. That is, students should strive to conduct themselves in such a way that their actions could never be confused with those lacking integrity.

Cheating on tests, copying homework and all forms of plagiarism are serious offenses against good academic order. They also create division within the School community. Breaches of academic integrity also undercut the formative power of the academic program and invert the priorities of the School. Problems in this area will be dealt with by the classroom teacher, but in conversation with the Form Master. If the incident is serious or is repeated, it will be reported to the corresponding Division Head.

Both for test and homework assignments, each teacher will clearly specify his or her expectations with regard to using resources and outside help, so that students understand what forms of help are welcome and appropriate and what kind of help must not be used. It is the student's duty to abide by his teacher's instructions both inside and outside the classroom, and to avoid the use or the offering of any unauthorized sources that could constitute cheating or plagiarism.

## Foreign Articles

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Students may not bring to school or have in their possession any object unrelated to their school activities. The School is not responsible for the damage, loss, or theft of any foreign article. Such foreign articles, especially if disruptive of instruction, may be confiscated by any teacher. Such foreign articles include but are not limited to all electronic games, portable audio or video players not specifically required for a class and other devices not specifically related to school activities. In some cases a Form Master may allow students in his Form to bring cards to School for use during lunch. Taking into account both student behavior and traffic safety, the bus driver may extend the privilege to students of using portable electronic devices while on

the bus. Even if permitted to use such devices while on the bus, students must turn them off and place them in their bags before entering the School.

*No weapon of any kind may be brought to school or to a school-sponsored event.* This prohibition includes but is not limited to any knife, firearm, (whether operable or not), paintball guns, and realistic looking toy replica weapons of any kind. If asked in advance, the Head of Upper School may make exceptions regarding toy or replica weapons for use in Drama or Homecoming productions. Students who violate this policy may be referred to the Disciplinary Committee and may be subject to immediate expulsion.

The School does not recommend that students bring laptop or tablet computers, to school. However, with a parent's written request and the Form Master's approval, a student may bring the computer for school work. Before using the computer in a class, the student must also obtain his teacher's permission. If the student uses the computer for activities other than school work, the permission may be revoked. The student assumes all liability for his computer. During PE or athletics, a student may request to lock his computer in a coach's office. The School assumes no liability if the computer is damaged or stolen.

## Expectations for Off-Campus Behavior

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Cistercian students are expected to maintain a consistency between their on and off-campus lives, practicing off campus the same virtues they should acquire and practice at school: a love of God and neighbor, respect for others and their property, a commitment to honesty and hard work, etc. When off campus but engaged in activities sponsored by the School, such as outings, field studies, athletic or social events, students must follow the School's rules and are subject to disciplinary action for misbehavior. However, *even when not engaged in a school-sponsored activity*, all students should realize that they are Cistercian students who represent the school and its values. Cistercian will be judged, positively or negatively, according to their words and actions. Therefore, any student action (including online or through social media) that can seriously damage the reputation of the School or which violates state law, may subject the student to disciplinary action by the School.

## Away Event Overnight Responsibilities

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The School accepts responsibility for the students involved in a school-sponsored function such as an overnight athletic contest, the ISAS Arts Festival, Quiz Bowl and Math Club outings, or the Texas History trip. The School chaperones the members of the team during the game, trip or contest. If the team stays overnight, the School is responsible for chaperoning the members overnight. When the team returns, the School remains responsible for all members on the team bus. The School, however, is not responsible for any athlete or non-athlete who remains at the out-of-town location. The parents must accept responsibility for their sons who choose not to return with the coaches.

## Smoking, Alcohol, Drug Abuse

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No student shall possess, provide, sell, or be under the influence of alcohol, or a narcotic or dangerous drug (as defined by the Penal Code of Texas, including but not limited to marijuana, LSD, barbiturates, amphetamines, illegally obtained prescription medicine, heroin, cocaine), or other non-narcotic intoxicants, etc. while on school premises or while participating in school-sponsored activities. Students who drink alcohol or abuse other controlled substances before, during, or after attending official School events (whether on or off campus) are considered to be in violation of this rule. Smoking while on campus or at school-sponsored events is also a major offense.

Parents who intentionally provide alcohol or intentionally provide a place for underage students to consume alcohol will jeopardize their son's enrollment at Cistercian. Parents hosting parties are also reminded that providing or serving alcoholic beverages for minors is against the law and that they may be held legally liable for any accident involving minors which may occur as a consequence.

Any student in direct violation of the above, or involved in a peripheral way which threatens the health of their peers, or the health of the School Community or which damages the reputation of the School, may be referred to the Disciplinary Committee and be subject to dismissal.

## Bullying and Harassment

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Bullying is the repeated act of intentionally tormenting a classmate perceived to be "weaker" through use of verbal harassment, physical assault, or through other subtler methods of coercion such as manipulation or organized social exclusion. *The bullying or harassment of a fellow student is never acceptable.* Such behavior is inconsistent with the values promoted by the school both in regard to the development of individual character and with respect to the formation of a class community. The deliberate bullying or harassment of a classmate is considered a serious offense, whether the action occurs on or off campus or via email, internet postings, instant message, or telephone text or voice communication.

## Social Conflict versus Bullying

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Not all conflict between students is equivalent to bullying. Though physical conflict is never acceptable on campus, normal social conflict is a part of daily life and can on occasion be a positive agent for growth in both individual and community relationships. Social conflict is characterized by a relative equality of status between students and often surfaces as an independent event, which may have germinated out of a desire to solve a particular problem. When social conflict goes too far, those involved typically exhibit an element of remorse and assume responsibility for their actions.

Bullying, however, is typically characterized by an *imbalance* of status and by intentional, repeated, negative actions which seek attention, power, and/or control. Perpetrators tend to express no remorse, may even blame the victim, and often have acted with no discernible practical motive.

Both bullying and social conflict cases may result in serious disciplinary consequences. The severity of consequences will be determined by the School but may take into account the seriousness of the actions, any history of past behavior, and the impact of the behavior on the individuals and on the class community.



# HEALTH AND SAFETY

## General Observations

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The health and safety of Cistercian students are the highest priority of the School. While there are many practical aspects (rules, regulations, security procedures and facilities, etc.) to maintaining a safe environment, the truest safeguard to the health (physical, mental, emotional, and spiritual) of the boys is the strength, health, and activity of the Cistercian community. While we often refer to the community of the students in a given Form, here we also intend to mean the community of parents within a given Form as well as the broader Cistercian community as a whole, including faculty, staff, parents, and alumni.

The Form Master System can be effective as a basic structure but it is the dense network of support generated by the full community of teachers, coaches, students, parents, and staff that together truly looks after individual students. This community network is capable of offering proper and timely support for the students only when there is a consistent clarity of understanding of both mission and responsibility among its members. While the School always wants to maintain clear and consistent understanding of mission and priorities across the community, it views student health and safety as an area in which mission and community play a critical role. Also in service of that end, the school provides a School Counselor, who, in working closely with the Headmaster and Form Masters, is available to meet with students before school, after lunch, or at other possible free times during the school day.

Each facet of this broad community will have its role and responsibility toward the rest. The shared values and formative power within that community ultimately develop out of an honest response to God, who calls each one of us to a life of virtue and holiness. Our honest response to God's call for holiness and virtue is never perfect. Even in seeking a "good" we can slip into an unbalanced excess (e.g. extreme focus on grades, athletics, social concerns, achievement for achievement's sake, etc.) and satisfying that excessive need will necessarily result elsewhere in a lack, weakening the individual and consequently the community. Such a warping of values can create undue pressures that put students at risk. Since the very structure and cycle of our School Program both expects and engenders closeness among its members, we as a School community also have a responsibility to see that this closeness is built on positive and healthy activity.

## Immunizations and School Day Health

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The School keeps on file for each student an Emergency Medical Form and Parents' Authorization for Treatment in Case of Accident as well as Immunization Records. Students not properly immunized cannot be admitted to class.

The School has a registered nurse on campus four days a week and also a certified Athletic trainer on the premises from 1:00 PM to the end of the last athletic event. The School also maintains an infirmary. If a student becomes ill during the day, he should notify his Form Master or teacher and go to the Receptionist. No student should go to the infirmary without notifying his Form Master or the Receptionist. If necessary, the Receptionist will notify the student's parents so that he can go home.

## Medication

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Parents and guardians should administer medications at home whenever possible. If a student must take prescription medication during the school day, or if a parent wishes a student to take over-the-counter medication during the school day, a parent must complete the Medication Permit Form and return it to the School Nurse/Receptionist. The School Nurse or other trained faculty and staff members are the only school personnel that can administer medication. A blank Medication Permit Form is posted on the School's website. It is the student's responsibility to come to the nurse's desk at the prescribed time to take his medication.

Prescription medication must be prescribed by a licensed physician, dispensed by a registered pharmacist, and properly labeled with the doctor's name. All medication, whether prescription or over-the-counter, must be labeled with the student's name, medication, and dosing instructions. It must be in the original container. Any medication stored with the School Nurse/Receptionist will be discarded one week after the end of the school year unless picked up by the parent.

## Child Abuse Policy

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Cistercian strives to create a safe environment for each student. Child abuse will not be tolerated. Child abuse means any form of intentional or malicious infliction of injury to the detriment of a child's physical, emotional, mental, or spiritual well-being. Faculty and staff are informed of the requirement under state law to report child abuse.

## Safe Environment Policies

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As part of creating a safe environment, Cistercian conducts criminal record checks on and requires training for all School employees. The School will also run criminal record checks and require training for all parents and volunteers who may have regular or unsupervised contact with Cistercian students at school-sponsored activities. For example, the School will routinely run criminal record checks on and require training of members of the Parents' Club Board and of all Form Mothers, as well as of any volunteer who is working with Cistercian students in a school-sponsored or approved program (such as an athletic team organized within the School community, whether meeting on or off campus) or a chaperone for an

overnight School outing. In some cases, it may be unclear whether a particular group or team qualifies as “School-sponsored” (perhaps because some members of a team attend schools besides Cistercian). Cistercian considers an event or team to be “school-sponsored” if the School can be considered a proximate cause for the group’s existence or if the Cistercian community operated as the network within which the group originated. In such a case, the Headmaster or appropriate Division Head may require any and all parent leaders to go through the School’s safe environment process.

In an effort to clarify those individuals for whom to run criminal record checks and require training, the faculty member, Parents’ Club Board member or Form Mother who is in charge of organizing a particular event involving Cistercian students will create a list of volunteers who may be expected to have unsupervised or regular contact with students. The Safe Environment Officer will process the criminal record checks and enforce training requirements, as necessary. The results from all criminal record checks are kept strictly confidential. As a matter of practice, volunteers will be scheduled to supervise two-deep. In the best-case scenario this means there are at least two adults present when supervising student activity. However, as long as there is more than one student present (i.e. an adult is not alone with a single student) then the situation meets the two-deep criterion. For example, at the end of an activity, a single supervisor should avoid being left alone with the last student to be picked up, by asking the second-to-last student to wait until the other student’s ride arrives. Clearly, faculty are not scheduled two-deep for the purposes of teaching or working with students, but employees strive to meet this expectation by avoiding being alone with students except in public spaces (with others in sight) or which have a level of public accountability (e.g. open doors and/or windows).

## Visitors and Guests

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Adult visitors to the campus must check in at the Receptionist’s desk on the first floor. They will swipe driver’s license or identification cards and receive a dated name tag to identify them to students and staff as an official visitor. They must wear this name tag while on campus. Visitors are expected to respect the privacy of faculty and staff as well as the overall quiet and undisturbed campus atmosphere. At no time is a visitor to interrupt a class in session. If a visitor wants to visit with a student or attend a class, prior permission must be obtained from the Headmaster.

## Guests at Social Events

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Upper School social events, such as post-game parties and dances, are not open to male guests from other schools. If asked in advance, the Head of Upper School may make an exception to this rule.

# Emergency Procedures

In the event of an emergency, the School will attempt to use a community-wide, automated notification system (SchoolMessenger™) to notify parents via phone, email and text message about the status of the situation and about any logistical changes which might result from it. The School will also attempt to update the community by posting any important news on its own website. The School asks that during an apparent crisis, parents not flood the phone and email conduits with attempts to contact the School.

## Fire

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Each class is informed of the emergency escape routes to be taken in case of fire. Both primary and alternate routes are posted in each classroom. Once a month, a fire drill is held under the supervision and timing of the Irving Fire Department. When a fire alarm sounds, all students and faculty exit buildings by the emergency escape routes and wait in safe zones until an all-clear signal.

## Tornados and Severe Thunderstorms

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Cistercian staff members are assigned to monitor local weather on a daily basis. When the probability for severe weather is high, then both staff and administration remain on alert throughout the school day in order to be prepared to guide the School into safe zones if necessary. The School maintains plans and executes drills for both immediate and extended weather threat scenarios.

In the immediate threat case, a tornado alarm sounds over the PA system directing students and faculty to the nearest safe area. Students and faculty are to seek safety in the interior rooms on the first floor of the school buildings, notably the restrooms or locker rooms. Students and Staff will remain in safe areas until an all-clear signal is given for return to classrooms and activities.

If an initial threat has passed but an extended threat remains, then the School may decide to move all students to a location more suitable for longer-term waiting. Once in safe locations, students will group together by Form and Form Masters will take roll. Again, in such a case the School will attempt to use an automated notification system (SchoolMessenger™) and the School website to notify parents of both the status of the emergency and any logistical changes resulting from it.

## Lockdown

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The School conducts lockdown drills several times during the School year. If a campus intruder threatens the safety of the campus buildings, School Staff will send out a lockdown signal alerting both those in buildings and out on athletic

fields. In an emergency any Staff member can also use any office phone to access the School PA system for emergency notification. Teachers in class will make sure students clear hallways and enter classrooms, lock their rooms, turn off lights, and move students to a low position away from windows and doors. Students engaged in activity far outside the School buildings will congregate in safe “rally points” under the supervision of their instructors. Students and Staff will remain in safe areas until an all-clear signal is given for return to classrooms and activities. Again, in such a case the School will attempt to use an automated notification system (SchoolMessenger™) and the School website to notify parents of both the status of the emergency and any logistical changes resulting from it.

## **Evacuation and Other Extended Emergencies**

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If any determined crisis requires the evacuation of the school, the fire drill signal will be sounded immediately. If the evacuation is for an extended time, the students will be moved to a place determined by the Headmaster until they can be safely accounted for and provided with transportation home. Again, the School will attempt to use an automated notification system (SchoolMessenger™) and the School website to attempt to notify parents of both the status of any crisis and resulting logistical changes.

# TECHNOLOGY

## General Information

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Cistercian has a local area network which is connected to the Internet. Students have access to the network in the library. Through the network students can access Destiny (the School's electronic card catalog), electronic magazine services, CD's for research, college application software, and the Internet itself. The computer network provides students with the opportunity to use the variety of information technologies that have transformed the way we learn and communicate.

## Precautions Regarding Technology

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Although the Internet makes available a wealth of valuable information, access to it also raises some legitimate concerns. The internet provides a pathway to people, information, and activity that may be inaccurate, objectionable, and potentially addictive. Such technology also affords its users new ways to find and to plagiarize the work of others. Also, personal photos and messages, and the history of one's Internet use, can become public and permanently recorded. Moreover, the Internet also opens the door for potentially dangerous interactions with strangers. Even among friends, the sense of anonymity and speed of electronic communication seem to work against the natural restraint and inhibitions that typically govern the way we speak and communicate with one another.

For these reasons, the School cautions parents about giving younger children unfettered access to the internet through such items as a smart phone. While it may be convenient for family life to have such powerful data and communication capabilities, parents have the primary responsibility for supervising their children when such power is at their fingertips. Thus, based on institutional observation and research, the School strongly recommends that Middle School students not be given "smart" phones, and that even Upper School students be given only limited freedom with such devices (e.g., children turning phones into parents at bedtime each day).

While very cautious about the dangers of ubiquitous access to the internet, Cistercian is convinced that the positive benefits of internet access (in general, if not in personal devices) and the use of other electronic resources outweigh these dangers, provided that individuals are prepared for and supervised in their proper use. Cistercian sees Internet (and other technological device) use as an opportunity to teach the students both responsibility and critical thinking skills, as well as a chance to form integrity. As with all aspects of formation at Cistercian, the goal is to train young men in virtue so that by the time they are on their own in college they can discipline themselves, and make proper use of such technology even though outside of immediate supervision.

Through Form Master's periods, class time, and presentations by the librarian, students learn the critical skills necessary to distinguish between reliable and unreliable information on the Internet. In addition, Form Masters will discuss at an age-appropriate level the dangers of addiction (both to content such as pornography but also to activity, such as game-playing). Students will also be instructed about the safety precautions to take when using the Internet, such as not to divulge any personal information (e.g., age, location, address, or phone number) nor to agree to meet anyone contacted through the Internet without a parent's permission. Again, the School will try to educate students about the proper role of technology in their lives but expects the parents to be the primary supervisors of their children.

## **Responsible Use of the Internet**

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Whether at School or at home, students should be especially mindful of the public nature of the medium and remember that they are responsible to the School Community for their behavior on the Internet, whether in sending/receiving email, messaging, browsing, or posting on social networking sites. Students are prohibited from posting any messages, pictures, or videos that make reference to the School, unless prior permission has been granted. Postings that bully or harass a student, or that seriously damage the reputation of the School or someone associated with the School, are considered serious offenses. This same principle of responsible use applies also to parents.

When assigning a research project that calls for use of the Internet, teachers will explain the nature of plagiarism and the proper methods of documenting one's sources. Students will follow the guidelines for the citation of Internet resources and will adhere to established legal and ethical rules regulating the use, copying, and distribution of copyrighted material.

## **Acceptable Use Policies**

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The computer network at Cistercian is to be used for authorized, educational purposes only. While on campus, students may use appropriate computers to access their email accounts for school purposes. With the permission of the librarian, students may also use the computers in the library to visit social networking sites, but only for the brief purpose of accessing school-related materials (research, homework, papers, outlines, etc.). Students may not connect their own personal computers to the School network. The School prohibits all illegal internet activities, including but not limited to the transmission of threatening or obscene material. The School also prohibits using the internet for buying and selling on campus.

Students are allowed to access only those elements of the network designed for their use. Students will not intentionally damage or alter shared system resources, including but not limited to system files, settings, and passwords. Nor will they copy or distribute software without the proper authorization. Cistercian reserves

the right to inspect, delete, and otherwise take appropriate actions to protect the integrity of the network and to ensure its proper use.

## Student Email Accounts

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Students in Forms IV-VIII are provided with a School email account. The purpose of this account is to facilitate communication with faculty, students, and colleges in support of a student's academic work. Although the accounts may also be used for personal communication, students must remember that use of the accounts is associated with their identity as Cistercian students and is expected to conform to the school's goals and values. The email account may also provide access to other communications and collaboration services, the use of which must also comply with all expectations of student conduct. Students are expected to check their student email accounts regularly. As a standard policy, the School asks faculty and staff to avoid emailing individual students, and if responding to an individual student, to copy the student's parent, Form Master, or Division Head when responding.

## Mobile Devices

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Again, the School recognizes that many parents purchase mobile phones for their sons for reasons of both convenience and safety. The School understands that mobile phones can be an invaluable tool, helping students meet their many responsibilities: scheduling meetings, arranging transportation for himself and others, and communicating with employers, colleges, coaches, teachers, and family. Typically, such responsibilities increase as students mature; older students with greater and more varied commitments have greater need for access to communication than younger students. However, such powerful devices inevitably pose serious temptations that can cause a major disruption in the school day: inappropriate internet sites, distraction due to playing games or social networking activity, cheating, etc., not to mention an unhealthy preoccupation with self. Consequently, the School expects the following:

1. Students in Forms I – VI may not carry mobile phones on their person or keep them in their desk while in school. If students in these Forms bring mobile phones to school, they should leave them in their bags or cars.
2. Students in Forms I – VI may not use their mobile devices on campus before school (either in lunchroom supervision or in the classroom) or during the school day but only after dismissal and then, only in the School lunchroom or outside of the School buildings.
3. Students in Forms VII and VIII may carry their mobile phones on their person while in school. They may use their devices during the school day, but ***only during Lunch and Activities*** periods and only ***outside*** of School buildings. ***Students in these Forms must turn in their phones to the classroom teacher before tests.***



4. Mobile phones may not be used anywhere in the locker or weight rooms.
5. *All* student mobile phones should be turned off or to “silent” mode during the school day.
6. The School assumes no liability for lost or broken mobile phones.

Students who violate the above regulations may have their phones confiscated by any teacher or staff member. Confiscated phones will be turned over to the student's Form Master. For a first offense typical penalties consist of a warning and loss of the phone for a day. For a second offense, the typical consequence is loss of the phone for two weeks. The Form Master will judge the seriousness of the infraction and apply appropriate consequences.

## Availability of Computers

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Students are encouraged to use the computers in the Library to access the Library's card catalog, educational CD's, online databases, and the Internet (including accessing email messages regarding official school work). They should use the computers in the Library Classroom for all other work. The Library Classroom (or other place, as designated by the current needs of the School) is supervised before school from 8:00 – 8:25. Students in Forms VII and VIII may use the computer in the College Counseling Office for research, applications, communication and other official academic business. No student should use the computers in a classroom without the express permission and direct supervision of a teacher.

## Video or Sound Recordings

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No student may take pictures or record audio or video images of another student or teacher without permission. Even in the case of a class project, the student who is producing the work must have the permission of the instructor and all participants involved before making public or publishing any recordings.

# LIBRARY

## General Information

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The Cistercian Preparatory School library holds over 20,000 volumes, music CD's, various electronic resources and current periodicals, to support the students' studies as well as allow them to pursue interests and leisurely reading. Additionally, from school or home, students have access to thousands of databases and journal articles through the EBSCOhost and JSTOR research services, along with access to the Destiny on-line catalog. Web-Path Express, available through the Destiny on-line catalog, provides students access to safe, teacher vetted internet resources. The following rules are intended to guide the students in the responsible use of the library and its materials. Any student not obeying the library's rules will be asked to leave the library.

## General Rules for the Library

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1. The library is open from 8:00 AM to 4:00 PM.
2. Students may come to the library to read, study, or do research.
3. No food or drink is allowed in the library, except as designated by the Librarian.
4. The atmosphere in the library must be peaceful and conducive to studying. No boisterous behavior is permitted.
5. Students are responsible for all library materials which they use and/or check out.
6. Students should request permission from the librarian before using a library computer.
7. Students will share the library's computers and close all documents or websites when they leave the computer.

## Library Procedures

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Students may come to the library during free periods. During the Study Hall of the Middle School, students may use the library at the discretion of the Study Hall proctor and the librarian.

Most books are checked out for a three-week period. Magazines may be checked out for a seven-day period. Current issues of magazines may not circulate. Some reference materials may be checked out for three days. All library items may be checked out or returned at any time during the school day.

The library has Internet access on ten student computers. Middle School students may use the Internet for school-related research or email with adult supervision.

Upper School students may use the Internet for research or email on specific topics covered in the School's curriculum. Students may access email accounts only for sending and receiving material necessary for schoolwork. Any other Internet use requires permission of the librarian. If a student accidentally reaches an inappropriate website, it is the student's responsibility to leave that site immediately.

Printing capabilities from all library computers are available to the students. Only the printing of those files which support classwork is allowed. Students must seek permission to print or use the copy machine.

## **Overdue or Lost Materials**

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Students should not let their materials become overdue. Virtually all books and magazines are renewable, except those reserved by teachers and students. The charge for most library materials not returned on time is five cents per school day. The librarian communicates with the student, Form Master, and parents via email when a student has overdue materials. Students are responsible for the library materials used and/or checked out. If items are lost, current replacement prices will be charged.

# TRANSPORTATION

## Drop-Off and Pick-Up

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Mobile phone use in School parking lots is prohibited unless in a parked car. Parents may drop students off in the morning and pick them up in the afternoon in front of school. Parents should wait for their sons in the parking lot in front of school, not in the hallways outside the classrooms. The School may reroute traffic patterns and pick-up or drop off locations as needed for safety. Buses drop off students at the front steps of the School but depart from upper parking lots in the back of the School.

## Transportation for School Events

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The School will provide or arrange for the safe transportation of students to all school-sponsored events. Such events include athletic practices and games, class outings, both day and overnight extracurricular trips, and other officially approved activities. In the case of activities outside the normal program, the students involved in the activity will typically share the transportation costs. Private automobiles driven by staff, parents, or students may sometimes be the most efficient choice of transportation for either regular or extracurricular events. Such transportation is typically a voluntary service for the good of the boys and for the sake of the activity.

## Buses

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The School operates buses to and from school on certain established routes. Each student riding a school bus should be at his stop on time, follow the Rules of Conduct as established by the Director of Transportation, and obey the directions of the bus driver. The Director of Transportation may exclude from the use of the bus service, either temporarily or permanently, any student who misbehaves while on the bus.

Only those registered for the service may ride the school bus, and they may ride only the route for which they are registered. In the event that a student needs to ride a bus which he does not normally use, or get off at a different than usual bus stop, parents should send a note to the Form Master at least a day in advance of any change in bus arrangements. The Form Master will give the student a Bus Pass. The Form Master will not handle any payment for this service. If the Student does not normally ride the bus, his account will be charged through FACTS. Again, last minute plans do develop, but the School asks the parents' help in minimizing such events. This will help ensure the boys are safely accounted for and also help to train the boys in planning ahead responsibly with regard to their personal activities. For any permanent change in a student's individual route, authorization must be obtained from the Director of Transportation.

## Driving Privilege

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Students of Form VII and VIII with a valid regular driver's license have the privilege of driving to and from School and/or School-sponsored events. The School will keep a record of the car (make/model/license) which students will typically drive to and from School. The Headmaster may extend this Privilege to a sophomore under special circumstances and at the written request of the student's parents. *Privileges may be temporarily or permanently withdrawn on account of chronic tardiness, reckless driving (on or off campus), violation of parking rules, or as part of the consequences assessed in a disciplinary case.* Students may not use motorcycles for School transportation. Students will park in designated lots. Students who park in restricted areas (visitor spaces or no-parking zones) may have their car "booted" by the maintenance department and have to pay a fine to have the boot removed.

## Lunch Privilege

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Upon written permission from the parents, students in Forms VII and VIII may leave school for lunch during the regularly scheduled lunch period. Tardiness for class upon returning from lunch may result in suspension of the lunch privilege or other disciplinary action. For security reasons the drive to the upper parking lots is gated during the school day. The gate requires a code for entry but opens automatically for exiting. The School may choose to share the gate code with students who have off-campus lunch privileges. Students should be aware that knowledge of the gate code is a serious responsibility. Misuse of the gate or improper sharing of the code may result in loss of driving or lunch-privileges.

## Conduct While in Transit

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While in transit to or from a school-sponsored event students are bound by the same code of conduct and discipline as when on campus or at any official Cistercian function. Tardiness to an event or reckless driving on the way to or from an event may result in suspension of the driving privilege or other disciplinary measures.

## Extracurricular Outing and Trip Policy

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While not essential aspects of a Cistercian education, many extracurricular opportunities for academics, athletics, and personal enrichment are natural outgrowths of the Cistercian curriculum. These opportunities may entail local travel, travel within the United States, or travel abroad. As students reach the proper levels of academic and personal maturity, a chance for them to travel abroad to study language, art, history, or to perform community service can add new dimensions and excitement to the students' classroom education. Academic enrichment through extracurricular competition may similarly enhance classroom learning. Athletic camps during the off-season can be a source of improved individual skill and team unity.

The School does not necessarily provide regular opportunities for such activities. Rather, the Headmaster approves the initiative of the faculty, coaching staff, and Form Masters to organize an extracurricular outing for their students. The faculty, staff, and Form Masters may employ outside agencies to help arrange for the travel, accommodations or activities during the trip. Even so, all outings and trips organized by Cistercian faculty and promoted within the Cistercian community are considered official Cistercian activities. Thus, while on these trips, students are bound by the same code of conduct and discipline as when on campus or at any official Cistercian function. The Cistercian faculty members charged with the organization and supervision of the students during a trip have the responsibility and authority to administer any and all appropriate disciplinary measures. Sponsors may add special rules applicable to a particular outing. Sponsors may set special conditions for participation in an outing or trip, such as a minimum academic or conduct grade, or other criteria. The School may withdraw students from participation in an outing or extracurricular trip before the event for serious misconduct or for academic reasons. Moneys already paid may be forfeited. In serious disciplinary cases arising during a trip the supervisors may elect to send a student home at his parents' expense.

Cistercian's basic assumption is that the parents entrust their sons to the School for the activities and events that are part of the regular school program during the nine months of the school year. As part of their contract, parents sign a general release allowing their sons to participate in extracurricular day and overnight outings that are part of the regular program, such as trips to a museum, class outings, and overnight outings for retreats or athletics, Quiz Bowl or math contests, etc. No special parental release is necessary for such events during the school year.

Parents have not signed a release for activities during the summer. When a teacher wishes to organize an outing or trip during the summer, he or she must seek the permission of the Headmaster, arrange for transportation, and inform the parents in an appropriate manner. Special releases must be obtained for extracurricular activities offered during the summer.

## **Tardiness Policy for Student Drivers**

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The student who drives himself to School bears the responsibility for arriving on time. As a rule, normal, regional traffic patterns (slowdowns that are typical of a section of freeway at morning rush hour) are not considered an excuse for tardiness. A student should organize his mornings so that he can leave the house with plenty of time to account for any traffic problems he may encounter that day. In all cases, the school urges students to drive safely. Students in danger of being tardy should choose safety over the avoidance of school-imposed consequences. Any consequences imposed by the School for tardiness will be minor in comparison to those imposed by outside authorities for proceeding recklessly. Students should

choose to arrive late rather than risk not arriving at all. The following are typical consequences assessed for tardiness of students who drive themselves to School:

1. Tardiness consists in not arriving to the *classroom* by 8:25. If a student is tardy in arriving to the classroom, then he is required to show up at school even earlier on the next school day. He must arrive at the lunchroom and check in with the supervisor by 8:00. If a student fails to arrive early as ordered or is tardy a second time, then he must arrive still earlier the next school day, checking in with the supervisor by 7:30. On the occasion of either the third tardy in a five-day period, or of failing to show up at school by 7:30, the student is required to come in on a Saturday for on-campus labor, as determined by his Form Master.
2. If a student continues to be tardy beyond this point, then the matter is forwarded to the Head of Upper School. Disciplinary actions may include the suspension of off-campus lunch privileges (Forms VII-VIII) and the suspension of the privilege of driving to school (Forms VI-VIII).

## Use of Private Automobiles for School-Sponsored Events

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The following guidelines are to be observed when private automobiles are used to transport students to and from School-sponsored events:

1. The use of private automobiles for transportation to school-sponsored events must be approved by the Headmaster. Transportation of students in private vehicles must conform to state laws regarding the number of passengers and seat belts. In addition, passengers should follow any safety recommendations with regard to age or size of passengers near air bags.
2. In case of an accident, the personal liability insurance coverage of the driver of the automobile is considered by the School to be the primary insurance.
3. If parents are asked to transport students during a class outing or other event, the Form Master or sponsoring teacher should inform all the parents of the transportation arrangements in the memo sent to the parents about the outing. Parents driving should be informed of the School's transportation policy.
4. Students with driving privilege may choose to drive themselves from school to an event if they will be going home after the event, not returning to school, and if they have the permission of their coach, Form Master or activity sponsor.
5. Students may not leave campus for a school-sponsored activity as passengers of another student without the written approval of both the rider's and the driver's parents. Only students in Forms VII and VIII will be given permission to drive other students to school-sponsored events.
6. If students leave from their homes for a school-sponsored event, they do not need written permission to drive or be driven by another student. For example, on a Saturday, a student might drive himself and other students from their homes to a cross-country meet. Similarly, a student might drive himself and others to swim practice before school and then afterwards on to school.

# EXTRACURRICULAR ACTIVITIES

## Organizations

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In addition to their regular academic work and their involvement in sports, the students of the **Upper School** have the opportunity to participate in a variety of extracurricular Activities. The Activities provide a framework in which the boys can pursue special nonacademic interests, develop leadership skills, and serve the Cistercian community. Participation in an Activity is voluntary.

## Activities Period

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For the students of the Upper School, two Activities Periods are scheduled each week to provide an extra opportunity for students to meet with faculty members, study, or attend meetings of the various Activities. Make-up tests are also administered during the Activities Periods. All students must report to their classrooms at the end of the Activities Period to be dismissed by their Form Masters. Only with the explicit permission of the Headmaster or appropriate Division Head may members of sports teams leave campus before the final dismissal at the end of the Activities Period.

## Publications

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1. *Exodus*, the School's annual, is edited by the students of the Upper School and chronicles in pictures and text the significant events of each school year.
2. *Reflections*, the School's literary/art magazine draws on the literary and artistic talents of all students. It is edited and published by the students of the Upper School once a year.
3. *The Informer* is the School's student newspaper. Edited by the students of the Upper School, the newspaper staff actively solicits the involvement of students from all classes.

## Student Clubs

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There are many clubs that serve to both satisfy and broaden student interest in a given area. **Math Club** and **Quiz Bowl** are longstanding student clubs with dedicated followings. Other activities may form, depending on student interest and faculty leadership. Students wishing to start a club should gauge interest, approach a faculty member to serve as a sponsor and then present a proposal to the Head of Upper School. In recent years, clubs such as **Music Club**, **Art Club**, **Debate Club**, **The Architects (computer game design) Club**, **Mock Trial**, **Outdoorsman Club** and the **Pro-Life Club**, and **Robotics** have been established.



## **Student Council**

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The Student Council promotes communication and cooperation among students, faculty and administration. The Student Council also helps organize various social functions throughout the year. The Council consists of two representatives elected from each Form of the Upper School and the President, who is the senior elected by the whole Upper School to lead the Council.

## **Community Service Council**

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The School believes that students should develop an attitude of voluntarily serving others. Community service is therefore not required, but strongly encouraged. The Community Service Council works to make students aware of opportunities for individual or group service projects and actively organize a variety of programs both on and off campus. The Council consists of representatives elected from each Form.

# AWARDS AND HONORS

## Individual Awards

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The Cistercian Program is a demanding, all-honors curriculum. Therefore, every student who conscientiously participates in the program should feel proud of this accomplishment. Still, even in the midst of such community-wide talent, some students will stand out in a particular area or in year-long levels of achievement. At the end of the school year, awards are distributed to honor outstanding performances, effort, and attitude. These awards are always given with a clear understanding of their limitations as real measurements of the human person, and with the hope that students come to understand that true personal strength is not derived from talent (and recognition for it) but more so from effort and character.

1. The School has a chapter of the *Cum Laude Society*, which recognizes the top 20 percent of the graduating class. These students must also manifest exemplary behavior. Students are selected for the *Cum Laude Society* on the basis of the average of their un-enhanced Upper School semester GPA's. The top half of these inductees (based on the average of the first six semesters of Upper School) is inducted during the first semester of Form VIII. The second half (based on the average of the first seven semesters of Upper School) is inducted during the second semester of Form VIII. This honor can be forfeited by serious breach of discipline.
2. **Book Awards** are distributed to each Form at the Closing Ceremony to recognize the best student in each subject, as determined by the individual teacher.
3. The winners in the **Cistercian Literary Competition** receive monetary awards for excellence in writing. Students compete in the three categories of nonfiction, fiction, and poetry, and at three levels: novice (Forms I-II), Junior High (Forms III-IV), and High School (Forms V-VIII).
4. Each grading term, Cistercian recognizes students for academic achievement with three honor rolls. Students with a GPA from 3.00 to 3.49 are on the **Class Honor Roll**. Those who earn at least a 3.50 GPA but do not earn the highest GPA in the class are on the **Form Master's Honor Roll**. The student with the highest GPA in the class, provided it is above 3.75, is on the **Headmaster's Honor Roll**. More than one student can be on the Headmaster's Honor Roll if each earns straight A's, 4.00 GPA's. To win a place on an honor roll, a student must have at least a B- in his Form Master's conduct grade. **The Headmaster's Pin** is given to each student in the Middle School who has made the Headmaster's Honor Roll in the final grading period, and to each student in the Upper School who has made the Headmaster's Honor Roll at the end of both semesters. The pin is gold for the Upper School and silver for the Middle School. Stars on the pin indicate the number of years a student has achieved the Headmaster's Honor Roll.

5. The **James M. Collins Service Award** is given at the end of the year to the one junior who has most promoted the spirit of community service among Cistercian students.
6. The **Dr. and Mrs. Mayer Memorial Awards** are two monetary awards given to the “most deserving members of the graduating class.” Typically, one student receives the award for excellence in the humanities and one for excellence in math and science. These awards were founded by Dr. and Mrs. Claudius Mayer in memory of their deceased mothers, under the names of “Julis Mama Memorial Award” and “Mother Bertha Memorial Award.” The recipients are chosen by vote of the faculty. The awards are distributed at the Baccalaureate Breakfast.
7. The **Abbot Anselm Award**, named after the first Abbot of *Our Lady of Dallas*, is a monetary award which recognizes a graduating senior who has “steadily contributed in and out of the classroom, placed the interests of the community at large ahead of his own, and demonstrated a tireless work ethic.” The recipient of the award is chosen by the vote of the faculty. Like the Dr. and Mrs. Mayer Memorial Awards, the Abbot Anselm Award is distributed at the Baccalaureate Breakfast.
8. **The Hillary Award**, named after esteemed football coach and Athletic Director Tom Hillary, is presented annually to a senior athlete who has made significant contributions to multiple varsity Cistercian teams, exhibited the values of sportsmanship, led his teammates to grow in character, and maintained a high level of academic achievement.
9. The **St. Bernard Award** is the highest recognition at Cistercian. Each year the faculty chooses one student in each Form to honor him with the St. Bernard Award for setting an outstanding example for his peers, not only by the conscientious performance of his duties but also by the practice of other moral virtues, such as integrity, courage, and charity. The one student who appears to be the most deserving receives the Gold Award; the other recipients receive the Silver Awards. The St. Bernard Award is intended to call attention to the importance of a student’s well-rounded development, in which moral and personal qualities are of primary consideration. The selection of the recipients should also emphasize the fact that conscientious and dependable work is only one of the moral qualities that a student should possess. The School stresses, however, that the evaluation implied by the award is by its nature tentative and subject to limitations. The award is never given with the purpose of making definitive moral judgments.

## Valedictorian and Salutatorian

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The valedictorian and the salutatorian are those seniors with the two highest Upper School averages, determined according to the rules below:

1. To be eligible, a student must have been in Cistercian's Upper School for at least the last three years. He must also have at least a B- in Form Master Conduct throughout his senior year. If a student misses a semester or a year in his sophomore or junior year because he is participating in a study-away program approved by Cistercian, he does not lose his eligibility. However, only Cistercian grades are counted. If a student spends a semester or a year abroad in a foreign study program sponsored by the School, then his grades from that program are not included in the calculation.
2. The average is computed on the un-enhanced semester GPA's from Form V through the first semester of Form VIII and the third quarter GPA of Form VIII. The averages of all the competitors are figured according to the same number of semesters – that is, if one student has attended Cistercian only from Form VI, then the averages of all the competitors are calculated only from Form VI.
3. If more than one student has a 4.00 average, then all are considered co-valedictorians. In the case of co-valedictorians, there is no salutatorian. If there are more than two co-valedictorians, then all will be honored at Commencement but the Headmaster will determine how many will speak at Commencement. The co-valedictorians will cooperate with the Headmaster in selecting the speakers from among themselves, if necessary.
4. If there is a tie for valedictorian and the average is less than 4.00 or if there is a tie for salutatorian, then the tie is broken. To break the tie, the student who has attended Cistercian in the Upper School for the most years is the winner – again, disregarding any student who missed one or two semesters for the sake of study-away. If the tie still persists, the quarter averages in the Upper School are considered beginning with the most recent (i.e., first quarter of Form VIII) until the tie is broken.

## Ring Ceremony

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Students in Form VII receive their Class Rings at the end of the fall semester during Ring Ceremony. After the last semester exam, the student body attends Mass together in the Abbey Church. Students then process to the gymnasium for the presentation of the rings. A member of Form VII, having been selected by his peers to speak on their behalf, addresses the community and his classmates on the significance of the rings. Then the Abbot presents each member of the class with his class ring. The School may rescind the privilege of delivering this speech during the ceremony for serious disciplinary reasons.

# DISCIPLINE

## Principles

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The School is dedicated to fostering in all its members the love of God and of their fellow men as the highest of all virtues. The School desires to awaken and maintain in each student the sense of responsibility for his God-given talents, to develop loyalty and dedication toward family and nation, and to increase self-knowledge and self-discipline in all areas of his life. The rules of the School aim at providing a proper environment for the spiritual, intellectual, and physical development of the students. The life of the School should be conducive to the appreciation of Christian and human values, to serious, efficient, and enjoyable academic work, and to open and sincere communication among all.

Disciplinary rules are to be used for teaching intelligent and cooperative self-discipline that comes from understanding and appreciating the values protected or promoted by the rules. Whenever the student shows a lack of self-discipline, it is necessary to enforce the rules by authority. In all cases, however, guidance is given to help the student develop discipline as a conscious and free response. Parents are expected to support the School's established standards of conduct and to join the School in its effort to raise self-disciplined young men. Again, the School's desire to inculcate virtue in its students has as its motivation the ultimate happiness of the student; the first wish is for the health and safety of the boy and of the entire community. In evaluating a particular situation, the School may decide that the appropriate response includes professional evaluation and/or counseling for the student.

## Disciplinary Committee

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For a serious disciplinary case, the Headmaster, the Assistant Headmaster, the Division Heads, and the Form Master of the student involved, as well as any other staff assigned by the Headmaster, convene as the Disciplinary Committee. The Committee reviews the case and makes a recommendation to the Headmaster concerning appropriate consequences.

# Categories of Infractions

Students are expected to make the School's goals and values their own, and thus actively help build up the community within each class. The guidelines in this handbook as well as the Form Master's oral instructions provide the rules by which the School community strives to achieve its goals and embody the School's values. Any listing of infractions is necessarily partial and incomplete. The following is intended only to provide a rough guide for the seriousness of an infraction. Rather than simply working to avoid those actions which may lead to punishment, students should of course actively try to grow in virtue in the specific circumstances of their lives.

- I. The following kinds of infractions will generally be handled by the classroom teacher under the guidance of the Form Master. They may merit a verbal reprimand, a written penance, or some form of work detail:
  - talking or other disruptive behavior during class
  - throwing objects in the classroom
  - tardiness to school or individual classes
  - violations against uniform code
  - disrespectful or foul language
  - eating in the classroom
  - horseplay in the classroom or hallways
  - possession or inappropriate use of mobile phone, media player, electronic game, or other gadgets not explicitly required for a class
- II. The following types of infractions will be referred to the Form Master. The Form Master will then evaluate the seriousness of the matter and the frequency of the infraction. In cases of serious matter or repeated violation, the Form Master will refer the matter to the appropriate Division Head, who will decide if it is necessary to involve the Headmaster and/or the Disciplinary Committee:
  - lying
  - cheating
  - stealing
  - skipping class
  - violation of Cistercian's policies on the use of technology
  - vandalism of a classmate's or of School property
  - fighting
  - bullying or harassment, whether in person or via social media
  - use or possession of tobacco, alcohol, or illegal drugs
  - negligent or dangerous driving on or near the Campus or to and from School-sponsored functions
  - possession of weapons or replica weapons on campus or at School-sponsored events

## Categories of Consequences

For misconduct, the following disciplinary measures may be taken:

1. **Written Assignment:** A written assignment may be given in an academic area, especially if the misconduct has handicapped the student's learning in class.
2. **Work on Campus:** A student may be required to do manual labor on the campus, such as extra lunch duty, picking up trash on campus, or washing windows. For more serious misconduct a student may be required to work several hours at school after classes or on the weekend. In such cases the parents will be notified at least one day in advance.
3. **Written Warning:** For either accumulated less serious offenses or for a single, more serious event, a written warning may be sent to the parents by the Form Master, the Division Head, or the Headmaster. The letter serves as a formal record of behavior and the associated consequences. As a record and explanation of the School's dissatisfaction with the student's behavior, such a warning implies that unless the student changes his conduct, further disciplinary action may be taken. A written warning may be accompanied by reduction of the Form Master's conduct grade for the rest of the academic term, and may also assign a period of time for disciplinary probation.
4. **Suspension:** For serious misconduct, a student may be suspended for one or more days. Suspension is the most serious warning and is intended to demonstrate that by his behavior a student is separating himself from the School community. Suspension automatically entails a term of probation, as set by the Disciplinary Committee. The Form Master's conduct grade is reduced to a C+ (or lower) during this probationary period. An offense that would warrant a second suspension during the probationary period may result in dismissal.
5. **Dismissal:** For serious offenses against civil or moral law, for seriously breaking school rules, or for failure to comply with the terms of probation, a student may be summarily dismissed.

Penalties 1 and 2 may be given by individual teachers if they do not involve detention beyond the end of the school day (though the Form Master should be consulted before any such work-assignment). For detention beyond the regular school day, the Form Master's approval is necessary. Suspension and dismissal are penalties reserved for the Headmaster. *Colleges may be notified if an Upper School student is assessed serious disciplinary consequences, especially in those circumstances which reach the level of the Disciplinary Committee.*

# THE SCHOOL AND THE FAMILY





# SCHOOL/PARENT COMMUNICATION

## General

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All students must live with their parents or legal guardians. *Students should not be left at home unsupervised when their parents are out of town.* Parents should notify the Form Master when they leave town and inform him of the special arrangements they have made for the care of their children.

Effective communication between a student's parents and the School is essential for a student's success at Cistercian. During the year the School schedules formal meetings at which the parents can meet with the Form Master and the teachers.

Parents may also call or email their son's teachers or Form Master during the school day. If a parent has a concern about his or her son's performance in a particular class, the parent should first contact the individual teacher. If the concern involves several classes or is of a general nature, then the parents should contact the Form Master. The Form Master may then seek feedback from all of a student's teachers in advance of any conference with parents.

## New Parent and New Student Orientations

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For parents new to the School, Cistercian organizes the New Parents' Orientation at the beginning of the school year. The Headmaster, a member of the faculty, and the President of the Parents' Club explain to the new parents the students' daily routine, the parents' role in supervising their sons' studies, and the various ways in which parents can volunteer at the School. They are also available to answer the new parents' questions. New Form I students attend a half-day orientation at the beginning of the school year. Their Form Master explains the daily routine, shows them around the campus, and helps them begin the process of forming a class community.

## Official School Email and Friday Notes Announcements

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While School/Parent Communication is essential, the School strives to avoid overloading its community with digital correspondence, even as it tries to conserve natural resources and costs by sending information digitally instead of on paper. Within a given Form, official messages will be sent by email only by the Form Master and his assigned Form Parents. All requests to send messages out to a Form Community must go through the Form Master. For school-wide announcements, the approval of the appropriate Division Head or the Headmaster is required. Instead of multiple school-wide messages, the School will use a single Friday email blast (Friday Notes) to disseminate information about upcoming events which are of

interest to the Community. As a standard policy, the School asks faculty and staff to avoid emailing individual students directly, and if responding to an individual student, to copy the student's parent, Form Master, or Division Head. Similarly, when parents and teachers communicate by email concerning a student, it is standard practice to copy the appropriate Form Master.

## Online School Calendar

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The School keeps an electronic calendar online, accessible through the School website, which includes athletic contests, meetings, art performances, etc. Parents can filter the calendar for events pertinent to their family and also have the data exported to their own personal electronic calendars. If parents subscribe to different groups within the calendar they can receive automatic updates by email when events are moved, delayed or cancelled.

## Parent Coffees

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At the beginning of each year the School hosts Parent Coffees at which the administration can address groups of parents on School policies and issues pertinent to their sons' current state of development. These gatherings provide an opportunity for the School to explain its philosophy and mission-derived approaches to such areas as moral formation, athletics, social life, technology, academic integrity, etc., all delivered to parents in the context of their son's current state of psychological and physical development.

## Parents' Meetings

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Each semester the Form Master holds a Parents' Meeting for the parents of his Form. He discusses with them the current state of the Form, the challenges (both as individuals and as a class community) that the boys are facing at that point in their development and the ways in which the Cistercian program is designed to help them in their maturing. All parents are strongly urged to attend these meetings for their Form.

## Parent-Teacher Conferences

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While teachers and Form Masters are able to schedule meetings with parents whenever they are mutually free and when necessary for dealing with issues in a timely fashion, once a year, a day is set aside for Parent-Teacher conferences. On this day parents may schedule a meeting with any teacher(s) to discuss their son's development in a particular subject. A week before the conference day, parents will use an automated registration system to schedule these meetings with individual teachers.

## Warning Notices

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Warning notices are sent to the parents about three weeks before the end of each term. They are used to indicate that a student is in danger of failing or is not performing satisfactorily. No student may receive a failing grade in a subject or on a Senior Project unless he has first been explicitly alerted to the possibility in a Warning Notice.

## Report Cards

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Report cards are generally mailed home at the end of each quarter. They indicate a student's Form Master Conduct grade, his cumulative GPA within that semester, his position on the Honor Roll, and semester totals for tardiness and absence.

## College Information Sessions

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As Parents of students in Forms VII and VIII prepare to have their sons begin the college search and college application processes in earnest, the School will host meetings for these groups of parents with the College Counselor. The goal of these meetings is to provide a broad overview of the School's philosophy and to offer information to parents about the ways the School will support their sons in their particular stage of the academic journey.

## Messages to Students

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Parents are asked to avoid sending messages to their sons during the day. However, to get an important message to a student during the school day, parents may call the School's Receptionist. The Receptionist will then ask the Form Master to relay the message to the student but cannot personally deliver messages. Parents may call or text student mobile phones but parents should be aware of the School's policy on mobile devices, especially that misuse or class disruption may result in confiscation of the device by any teacher.

## Parents and Social Media

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As stated elsewhere under acceptable use policies, Cistercian sees both the value and the danger associated with communication and posting via social media accounts, whether in individual private accounts or in official Form accounts (such as Form level Facebook or Shutterfly accounts). Parents are responsible to the School Community to be thoughtful and careful with regard to their own postings on private accounts. And for official Form accounts, parents are expected to abide by any Form Social Media Policy that is distributed by the Form Master through the Form Moms and by the media policies outlined in the Volunteer Safe Environment Handbook.

# ADMISSIONS

## Admissions Policy

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Cistercian seeks to enroll boys of any race, color, creed, national, or ethnic origin who will benefit from and contribute to the educational community at Cistercian. A candidate and his parents have the opportunity to become acquainted with this community through the School's literature, a campus visit at Open House, or an interview with the Director of Admissions. During the Open House visitors can learn of Cistercian's values and goals, and of the concrete methods by which those goals are pursued. The Admissions Committee, comprised of the Headmaster, The Division Heads, the Director of Admissions, and others, as designated by the Headmaster, selects the best candidates for admission.

## Admissions Criteria

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Typically, each fall Cistercian admits 40 boys at the entry level, Form I (Grade 5). These boys are admitted with the expectation that they want to succeed at Cistercian by completing the eight-year program. Qualified candidates are admitted to Forms II-VII as openings become available. In evaluating a candidate's application, the Admissions Committee considers such factors as grade report from previous school, courses taken, admission test scores, a writing sample, teacher evaluations, informal interviews, and in the case of Form I applicants, the applicant's relation to current Cistercian students or alumni.

# FINANCES

## Registration Fee

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The Registration Fee is non-refundable, except in the case that the School, at the end of the academic year, decides against the reenrollment of a student because of poor grades or conduct.

## Tuition

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All families are required to enroll in the FACTS tuition payment plan by April 15. Information and details about FACTS are available on the School's website. Tuition and fees for the entire school year are due in full by July 1.

1. To assure a place for the next school year, an enrollment agreement must be signed at registration time by the party financially responsible for the education of the child.
2. Tuition is non-refundable after July 1. Unpaid tuition after this date will be considered an indication of voluntary withdrawal of the student by the parent.

## Transportation Fee

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The School offers bus service throughout a large area of Dallas. A student may use the bus for transportation in the morning and afternoon, or only one way if so desired. No refund is made if the student does not ride the bus because of absence, change of schedule, or school-imposed suspension from the bus service. A student may use the bus on a single occasion but he must get a pass from his Form Master, or if necessary from the receptionist. There is a single-day fee.

## Financial Aid

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The School offers partial and full scholarships to students in good standing who demonstrate financial need. The scholarships are renewable. Financial need must be demonstrated each year, and the student's conduct and academic performance must remain in good standing.

## Sustentation

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To build the facilities of the School, parents have made significant financial contributions beyond the tuition. While the operating expenses of the School are covered from regular tuition and fees, voluntary contributions from the parents are needed for the improvement and maintenance of the facilities, and for further development of the campus. Therefore, every family is approached each year to support the School by participating in the annual Sustentation Drive. The Sustentation Fund is under the administration of the School Board.

# PARENTS' CLUB

## Mission

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The Parents' Club promotes cooperation and communication between parents and faculty, and among the parents themselves to help achieve a common goal: the spiritual, moral, intellectual and physical development of the students.

## Volunteer Positions

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Cistercian parents contribute significantly to the life of the School by giving their time, organizational expertise, and financial support. The School is incredibly grateful for the thousands of hours offered each year by parents in service to the mission. The Parents' Club is highly organized with positions assigned to cover a huge variety of events, complete with historic records that maintain event quality.

The effectiveness of this parental support system results in new events and programs being easily adapted and reproduced in coming years. The School welcomes the talents and energies of parents and is most grateful for that kind of parent leadership which leads to improvements in efficiency. The School, in protection of its mission and the health of its community, is however very careful about widespread innovation and/or the introduction of new events and procedures. The School therefore works, as it does with student activities, to maintain levels and procedures for activities and not increase them. The activities of the Parents' Club are regularly reviewed by the School to insure that they continue to serve the purposes set forth above in this handbook and that the School's values of simplicity and efficiency remain. Echoing the monastic structures of the School, parents with responsibility for a Parents' Club event must understand it as an opportunity for service to the community more than personal accomplishment.

In addition to helping out with traditional School events, parents can also volunteer to help their sons' Form Masters. Form Parents, who act as the Form Master's liaison in communicating and organizing grade-level activities, are assigned to each Form Master.

Another area where parents may get involved is the School's **Booster Club**, which supports the School's athletic programs. From working in the concession stands, to working on the football chain gang or announcer's/scorer's tables, there are many opportunities to volunteer for the School through the Cistercian Booster Club.