

CISTERCIAN PREPARATORY SCHOOL

2025-26 Parent/Student Handbook



CISTERCIAN PREPARATORY SCHOOL

Parent/Student Handbook **2025-26**

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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

Cistercian Preparatory School is rooted in the life and spirit of Catholic monasticism. It offers talented and motivated young men challenging programs within a supportive community, allowing them to develop their strengths and face their weaknesses in preparation for college and life beyond, all for the good of the whole person in service to God and neighbor.

Community and Educational Life

Cistercian Preparatory School is an apostolate of *Our Lady of Dallas Cistercian Abbey*. 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.

The monks vow to work and pray together, and through humble obedience, 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 for the glory of God and 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 relationship 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.

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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.

The health of the community and the health of the individual are then mutually dependent and mutually supportive. The School community exists to promote the growth and well-being of each individual member while each individual contributes his or her gifts and skills, at least in part, to strengthen the community. Each facet of the School's mission derives its full and proper meaning from this context. To this end, the School offers rigorous academic programming as well as a number of extra-curricular activities to encourage the well-rounded development and authentic flourishing of each individual. At the same time, the School community encourages community members to understand their efforts toward achievement within a context beyond the eight-year curriculum, so that the time spent in our community may enable them to develop their character and to acquire the skills necessary to more positively influence the world and the other communities to which they belong. 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 Benedictine monastic tradition.

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 of heart, mind and will. 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. Parents who are not supportive of the School's policies put in jeopardy their son's enrollment at Cistercian. Thereby, the School reserves the right to separate itself from any family which intentionally refuses to support its mission or uphold its values.

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History, Organization, and Facilities

Cistercian Preparatory School is an independent, non-profit corporation. As a Catholic school, it adheres to the teachings of the Roman Catholic Church, and in its program of religious education it teaches Catholic doctrine and morality. The Cistercian Order of monks was established in 1098 and has been involved in different forms of education since the Middle Ages. *Our Lady of Dallas Cistercian Abbey* 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. In accordance with the School's bylaws, the operation of the School is overseen by the School Board, which consists of Cistercian Fathers and lay men and women appointed by the Abbot of *Our Lady of Dallas Cistercian Abbey*, who serves as President of the School Board. The Headmaster is an ex officio member of the School Board. In addition, the Abbot shall appoint no less than ten (10) and no more than thirteen (13) other members to serve on the School Board, including monks and lay men and women.

The facilities of the School include Middle and Upper School buildings (built respectively in 1964-65 and 1966-67, and completely renovated in 2008-9), West Gymnasium (1972, renovated 1998 and 2023), 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, cross country trail, and athletic game and practice fields.

Cistercian Preparatory School is accredited by the Independent Schools Association of the Southwest (ISAS) and the Diocese of Dallas.

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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 *Our Lady of Dallas Cistercian Abbey* and Cistercian Preparatory School.

The middle of the shield the seal contains a cross with the letters MORS in its four spokes, standing for Morimundus, the French abbey founded by Citeaux to which our mother abbey of Zirc traces its second foundation. Zirc was originally founded in 1182 by monks from Clairvaux (St. Bernard's abbey) when King Bela III of Hungary, turned to the holy abbot Petrus Monoculus of Clairvaux to send monks (and builders/architects) to establish a monastery on his lands. Zirc was destroyed by the Turks in 1550 and then later restored by the Prussian abbey of Heinrichau, which had been founded by Morimundus and therefore had MORS in its coat of arms.

In the center, a crane 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 (John 5:35) 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.

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Values Promoted by the School

By joining the School one becomes part of the Cistercian community 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:

- 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.
- Following the tradition of Cistercian and Benedictine monasticism, the monks of the abbey live their vowed lives 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.
- 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.
- 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.
- While learning is a highly individual process, it takes place in community and forms community. Learning is viewed as an opportunity for students to both better come to know themselves and to form a community through ties of knowledge, respect, solidarity, common work, and mutual love.
- 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.

In alignment with these values, Cistercian seeks to integrate all forms of learning into the journey towards God, understanding from our own experience that human freedom is the only possible context for genuine learning and loving. Fruitful exploration of the world demands both humble self-discovery and an authentic engagement with other human beings who share an equal dignity as spiritual creatures made in the image and likeness of God, our one heavenly Father.

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The School understands that language can be both powerful and confusing. For the sake of common understanding, the School defines the following words within the spirit of Catholic monasticism, as follows:

- **Diversity:** Welcoming talented and motivated people, embracing their individuality, and supporting their pursuits to strengthen our community.
- **Equity:** Providing an environment in which our resources reach far and wide in delivering opportunities for all to reach their fullest potential.
- **Inclusion:** Engaging in meaningful, safe, and healthy relationships that empower the community to share in the ongoing growth of school culture.

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THE SCHOOL PROGRAM

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Academic Information

Academic Integrity

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.

Curricular Philosophy and Academic Program

As a Catholic monastic school, Cistercian values striving for academic excellence as a pathway towards personal transformation within community life. The School has therefore established a curriculum that is both *demanding and shared*, rigorous across all disciplines at every level and identical for all students of a given Form. The intense communal nature of the pace, depth, and breadth of the academic program challenges each person to understand that they must grow beyond their native strengths and asserts that the highest nature of individual success is found in developing talents alongside of and for the sake of others.

Advanced Honors is the only “level” at which the School offers any required courses. By this, Cistercian does not intend a simply comparative reference to more advanced pacing, more accelerated content, or a greater depth of inquiry but that the quality of discourse and study is profoundly rigorous while also profoundly thoughtful, and thus worthy of being honored.

Cistercian offers no AP or College Board courses but rather has built a fully independent curriculum in which *the coursework requirements typically meet or exceed the intellectual demands, critical thinking skills, and depth of understanding required in an AP course*. As a consequence, Cistercian students do very well on numerous AP tests, achieving AP recognition even though they do not take AP-recognized courses.

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Again, the Cistercian curriculum is a fully integrated, eight-year, advanced 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 and an Advanced Honors Senior Seminar are also offered in the Upper School to provide students opportunities to explore and further develop areas of special interest or talent.

As one of the primary goals of the School is to build a community of learners, the School operates within the unified experience of a single-track, advanced all-honors curriculum that challenges all of its students to stretch themselves past their areas of particular gift or interest and strive for growth in all facets of education and personal formation. However, also because of the goal of forming community, Cistercian both seeks and highly values the richness which comes with having a diversity of intellectual and personal gifts and interests present within its student community. The School recognizes that the intellectual fabric of a Form community is improved by the presence of a variety of academic abilities, and also through the existence of a broad spectrum of styles and modes of learning (including diagnosed learning differences).

Fine Arts

Cistercian highly values the place of art within the formative structure of its academic program and within the transformative experiences that come with individual or shared creative pursuits. When creative action seeks inspiration in the unity of the three transcendentals (the true, the good, and the beautiful) it echoes the Trinitarian love in and through which all things came to be and find their meaning. We are truly “the work of His hands” and whenever we try to create, we both develop our own talents and come to accept our own limitations; we then encounter and better come to know both the community and ourselves. Whether in the classroom or in the robotics lab, whether in math club or within a drama production, whether in painting acrylics in an art elective or building a Homecoming set on a weekend, whether performing in coffeehouse or delivering an Advanced Honors Seminar presentation, students are surrounded by a community that rejoices in using and growing their talents. The School asserts that we strengthen both our community and ourselves whenever we let the project of the moment call us to grow, that we most truly “own” our gifts when we use them for the sake of others. All teachers therefore strive to promote opportunities for the kind of personal transformation that comes with working with one’s mind and/or hands to make something that did not before exist, but which has the power to both communicate ideas and create connections between people.

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The School embeds the arts into the required curriculum over the eight-year program. Middle School students are required to take Music in Forms I-II, Studio Art in Forms I-III, and then a Form IV interdisciplinary class in which students are divided into four smaller groups which rotate each quarter among visual arts, music appreciation, art history (with a strong writing component), and drama. In addition, every year each Form participates in a curricular Field Study (typically off campus) engaging with works of visual art, drama, music, etc. that correspond or connect to the works or periods being studied in their literature and history classes. Students study the material of the Field Study in the classroom in preparation for encountering it, and then write on the work afterwards. In addition, in every modern language class, students must encounter the artwork of the culture they are studying, from paintings and poetry to music and food. In the Upper School, history classes also include significant art and music history components.

Beyond the study of art required within these humanities courses, there are many upper school electives offered directly in the arts. Cistercian expects every elective course (students choose six semester-long courses) to involve a creative component. From studio art to computer programming, from designing a robotics system to engaging in mock trial, from writing an Icelandic saga to directing a video montage, the School asks students to both create and to share. Beyond these elective courses lies the Advanced Honors Senior Seminar, a yearlong course that culminates in a public presentation and critique. The School sees the art of public speaking as an essential facet of personal development.

The School also promotes artistic expression through participation in activities such as BraveArt Workshops, Coffeehouses, Art Exhibitions, Concerts, Middle and Upper School Drama productions, Junior Patron's Guild, ISAS Arts Festival, and the activities of the Art Club and Arts Board.

Upper School Fine Arts Requirement

Beginning with the Class of 2027, all students are required to earn one credit in Fine Arts in order to graduate. Form V students will take two semesters of Fine Arts elective courses, ranging in but not limited to Drama, Music, Studio Art, Photography, Dance, Technical Theater, Graphic Design, Journalism, and Film Studies. These two semesters will count for half of the Arts Credit Requirement.

In order to fulfill the remainder of the one full credit of Fine Art needed to graduate, Forms VI and VII students may choose to take two more semesters of upper level Fine Art Electives, including but not limited to Drama, Music, Studio Art, Photography, Dance, Technical Theater, Graphic Design, Journalism, Film Studies, Art History, Calligraphy, Creative Writing, and Film Making. The School will offer a selection of these courses each semester within the general elective offerings (some of which may have a prerequisite of the Form V level in that discipline). Or, the students may take practicum art hours, as per below.

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Practicum Art Hours

Beginning in Form V and ending in Form VII, students may choose to accrue hours spent in meaningful extra-curricular on-campus artistic initiatives to meet the requirement for a quarter credit (30 hours), as approved by both the sponsor of the extracurricular activity and the Head of the Fine Arts Department. Initiatives would include participation in the Theater Productions (actor or crew) or serving as an editor for an on-campus journalism publication.

In alignment with other ISAS schools and in an endeavor to continue to have the arts flourish at Cistercian, we are requiring as of 2025, that the arts credit be fulfilled at Cistercian.

****The School will consider other outside arts on a case-by-case basis (determined by Chair of Fine Arts Department and Headmaster).**

Advanced Honors Senior Seminar

Each student in Form VIII will choose an Advanced Honors Senior Seminar 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 within the context of that area of study. During the Spring semester, these courses will move from reflection and conversation towards practice, culminating in a research paper sparked by individual student interest and guided by the seminar director. The seminar paper/project will culminate in a public presentation and discussion of the student’s work.

Homework Policy

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 per night per class 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

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specific technology. The time required to complete and submit an online assignment is included in the amounts expected 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

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

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 grades, teachers are free to weight the grades of semester exams in a way appropriate for their course.

Learning Support

It is the goal of the School to create an inclusive and supportive learning environment that values each student's unique strengths and challenges with the aim that every enrolled student succeeds, both at Cistercian and in the future. The School therefore asks parents to keep a long-term perspective when it comes to academic success. 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 born from personal experience through individual effort and discipline. 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 do not overwhelm the student with anxiety but prepare him for his eventual independence, imbued with a sense of worth that is not measured by the metrics of grade point averages, standardized test scores, college admissions, or any other quantifiable comparison.

The School continually strives to meet the needs of all our students by providing resources to those who may benefit from support to achieve academic and personal success. 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

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environment. Particularly for newer students used to excelling at schoolwork with relative ease, adjustment to the depth and pace of 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. The School works in collaboration with students, parents, teachers, administrators, and outside professionals in an effort to help each student successfully meet the school's curriculum demands and become independent learners.

It sometimes happens that a highly gifted student compensates (sometimes for years) by means of his own natural abilities, only to have learning differences or other health issues surface later when challenged by either the depth, breadth, or pace of schoolwork. If a student is struggling academically, the parents, Form Master, Learning Specialist, and School Counselor will be in communication to explore the possible reasons and how to offer effective support. In some cases, based on the collective observations of faculty over time, the School may recommend a student receive a psychoeducational evaluation from an outside specialist. Parents may select a private evaluator of their own, consult with their child's pediatrician, or request a list of private evaluators known by the School. The provision of such a list by the School does not imply any endorsement of the evaluators or any agreement by the School to be bound by the evaluator's recommendations, policies or procedures.

Cistercian discourages parents from seeking an evaluation without involving the School. While the School understands that some hesitate to discuss evaluation and learning issues before receiving results, experience has shown the most effective and helpful evaluations are done in cooperation with the School. In the School's interaction with all participants in the process, the School is committed to maintaining the applicable professional standards of confidentiality and informed consent.

Tutoring

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. With the appropriate permissions and awareness of parents, a teacher may also use video-conferencing technology for tutoring.

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In situations when a student needs a more regular or intensive kind of assistance, some families may seek outside individuals or services that provide tutoring. Arranging for private tutoring might be justified for a period of time but is inappropriate as a wide-array, long-term (multiple-subject and/or 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.

Academic Accommodations

Students with diagnosed learning disorders or other medical issues that impede their academic success may be eligible for specific accommodations. In order to be eligible for approved accommodations, students must have a recent (within 5 years) comprehensive psychoeducational evaluation on file that includes both cognitive ability and achievement testing to demonstrate how the diagnosis affects their ability to learn. The School may provide classroom accommodations that work within the unified schedule of our single-track model at Cistercian. For more specific information about approved accommodations and psychoeducational documentation requirements please contact the Learning Specialist or visit the [Learning Support](#) section of the Cistercian website.

College Counseling

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 institutions. Alternatively, we recognize the value of our students traveling to make college visits. 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 become a major disruption of their academic life. And if multiple students are absent for college visits at the same time, this disrupts the lessons for those that remain and produces complicated lists of make-up assignments when those who are on visits return.

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Consequently, to the extent possible, parents and students should do their best to schedule college visits during the summer and at times when class is not in session. If this is not possible, then they should limit absences due to college visits to no more than 2 school days per semester. 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 of school at a time, parents must seek the Headmaster's permission in advance. Students should communicate well in advance with their teachers about expectations for assignments, assessments, and any deadlines for make-up work.

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.

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Grading

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:

Subject	Credits
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
(Arts: 1 credit either by electives or by practicum)	
Advanced Honors Senior Seminar	½ credit
P.E.	2 credits

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Academic Grades

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	B-	2.75	D+	1.25
A-	3.75	C+	2.25	D	1.00
B+	3.25	C	2.00	D-	0.75
B	3.00	C-	1.75	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. (including P.E. Tutorial) and Arts Practicum are graded on a Pass/Fail basis and are 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 1.0 when calculating the GPA. Thus, an A has a point value of 5.0, a B has a point value of 4.0, 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 average of all of the student's semester GPA's. 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.

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Conduct Grades

Measuring conduct or citizenship, or relationships within an individual class or a Form community with any kind of grading system will always be imprecise and limited as a way of characterizing an individual person's behavior. The School understands that such "grades" are never definitive and simply expects any such assessment to be but one part of the conversations that occur between a Form Master and a student or his parents, or between a teacher and students. Still, the School feels it must attempt to designate signposts for both positive and negative behaviors.

Conduct grades are assessed each quarter by the teacher of each subject. Unlike academic grades, conduct grades in individual classes are not cumulative for the semester, but only reflect the relative behavior of the student during that quarter. Conduct grades given in P.E. reflect attitude and behavior during class or athletic practice (and for older students, also during actual athletic contests).

The letter grades assigned for conduct follow a pattern common to many schools, but are to be interpreted at Cistercian as follows:

"E" represents Exemplary. This is commendable behavior that goes above and beyond dutiful and attentive actions into the sphere of helpful, positive leadership, both overtly and by example, for the good of oneself and of others.

"G" represents Good. This is solid, respectable behavior in all aspects of school life – attitude, punctuality, cooperation, attentiveness, courtesy, and appearance. The vast majority of Cistercian students will fall into this category.

"S" represents Satisfactory. This grade suggests that a student's behavior is acceptable within wider norms, but that in comparison to his Cistercian peers, a student has some room for growth in at least one area.

"N" represents Needs Improvement. Such a grade warns that the student definitely needs to improve his behavior, whether in reference to repeated corrections for minor infractions or to a single offense worthy of further serious attention.

"U" represents Unacceptable. This grade represents behavior that is simply unacceptable within a limited but essential area of school life. It should be taken as a stern warning which calls for an immediate change in attitude and conduct.

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Form Master Conduct Grades

Above and beyond the individual course conduct grades, a student also earns a Form Master Conduct grade each term, an assessment which reflects a student's overall behavior and attitude. These Form Master Conduct grades follow the same general paradigm as above, but unlike the course conduct grades, cover behavior outside of as well as within class, and may also be cumulative, reflecting behavior over the entire year up to that point. While not intended to reference an "average" of the individual course conduct grades for a given term, the Form Master Conduct grade does take them into account.

Moreover, the Form Master Conduct grade of "U" is issued in serious situations to make it clear that a student has created by his actions (whether in toto, or in reference to a single but serious incident) a rift between himself and the School that must be healed, and such that further misbehavior may be inconsistent with remaining at Cistercian. Therefore, Form Master Conduct Grades of "U" assessed at the final grading period will necessitate a decision by the Headmaster on whether a student will be promoted into the next Form level.

Requirements for Promotion into Forms II-V

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

1. At least a grade of "N" 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

Requirements for Promotion into Forms VI-VIII

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 grade of "N" 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

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Extraordinary Remediation

In either Middle or Upper School, 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 (in either semester) will at least have to perform remedial work (as determined by the Headmaster) to eliminate the F. A student with F's in any two subjects may not be promoted.

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Athletic Information

Principles

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

Cistercian intentionally delays the organization of official School athletics until Form III. During Forms I and II, students (and their families) should focus on building healthy study habits, organizational skills, friendships, and a strong Form community. Athletics can be a wonderful way to supplement individual and community development, as long as the activity is kept in proper perspective and is directed to serve those goals. The School asks that any parents that want to build sports teams while their sons are in Forms I and II do so in conversation with the Form Master. Such teams, should at the very least, be inclusive of all who want to participate and focus more on the building of community and teamwork within the Form than on development of athletic skills.

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 (i.e., seniors not in athletics, ill or injured students, students in an outside tutorial, Cistercian athletes who practiced before school) will attend a supervised Study Hall during the last period of the school day.

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Seasons

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.

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

Practice and Game Times

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 practices typically run from 3:30-5:30. Because of logistical considerations such as field or court availability due to home athletic contests, Freshman and/or Junior Varsity 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.

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Equipment

In all sports but tennis and golf, 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

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.

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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.

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SPC Guidelines for Sportsmanship

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

- 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

- 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

SPC 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 SPC schools permit any type of spectator behavior that either detracts from the proper conduct of the game or disadvantages a team player.

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STUDENT LIFE

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The School Day

Arrival

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. visiting the school chapel, 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

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 a locker 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.

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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

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

Students will typically eat outside, except in cases of inclement weather, in areas as assigned by the administration. All students are expected to clean up after themselves, whether inside or outside. Each Form will also have a crew assigned to complete the cleaning of their eating area. When eating outside, a crew will be responsible each week for wiping down the tables. When eating inside, in addition to their own table areas, some Forms will also clean a designated portion of the lunchroom, after which they should return their cleaning items to the cabinets or classroom in a proper fashion.

- 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 four designated, supervised areas: the upper sports field, the gymnasium, the courtyard or the classrooms. The classrooms and hallways will

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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 their eating area, 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 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.

Outside food deliveries should not become a routine for any student but only used in rare cases, such as when a student forgets his lunch. The Form Master has the sole responsibility to oversee how this is observed.

Students may borrow money from the receptionist's desk for lunch, and accumulated charges at the end of the quarter will be billed to the parents' FACTS account..

Study Hall

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

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.*

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Religious Services, Sacraments, and Retreats

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 a two-day 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

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

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

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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

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 Dean of Students. Students should secure permission from the appropriate Form Master before posting flyers in a form room and from the Dean of Students or the appropriate Division Head before posting flyers in the hallway.

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Uniforms

General Uniform Information

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

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, Oxford cloth 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:

- 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 must be purchased from **either** Culwell & Son or from FlynnO'Hara. Khaki uniform pants for the Upper School may be purchased anywhere as long as the color, style and material match the handbook guidelines.
- Uniform shirts are to be plain white, polo or Oxford cloth 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.
- Uniform shoes are black or brown, all-leather, loafer, dress or tennis shoes. Shoes must have no visible logos. Socks are to be white or dark, and solid-colored. Shoelaces are to be kept tied in a normal fashion.

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- Students will wear a simple black or brown, all-leather, belt.
- 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.
- 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.
- P.E. Uniform Shirts and Shorts are purchased from the School Store.

Senior Uniform Privilege

Seniors may wear the standard uniform. They also have the privilege 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

Cistercian-Logo Apparel and Merchandise

The School maintains control over the use of its logos, symbols, and crests. Parents and/or students may not use the Cistercian name, logo, crest, etc. to create their own apparel or objects, or for a Form team or group, without the express permission of the School. The Cistercian School Store sells a variety of apparel, some of which is appropriate for the official school day uniform, and some of which is intended for casual wear outside of school. Similarly, during a given sports season, the Athletic Department may open up online stores for the ordering of branded team apparel (and in the case of the Upper School, for some official school day uniform wear). These are the only acceptable outlets for Cistercian-Logo merchandise. If, for example, a parent wants to create a t-shirt for a Form-level team or event, they must first obtain the permission of the Form Master or appropriate administrator before proceeding.

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Attendance

Daily Schedule

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 serves 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

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. Homework Club also takes place in the Small Lecture Hall after school until 4:30. ***Students must be picked up by 4:30 p.m.*** Students may work in the school only under supervision.

Tardiness and Absence

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 semester. 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

Students who arrive after 8:25, whether simply tardy or coming in after an appointment, must check in at the receptionist’s desk and receive a Green Slip. They should then present this slip to the classroom teacher in order to be admitted to the classroom. Student drivers who park in upper lots must also make the trip down to the receptionist in order to check in and be admitted to class. Students who drive themselves should refer to the consequences for tardiness listed under the Tardiness Policy for Student Drivers.

Parents should inform the School in advance about an absence, late arrival, or early departure by completing the online [Attendance Reporting Form](#) available on the School’s website.

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Absences Due to Illness

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 fill out the online attendance form which will inform the Form Master and School Nurse. 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

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

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

On rare occasions, recovery from an ailment may stretch out over several weeks and even months. In the event of an **extended absence** that is not due to a school-mandated quarantine, the Form Master will work with the parents and teachers in order to help plan out the student's academic responsibilities. In some cases, this will involve outside teachers or programs that help students keep up with their studies, and the Form Master will act as the liaison between any such program and the School. The School will do its best to help students keep up with their classmates, but it is possible that an extensive absence can create a situation in which it is in the best interest of the health of the student to change schools.

Absence/Arrival/Dismissal

To assist the School in more efficiently and accurately accounting for each student throughout the school day a new policy is being implemented this year. There is now a single "[Absence/Arrival/Dismissal](https://school.cistercian.org/)" tab located on the front of the school website (<https://school.cistercian.org/>). This new system is also designed to make it easier on parents who no longer need to reach out separately via email to individual Form Masters and/or the School Nurse to notify the school of a student's absence, late arrival, or early dismissal.

Parents are asked to use this "[Absence/Arrival/Dismissal](https://school.cistercian.org/)" tab and follow its subsequent prompts to alert the school to any student's absence, late arrival, or early dismissal. In filling out the very brief form, your son's(s') Form Master(s) will be automatically notified and will follow-up with you as necessary. If the absence is due to an illness/injury, the School Nurse will also be automatically notified and will follow-up with you.

The School appreciates as much advance notice as possible for any student's(s') absence, late arrival, or early dismissal.

College Representatives at School and College Visits

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 institutions. Alternatively, we recognize the value of our students traveling to make college visits. Students in Forms VII and VIII are encouraged to visit

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colleges as part of the college application and decision process. However, both students and parents should keep in mind that absences can become a major disruption of their academic life. And if multiple students are absent for college visits at the same time, this disrupts the lessons for those that remain and produces complicated lists of make-up assignments when those who are on visits return.

*Consequently, to the extent possible, parents and students should do their best to schedule college visits during the summer and at times when class is not in session. If this is not possible, then they should limit absences due to college visits to no more than 2 school days per semester. 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 of school at a time, parents must seek the Headmaster's permission in advance.** Students should communicate well in advance with their teachers about expectations for assignments, assessments, and any deadlines for make-up work.*

Outings and Field Studies

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.

Notification of School Cancellation

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.

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STUDENT CHARACTER

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Academic Integrity

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 offenses against good academic order but they also create division within the School community, a community whose source lies in the sharing of individual efforts within a common program. Actions against academic integrity short circuit the formative power of the academic program and invert the priorities of the School, placing a final evaluation ahead of the individual growth discovered in process. Problems in this area will be dealt with by the classroom teacher, in conversation with the Form Master. If the incident is serious or is repeated, the Form Master will inform the appropriate Division Head who will advise on appropriate consequences, and if necessary forward the case to the Disciplinary Committee.

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

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.

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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, in rare cases due to School-approved accommodations for learning differences, a student may bring a computer for school work. 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.

Form Rooms, Organization, Personal Property, and Privacy

The Form classrooms are places of mutual trust and accountability with both student desks and lockers intentionally open and visible throughout the day. Each student has his own desk and locker along with his own school supplies that he brings to school or leaves at school. His property must be respected. It is not to be borrowed or used without his expressed permission. Students have a responsibility to maintain their desk and locker in a neat and orderly fashion so that both the personal and shared space of the Form room is appropriate for learning. Form Masters may ask students to empty, reorganize, clean, or otherwise neaten their desk and lockers, as needed to improve classroom order and effectiveness. Similarly, for athletics, students have a personal or shared locker in the gymnasium locker rooms, and are responsible for keeping it orderly, and are not allowed to access another's belongings without expressed permission. However, Form Masters/Coaches (or their designates) may look through a student's desk or lockers when needed, for example when gathering books and notes for a student who is sick at home.

Furthermore, in situations where the safety of an individual student or the community is involved, or in investigating serious disciplinary cases, the School reserves the right to conduct full searches of students' automobiles, desks, lockers, and their contents (e.g., notebooks, binders, artwork, journals, etc.) as well as backpacks, gym bags, and digital searches, such as personal phones. Refusal to submit to such a search may subject a student to suspension or expulsion.

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Expectations for Off-Campus Behavior

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, such as when on spring break, during the summer, or on other vacations, and even when in other states or countries, 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

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 team members on the team bus. The School, however, is not responsible for any students who remain 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

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.

Parents are 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. *Hosting or even passively allowing collective teen substance use within friend groups is inconsistent with the values and mission*

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of the School. This includes gatherings while on vacation – even when in states or countries that have lower legal ages for substance use. The School's position on these matters is not only about legality but also community. The false friendships created by such activity are detrimental to full human development and negatively affect the School community that we work so hard to develop. ***Parents who intentionally provide alcohol or intentionally provide a place for underage students to consume alcohol may jeopardize their son's enrollment at Cistercian.***

The possession and/or use of tobacco in any of its forms (cigarettes, cigars, snuff, etc.) and/or e-cigarette paraphernalia (e.g. Juuls, nicotine pods, etc.) is expressly prohibited. Smoking or "Vaping" while on campus or at school-sponsored events is a serious offense. Parents and visitors on campus must respect the school's tobacco-free and vape-free designation.

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

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

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.

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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.

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Health and Safety

Community Health and Individual Safety

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 support structure but it is the dense network of care generated by the full community of teachers, coaches, students, parents, and staff that together truly looks after individual students. For example, the School Counselor works closely with the Headmaster and Form Masters, and is available to meet with students before school, after lunch, or at other possible free times during the school day. And the School Nurse interacts with multiple Form Masters, parents, and students on a daily basis and so, beyond medical expertise, also captures a broad view of the health of the community.

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. This is because the community network is capable of offering proper and timely support for students only when there is a consistent clarity of understanding of both mission and responsibility among its members, and because a warping of positive community values can create a situation which adversely affects the health of its members.

We strive so that the shared values and formative power within the School community ultimately develop out of an honest response to God, who calls each one of us to a life of virtue and holiness. However, 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. we can slip into an extreme focus on grades, athletic success, social status, achievement for achievement's sake, etc.). Satisfying that excessive need will necessarily result elsewhere in a lack, weakening both the individual and the community. Such a warping of values can create undue pressures and anxieties that put students at risk.

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Beyond the pressures created by a warping of positive values, there are the dangers created by the intensity of shared experience. It is tempting for young men to mistake shared activity for brotherhood, even if the activity (such as alcohol or drug use) is unhealthy. Since the very structure and cycle of our School Program both expects and engenders closeness among its members, the School community has a responsibility to see that this closeness is built on positive and healthy activity, lest the blessing of community connection becomes a shared source of damage to its individuals.

Immunizations and School Day Health

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 must receive all state-required immunizations to be admitted to class.

The School has a registered nurse on campus five days a week and also a certified Athletic trainer on the premises during the school day until 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 Nurse. 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

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. 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.

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Counseling

To enhance student well-being, the School has two counselors available to provide emotional support and guidance to the school community. Counselors are available as a resource for any Cistercian student. These services may be sought directly by students and families or advised by the School. The counselors work and communicate with students, parents, teachers, Form Masters, and administration. With the consent of parents, counselors also communicate with outside healthcare professionals to better support student emotional health. Counselors also provide referrals and resources upon request and assist with crisis intervention. Parents are encouraged to reach out to the counselors if they have questions or concerns about a student.

Student Safety – Threatening Language and/or Actions

Students are responsible for both their speech and their actions and should be careful to avoid words or acts which threaten others. The School will take such threatening statements and/or behavior very seriously, whether the statement is made on or off-campus, in verbal or written form, or in digital form via phone call, text, or online posting. Similarly, if a student uses language (again, whether in-person or online, whether on or off-campus) that indicates the possibility of harming himself, the School will take that language very seriously. Any member of the School community who has learned that a student has threatened to harm himself or others or who has learned that a student has engaged in threatening behavior should inform both the student's Form Master and a School Counselor. The Form Master and Counselor will confer with the Division Head and the Headmaster to assess next steps. In all cases, a first step will include assuring the immediate safety of all students directly involved (if necessary via the temporary removal of students from the classroom to a situation where there can be direct supervision) and informing the student's parents. Follow-up steps could include:

- Discussions between student and Form Master or Counselor
- Required meetings with the School Counselor
- Required meetings with a School-approved licensed medical professional
- Formal evaluation by a School-approved licensed medical professional regarding a safe return to campus

All such situations require attention to the proper handling of sensitive personal information. Sensitive conversations between students and Form Masters as well as conversations between students and a School Counselor are expected to remain confidential except in cases where the health and safety of others could

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be jeopardized by silence. Form Masters will keep relevant staff and faculty members informed as much as possible and necessary, but all members of the community must understand that the School may be limited in what it can share broadly. The Form Master will work to support the individuals (and their families) who are directly involved and also the larger Form community as needed.

Threatening the safety of other members of the School community is considered a significant offense and so may merit a commensurate disciplinary consequence. However, the School considers any assessment of disciplinary consequences for one who has threatened the health and wellbeing of others in the School community to be of secondary importance compared to safeguarding the health and wellbeing of the members of the School community.

Safe Environment and Reporting Child Abuse

Cistercian strives to create a safe environment for each student, protecting both his physical and emotional well-being. Child abuse is not tolerated. Child abuse means any form of intentional infliction of injury to the detriment of a child's physical, moral, or mental well-being.

Suspicion of inappropriate adult-child relationships or abuse should be reported immediately to the Headmaster or to another member of the Cistercian Safe Environment Review Board, which consists of the Assistant Headmaster, the Safe Environment Coordinator, the Counselor, and the Business Manager. All involved will keep all information regarding the complaint confidential, except to the extent necessary to investigate and address the complaint. In all cases, the complaint will be taken seriously and investigated promptly. In addition, if one has cause to believe that a child has been or may be abused or neglected by any person, he or she should make a report to Texas Department of Family and Protective Services at 1-800-252-5400 or in emergency to the appropriate police authority, usually by calling 911.

Safe Environment Policies

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"

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(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 volunteers for the activity 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 Coordinator 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) and in cases of virtual tutoring, allowing parents and administrators access to online platforms as needed for accountability.

Chaperone Guidelines

There should be only one entrance/exit for any social event. One or more chaperones will act as gatekeepers at this entrance. They will greet and welcome the students by their presence indicating that there is organized supervision at the event. Typically, the Dean of Students, Form Master, or another official representative from Cistercian will also station himself near the entrance. The chaperones, with the aid of the official Cistercian presence, will prohibit any non-Cistercian male students from attending the event.

The chaperones should pay close attention to students leaving the event. Once a student leaves, he or she may not return. With permission from a faculty member, a student may make a trip to get something from his or her car, but only if accompanied by a chaperone.

Purses, backpacks, and other containers will all be checked into one, supervised, public location. No outside food or drink may be brought into the event. Drinks provided within the event should be from individual, sealed containers.

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Within the event, chaperones are assigned to strategic locations of supervision. They should make regular circuits of the space. They should also ensure that students do not venture into any areas of the school or family home that have been designated as off-limits. Chaperones will be scheduled two-deep for each area of supervision. In carrying out their assigned duties, chaperones should take care to avoid any circumstances that would leave them alone with a student.

Chaperones exercise initiative to prevent misbehavior before it happens. They address issues of impropriety in areas of music, music volume, dance moves, language or any other behavior that they deem inappropriate. If at any time a parent volunteer is unsure of a proper response to a student's behavior, or if a student does not politely comply with a chaperone's requests, then the parent should seek the assistance of the administrators present at the event.

Chaperones will monitor the areas outside of the event. At a home party, chaperones will periodically check out the street and area in front of the house. For events held at the school, chaperones should be assigned to monitor the parking lots in front of the middle and upper schools and the upper lot behind the science building. These monitors will typically carry flashlights and mobile phones so that they can contact administrators for assistance.

Generally, the active, mobile presence of a chaperone will prevent improper activity from taking place. If a chaperone does encounter inappropriate or questionable behavior then he/she should ask for assistance from a faculty member, and if possible, should detain the students until such arrives. The chaperone is not expected to begin any investigation or questioning regarding suspected misbehavior.

Students should not loiter outside of the party or in parking lots. If they are awaiting rides, then they should do so from supervised areas. Ride-shares for students are not allowed. Parents are encouraged to closely supervise the transportation of their sons and their guests to and from the parties. Students should arrive and depart promptly, having communicated with parents ahead of time.

The school must approve all potential chaperones. This includes any guests that chaperones themselves would like to bring. Parents acting as chaperones will wear a white shirt and black pants/skirt/shorts so as to be identifiable as an official presence. All faculty sponsors, chaperones, student council members and student organizers are asked to stay behind after an event and assist with clean up.

While on official chaperoning duty, whether on or off campus, including on trips, chaperones should refrain from consuming alcohol.

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Guests at Social Events

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 Dean of Students may make an exception to this rule.

Visitors and Guests

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.

Safety within Student Activity

Many student activities involve ancillary working environments which call for reminders to all concerned about the need for vigilance regarding student safety. There are the safety issues that come with construction and the use of tools – such as in a student council homecoming project, a community service work project, the building of a robot, etc. There are the extra safety issues related to travel (in-town, overnight, or abroad) for events like quiz bowl competitions, math contests, mock trial, service trips, etc. And, beyond these areas of concern, there are established safe-environment requirements for two-deep supervision for student activities. From publications to drama productions, **all** activities carry the potential for multiple interactions between students of differing Form levels, between parent chaperones and students, between students and sponsors. It is incumbent on all concerned (sponsors, parent-chaperones, and students) to be vigilant about areas of required supervision, whether that is in the safe use of tools, of student interactions, of two-deep expectations so that no adult is left alone with a single student, or even supervision in the protection of school facilities.

Student Accident Supplemental Insurance

The School has purchased a Student Accident Plan, which is a program designed to reimburse parents/guardians for out-of-pocket expenses incurred from hospital, physician, and other medically necessary eligible expenses resulting from an accident to their dependent child during a School sponsored event or activity and who is

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a full-time registered student at Cistercian. The Plan is an “Excess” Plan, meaning that it only reimburses medically necessary expenses that exceed the amounts eligible for reimbursement by other valid insurance or health agreements (i.e. the family’s health insurance). There are exclusions and limitations. Please contact the Business Manager if you need a Notification of Injury Form.

R-Rated and PG-13 Rated Videos

While parents are the final arbiters of what is appropriate viewing for their children, there will of course be a range of opinions among the parents of a given Form for what is deemed acceptable. As a general policy, the School prohibits the use of R-Rated videos in the classroom, or for outside Form activities. This includes the use of these videos for upperclassmen who might be of legal age to independently choose to view such a film. Similarly, for younger students such as in Form I or II, movies with a rating of PG-13 will not be used for official classroom or Form activities. The School recognizes that there are many important films of excellent quality and with a worthy educational or formational nature that have received an R-Rating. In rare cases, and with far-in-advance approval of the Headmaster and Department Head, the School will consider the use of all or a portion of an R-Rated video.

Water-Related Activities

Cistercian has a long-standing tradition of students gathering for pool/water-related activities, such as the beginning and end-of-year Form Parties, the Freshman Launch, or as a finale to summer football practice sessions, among other occasions. It is important that all Form Masters, Coaches and Faculty/Activity Sponsor(s) for these events be aware of and follow the school’s water safety guidelines to ensure the safety of the students during these parties. If a water-related event is to be held as a Form activity, then it should occur at the home of a host family, or a public or club pool, with its own trained and certified lifeguard(s) on duty.

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.

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Fire

Students, faculty, and staff are informed of the emergency escape routes (primary and alternate) to be taken in case of fire. Both primary and alternate routes are posted in each classroom. Regular drills are held under the supervision and timing of the Irving Fire Department. When a fire alarm sounds, all students, faculty, and staff quietly exit buildings by the emergency escape routes and wait in safe zones until an all-clear signal is given for return to School buildings and/or activities. Again, in the event of a real fire emergency, 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.

Tornados and Severe Thunderstorms

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. Especially when severe weather occurs at or near the end of a school day, the School may hold buses and student drivers at School, until it can be reasonably determined that the weather is safe for travel in the direction of their homes. In such cases, faculty and staff will stay at School beyond normal hours to aid in supervision and direction of the students.

Lockdown

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

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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

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 resulting from it.

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Technology

General Information

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

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 in to 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 technology outweigh these dangers, provided that individuals are prepared for and supervised in their proper use. Cistercian sees the issues surrounding technology as important opportunities

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for teaching 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 and Artificial Intelligence

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 media. 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.

Artificial intelligence (AI) and large learning models (LLMs) such as ChatGPT will be pervasive in society with significant ramifications for education and learning. AI promises to provide teachers and students with powerful learning tools, especially in the form of idea generation and personalized tutoring. However, AI also poses a threat to education by supplying students with an easy, tempting means to avoid learning, especially when used to obtain ready-made answers to questions and problems posed by the teacher. Although there is an art to prompting an AI to obtain useful results, such "prompt engineering" cannot replace fundamental skills and operations crucial to thinking and communication. Mastery of academic subjects and deeper learning still involves critical operations such as memorization, understanding, analysis, synthesis, and creativity. It

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is incumbent on teachers to communicate expectations for the proper way to complete academic tasks and to create lessons that minimize the student's temptation to take dishonest shortcuts; and it is the responsibility of the student to comply with these expectations. As with all new technological innovations, Cistercian will take a measured, thoughtful approach to discerning the legitimate use of AI to the end of education.

Acceptable Use Policies

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 media 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 students from using the network for personal buying and selling.

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

Student Email Accounts

Students in Forms I-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 ALWAYS copy the student's parent, Form Master, and/or Division Head when responding.

Students, when initiating individual digital communication with their teachers, should use email and copy a parent or their Form Master.

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Mobile Devices

The School recognizes that many parents purchase mobile devices for their sons for reasons of both convenience and safety. The School understands that these devices 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 also can have profoundly negative effects on a community and on its individuals. Paradoxically, the power of these devices to connect people can actually lead to a sense of isolation, to weakened self-image through constant comparison with others' false reality, to a weakened ability to focus and concentrate on a task, to addictive behavior (ranging from a basic addiction to checking social media, to an addiction to gaming or to pornography) and even to depression. Aside from an unhealthy preoccupation with self and the accompanying dysfunctions listed above, these devices also inevitably pose temptations toward activity that can cause disruptions in the school day. Consequently, for the sake of the health of the individual student and the health of the community, the School expects that parents train their sons in appropriate use of these devices. As to policy, The School expects the following:

- Students may not carry mobile devices (phones, smart watches, messaging-capable Fitbits, iPods, etc.) on their person or keep them in their desk while in school.
- Students may not use their mobile devices on campus during the school day after 8:00am (including before classes start in the classrooms or hallways) but only after 3:30, and then, only in the School lunchroom or outside of the School buildings. The only exceptions to this rule are for Upper School students: when their teachers specifically require or authorize the temporary use of the device for a class or activity. Students are not prohibited from using their phones in the lunchroom prior to 8:00am, unless they are being loud or causing disruption.
- All student mobile devices should be silenced during the school day. In addition, their Bluetooth capabilities should be turned off.
- During the school day, students in Forms I-III must leave their mobile devices in their bags inside their lockers.
- During the school day, students in Forms IV-VIII must place their mobile devices in the storage stations provided in their classrooms.
- Students in Forms VII-VIII may take their devices from the storage stations while they leave campus for lunch, but may not use their devices on campus and must return them to the storage station by the end of their lunch period. Seniors may use their phones in the classroom between 8:00-8:25am.
- The School assumes no liability for lost or broken mobile devices.

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Students who violate the above policy may have their devices confiscated by any teacher or staff member. Confiscated devices will be turned over to the student's Form Master. For a first offense, a parent will need to come and pick up the device from the Form Master. After a second offense, from the Division Head, and after three or more offenses, from the Headmaster.

In allowing their sons to bring mobile devices to School, parents are agreeing to support the School (and any assessed consequences) should their sons violate this policy.

Availability of Computers

Students are encouraged to use the computers in the Library to access the Library's card catalog, 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 computers 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

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.

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Library

General Information

The Cistercian Preparatory School library holds over 20,000 volumes in print, in addition to a variety of databases to support the students' studies as well as allow them to pursue interests and leisurely reading. Databases can be accessed 24/7 from school or home. Students have access to thousands of database articles and journals through JSTOR, EBSCO, and Gale research services, along with access to the Destiny on-line catalog. The Library Resources page is available from the School website and through the Destiny on-line catalog. It provides student access to safe, teacher vetted internet resources as well as all the research resources for student access. 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

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

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Library Procedures

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. 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

Students should not let their materials become overdue. Virtually all books are renewable, except those reserved by teachers and students. 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.

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Transportation

Drop-Off and Pick-Up

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 typically depart from upper parking lots in the back of the School.

Transportation for School Events

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. The School will not allow students to be transported to or from any School event by a ridesharing service (Uber, Lyft, etc.) without the accompaniment of a parent.

Buses

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. Students are expected to stay seated, use appropriate language and treat others with respect while riding the bus. 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 along with emailing the director of Transportation at least a day in advance of any change in bus arrangements. The Form Master will not

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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.

Parents agree to allow their child to be transported to and from school by a driver, employed by First Student in a vehicle owned by First Student. They agree to indemnify and hold harmless Cistercian Preparatory School from any claims or damages resulting to their son while in transit, unless said injuries were proven to be the result of the negligence of Cistercian Preparatory School or its agents. The School is not responsible if a student mistakenly gets on the wrong bus or fails to get on the proper bus.

Driving Privilege

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

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.

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Conduct While in Transit

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.

Tardiness Policy for Student Drivers

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:

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 required, or is tardy a second time, then he must arrive still earlier the next school day and check 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.

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).

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Use of Private Automobiles for School-Sponsored Events

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

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.

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.

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.

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. If there is a possible need for a student to drive themselves or others for an out-of-town school event, the permission of the Headmaster is required.

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.

Students may not leave campus for a school-sponsored activity as passengers of another student without the written (email is sufficient) 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.

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.

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Extracurricular Outing and Trip Policy

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. With approval of the Headmaster, the faculty, coaching staff, and Form Masters may organize extracurricular outings 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. Faculty sponsors and parent chaperones exercise initiative to prevent misbehavior before it happens. They address issues of impropriety in areas of music, language or any other behavior that they deem inappropriate. While on official chaperoning duty, whether on or off campus, including on trips, chaperones should refrain from consuming alcohol.

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.

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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.

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EXTRACURRICULAR ACTIVITIES

Organizations

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

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

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.

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.

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. It is published both in print and online.

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Student Clubs

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 Director of Student Activities. In recent years, clubs such as **Drama Club, Art Club, Music Club, Photoshop Club, Investment Club, Mock Trial, Fusion Corps (Robotics), Model United Nations, Junior World Affairs Council, and Business Leadership Club** have been established.

Student Council

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, a Treasurer (appointed by the Council) and the President, who is the senior elected by the whole Upper School to lead the Council.

Community Service

The School believes that students should develop an attitude of voluntarily serving others. Community service is therefore generally not required but strongly encouraged. Historically, Cistercian students rise to this expectation and give many hours of their time and talent each year. In the Middle School, Form Masters work with Form parents to provide opportunities for the Form to work together. These opportunities are not mandatory and may occur either on or off campus. In the Upper School, there is a Community Service Council which consists of representatives elected from each Form. This Council works to make students aware of opportunities for individual or group service projects and actively organizes a variety of programs both on and off campus. Again, such projects are typically not mandatory and may occur on or off campus. The Upper School does dedicate one day each year, Martin Luther King Jr. Day, as a day of service for which attendance is required (as at any Class Outing). In planning the day's activities, the Community Service Council works with the Parents Club to coordinate and arrange volunteer activity at sites across the city.

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Awards and Advanced Honors

Individual Awards

The Cistercian Program is a demanding, advanced 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 (nor measured by recognition for it) but more so from effort and character.

The School has a chapter of the Cum Laude Society, which recognizes the top 20 percent of the graduating class. 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. These students must also manifest exemplary behavior, and the honor can be forfeited by serious breach of discipline.

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.

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).

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 earn a place on an honor roll, a student

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must have at least an N in his Form Master's conduct grade. The **Headmaster Pin** is given to each student who has made the Headmaster Honor Roll at the end of both semesters of a school year. 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 earned the pin.

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.

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.

The **Abbot Anselm Nagy 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.

The **Lance K. and Judith W. Murray Award**, named for the grandparents of a current student, is a monetary award established to encourage one of Cistercian's brightest students interested in biological and medical sciences to "follow their passions and make a difference for families going through difficult health situations." The recipient of the award is chosen by vote of the faculty and it is distributed at the Baccalaureate Breakfast.

The **Tom 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.

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

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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

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

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 an N 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.

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.

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.

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., third quarter of Form VIII) until the tie is broken.

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Ring Ceremony

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.

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Discipline

Principles

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

For a serious disciplinary case, the Headmaster, the Assistant Headmaster, the Division Heads, the Dean of Students, 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.

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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.

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

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, the physical assault of, or the endangering of a classmate
- bullying or harassment, whether in person or via social media
- use or possession of tobacco, vape paraphernalia, 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

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Categories of Consequences

For misconduct, the following disciplinary measures may be taken:

Written Assignment: A written assignment may be given in an academic area, especially if the misconduct has handicapped the student's learning in class.

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.

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.

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 has created a rift between 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 "U" during this probationary period. An offense that would warrant a second suspension during the probationary period may result in dismissal.

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.*

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THE SCHOOL AND THE FAMILY

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School/Parent Communication

General

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

For parents new to the School, Cistercian organizes the New Parents' Orientation at the beginning of the school year. The Headmaster, members of the faculty, and of the various parents' organizations 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. Simultaneously, all new students attend a half-day orientation at the beginning of the school year. They meet with their Form Masters, coaches, counselors, and current students as they learn about Cistercian policies and procedures and make connections with people that can help them adjust to their new environment.

Official School Email and Friday Notes Announcements

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

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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.

Email is however, not always the most effective tool for parent/teacher communication. Even carefully written emails can be misunderstood. Especially when it involves potentially sensitive material, email may not be a good choice. In such cases, the School expects that email exchanges be kept businesslike, and serve to organize or arrange in-person or phone conversations rather than replace them

Online School Calendar

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.

General Parents' Meetings

At the beginning of each year, the School hosts parent meetings 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 within the context of their son's current state of psychological and physical development.

Form Parents' Meetings and Social Events

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 the boys in their maturing. All parents are strongly urged to attend these meetings for their Form. In

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In addition to these meetings, the School organizes Form-level social events each fall semester for Forms I-VI. These events occur on campus or at a parent's home and are intended to provide a way for parents, teachers, and Form Master to get to know each other better, personally. Forms VII and VIII may also schedule such parties but the faculty are not required to attend. Forms often schedule similar parties in the spring semester.

Parent-Teacher Conferences

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.

Communication of Grades

The School believes that a student must learn ownership of his grades and the accompanying responsibility for keeping abreast of them (and for keeping his parents informed). For this reason, the School chooses not to post grades online. However, this personal discipline is one developed over time, so Form Masters and teachers must help students develop good habits of personal accountability by themselves displaying accountability through timely and effective distribution of regular grade reports given to students.

As part of this effort to support student accountability, in the middle of every quarter the School will generate grade updates for each student for each class and communicate them to the parents. In addition, individual teachers should provide more detailed individual grade updates directly to students with a summary grade update to the Form Master at the third and sixth weeks of each quarter.

After the end of every quarterly grading period, if a student has either a cumulative GPA below 2.00 or a grade for any class below a C-, the Learning Specialist will meet with the student to address any potential remedies.

Report Cards

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

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College Information Sessions

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.

Student Age of Majority

The School must be able to communicate with parents/guardians regarding any and all matters relating to their sons while enrolled, such as their academic progress, disciplinary issues, or behavioral concerns. In the event that the student reaches the statutory age of majority during the course of his enrollment at Cistercian, the School reserves the right to continue communicating with the parents/guardians. If the student refuses to permit the School to communicate with his parents/guardians, the School may exercise its right to dismiss the student for violation of this policy.

Messages to Students

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

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.

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Admissions

Admissions Policy

Cistercian aims to enroll boys of any race, color, creed, national, or ethnic origin who will benefit from and contribute to the school's community. A candidate and their parents can get to know this community through the school's literature, visiting during Open House, or meeting with the Director of Admissions. During the Open House, visitors can learn about Cistercian's values and goals, as well as the specific ways these goals are pursued. The Admissions Committee, including the Headmaster, Division Heads, the Director of Admissions, and others designated by the Headmaster, selects the most suitable candidates for admission.

Admissions Criteria

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 reports from previous school(s), 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.

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Finances

Registration Fee

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

All families are required to enroll in a FACTS tuition payment plan, which must be finalized prior to July 1. Information and details about FACTS are available on the School's website or from the School's Business Office.

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.

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

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

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.

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Sustentation

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.

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Parents' Club

Mission

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

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 consistency and 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 and/or announcer's/scorer's tables, to organizing major events such as the *Back to School Bash* or the *Athletic Recognition Ceremony*, there are many opportunities to volunteer for the School through the Cistercian Booster Club.