

2026-2027
STUDENT HANDBOOK



XAVIER HIGH SCHOOL
30 WEST 16TH STREET
NEW YORK, NY 10011



2026-2027

STUDENT HANDBOOK

NAME _____ ID # _____

XAVIER HIGH SCHOOL
30 WEST 16TH STREET
NEW YORK, NY 10011
(212) 924-7900
XAVIERHS.ORG



SONS OF XAVIER

**Sons of Xavier, keep marching on to victory!
With colors flying, guidons high,
Stand so all the world can see: We're with you!
Onward to glory, loyal sons and true,
Maroon and blue
We'll see you through,
We'll fight for you!**

St. Ignatius's Prayer for Generosity

**Lord, teach me to be generous.
Teach me to serve you as you deserve;
To give, and not to count the cost;
To fight, and not to heed the wounds;
To toil, and not to seek for rest;
To labor, and to ask for no reward
Except that of knowing that
I am doing your will.**

Amen

Xavier High School Time Orders

A-F Order	G-H Order	X-1 Order	X-2 Order	X-3 Order
Homeroom: 8:10-8:20	Homeroom: 8:10-8:20	Homeroom: 8:10-8:20	Homeroom: 8:10-8:20	Homeroom: 8:10-8:20
1st Period: 8:20 – 9:10	1st Period: 8:20 – 9:35	Mass or Assembly: 8:20 – 9:50	1st Period: 8:20 – 9:00	1st Period: 8:20 – 9:00
		Recess: 9:50 – 10:00		
2nd Period: 9:10 – 10:00	Community Period: 9:35 – 10:15	1st Period: 10:00 – 10:40	2nd Period: 9:00 – 9:40	2nd Period: 9:00 – 9:40
				Recess: 9:40 – 9:50
Community Period: 10:00 – 10:40	2nd Period: 10:15 – 11:30	2nd Period: 10:40 – 11:20	Mass or Assembly 9:40 – 11:20	3rd Period: 9:50 – 10:30
3rd Period: 10:40 – 11:30	3rd/Lunch Period: 11:30 – 1:25	3rd Period: 11:20 – 12:00	3rd Period: 11:20 – 12:00	4th/Lunch Period: 10:30 – 11:50
4th/Lunch Period: 11:30 – 1:00	4th Period: 1:25 – 2:40	4th/Lunch Period: 12:00 – 1:20	4th/Lunch Period 12:00 – 1:20	5th Period: 11:50 – 12:30
5th Period: 1:00 – 1:50		5th Period: 1:20 – 2:00	5th Period 1:20 – 2:00	6th Period: 12:30 – 1:10
6th Period: 1:50 – 2:40		6th Period: 2:00 – 2:40	6th Period 2:00 – 2:40	Mass/Assembly/Dismissal

G/H X-1 Order	G/H X-2 Order	G/H X-3 Order	Schola Brevis
Homeroom: 8:10-8:20	Homeroom: 8:10-8:20	Homeroom: 8:10-8:20	Homeroom: 8:10-8:20
Mass/Assembly/Late Start 8:20 – 9:50	1st Period: 8:20 – 9:20	1st Period: 8:20 – 9:20	G 1st Period: 8:20 – 9:00
Homeroom: 9:50 – 10:00			
1st Period: 10:00 – 11:00	Mass or Assembly: 9:20 – 11:00	2nd Period: 9:20 – 10:20	G 2nd Period: 9:00-9:40
			CP/Recess: 9:40 – 10:00
2nd Period: 11:00 – 12:00	2nd Period: 11:00 – 12:00	3rd/Lunch Period: 10:20 – 12:00	G 3rd Period: 10:00 – 10:40
3rd/Lunch Period: 12:00 – 1:40	3rd/Lunch Period: 12:00 – 1:40	4th Period: 12:00 – 1:00	G 4th Period: 10:40 – 11:20
4th Period: 1:40 – 2:40	4th Period: 1:40 – 2:40	Mass/Assembly/Early Dismissal: 1:00 – 2:40	H 1st Period: 11:20 – 12:00
			H 2nd Period: 12:00 – 12:40
			H 3rd/Lunch Period: 12:40 – 2:00
			H 4th Period: 2:00 – 2:40

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MISSION STATEMENT

Founded in 1847, Xavier High School is an academically rigorous, Catholic, Jesuit, college preparatory school in New York City that educates intelligent, motivated young men of diverse backgrounds and means. Xavier teaches students to take responsibility for their lives, to lead with integrity, to act justly in service of others, to pursue excellence in every endeavor and to deepen their relationship with God. Ultimately, Xavier forms young men who will go forth to transform the world for God's greater glory.

I. INTRODUCTION

As a Jesuit school, Xavier High School is animated by *faith* in God who calls us to use our talents to their fullest potential for His greater glory; by the *hope* that we can transform our world into an even better place; and by the *love* that impels us to build a family of men and women for others. Students and their parents/guardians enter into this enterprise, a mutual and sacred commitment to a student's education and development.

We expect students to demonstrate a sense of responsibility and respect for all the members of the Xavier family, peers and adults alike. This handbook serves to help students join the school community and to indicate the direction of their learning process. Students and families should read these pages carefully to know what is expected of students as well as of the entire Xavier community. Additionally, Xavier recognizes parents/guardians as the primary educators of their children. The education of students at Xavier is a partnership between the family and the school. If, in the opinion of the administration, the partnership is irretrievably broken, the school reserves the right to require the family to withdraw the student. This is a very serious decision that is not made lightly.

This handbook also exists to foster the efficient operation of Xavier High School. To meet this objective, the school administration is given the right and ability to exercise discretion and flexibility in its execution. In appropriate situations, the administration has the discretion to take actions other than those specified in the handbook. This handbook is not intended and should not be considered to create any additional rights for the student and/or his parents/guardians. The handbook is subject to change at any time when determined to be necessary by the administration.

II. ACADEMICS

A. Credits

The program of studies at Xavier High School is college preparatory, with honors and Advanced Placement courses available for qualified students. Freshmen and sophomores must carry a minimum of 7 ½ credits per year. Juniors must carry a minimum of 7 credits per year if they have not completed their fine arts requirements, and seniors must carry a minimum of 6 ½ credits per year. Students enrolled in courses offered outside of Xavier must still carry the minimum credit requirement for Xavier courses.

B. Program of Study

- **Religious Education** is required in all four years.
- **English** is required in all four years.

- **Social Studies/History** is required in all four years.
- **Physical Education** is required in all four years. Upperclassmen may satisfy this requirement by participating in an approved Xavier interscholastic team sport or by completing an approved strength and conditioning program under the supervision of Xavier's strength and conditioning coach. Students must meet all attendance, participation, and completion standards established for the applicable sport or program to receive Physical Education credit.
- **Classical or Modern Language** is a three-year sequence. Students must continue the language begun in freshman year for a minimum of three years. Juniors who opt to begin a second language must continue their initial language in junior and senior year. Seniors who opt to take a second language in senior year must also continue with their first modern/classical language. Arabic in senior year is an exception to this policy.
- **Mathematics** is required in each of the first three years. Electives are available in senior year.
- **Science** is required in each of the first three years. Enrollment in additional science electives is open to juniors and seniors.
- **Computer Science** is required for one semester in freshman year. Electives are available in junior and senior year.
- **Health** is required for one semester in sophomore year.
- **Fine Arts** is a 1 ½ credit requirement fulfilled in the first three years. Students may enroll in a combination of art, music electives, band (by audition), vocal music, or acting to fulfill the fine arts requirement. Electives in acting, art, band, music, and vocal music are available to students in all years.
- **Military Science:** All incoming freshmen will attend a three-cycle orientation that introduces both the life of the Regiment and the corresponding Military Science curriculum. Freshmen will meet a total of nine times during this orientation. After these nine class meetings, each freshman will decide whether to enroll in the Military Science course for freshman year only. Freshmen will be required to submit a "will join" statement or a "will not join" statement (signed by their parents/guardians) to the Dean of Academics by the end of the third cycle. Uniforms will be issued as soon as parents/guardians indicate their approval in writing for their sons to enroll in Military Science. Students who choose not to join the Regiment immediately after the initial three-cycle orientation may subsequently petition the Dean of Academics for permission to enroll in Military Science. With approval, enrollment may begin at the start of the second semester or thereafter. Sophomores, juniors, and seniors may elect to join the JROTC program and take Military Science in those years.

C. Christian Service Program

The Christian Service Program complements the religious education curriculum, which calls the Graduate at Graduation to be a person for and with others in imitation of Christ. Beginning in the sophomore and junior years, students work directly with people in need. These encounters encourage students to see the face of Christ in each person they encounter.

Sophomores complete at least 10 service hours in the third quarter; juniors complete at least 15 service hours in the second quarter. After successfully completing their service hours, sophomores and juniors will compose a reflection paper assessed by their religion teacher during the quarter following the service experience. Meaningful Christian Service during sophomore and junior years, aided by proper reflection, helps students to discern their hopes and desires for their senior Christian Service experience. If sophomores or juniors do not successfully complete their service or reflection papers, they will receive an

incomplete for that grading period. Successful remediation of the incomplete is necessary for students to pass the course.

The Senior Christian Service Program provides an opportunity for seniors to put into action the Gospel values learned over the first three years. Seniors are required to complete at least 72 hours of service during the second semester. In addition to the service itself, seniors must participate in a service reflection group and produce several pieces of reflective writing, rooted in their service experience. Seniors sign up for service during the first semester in consultation with the Campus Minister for Ignatian Service, who ultimately approves all service placements. Satisfactory completion of the program, including service and reflection components, is a requirement for graduation.

D. Grading and Reports

The school year is divided into two terms, and each term has two marking periods. Official grading reports are distributed at the end of each grading period. Teacher grade books open in early October and remain open for the remainder of the school year for student and parent/guardian viewing using their PlusPortal accounts. Grade reporting is done by a numerical scale in most courses. Teachers may include comments along with a grade.

Final averages for two-semester courses are calculated by weighing the grade for each marking period and the final exam at 20%. Final averages for one-semester courses are calculated by weighing the grade for each marking period at 40% and for the final exam at 20%.

A grade of *Incomplete* is given only in rare cases involving special circumstances, such as a serious illness. The Dean of Academics may assign an *Incomplete* after consulting with the student's teacher and will establish the deadline by which the student must complete the outstanding work.

E. Final Examinations

Final exams are given in most courses. Seniors who have at least an 85 average in the fourth quarter and an 85 average for the second semester (combined third- and fourth-quarter average) will be eligible for a final exam exemption.

Final exams must be taken at the assigned time. Early or deferred exams are arranged only by the Dean of Academics. Absence from an exam requires a note from a parent/guardian; in the case of illness, from a doctor. Deferred exams are administered at the discretion of the Dean of Academics, and a fee of \$50 is charged for all make-up exams.

If school is closed on an exam day for an emergency, that day's schedule will be made up at a later time, and students will continue with the next day's exam schedule. For example, if the school is closed on Tuesday, students would take the Wednesday exams when they return on Wednesday. The Tuesday exams would be rescheduled.

F. Requirements for Promotion and Graduation

Any grade below 70, or an F where letter grades are given, is a failing grade.

A full-year course is failed when the final-year average is below 70. A one-semester course is failed when the term or final grade is below 70.

Course credit may be denied or a failing grade given for a marking period if a student's absence rate exceeds 10% of the total number of school days.

All courses taken by a student must be passed before a student can be promoted or graduated. Course failures will be remediated over the summer in various ways, including attendance at an approved summer school or an approved online remediation program.

The Dean of Academics will supervise the summer remediation of failed courses, and all remediation methods or courses must have their approval. A student who fails to remediate summer school course(s) will be dismissed from Xavier.

In addition to having a course average of 70, seniors must attain a minimum grade of 60 on the final exam of each course in order to pass. Students who receive a grade below 60 will have one opportunity to retake the exam prior to graduation, except for students engaged in academic dishonesty on their final. Students who attain the minimum grade of 60 on all exams and who pass all courses with a grade of 70 will be eligible for graduation. If a student does not attain the minimum grade of 60 on an exam, remediation of the course is necessary.

A student with more than one failure in June of senior year may not participate in the commencement exercises (graduation), nor attend the ceremony. A senior who fails one course at the conclusion of senior year may participate in the graduation ceremony and will be allowed to remediate the failure in summer school. After successful remediation of the course, the student will be awarded his diploma, and the final transcript will be released. A senior failing two courses at the conclusion of senior year will not be permitted to participate in or attend the graduation ceremony but will be allowed to remediate the failures in summer school. After successful remediation of both courses, the student will be awarded his diploma, and the final transcript will be released. A senior failing three or more courses will be prohibited from participation in or attendance at the graduation ceremony. Additionally, the student will be prohibited from remediating the failures to receive a diploma from Xavier High School.

G. Academic Ineligibility

Xavier does all it can to assist students who are deficient in their scholastic performance. One of the steps Xavier may take to help a struggling student succeed academically is to limit participation in school-sponsored co-curricular activities (including athletics) until such time as he demonstrates sufficient improvement in his studies.

Students are ineligible to participate in athletics and co-curricular activities if they are failing two or more courses at the end of the marking period. A student may also be declared ineligible at any time, for an indefinite period of time, if, in the judgment of the Headmaster or Dean of Academics, his academic welfare is in jeopardy.

Students with failures not remediated from a previous semester-long course are ineligible until the conditions to pass, as set forth by the Headmaster or Dean of Academics, have been met.

Students who become ineligible may not participate in athletics or co-curricular activities for 10 school days beginning with the day quarter grades are issued. Should Christmas Break, Winter Recess, or Easter Break fall during this period, students may practice with a team or club, but not compete or perform.

At the conclusion of the tenth day after quarter grades are issued, or any day thereafter, an ineligible student may request that the Dean of Academics declare him eligible. To be declared eligible, a student must be passing all of his classes. If the Dean of Academics finds that the student is passing all of his classes, the student will be given a letter from the Dean of Academics declaring him eligible. The student must present this letter to his coach or moderator in order to participate with that team or activity.

At the conclusion of the subsequent quarter's third cycle after quarter grades are distributed, the Dean of Academics will check the student's grade for the marking period. If he is failing any class, he will be ineligible for the rest of the quarter. If a student is deemed academically ineligible for a third time, he will automatically be placed on academic probation.

H. Academic Probation

Students who fail three or more classes for a marking period will be placed on academic probation for the remainder of the school year. Students who are placed on academic probation and do not show significant academic improvement (as determined by the Headmaster or Dean of Academics) are subject to dismissal at the end of the year. Academic probation may be extended into the following academic year at the discretion of the Headmaster and Dean of Academics.

I. Academic Dismissal

A student who has failed three or more full-year courses for the year will be dismissed from Xavier. A student who has failed two full-year courses for the year may be dismissed from Xavier.

A student who was placed on academic probation and who has not shown significant improvement, as determined by the Dean of Academics or the Headmaster, at the end of the subsequent quarter may be dismissed from Xavier.

J. Academic Work Missed: Anticipated Absence

Occasionally, students may attend school-sponsored activities that require them to miss classes. In all cases, parents/guardians will be notified in advance, and a permission slip must be signed. The Dean of Academics may deny an individual student the privilege of attending such activities if the student is in danger of failing a particular class. Before participating in such an activity, a student must meet all eligibility requirements (see Academic Ineligibility). In all cases, the student is required to contact teachers or classmates to obtain work or notes missed. Students are accountable for all material missed even when missing class for a school activity. Students are also accountable for all tests and/or quizzes during their absence. Students who do not finish work assigned while away can be assigned the grade of zero.

K. Academic Work Missed: Unanticipated Absences

Student attendance is coordinated through the Dean of Students Office (see Attendance & Absence Policies). In cases of long-term or extended absences, the Dean of Academics, in consultation with the

Headmaster, the Dean of Students, and the school counseling department, will determine a plan for the student to complete missed work. It is important to note that an excused absence does not mean a student is exempt from assignments missed while out. It is the expectation of the school that all academic work missed must be completed in a timely manner as determined by the student's teacher or the Dean of Academics. In very rare cases and only with the permission of the Headmaster, a grade of *Incomplete* may be given, and the student must work with his counselor, his teachers, and the Dean of Academics to develop a timeline to finish the work and remove the *Incomplete*. If the *Incomplete* grade is not made up by the end of the year, it will become a failing grade.

L. Homework

Homework is a regular component of the learning process, and should be expected, in one form or another, on a daily basis in each class. Sufficient time should be made in a student's daily schedule to allow for thorough and proper completion of assignments. Each teacher should assign an average of 20-30 minutes of homework each night. Homework assignments are also essential to developing the habits necessary for success in college and beyond. Families should monitor students' work and ensure that they are studying, even when no written homework is assigned in a particular class. Students can expect an explanation of the homework assignment in class, and for the assignment to be posted by 4 p.m. the day it is assigned.

M. Honors

Xavier commends outstanding academic achievement by awarding honors for each grading period. Students who earn grades of 90 or above in all courses are awarded First Honors. Students who earn grades of 85 or above in all courses are awarded Second Honors.

N. Registration, Scheduling, and Course Changes

Registration for courses takes place in the spring of each year. Final course verification forms are distributed with the release of final report cards in June. Requests for course changes should be made when students receive their course verification sheets in the summer. If there is an error or conflict in a student's schedule, he must contact the Dean of Educational Systems. A \$50 fee will be charged for certain changes.

Once classes have begun, changes may be made only for serious reasons. Students should discuss these with their teachers, advisors, counselors, and parents/guardians. Students should then bring their requests to the Dean of Academics for a final decision and approval. The final date to do so is the last day of the first cycle of the school year. A \$50 fee will be charged for any change made during this period.

O. The School Schedule

Xavier runs on an eight-day cycle rotation (A-H) with a combination of 50- and 75-minute periods. A-F Days contain six 50-minute periods, and G and H Days contain four 75-minute periods. Each day of the cycle includes a 40-minute lunch period and a 40-minute community period. Four of the eight community periods are academic support days, when teachers are available to students. Co-curricular activities run during two of the community periods, and one community period per cycle is designed for extended advisement. The eighth community period is used for various school activities at the discretion of the administration. Special time order days are used to facilitate whole-school gatherings (assemblies, liturgies, etc.), student and faculty programming, and early dismissals.

P. Remote Learning

Distance and remote learning that occurs online and in a digital environment are valid and necessary methods of instruction and adhere to the high standards and expectations of a Xavier education at all times. Even when in a remote learning environment, students are expected to adhere to the policies and rules listed within this handbook. Remote learning may begin due to inclement weather, natural disasters, or other extenuating circumstances that inhibit the health and safety of the members of the Xavier High School community. Video conferencing, live group chat, and digital participation in classes are essential components of the learning process in a remote environment and help maintain connectivity and communication between students and teachers when in a remote setting. Students are required to engage in their classes in a remote setting similarly to if they were physically present at Xavier. As with the use of social media, students must comply with Xavier's rules and standards when interacting with teachers and peers in a remote environment. The policies listed below apply when students are in a remote learning environment:

- Students are expected to have the necessary technology to effectively and regularly communicate, receive instruction, interact with classmates, instructors, counselors, and members of the school administration. Necessary technology includes but is not limited to a working camera, microphone, and speaker, and sufficient internet access. Technology problems should be brought to the attention of the school administration immediately.
- Students must be punctual to any live, synchronous classes as they are scheduled. The school will track student attendance when in a remote learning environment as if the student were physically present at Xavier. The school has the obligation and the right to verify student interaction in a remote class through assignment postings, his interactions with teachers and peers within the remote environment, and his attentiveness while on camera. The school can use these interactions to monitor student attendance and behavior.
- Students must comply with all work requirements in a timely manner and reach out to their teachers or counselors if they are experiencing difficulties with the material, environment, or deadlines. Students are expected to regularly monitor their Xavier email and all Google Classroom messages and posts for academic communication.
- Students must have their cameras on at all times during a remote class and follow the instructions of their teacher when muting and unmuting their microphones.
- Students should be appropriately groomed and dressed, wearing an approved Xavier polo shirt.
- Students should be mindful of inappropriate surroundings or potential interruptions to their remote class session.
- Students who must step away from their computer screen briefly should alert their instructor by sending them a direct message.
- Students are not permitted to record video or take photos of what is happening in a remote class session. Sharing photos or videos of a class session without the permission of the teacher is a serious violation of trust and will be handled as a disciplinary matter. Remote class sessions are only intended for the student learner in a particular class and cannot include individuals, siblings, relatives, or parents who are not a part of the class.
- Students are expected to be polite, respectful, and tolerant of the views expressed by others during remote classes, just as they are expected to be when physically present at Xavier. This is especially important as students often see the rules of their private social media accounts and virtual worlds as

different from their behavior within the school building. The school views a remote learning classroom environment as part of Xavier.

- Students must always be aware that they are not considered “anonymous” in any remote learning environment hosted by Xavier and that other members of the school community will be observing their image, interactions, and comments.
- Students who engage in “spamming” of members of the Xavier community (including other Xavier students), share links to remote learning sessions (including other Xavier students), or invite others into a remote learning environment without the express permission of their teacher will be subject to substantial disciplinary action and may be subject to expulsion.

III. RELIGIOUS ACTIVITIES

A. School Chapel and Liturgies

The Student Chapel is available to all at any time and invites an atmosphere of reverence and meditation. Daily mass is available most days during community period.

The entire school community comes together for mass in St. Francis Xavier Church at certain special times during the year, including Holy Days of Obligation and the Feast of St. Francis Xavier, when these occur on school days.

The Sacrament of Reconciliation is celebrated at special services during Advent and Lent. Students should check the daily email announcements for other regular times the sacrament is offered and may also arrange for the sacrament at another time with any priest at Xavier.

B. Student Retreats

Freshmen are required to participate in a day-long Via Dei retreat. Sophomores are required to attend an overnight Montserrat retreat, the schedule of which will be determined by the campus ministry department. Juniors are encouraged to participate in the Kairos retreat. Seniors are invited to participate in several retreat options.

C. Campus Ministry Office

When a member of the campus ministry staff is present, the lounge area of the Campus Ministry Office may be open to all for relaxation or study. No food or drink is allowed without permission, and proper care of the facility is expected.

IV. SCHOOL COUNSELING PROGRAM

In the spirit of cura personalis, Xavier High School’s counselors are concerned with each student’s total development: academically, emotionally, socially, and spiritually. The program adheres to the American School Counselor Association’s professional standards and competencies.

Each student is assigned a counselor at the beginning of freshman year, who generally remains the student’s counselor for all four years. Individual appointments are scheduled by the counselor at least once

per year (or more as needed) and can be requested at any time by the student or parent/guardian. In addition, students are assigned to small groups each year with a developmentally appropriate curriculum:

- Freshmen meet once per cycle to discuss topics related to transitioning to Xavier and acclimating to the academic, co-curricular, social, and emotional changes of high school.
- Sophomores meet every other cycle to discuss topics related to healthy decision-making, managing relationships, problem-solving, and conflict resolution.
- Juniors meet every other cycle during the first semester to discuss interest/career exploration and other related topics. In the second semester, juniors meet with college counselors to begin the college search process.
- Seniors meet with counselors during the second semester to discuss and process their transition to college and into young adulthood.

Students are assigned a college counselor in the second semester of junior year to formally begin the college application process. College counselors help students find their best-fit school through small groups and individual meetings.

Other counseling services include multi-session support groups, including but not limited to bereavement, depression, anxiety, and sexual identity. Additional services include family consultations, crisis intervention, and referrals to outside providers.

Counselors work closely with the Director of Student Mental Health & Wellbeing and the in-house psychology team. When students are identified as experiencing emotional/psychological difficulties, they are referred to the Director of Student Mental Health & Wellbeing for an evaluation. Xavier counselors and the psychology team take all indications of mental health concerns seriously and recognize that an outside referral is sometimes necessary. Refer to Appendix II for the School-Based Psychotherapy Program and the reentry process following an emergency room visit, hospitalization, or residential care.

V. SUICIDE PREVENTION POLICY

Xavier High School has adopted the following suicide prevention policy, which recognizes the school's critical but limited role in protecting the health and well-being of all students.

- The counseling program will teach students about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Designated suicide prevention specialists include all school counselors, social workers, and the psychology team. All serve as points of contact for students in crisis and can refer students to appropriate resources.
- When a student is identified as at risk, they will be assessed by the psychology team, who will work with the student and family to connect them to appropriate local treatment resources.
- Students will have access to national resources they can contact for additional support, such as the Suicide and Crisis Lifeline (988).

VI. INSTRUCTIONAL SUPPORT PROGRAM FOR STUDENTS WITH DIAGNOSED LEARNING NEEDS

Xavier High School will attempt to ensure that all students with or the potential for a diagnosed learning disability or impairment receive appropriate academic support during their tenure at the school. Students with unique learning needs who meet the high standards for academic success at Xavier will receive appropriate accommodations through the ongoing development of their learning profile and the support of the Dean of Academics, learning specialist, their school counselor, and teachers. Although Xavier does not modify its college preparatory curriculum or offer remedial courses, students with documented learning disabilities or impairments will work closely with the individuals listed above to meet their individual academic needs.

A. Eligibility & Determination

To be considered for accommodations, students must meet all regular admissions requirements, and parents/guardians must submit a complete psychoeducational or neuropsychological evaluation that has been completed within the past two years. The accommodations Xavier can offer are limited by the nature of the school, which grants only one diploma and does not have a tracking system for students who have been diagnosed with a learning disability or impairment. Therefore, Xavier does not modify its college preparatory curriculum, but it does help students develop strategies for accommodating their learning differences. The Dean of Academics, in conjunction with the learning specialist, determines the accommodations to be offered after reviewing diagnostic documentation and after meeting with the student and family. Misrepresentation of or failure to disclose information regarding a student's learning needs seriously hinders Xavier's ability to properly support him and may result in his dismissal. Recommendations received on evaluations are considered, but implementation is determined by the Dean of Academics and learning specialist.

Xavier does not discriminate on the basis of learning and/or other disabilities. Admissions decisions are not based on learning needs.

B. Learning Profiles

The Dean of Academics and learning specialist will work collaboratively with students and their families to develop individualized learning profiles based on the formal educational assessments and interviews with parents/guardians and students. These profiles outline a student's strengths and weaknesses; they also recommend classroom and testing accommodations. Profiles are provided for the student, distributed to the student's teachers at the beginning of the year, and are in place for the entire academic year. Teachers communicate regularly with learning support staff to ensure appropriate accommodations. Students are expected to have one-on-one conversations with each of their teachers to discuss their learning styles and any necessary accommodations. These conversations should happen during the first week of class or soon after a student is diagnosed.

C. Accommodations

The following accommodations may be offered by the school: assistive technology, preferential seating in the classroom, alternative note-taking, extended-time testing, alternative testing, and testing in a less distracting environment (e.g., computer use, Scantron assistance, oral testing, use of noise-canceling headphones). Other reasonable accommodations may be developed in collaboration with the student, Dean of Academics, learning specialist, and teachers. Students with documented disabilities are successful at

Xavier if they possess the following qualities: self-advocacy skills, motivation to work at a level above and beyond their peers, willingness to improve organizational skills, and the ability to self-monitor work and behavior habits. Familial support at home and in partnership with school staff is also vital to student success.

Please see Appendix III for further information on accommodations for standardized tests.

VII. SCHOOL PROCEDURES

The following school procedures have been designed to safeguard the well-being of all members of the Xavier High School community. For the sake of good order and the smooth operation of the school, students are expected to observe these procedures carefully.

Failure to follow the correct procedure may warrant disciplinary measures as explained elsewhere in this handbook. Disciplinary action is administered with every effort at fairness and is assigned in accordance with the seriousness of the infraction. The most common disciplinary action is detention, also known as JUG.

A. Homeroom and Classes

Students should aim to arrive at Xavier by 7:45 a.m. in dress code, wearing the appropriate shirt, pants, and shoes, with ties tied properly and shirts tucked in. Upon arrival, students are expected to go to their lockers, place any outerwear there, and prepare for the day. Students should be seated in homeroom by 8:10 a.m.

When class ends, students must proceed immediately to their next scheduled class. Students are expected to attend all of their scheduled classes without exception.

If a teacher or advisor is not present at the beginning of the scheduled period, one student must report to the Headmaster's Office and inform the Dean of Faculty or support staff, and other students must wait for the teacher or a proctor to arrive or for the class to be dismissed.

B. Announcements

Announcements are emailed to students daily. It is students' responsibility to read the announcements on a daily basis.

C. Attendance and Absence

New York State law requires regular attendance for all enrolled students. Absences may hinder a student's academic progress and limit their ability to participate fully in school life. Therefore, students may be absent only because of illness or other serious circumstances. Planned absences must be requested in writing from the Dean of Students at least one week in advance. Whenever possible, medical appointments should be scheduled outside school hours. Vacations should not be scheduled when school is in session.

Examples of excused absences are:

- personal illness
- death in the family
- emergency medical situations
- religious observances
- required legal appointments
- school-sponsored field trips, athletic events, and retreats
- other reasons approved by the administration

Xavier students must adhere to the following expectations for unanticipated daily absence:

- A parent/guardian must notify the Dean of Students Office of a student's absence by 9 a.m. on the day of the absence. Notification may be made by phone (212-924-7900 x. 1465) or email (attendance@xavierhs.org). An email sent, call made, or voicemail left only to an individual member of the Dean of Students Office does not satisfy this requirement. If the office has not received notification by 9 a.m., the school will send an automated message to the parent/guardian.
- If an absence lasts or is expected to last three or more consecutive school days, a parent/guardian must contact the student's school counselor. The counselor will coordinate with the Dean of Academics and the student's teachers regarding assignments, course materials, and academic support.
- An absence of three or more consecutive school days, or an illness-related absence immediately before or after a school vacation, requires documentation from a licensed health care provider. The student must submit the documentation to the Dean of Students Office on the morning of their return. Without the required documentation, the student may receive no credit for work due during the absence and a grade of zero for any missed quizzes or tests.
- When a student is absent, they are expected to keep up with assignments to the best of their ability. Upon return, they are expected to be prepared for their classes. Students should check Google Classroom and contact their teachers directly to receive the necessary assignments. It is the student's responsibility to make arrangements with individual teachers to make up assignments, quizzes, and tests.

The procedure for reporting an anticipated non-medical absence is as follows:

- At least one week prior to the non-medical absence, a written request must be submitted to the Dean of Students (by emailing attendance@xavierhs.org) stating the timing and reason for the absence. If a non-medical absence is approved, the student is responsible for completing all assignments due while he is absent. It is Xavier's expectation that the student contacts his teachers and makes arrangements to complete all assignments. A student's non-medical absence could make him liable to receive no credit on assignments, quizzes, or tests administered while he is absent.

Xavier strongly discourages parents/guardians from allowing students to use school days for non-medical absences. A sufficient number of holidays are already present in the school calendar. School days missed to extend an existing holiday or create a new one are detrimental to a student's academic success. When non-medical absences are unavoidable, adherence to certain procedures minimizes the negative effects on a student's academic standing as much as possible.

Unexcused absences occur when the parent/guardian is aware of the student's whereabouts, and the absence is not one of the excused absences listed previously.

Examples of unexcused absences are:

- vacations
- trips
- unapproved, non-Xavier athletic events
- job interviews
- personal errands
- transportation delays
- oversleeping
- needed at home
- babysitting

Repeated or extended unexcused absences are a serious violation of Xavier's attendance expectations. When a pattern of unexcused absence develops, the Dean of Students will meet with the student and the student's parents/guardians to identify the cause and establish an attendance plan. The school may also involve the student's counselor, the Dean of Academics, and other appropriate support personnel.

Truancy is an absence from class or school without the knowledge of the student's parents/guardians. Truancy may result in disciplinary probation, loss of academic credit, referral to the appropriate authorities as required by law, or dismissal from Xavier. The school will consider the frequency and circumstances of the absences, the student's response to prior interventions, and the effect of the absences on the student's academic progress in determining disciplinary action.

A student must be in attendance for at least half the school day to participate in or attend school-related activities that day. If a student is absent from school, they may not participate in any school activity or attend a school event on that day. A student who is absent on the last day of a school week may not participate in athletics or extra-curricular activities that weekend.

Excessive absence may result in a failing grade, the denial of course credit, and disciplinary action. Unless as the result of documented injury or illness, students may be placed on disciplinary probation after 10 absences and can be dismissed after 20 days absent from school.

D. Lateness

Students must be seated in homeroom at the start of the school day. If a student arrives late for homeroom or misses homeroom, he must go directly to the Dean of Students Office. He will be marked late and will receive JUG. Students who are so late that they miss one or more class periods will receive five days JUG for each class missed. Academic penalties may be levied if the lateness resulted in a missed assessment or deadline for work due.

Students must also be seated in their assigned class at the start of the class period. If a student is late for an assigned class, he must first report to the Dean of Students Office. He will be issued a late slip to be presented to the teacher when he arrives at class.

Consistent tardiness may result in severe disciplinary action. Students may be placed on disciplinary probation after 10 days tardy and can be dismissed from school after 20 days tardy.

E. Leaving School Early

When students enter and leave the building, they must use the main entrance on 16th Street. Students are not permitted to leave the building and return during the regular school day except in the case of leaving and returning for an approved medical appointment. If a student has completed his last class of the day prior to the regular dismissal time and wishes to leave, he may do so by using his student ID to scan out at the front desk in the main lobby. Once a student has scanned out and departed, he may not reenter the school building until the school day concludes (i.e. at 2:40 p.m. on a regular school day or after the last class ends on a shortened schedule day). Students who do not physically have their ID card present will not receive permission to leave the building.

If circumstances necessitate early dismissal from classes on a given school day, a student must seek permission from the Dean of Students Office. Written or verbal consent from a parent/guardian via phone call or email to the Dean of Students Office is required at least a week in advance, in the same manner as a request for an anticipated absence.

If a student feels ill or becomes injured during the school day, he should report to the school nurse's office. He should not miss a class, remain in a bathroom, or leave the building without reporting to the nurse's office. A student will not be released early from the school day due to injury/illness unless consent from a parent/guardian is given.

Leaving the building during the school day without permission subjects the student to severe disciplinary consequences, including expulsion.

F. Forgery

Providing a falsified or forged note on any official school document is dishonest and a serious offense. Falsifying or forging any official school documents (absentee note, permission slips, course verification forms, etc...) will be punished by five JUGs and parental notification for the first offense and 10 JUGs, parental notification, and disciplinary probation for the second offense. A third instance constitutes a serious breach of trust and may result in dismissal.

G. Emergency/Safety Procedures

Xavier operates from the standpoint that school is the safest place for students during most crises. The school will not release students from school unsupervised until the administration is confident that it is safe to do so. The school is well equipped with food and water to keep students safe in the event of an emergency.

During an emergency, if parents/guardians wish to come to the school to pick up their son, they will be directed to an area to physically sign their son out. Students will not be released to anyone other than a parent, guardian, or the authorized pickup person who appears on a student's registration form.

If an emergency requires evacuation of the school building to an alternate location, those inside will follow Xavier's crisis plan and gather at The New School located on West 12th Street between 5th and 6th Avenues.

The school will make every best effort to communicate with parents/guardians throughout any emergency, whether by automated call, mass email, or via the school website.

H. Fire Drills

Fire drills are required by law and are taken seriously at Xavier. Whenever an alarm is sounded, students should adhere to the following:

1. Presume that the alarm is real.
2. Observe complete silence.
3. Be familiar with the most direct route to an exit from any point in the school; an exit route is posted in each classroom. Follow the instructions of teachers and proctors.
4. Walk in single file; move quickly without running. When descending staircases, one single file walks on the left, one on the right. The center must remain clear at all times.
5. Do not stand in front of the school buildings after exiting.
6. Proceed to the designated class year corner and stand alphabetically by homeroom as demonstrated and explained by the homeroom teacher.

I. School Closings

If weather or other conditions warrant the closing of school, a closure announcement will be posted on the school's website and an automated phone call will go out to all community members. This automated system will also alert families to changes in the daily schedule or other emergencies as needed. Any school closing will be announced, if at all feasible, by 5:30 a.m.

Please do not call Xavier for information about the closing of school.

Whenever Xavier closes due to weather or other conditions, all activities and athletics scheduled for that day are also canceled.

If no announcement is made concerning school closure, the school is open.

J. School Hours

The front doors will open each morning at 7 a.m. All unaccompanied students must exit the building by 4 p.m. Any activity extending past 4 p.m. must have an adult moderator present. When school is not officially in session (e.g., on weekends or holidays), students are not allowed in the building without the presence of a coach or teacher. Students are to remain in the school lobby until their coach or teacher arrives. It is important that students have their ID cards on these days as well as on regular school days.

K. School Events & Field Trips

When students attend events at Xavier (e.g., dances, plays, and games), they are expected to conduct themselves in a manner consistent with the integrity and mission of the school. Students must remember that they represent Xavier at all times and, therefore, must conduct themselves accordingly.

Field trips are privileges. A student may be denied participation if he fails to meet academic or behavioral requirements. Xavier rules and regulations are in effect during all Xavier activities.

L. Call-Down List & Calling Students to an Office

A call-down list runs in the daily announcements, which are emailed to all students daily. Students on the call-down list are expected to report to the Dean of Students Office before the end of community period. Each student is responsible for reading the announcements on a daily basis.

If a student is contacted to report to an office at a particular time, he should arrive promptly and wait there until he is instructed to return to class. Even if he has a free class period, the student may not leave school until he has seen the person who called him. The penalty for not reporting is JUG.

M. Change of Address, Email, or Phone Number

If a student moves, he must fill out a change of address form in the Headmaster's Office. If a student or parent/guardian needs to update a phone number or email address, they must inform a member of the Headmaster's Office staff in writing.

N. ID Cards

Students are required to have their ID cards physically on their person at all times when in school or at school functions. The penalty for not carrying an ID card is one JUG and daily JUG thereafter until the ID is produced. If a student loses his ID card, he should report it to the Dean of Students immediately. A fee of \$10 is charged for replacement ID cards. ID cards will be printed in the Dean of Students Office.

When a faculty member asks a student for an ID card, it must be presented without comment or questions. Any questions about a member of the faculty taking a student's ID should be addressed to the Dean of Students.

Students should carry their ID cards on Xavier holidays when other schools are in session.

O. Lost and Found

If a student finds something that does not belong to him, he should turn it in to the Dean of Students Office immediately. If a student loses something, he should inquire at this office. Lost items brought to the Dean of Students Office will remain there for two weeks; after that period, they will be donated. Students should write their names on all personal items, especially calculators, textbooks, notebooks, and water bottles.

P. Noncustodial Parent Policies

All communications generated by the school will be distributed to custodial parents, stepparent(s), and noncustodial parents alike. Similarly, both natural parents (as well as stepparents) will be granted permission to visit the student on school grounds or during school-sponsored trips. However, given the unique legal situation of each family, the school may make exceptions to this policy. In particular, the removal of the student from the school campus by the noncustodial parent must be approved by the custodial parent.

Q. Student Insurance

Xavier has a group Student Accident Insurance Plan with AIG known as National Union. Students are covered as of September 1 each year, and the cost of this plan is included in yearly fees. The insurance is an excess coverage plan. Eligible covered expenses will be determined after benefits have been paid by a parent/guardian's valid and collectible insurance. If there is no parent/guardian insurance, then Xavier's insurance plan becomes primary. Information on the plan is available each September.

R. Textbooks

State textbooks are distributed to each student. Each book is numbered and recorded when distributed. Books must be returned in good condition at the end of the year, with no writing in them other than the student's name on the inside front cover. Students are required to return the exact book they were given. Students will be required to pay to replace any damaged or missing books.

S. Tuition

Xavier is dependent on the regular and prompt payment of tuition for its operating costs. If a family is unable to make the regularly scheduled tuition payment, they should contact the Vice President for Finance as soon as possible. If a family becomes delinquent in tuition, the student will not be allowed to attend classes or access grades or transcripts until the situation is remedied. If a student's tuition is not fully paid, no records, transcripts, or diplomas will be released.

T. Visitor Policy

The Xavier campus is defined as the school buildings, the sidewalks in front of and behind the school buildings, the quadrangle, Hurtado Hall, and for special occasions, the Church of St. Francis Xavier.

A visitor to Xavier is defined as any person who is not a current student, employee, trustee, or member of the Society of Jesus. All visitors must make their presence known in the following manner:

- Check in at the reception desk, located in the main lobby, and identify the adult contact person they are visiting.
- The receptionist will call for the identified adult contact person, who will be responsible for escorting the visitor(s) around the campus and back to the main lobby once the visit is concluded. If a contact person cannot be reached, visitors should not travel beyond the lobby area unescorted without the explicit permission of the President, Headmaster, or Dean of Students.

- If the timing is right for a visit, the visitor may sign in and receive a guest pass from the receptionist. All visitors are required to wear the guest pass for the length of their stay and return it to the reception desk before departing the campus.

Students from other schools visiting Xavier for activities (e.g., an athletic event, drama) are not permitted to move beyond the main lobby unless in the presence of an adult supervisor. Friends of Xavier students are not permitted in the school building unless they are participating in a sanctioned, moderated school activity or attending an athletic event or school-sponsored performance.

Xavier students in the company of visitors are expected to abide by the school's policies and procedures. Xavier students subject themselves to disciplinary action if they are in the company of visitors who have moved beyond the lobby without checking in at the reception desk and receiving permission to access the campus.

The visitor policy is in effect during school hours, before and after school, and on weekends and holidays. The Dean of Students is designated as the primary contact for safety and security issues on the Xavier campus.

U. Working Papers

If a student has a job, all school obligations (e.g., JUG, assemblies) take precedence. Early dismissal for work is not permitted under any circumstances. Applications for working papers are available in the College Counseling Office.

V. Student Health Forms and Immunizations

All student health forms are kept in the Magnus Health online database. Parents/guardians will be given usernames and passwords to upload their student's physical examination forms and immunization records and answer medical history questions. Medical Administration Forms (MAFs) are also accessible through Magnus. These forms must be completed for the school nurse to administer medicine of any kind. Most MAFs only need to be completed by a parent/guardian, but there are times when a physician must be included as well. All students must have a yearly physical completed and be up to date with their immunization schedule in order to attend Xavier. Under New York Law, non-medical exemptions for vaccinations cannot be accepted. Students may only request an exemption from vaccination for valid, medically documented reasons (e.g., a compromised immune system). Such exemptions will be granted at the sole discretion of the school administration. Magnus Health can be contacted directly by phone at (877)-461-6831 or via email at service@magnushealthportal.com.

VIII. SCHOOL FACILITIES

A. Classrooms

Students are expected to do their part to ensure the classroom space promotes an optimal learning environment. Students should not be in a classroom without a member of the faculty or staff present. Students are not to touch or operate windows without permission from a faculty or staff member. Throwing anything out of a window could result in expulsion.

B. Common Spaces

The Commons Gym provides a place for students to gather. When proctors are available, ball playing is allowed during lunch periods and after school until 4 p.m. When playing ball in the Commons Gym, students must wear sneakers. Food and drink are not permitted in the Commons Gym. After 4 p.m., students may not be in the Commons Gym unless supervised by an adult or with permission of a member of the administration. Students in violation of these policies will be asked to leave and may be subject to further disciplinary consequences.

Keenan Commons provides a place for students to gather for quiet study and cooperative work. Food and drink are not permitted. Students are expected to speak in a conversational tone while in this space. Students in violation of these policies will be asked to leave and may be subject to further disciplinary consequences.

Hurtado Hall and the Tirelli Quadrangle are the designated spaces on campus for students to socialize and eat. Food or drink should not be taken out of the cafeteria or beyond the quad. Students are responsible for keeping these spaces neat and clean. Every student is responsible for picking up trash and placing it in a receptacle, regardless of whether the trash is his or not. Throwing anything in a common space will result in discipline, including but not limited to JUG. Eating outside these spaces will also result in JUG.

Throughout campus, there are other spaces available for student use. These areas are to be kept neat and clean. Students found to be damaging these spaces and their furniture are subject to severe disciplinary action.

C. Corridors and Staircases

Noise from the corridors and staircases can disrupt the classroom learning environment; therefore, students are not allowed to loiter in hallways or staircases during free periods. Students who are waiting for a teacher or proctor to open a classroom must wait quietly in the hallway without blocking the path of traffic. Students who do not comply with these expectations may receive JUG. Students acting in a way that disrupts teaching can receive multiple JUGs. Students who have a free period are expected to get anything they need from lockers during the first 10 minutes of a period. After the first 10 minutes of a free period, students should be in one of the designated common areas.

D. Elevators

Students who need to use the school elevators due to injury must request an elevator pass from the Dean of Students Office. The use of elevators without permission will result in JUG.

E. Gym

Unless told otherwise, students should report to the gym for all physical education classes. The teacher will give instructions to those who cannot participate in class for a legitimate reason. Students must wear sneakers and gym clothes when using the gym; no dress shoes of any kind, even rubber-soled, are permitted on the gym floor. Students must change clothes in athletic locker rooms only, not in corridors.

F. Literature, Notices & Signs

Students must receive permission from a faculty or staff member to distribute or post any signage in the school building. Signs or posters should be placed on bulletin boards or hung using painter's tape. Questions about posting signs around the school should be directed to the Director of Student Activities or Dean of Students.

G. Lockers and Locker Rooms

Students are responsible for the maintenance of their locker and lock. Damaged lockers or locks must be reported to the Dean of Students Office immediately. Replacement locks may also be purchased from the Dean of Students Office. Student belongings must be locked and secured at all times. Any student without a lock on his locker may receive JUG. Xavier High School is not responsible for lost personal belongings on campus. Student locker rooms must be kept neat and clean. Any damage to lockers or locker rooms will result in the payment of damages and possible disciplinary action. All lockers need to be cleared of personal belongings by the last day of classes.

H. Meditz Family Library

The library is open each day from 7:30 a.m. to 4 p.m. Silence must be maintained at all times. The library is to be used for individual study and library work. Books are to be returned only to the check-in desk, not left on tables nor returned by students to the shelves. Violation of these expectations may result in disciplinary action.

I. Teacher Areas

Students may not touch anything on or in a teacher's desk unless directed to do so by a teacher or administrator. Removing an item from a teacher's desk will be considered stealing, which could result in expulsion. Spinello Lounge (faculty room) on 2L is for the use of the faculty and staff. Students should only enter after knocking and receiving explicit permission to enter.

J. Music Practice Rooms

Music practice rooms are located in 2F5, 2F6, 2F8, and 2F9 for students to use for individual practice, group practice (three students maximum), and recording assignments. Priority for using these rooms is given to students enrolled in a music class at Xavier. Reservations can be made by emailing the music director to access room reservation links.

Food is not permitted in either the practice rooms or the band rooms without explicit permission. Amplified instruments are to be used at reasonable volume levels. Lights should always be turned on, and the practice room door should be closed while rehearsing.

When finished using a room, all equipment and furniture must be restored to its previous location. Students who fail to abide by these rules may lose their privilege to reserve music practice rooms and/or receive JUG.

IX. STUDENT BEHAVIOR

The Dean of Students is the arbitrator on all matters regarding student behavior.

Students are expected to be respectful at all times, within and outside of school. Students represent Xavier High School, whether traveling to and from school, communicating electronically, participating in interscholastic events, or simply wearing a Xavier shirt or jacket. Courtesy (e.g., holding the door for others, addressing students and adults properly, not blocking stairs or hallways, giving up your seat on public transportation) is proper and expected at all times.

A Xavier student will be held to the highest standard, and his behavior should be reflective of the values of the Catholic, Jesuit institution of which he is a part. Foul language and disrespectful behavior are never appropriate, nor is booing or whistling at a game, rally, or assembly. Students who use foul language and engage in disrespectful behavior will be disciplined, to include but not be limited to JUG.

Students are expected to be honest in all dealings with their peers and with the faculty, administration, and staff. Dishonesty will be dealt with severely by the Dean of Students.

A. Academic Integrity

Academic integrity refers to honesty and responsibility in scholarship. Students must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Cheating is dishonest and will be dealt with harshly. If a student is suspected of cheating on any assessment/assignment, he will be sent immediately to the Dean of Students Office. In cases where cheating has taken place, a probationary warning letter will be sent home and the student will be required to complete the assessment/assignment under the supervision of the Dean of Academics. This ensures that the student will still be held accountable for the learning. A student may earn up to 50% of the original credit for the assessment/assignment. A second violation of academic integrity will lead to disciplinary probation. An additional violation may result in dismissal.

In suspected instances of inappropriate use of artificial intelligence, students may be asked to produce earlier drafts of an assignment. Students are strongly advised to utilize a word processing application that includes a version history (e.g., Google Docs or TrueMark).

Students found to be cheating on in-person final assessments will receive a grade of zero on the exam. Students found to be cheating on final projects may have the option of completing the project for partial credit. Additionally, severe disciplinary action will be taken, beginning with the student being immediately placed on disciplinary probation.

B. Artificial Intelligence

a. AI Position (Updated February 29, 2024)

Xavier High School recognizes the potential of AI in its mission of forming young men of character and integrity while upholding its high academic standards. Xavier views this as an opportunity for our dedicated faculty to walk with our young men as co-learners in this technology, while building a

culture of integrity in the classroom and beyond. This position ensures students continue to take responsibility for their own learning through the ethical use of this evolving technology. Xavier's goal is to properly balance the use of AI as a tool for student growth and development as they go forth to transform the world for God's greater glory.

b. Xavier High School Student AI-Use Guidelines Chart

AI Level/Use	Description	Specific Guidelines
1 No AI Assistance	Assessments must be completed without AI assistance to ensure the student's individual knowledge and skills are demonstrated.	- No AI tools are used at any point. - Students rely solely on their knowledge and skills.
2 AI-Assisted Brainstorming	AI may be used for initial brainstorming and idea generation but not for creating the content of the submission.	- AI tools can help generate ideas. - Students create final content without direct AI input. - Students acknowledge AI assistance.
3 AI-Supported Drafting	AI may assist in drafting and structuring early versions of the work.	- AI can help with drafting initial versions. - Students must substantially revise the final versions, clearly differentiating their work from the AI input. - Students cite AI content and acknowledge AI assistance.
4 AI Partially Collaborative Creation	AI tools can be used in creating parts of the content, with the student actively refining and integrating AI contributions.	- AI-generated content can be included. - Students must critically evaluate and revise/edit AI contributions. - Students cite AI content and acknowledge AI assistance.
5 AI as Co-Creator	AI tools are used extensively, with the student guiding the creative process and ensuring the work meets academic standards.	- AI use can be extensive in content creation. - Work adheres to academic integrity. - Students cite AI content and acknowledge AI assistance. (Teachers may request an AI-use rationale).

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C. Cell Phones & Headphones

Cell phones must be turned off and stored in school. Students may not use cell phones in the building unless given explicit permission from a teacher for an educational purpose in the context of a lesson. The penalty for inappropriately using a cell phone in the building is five JUGs. If a student repeatedly violates this policy, penalties will grow in severity. Because students cannot use cell phones to text or make phone calls during school hours, parents/guardians needing to contact their child during the school day should call the Dean of Students Office or their school counselor. A student who needs to place a call may request to do so in the Dean of Students Office. Students may only use cell phones without specific permission if they are done with their classes for the day and in the main lobby.

Students are only allowed to use headphones when directed by a teacher or proctor to do so. If a student requires the use of headphones for academic work, he must do so in a proctored space (e.g., Keenan Commons or Meditz Family Library) with permission from the proctor. Students should not wear

headphones while entering the building or walking through hallways. The penalty for unauthorized headphone use may include the confiscation of the headphones and JUG. Students found to be in excessive violation of this rule may face more significant consequences.

D. Class Cuts

Students may not be absent from a class without the permission of the Dean of Students or the Dean of Academics. The penalty for a class cut is five JUGs and grades of zero for any academic work missed. Multiple class cuts will result in more serious disciplinary action, such as probation and possible expulsion. In all cases, the parent/guardian, teacher whose class was cut, and student's counselor will be notified.

E. JUG

JUG is held each day in the morning and afternoon. When a student receives JUG on a given day, he must attend either that day's afternoon session or the next morning's session and continue to attend one session per day until all assigned JUGs have been served. On a regular school day, afternoon JUG is held from 2:50–3:30 p.m., and morning JUG is held from 7:20–8 a.m.

If a student reports to neither the afternoon nor morning session immediately following the assignment of JUG, it will be considered a JUG cut and result in five more JUGs. A student with multiple JUGs may attend both afternoon and morning sessions to work down his total, but he is only required to attend one session per day.

Arriving late to JUG by 15 minutes or less will result in an additional JUG. Delays in public transportation will not excuse a student from morning JUG if he has foregone his afternoon option. Excused absences from both morning and afternoon sessions are rare, but may be granted in extreme cases. Athletic and co-curricular activities do not excuse a student from JUG. A student who repeatedly arrives late for morning JUG or cuts it entirely will lose his morning option after the third offense and will be required to attend every afternoon JUG until he has fulfilled his obligation. A student who has had his morning option taken away may still serve morning JUG only if he has served the previous afternoon's session as well. A student may also lose his morning option when he receives more than 15 JUGs. The Dean of Students is the final arbiter of whether a student's morning option is taken away.

If remote learning is in effect, the schedule for JUG will be adjusted accordingly. JUG will take place in the quad or the Commons Gym depending on weather and other extenuating circumstances. Any changes in the timing or location of JUG will be communicated by the Dean of Students.

F. Dress Code

The dress code requires students to be dressed neatly and to avoid extremes. A dress shirt with all buttons secured, a tie, a blazer or school sweater, and black or brown dress shoes must be worn. The dress code, minus the blazer or sweater, is in effect to and from school. Students are expected to adhere to the following dress code standards from head to toe. Each dress code violation will warrant one JUG.

- **Pants** - Students must wear trousers of a dress nature. Jeans and trousers that resemble jeans (outside pockets, rivets, etc.) are not dress pants. Extremes, such as loud colors, stripes, and

patterns, are to be avoided. Pants are to be worn around the waist properly and held up by a belt. Torn, frayed, or inadequately tailored pants are not to be worn. Pants with elastic bands around the ankles are not permissible.

- **Belts** - Traditional black or brown dress belts are always to be worn with pants. Belts with extreme colors, designs, studs, or oversized buckles should not be worn.
- **Footwear** - Fully black or brown leather dress shoes are to be worn. Shoes that are two-toned or resemble sneakers or slippers are not acceptable. Boat shoes may be worn as long as they are solid black or brown. Shoes may not go above the ankle. Socks that extend over the ankle must be worn at all times. Sneakers or boots are not permitted without special permission. Boots may be worn, without specific permission from the Dean of Students, when there is significant snow or rain.
- **Shirts** - For freshmen, sophomores, and juniors, only long-sleeved white or light blue dress shirts are permitted. Checked, plaid, flannel, polo, and rugby shirts are not to be worn. Shirts must always be tucked in, even when the summer dress code is in effect. Shirts must be fully buttoned at all times.
- **Ties** - Ties should be worn properly knotted at the neck with top shirt buttons closed at all times.
- **Sweaters and Coats** - Students must wear a maroon or navy blue blazer with a school patch or school-issued sweater vest or sweater. Students who have received a varsity letter sweater may wear it in place of the blazer or school sweater. Sweaters and sweater vests must be purchased in the Xavier Knight Shop. No other sweaters, sweater vests, sweatshirts, or jackets may be worn. School patches to attach to blazers may be purchased in the Xavier Knight Shop. All students should have a navy blue blazer with a school patch to be worn as required for mass and other formal school functions.
- **Senior Privileges** - As an alternative to wearing the school sweater, seniors may wear a solid color V-neck sweater or sweater vest. No school patch is required for seniors. Seniors may wear dress shirts of any color or style that would be considered appropriate when worn with a necktie. With these privileges, seniors are expected to make choices that are consistent with the spirit of Xavier's overall dress code and should avoid extremes of fashion. The Dean of Students determines what is extreme and therefore unacceptable.
- **Tattoos, Jewelry, and Accessories** - Tattoos, piercings, or other markings on the skin must be covered by clothing whenever students are in dress code. Painted fingernails and makeup are not permitted. Necklaces, earrings, bracelets (unless school-issued), and other jewelry are not permitted. A wristwatch, tie pin, class ring, retreat cross, or activity pins may be worn. Long pocket chains and hats are never to be worn in the building, including at after-school and evening activities, and will be confiscated.
- **JROTC** - Students in the Regiment must wear their military uniforms when there is inspection. The uniform may also be worn on all school days. In warm weather, the class B (summer green) uniform may be worn according to Army regulations posted by the Senior Army Instructor. Military uniforms are issued to all cadets upon enrollment in the program after the three-cycle introductory course. All uniforms are issued to cadets free of charge at the supply room. However, cadets must pay for replacements of lost or missing parts. The uniform must be returned upon leaving the Regiment.
- **Warm Weather Dress Code** - Once the Dean of Students announces warm weather dress code, students may wear a Xavier polo shirt purchased from the Knight Shop or any Xavier polo from a team or club. Undershirts should be a solid color, with no pictures or printing, and not extend below the sleeves or bottom of the outer shirt. Shirts should be tucked in. Rules for pants, footwear, and accessories remain the same when warm weather dress code is in effect.

G. Hair Code

Hair should be groomed. It should be combed or brushed before students arrive at school. Hair must be clean and neat and may not touch the top of the shirt or jacket collar, except for closely cut hair at the back of the neck. Hair is to be styled away from the eyebrows and so that the face and at least one half of the ear is visible. There is not to be an extreme contrast in length; hair must be tapered. No rubber bands, curlers, etc., may be worn in school. Specific designs shaved into hair and dyed hair are not allowed. In general, avoid extremes in hairstyles. Students may not have a haircut that interferes with or distracts from the work of the school. The Dean of Students will make the final determination as to haircuts or styles that are appropriate for students based on the current hair policy. If a student has questions about the hair code or a specific style, he should speak to the Dean of Students before getting a haircut.

Students in the Regiment may not have hair touching any part of the ear, and hair must be tapered in the back and on the sides.

There will be daily JUG for students in violation of this policy until their haircut is within the hair code parameters.

Students must be clean-shaven; mustaches and other facial hair are not permitted. A student who arrives at school without being clean-shaven will receive JUG. Repeated violations may result in additional disciplinary consequences. Sideburns must be neatly trimmed, cut straight, and may not extend below the bottom of the ear.

H. Fighting

Fighting can result in serious disciplinary action, including expulsion. Fighting (even play-fighting) will result in 10 JUGs. All parties in a fight are punished. Multiple instances of play-fighting may result in more significant consequences and a parent/guardian meeting.

I. Harassment Policy

Xavier prohibits any and all forms of harassment, including behaviors commonly recognized as bullying, hazing, sexual harassment, and sexual abuse/assault.

Harassment can take place in person or in writing and can be physical, verbal, or electronic. Regardless of its form, Xavier prohibits it.

Please refer to Appendix I for the Harassment Policy in its entirety.

J. Internet and Xavier-Owned Computer Use

Xavier provides internet access and other computer-related resources as educational services vital to implementing a diverse, comprehensive curriculum. It is the school's belief that proper use of these resources can lead to a greatly enriched learning experience. Each student must recognize his own responsibility in having access to the vast array of resources available on the internet and to the digital

resources that Xavier provides. Each student must be aware that internet access and computer use through the school are privileges, not rights, and may be revoked if abused.

Any action by a student determined by a faculty or staff member to constitute an inappropriate use of a computer on the network or on the internet, or to improperly restrict or inhibit others from using computers or the internet, is a violation of the acceptable computer and internet use policy. The violation will be referred to the Dean of Students for appropriate disciplinary action, which may include revocation of computer privileges and network access. Students may be expelled from Xavier for serious offenses or abuse of this privilege.

Inappropriate use includes, but is not limited to, the following:

1. using the internet to harm other people or their work;
2. sending messages or creating web pages whose content is defamatory, offensive, harassing, disruptive, derogatory, contains sexual comments or images, racial or ethnic slurs, or comments or images that would offend on the basis of race, gender, national origin, sexual orientation, religion, political belief, or disability;
3. accessing any website whose content is defamatory, offensive, harassing, disruptive, derogatory, contains sexual comments or images, racial or ethnic slurs, or comments or images that would offend on the basis of race, gender, national origin, sexual orientation, religion, political belief, or disability;
4. accessing message boards or social networking sites, entering chat rooms, or sending instant messages;
5. transmitting material, information, or software in violation of school guidelines, state law, or federal law;
6. tampering with computer hardware or software settings, including, but not limited to, changing screen savers, changing backgrounds, or adding applications;
7. sharing passwords with others or providing personal information such as names, addresses, or phone numbers through the internet;
8. using material accessed either through the Xavier in-house network or the internet in such a way as to infringe copyright law or the Xavier policy on cheating;
9. inefficient, excessive printing of unnecessary pages of text.

Plagiarism is defined as taking ideas or writings of others and presenting them as if they were your own. Students should not plagiarize works found on the internet, electronic databases, or other research tools. (See Academic Integrity section)

Students should notify a faculty or staff member immediately if they encounter materials that violate the acceptable computer and internet use policy.

Student user space on the Xavier network remains the property of Xavier. The school reserves the right to access files on this space at any time.

K. Personal Technology Use

Students are expected to use their personal technology at school in ways that do no damage to the well-ordered learning environment that traditionally exists at Xavier.

The following points outline the privileges and limits of this policy for students:

- Xavier permits students to bring privately owned wireless and/or portable electronic equipment such as a laptop, iPad, NOOK, Kindle, or a similar type of mobile computer, tablet PC, or eReader to school for academic use.
- Xavier does not permit students to freely use smaller handheld mobile devices such as a smartphone or portable entertainment systems. These devices can only be used for a brief time when explicit permission is given by an adult for a specific educational purpose.
- Xavier students may use approved personal devices in most areas of the campus. Personal devices may not be used in the staircases or locker areas.
- The teacher or proctor makes the ultimate determination about acceptable use of technology in an individual classroom. A teacher may prohibit the use of all devices, even privately owned equipment that is approved in other areas of campus or by other teachers, whenever that teacher deems appropriate.
- Students are permitted access to the internet through a wireless network provided by Xavier. Instructions to connect to this network will be provided by the Director of Technology.
- Printing directly from personal devices will not be possible at school. Students have access to printing capabilities from school-owned computers.
- All devices must be in silent mode while on campus. Students must listen to audio with headphones so as not to disrupt the learning environment for others.

The following points highlight acceptable use of a student's personal technology at school:

- utilizing technology for educational purposes in a manner that conforms to Xavier's expectations for proper student conduct, the limitations on usage articulated throughout this policy, and the goals of Xavier's Jesuit mission;
- conducting research;
- composing, sending, and reading email;
- performing calendar and scheduling tasks;
- creating, sharing, and storing documents;
- accessing classroom materials, notes, and grades;
- accessing academic software;
- accessing online tutorials;
- accessing music, video, graphic design, and programming software and similar multimedia tools for educational purposes;
- accessing audio or video for an educational purpose;
- exploring new ways to use technology to serve others and further Xavier's mission.

The following points frame unacceptable use of a student's personal technology at school:

- acting unethically, especially cheating and plagiarizing;
- gambling, hacking, violating copyrights, or committing any other illegal activity;

- using proxies, caching servers, or any other means to circumvent restrictions placed on the school's network and internet access;
- wasting time on non-educational pursuits that oppose Xavier's commitment to academic excellence;
- accessing, storing, or sharing obscene, pornographic, or sexually suggestive material;
- accessing, downloading, or installing unauthorized software, especially unauthorized operating systems at the root level;
- introducing a virus to or tampering with the system;
- installing spyware, malware, or other destructive programs;
- accessing network hardware, especially wall jacks, routers, servers, and access points;
- posting images or comments that are profane, vulgar, or opposed to Xavier's commitment to academic excellence;
- posting images or comments that are abusive, insulting, harassing or meant to intimidate any member of the school community;
- accessing or posting derogatory images or comments that would offend on the basis of race, gender, religion, national origin, sexual orientation, political belief, or disability;
- maliciously interfering with the network or disrupting its normal function;
- gaining unauthorized access to school files, especially student records and grades;
- using another person's name, password, account, or credentials;
- providing access to the school's network to unauthorized people;
- photographing or recording video or audio of the school and members of the school community without explicit consent and permission from the adult responsible for the activity and the individuals being recorded;
- playing games;
- stealing or vandalizing data and equipment;
- failing to comply with a teacher's technology rules for the classroom;
- using technology in a way that poses a clear danger to an individual or the school community;
- using technology in a way that damages the good name and reputation of Xavier.

Although Xavier takes protective measures to filter technology and restrict student access to inappropriate material on the school's network, it is not possible to absolutely block access to all inappropriate material on the internet. Therefore, each student is individually responsible for meeting Xavier's standards for appropriate behavior and acceptable use of technology.

When a student chooses to bring his own technology to school, he is agreeing to waive rights to privacy. Adult members of the school community may monitor student use of technology. Administrators, IT staff, and teachers may collect devices, examine recent activity and deliver devices to the Dean of Students Office. While on the school's network, a student has no right to privacy for any information created, shared, or stored or for any activity conducted through the school's resources or his own.

Infractions of school policy regarding technology and acceptable use will result in disciplinary consequences. Potential consequences include, but are not limited to, JUG, indefinite confiscation of student devices, revocation of privileges, suspension, probation, and dismissal. Xavier's administration reserves the right to deny a student the privilege of bringing personal technology to school for a violation of acceptable use expectations.

Xavier will not provide support for non-school-issued personal technology. The school's IT staff will not fix, upgrade, repair, or replace operating systems, hardware, or software on non-school-issued devices. Maintenance of all privately owned devices is the responsibility of the individual owner.

Students are responsible for charging personal devices prior to bringing them to school. While on campus, approved devices are expected to run on battery power. Access to power sources for students should not be expected.

Xavier expects students to ensure that anti-virus software exists and is up to date on any device that is brought to school. Students are responsible for making certain that their technology meets the stated hardware and software configuration standards of Xavier's network.

Security for personal devices rests with the individual owner who chose to bring the device to school. Xavier is not liable for any device that is lost, stolen, or broken while on campus. Missing personal devices should be reported to the Dean of Students Office. Skins, decals, engravings, or similar custom markings used to physically identify a device are highly recommended, as long as they are tasteful and appropriate. Device locator software is strongly encouraged.

Students commuting to and from school with personal devices are advised to use extreme caution and wise judgment. Students are encouraged to keep devices stored away while on public transportation, on subway platforms, and on the streets. A reckless attitude while commuting with technology can increase a student's chances of becoming a target for robbery.

L. Smoking, Vaping & Tobacco Use

Smoking and vaping are injurious to students' health. Students may not smoke or vape during school or school activities, or while traveling to or from school or school activities. Smoking, vaping, or possessing such materials (cigarettes, e-cigarettes, Zyns/nicotine pouches, vaporizers, vapor pens, matches, lighters, etc.) is strictly forbidden in school, in front of the school building, or within 10 blocks of the school at all times. Possession of any type of vaporizer can be considered drug paraphernalia and could result in dismissal. The use of chewing tobacco is also prohibited in the school and at school events. The first offense will result in 10 JUGs and a parent/guardian conference. Repeat offenders are subject to increased disciplinary penalties, which may include JUG, a parent/guardian meeting, probation, and potential dismissal.

M. Substance Abuse

Use or possession of alcohol, marijuana, or other drugs is absolutely forbidden at any time, on any part of the school property, in the vicinity of the school, in connection with any school activity, or in transit to or from a school activity. If a student possesses or uses these items, parents/guardians will be notified, and the student may be expelled.

Any student found to be selling, dealing, or distributing drugs or alcohol will be dismissed and, when the law requires, the police will also be notified.

A student should talk to his counselor about any alcohol or drug-related problem. Counselors have their students' best interests in mind and can make other resources available to them. Any such conversations will be kept appropriately confidential.

N. Probationary Warning

A student may be placed on probationary warning for one major violation or a series of violations of the Student Handbook. After the first instance of academic dishonesty, a student will receive a probationary warning. A probationary warning is issued to prevent further violations. If a student continues to violate school regulations, he will be placed on disciplinary probation.

O. Suspension

Suspension usually precedes disciplinary probation or expulsion. When suspended, the student is removed from ordinary academic classes and all school-related activities. The Dean of Students provides specific directions to the student and his family during this time.

The suspension period lasts long enough to provide the administration with an appropriate amount of time to communicate with all relevant parties and carefully consider the student's situation. The Headmaster may instruct the Dean of Students to convene the Disciplinary Review Board and collect its recommendations on whether to dismiss the student or place him on disciplinary probation. The Headmaster makes the final decision regarding a student's dismissal.

P. Disciplinary Probation

The administration may choose to place a student on disciplinary probation as a punitive measure as an alternative to expulsion. If a student is placed on disciplinary probation, the student, his parents/guardians, his school counselor, and the Dean of Students will meet to discuss the terms of the probation. Disciplinary probation lasts for one calendar year. Disciplinary probation is accompanied by 20 JUGs. If a student commits a major violation of school policy while on probation, dismissal is immediate.

Q. Disciplinary Dismissal

When a student is dismissed for disciplinary reasons, he is permanently removed from all academic associations and school functions. The following infractions make a student liable to dismissal:

- stealing anything, assisting a theft in any way, or being in possession of another's property (including transportation cards, locks, and books);
- possessing an unauthorized school key;
- drinking or possessing any sort of alcohol on school premises, at school activities, or when traveling to and from school and school activities;
- buying, selling, using, or possessing drugs (including marijuana);
- destroying school or personal property (including graffitiing, tampering with, or willfully damaging school computers or technological devices);
- disrupting school activities;
- endangering the good name or reputation of Xavier, whether on or off the premises or online;
- throwing anything out of a window or off of a roof;

- committing gross misconduct in any area, including the internet and social networking sites;
- endangering the well-being of any person (e.g., firecrackers, injuring other students);
- tampering with fire alarms, fire hoses, or smoke detectors on school grounds or off campus at Xavier-sponsored or school-related activities;
- possessing any kind of weapon or tool on school premises, at school-sponsored activities, or when traveling to or from school or school-sponsored activities (tools may only be kept in lockers or book bags, or carried to or from school, with permission of the Dean of Students. All weapons and tools will be confiscated and appropriate measures taken.);
- cheating;
- excessive tardiness or absence;
- gross disrespect to a member of the faculty, staff or student;
- failing to comply with the directives of the Dean of Students regarding JUG;
- committing sexual harassment;
- lying to the Dean or Assistant Dean of Students or impeding, in any way, an investigation by the Dean of Students;
- using offensive, slanderous, defamatory, intimidating, or harassing language (including derogatory slurs) toward any member of the Xavier community or the school itself, either in person or online;
- fighting or using physical violence against another person.

Note: card playing and gambling are not permitted anywhere in school.

R. Disciplinary Review Board

The Disciplinary Review Board (DRB) is composed of teachers appointed by the administration. It acts as an advisory group to the Headmaster and Dean of Students. The DRB's major responsibilities are:

1. To convene at the request of the Dean of Students whenever a serious, expellable infraction is committed by a student. The DRB makes recommendations regarding punitive measures (whether or not a student should be dismissed, placed on probation, etc.). In cases that involve the possibility of dismissal, the Dean of Students will collect the advice of the DRB and present that advice to the Headmaster, who makes the final decision regarding appropriate punitive measures.
2. At the Dean of Students' discretion, to review the cases of students with excessive absences, tardies, or JUGs or those on disciplinary probation or to provide advice on any other discipline-related matters.
3. To advise the Dean of Students on changes to the school rules governing student behavior. At the Dean of Students' discretion, the DRB may be empowered to review the Student Handbook and make recommendations regarding penalties and the like.

X. PARENTAL DISCLAIMER

A positive and constructive working relationship between Xavier and parents/guardians is essential to the fulfillment of the school's educational purpose. Thus, in keeping with best practices of the New York Association of Independent Schools, other Jesuit high schools in the USA East Province of the Society of Jesus, and the Archdiocese of New York, Xavier High School reserves the right to suspend or terminate the attendance, or refuse to extend the privilege of reenrollment to a student if Xavier concludes that the actions of the parent or any family member make such a positive and constructive relationship impossible, or otherwise seriously interfere with Xavier's accomplishment of its educational and formational purposes.

APPENDIX I: Xavier High School Harassment Policy

As a Catholic and Jesuit institution, Xavier High School follows an educational tradition forged over the past 450 years which is based on respect and a commitment to justice. Xavier High School's commitment to the human dignity and human rights of each of its students and members of its faculty and staff is of paramount importance in formulating all of the educational policies that govern its community. It is with these rights in mind that we set out to provide and maintain an educational community in which all members can achieve their spiritual, scholastic, social, artistic and athletic goals in an environment free of any type of harassment. To this end, the Policy covers a broad range of behaviors that are considered to be harassing in nature. It is not meant to "label" people or to increase the group of people subject to disciplinary action, but rather it is our hope that by encompassing such a broad range of behavior, this Policy will help encourage and maintain an environment of mutual respect among all members of the learning community. This Policy shall supersede any and all harassment policies previously issued and contained in handbooks, policies, procedures and/or memoranda.

GENERAL PROHIBITION OF HARASSMENT

Xavier High School prohibits any and all forms of harassment, which includes behaviors commonly recognized as bullying, hazing, sexual harassment and sexual abuse/assault (defined below).

Harassment can take place in person or in writing and can be physical, verbal or electronic. Regardless of its form, Xavier prohibits it.

TO WHOM XAVIER'S HARASSMENT POLICY APPLIES

This Policy applies to all Xavier students, their parents/guardians, faculty, administration, and other staff, whether full-time or part-time, whether in a supervisory position or other superior position, (hereinafter, collectively, "Xavier employees") volunteers, and employees of contracted service providers, regardless of immigration status, and covers their treatment of each other as well as others with whom they come into contact at Xavier and Xavier-affiliated events, including but not limited to visitors to Xavier and employee-applicants.

WHERE XAVIER'S HARASSMENT POLICY APPLIES

Xavier's Policy applies to the school site itself, to all school-sponsored and affiliated activities and events, whether in school or out of school, including but not limited to special events, field/service trips, retreats and/or other overnight trips, sporting events and practices, to all forms of transportation used by Xavier personnel and students to come and go to the School and School-affiliated activities, and to all forms/use of technology.

Furthermore, since students' and employees' behavior, whether inside or outside of school, reflects on Xavier and can have a significant impact on life at school, there are times when it is appropriate and important for Xavier to respond to incidents that occur outside of school and beyond school hours.

Therefore, Xavier reserves the right to discipline those in the community who engage in harassment of other Xavier community members at any location and at any time if such harassment takes the form of obscene, libelous, slanderous language or incites violence, invades the rights of others, or contributes to a substantial disruption of the Xavier school community. Therefore, if such harassment originates outside of school and it comes to the attention of Xavier staff, appropriate action will be taken to maintain a safe and respectful work and academic environment.

Xavier is a technology friendly learning environment that “provides students with the freedom to utilize their own information technology tools to meet the academic demands of Xavier High School and to personalize their educational experience.”¹ Technology at Xavier is to be used without sacrificing the school's standards for student discipline, proper conduct and respect. Xavier's guidelines regarding internet and computer use as well as personal technology use state that technology use at Xavier is a privilege and that privilege will be revoked if it is abused. In that vein, no matter where one is located, whether inside or outside of school or in cyber-space, any use of technology, including but not limited to: wireless and/or portable electronic devices, handheld mobile devices, Xavier-related technology/software including, but not limited to email accounts, school based forums, school websites, and Xavier's network must comply with these guidelines, and any other policies set forth in Xavier’s Student and Faculty & Staff Handbooks.

¹ Xavier Student Handbook, p. 38

DEFINITIONS AND EXAMPLES

<u>BULLYING</u>
<i>Definition</i>
Any form of physical, verbal, demonstrative or electronic harassment that one should reasonably expect would demean, threaten or physically or emotionally hurt its victims or others at Xavier. It can be of a sexual nature or otherwise. It can take place in person, over the phone, in cyberspace or through an on-line communication, or any other means that communicates such harassment. It can be one-on-one or group-based. Both adults and children can be bullied.
<i>Examples (include but are not limited to):</i>
● pushing, elbowing, poking, tripping, sitting on, kicking or hitting ● threatening another with physical harm ● using derogatory terms or taunting others because of their physical traits including, but not limited to, age, grade level, academic ability, voice, height, weight, athletic skill, social skills or any other personal characteristic including those involving race, color or national origin ● taunting others either verbally or using gestures about their actual or perceived sexual orientation, e.g., using derogatory/homophobic terms to refer to sexual orientation, making slurping noises or offensive hand gestures ● damaging, hiding, taking of property including, but not limited to, books, backpacks, lunches, and backpack zippers or engaging in a “prank” intending to embarrass another ● face-to-face or on-line, calling someone offensive or demeaning names, making jokes involving offensive stereotypes, spreading mean and hurtful rumors ● posting on Facebook, or any other on-line social networking site, mean, offensive, demeaning, embarrassing or threatening comments or images ● texting, whether individually or as a group, mean, offensive, demeaning, embarrassing or threatening comments or images ● creating fake web pages or fake profiles or assuming another's identity in any social media context to create content likely to cause embarrassment or concern ● creating offensive graffiti, e.g., the drawing of swastikas, caricatures, or other images of an offensive nature

HAZING

Definition

Any activity expected of someone joining a group (e.g., teams, performing arts groups, and clubs), grade or the school itself, or expected of someone to maintain any status in a group, grade or the school that: (1) humiliates, (2) degrades, or (3) risks emotional and/or physical harm or embarrassment to the individual or the Xavier community, regardless of the person's willingness to participate and regardless of its intended result or effect. Xavier's administration does not consider hazing activity to be harmless pranks or comical antics aimed at developing bonds of brotherhood among young men. Such behavior will not be tolerated.

Examples (include but are not limited to)

Requiring someone to:

- drink alcohol or use drugs
- consume any vile or hazardous substances, or allow such substance to be smeared on the body
- endure any physical striking, beating, burning, branding or to engage in self-mutilation or to commit such acts upon another
- endure acts of sexual stimulation or sexual abuse/assault
- be subjected to abusive and demeaning speech
- proceed through any type of gauntlet
- suffer sleep deprivation
- restrict personal hygiene
- engage in indecent exposure
- participate in any illegal activity
- participate in physically dangerous activities such as exposing oneself to extreme weather conditions without appropriate protection
- submit to being tied up and abducted
- engage in any degrading or humiliating act, or any activity that violates any aspect of Xavier's code of conduct

SEXUAL HARASSMENT

Definition

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender. Any unwelcome or unwanted sexual advances, requests for sexual favors, or other verbal, physical, demonstrative or electronic conduct or communication of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience; or
2. Submission or rejection of such conduct is used as the basis for an employment, academic or other school-related activity decision affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or participation in a school program or extra-curricular activity; or
4. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working, learning, studying, or school environment.

Any type of sexual advance, request for sexual favors, or other verbal, physical, demonstrative, or electronic conduct or communication of a sexual nature made by any Xavier employee, whether full or part-time, towards a student, whether welcomed by that student or not, is sexual harassment and a violation of this Policy.

Sexual harassment may occur in a single incident or be a series of incidents. It can occur between two adults, an adult and a student, two students, a group and an individual, or people of the same or different gender.

Examples (including but not limited to):

- intentional touching of a sexual or other private area of a person's body, e.g., grabbing, patting or slapping the buttocks or groin area
- supposed inadvertent contact with the sexual or private parts of the body, e.g., placing one's scrotum near someone's head or body while changing, or brushing up against someone's leg with one's groin area and acting as if it was unintentional
- telling sexually-oriented stories or engaging in sexually-oriented verbal kidding, teasing or joking to someone or in front of someone who finds it offensive, including joking about "rape" or any other form of sexual assault

- creating rating systems based on physical appearance
- making suggestive comments about physical characteristics or appearances
- making suggestive comments about the appearance of objects, e.g., suggesting that they look like sexual parts of the body
- making offensive gender-based remarks, e.g., saying that a male is too feminine
- commenting or asking questions about someone's sexual experience or abilities
- spreading rumors of a sexual nature
- leering
- making sexual gestures simulating sex acts or sexual contact
- exposing another person to the display of sexually suggestive objects or pictures, cartoons, or posters, e.g., showing another person pornography
- sending suggestive or obscene letters or other writings, emails, notes or invitations
- subjecting a person to repeated unwelcome sexual flirtations, advances, or propositions
- requests to engage in sexual behavior
- demands for sexual activity or other less overt coercive efforts to obtain sexual favors
- sexual favoritism in the making of any decision. Sexual favoritism occurs when any individual in a position of power, e.g., a supervisor, teacher, club president, activity head, makes a decision based upon an individual's receptiveness to sexual advances
- photographing, videotaping or making any other visual or auditory recording of sexual activity, or sexual or intimate parts of a person's body without their knowledge and consent, and in addition, if the person being photographed or recorded is a student, doing so even with their consent, as such images may constitute illegal child pornography
- sending via electronic means images of sexual activity or sexual or intimate parts of the body, i.e., "sexting"
- displaying to another any photograph, videotape, or other visual or auditory recording of sexual activity or sexual or intimate parts of a person's body without that person's explicit consent

SEXUAL ABUSE/ASSAULT

Definition

Sexual abuse/assault is physical contact with a sexual or intimate part of the body without consent. It includes various forms of sexual intercourse as well as lesser forms of sexual touching.

- Sexual or intimate body parts include, but are not limited to: breasts, buttocks, genitals, the groin area and upper thighs.
- Lack of Consent: occurs when one is physically forced or verbally intimidated into doing something sexual, or submitting to a sexual act, or when one has explicitly indicated a lack of consent or when the circumstances make it obvious that consent has not been given.
- Circumstances that make it obvious that consent has not been given include, but are not limited to: (1) being too intoxicated to say "no" or resist, (2) being asleep and therefore unable to consent, or (3) situations in which someone is deemed to be physically or mentally incapable of giving valid consent, whether due to the use of intoxicants or any other reason.
- Children under 17 years of age cannot legally consent under New York State Law to having sex or sexual contact with an adult. **Any sexual contact between a student under 17 and an adult is a crime, and if it involves such behavior between a Xavier student and a Xavier employee or a student and an employee of a contracted service provider, it will be reported to the police.**
- In addition, any sexual or romantic conduct between a Xavier employee or an employee of a contracted service provider and a present Xavier student of any age, even if 17 years of age or older, and even if consented to or welcomed by the student, is strictly prohibited by this Policy while the student is at Xavier and for one year post-date of graduation, and will result in dismissal of the adult involved. As such, this Policy prohibits "sexting" between students and Xavier employees or employees of contracted service providers and the showing of pornography to any student by any such adult. Such activity will result in the dismissal of the adult involved and the reporting of such conduct to the appropriate authorities.

Examples (include but are not limited to):

- grabbing, pinching, or fondling another person's buttocks, breasts or genital area, including the scrotum, whether over or under clothing, without consent as defined herein
- rubbing one's genital area up against another person, whether over or under clothing, without consent as defined herein
- touching another person with one's genitals without consent as defined herein
- engaging in sexual behavior with someone too intoxicated to give informed consent
- physically or verbally intimidating someone to engage in a sex act, whether done so expressly or implicitly

RESPONSE TO VIOLATIONS OF THE HARASSMENT POLICY

Desired Response

Victims: Xavier strongly encourages anyone who feels that he or she is a victim of harassment to tell the harasser to cease his or her offensive behavior and thereby make it clear to the harasser that his or her behavior is offensive and unwelcome. However, victims of harassment are not required to confront their harassers if they are afraid or uncomfortable to do so, but instead they should report the harassment (see Reporting Protocol below) and the School will address and handle the reported violation.

Witnesses: Prevention of harassment is the responsibility of the entire Xavier High School community. As a Jesuit school, Xavier's goal is to form young men who will go forth to transform the world for God's greater glory and make the world into an even better place. This starts while at Xavier. Xavier expects its students, faculty, and staff to demonstrate a sense of responsibility and respect for all members of the Xavier community. Therefore, upon witnessing harassment, students are encouraged to intervene and tell the harasser to stop his or her offensive behavior. All adults who work at Xavier are required by this Policy to intervene. Failure to intervene on behalf of a victim upon observing the harassment often emboldens the harasser to increase his or her harassing conduct, while making the victim of harassment feel more powerless.

All members of the Xavier community should report incidents of harassment in violation of the Xavier High School Harassment Policy to School authorities regardless of who the harasser is so action can be taken. Not only is this often the most effective way to end harassment, it also preserves the spirit of a faith community based on responsibility, integrity, and service.

Reporting Protocol

Xavier High School believes any violation of this Policy is a serious matter requiring immediate attention and a thorough investigation, as it is a threat to the safety and well-being of a member of the Xavier community as well as being antagonistic to our core values.

Students, parents/guardians, and any other concerned non-Xavier employees aware of a violation or suspected violation should tell any member of the Xavier faculty or staff with whom they are comfortable speaking about the violation. Xavier encourages reporting incidents of harassment as soon as possible;

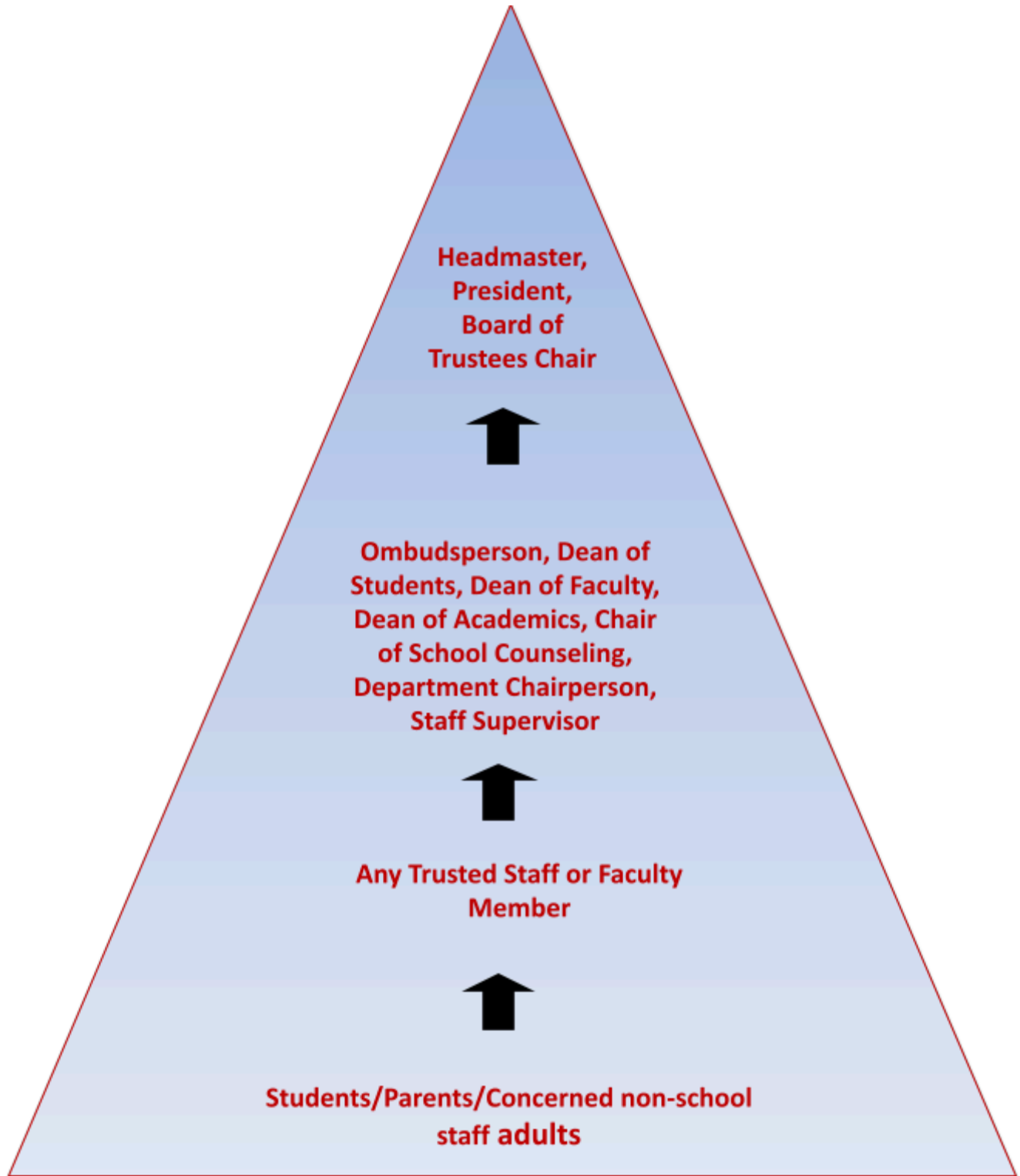
however, there is no time limit on when such a report may be made. The faculty or staff member who is informed about an alleged violation is obligated to and responsible for seeing that the reported violation is passed along to the appropriate Xavier administrator, as designated in this Policy, for investigation.

Promptly upon learning of a violation or suspected violation of the Policy, whether as a victim, witness, or recipient of information from someone else, Xavier employees must report the information to one of the following people:

1. Chair of School Counseling (Room 6F1; phone 212-924-7900 ext. 1436)
2. Academic Department Chairperson (several)
3. Staff Supervisor (several, such as Facilities Manager or Athletic Director)
4. Dean of Academics (Room 2L9 in HMO; phone 212-924-7900 ext. 1463)
5. Dean of Students (Room 3L4; phone 212-924-7900 ext. 1466)
6. Dean of Faculty (Room 2L8 in HMO; phone 212-924-7900 ext. 1437)
7. Ombudsperson (3rd Floor in Old Stone; phone 212-924-7900 ext. 1660)
8. Headmaster (Room 2L7 in HMO; phone 212-924-7900 ext. 1500)
9. President (Room 2L6; phone 212-924-7900 ext. 1538)

If for any reason, the faculty or staff member is uncomfortable reporting the information to one of the above-listed people, he/she may instead report directly to the Chair of the Board of Trustees or T&M Protection Resources (see Outside Reporting alternatives below). If anyone other than the Headmaster or President receives such a report, such individual must then promptly bring the report to the attention of the Headmaster or President, unless the allegation involves the Headmaster or President, in which case he/she must notify the Chairman of the Board of Trustees.

REPORTING PROTOCOL



All Xavier faculty/staff that have reason to believe that a violation has or may have occurred are under an obligation to immediately report this information or suspicion to the indicated persons set forth above in this Policy. A “reason to believe” may be predicated upon being told directly or indirectly that a violation has occurred, overhearing a rumor that a violation has occurred, or observing behavior which gives rise to a suspicion that a violation has occurred. This obligation is mandatory regardless of whether the alleged violation involves another faculty member, staff member, Jesuit, priest, Army Instructor, or student as a victim or an offender. When in doubt whether you have sufficient reason to believe a violation has or may have occurred, always err on the side of caution by reporting what you know or suspect.

In addition to being subject to discipline if they engaged in harassing conduct themselves, supervisors, managers, and administrators will be subject to discipline for failing to report suspected harassment or otherwise knowingly allowing harassment to continue.

The reporter's identity and the information he or she reports will only be shared with those necessary to appropriately address the situation. Retaliation of any kind against a person or persons who have made such a report will not be tolerated and will subject anyone who engages in it to disciplinary action which may include expulsion or termination. (See, “Retaliation Prohibited” below.)

Special Reporting Requirements for Reports of Sexual Abuse/Assault:

In cases of sexual abuse/assault, due to the heightened seriousness of such allegations, the report must be made immediately upon coming into the possession of the information that such an act has or may have occurred and it is to be made directly to one of the following:

1. Dean of Students
2. Ombudsperson
3. Headmaster
4. President

If for any reason, none of these individuals are available, or someone is uncomfortable reporting the violation to one of the above-denominated individuals, the report should be made to the Chair of the Board of Trustees (see Outside Reporting alternatives below).

External Reporting System

Outside Reporting: In addition, any student or parent/guardian who is not comfortable reporting a violation of the Harassment Policy to a Xavier faculty or staff member may contact either of the following outside individuals to make such a report:

- Chair of the Xavier Board of Trustees at Boardchair@xavierhs.org
- Susan Schorr of T&M USA at 646-445-7722 or via email at sschorr@tmusallc.com. Ms. Schorr is a Managing Director in T&M's Investigations Division.
- **Anonymous Reporting:** Finally, should any student or Xavier parent/guardian wish to report a violation of the Harassment Policy anonymously, he or she may do so by calling the School or by calling or emailing Susan Schorr of T&M USA at the phone number or email listed above. Regardless of how a violation is reported, it will be addressed and investigated to the extent possible given the limitations inherent in investigating anonymous reports. Such anonymous reporter may decide to reveal his or her identity at any later time which will greatly increase Xavier's ability to deal effectively with the reported violation.

Support Options: Xavier High School has an experienced and caring counseling staff that is always available to the Xavier community to help deal with issues related to harassment. In addition, Xavier does have a consulting psychologist on staff. If requested by a student or his parent/guardian, Xavier can refer a student to the consulting psychologist as another means of support.

Amnesty Provision

Xavier has a very strict policy about the use of alcohol and other drugs by its students. It is absolutely forbidden at any time, on any part of the school property, in the vicinity of the school, in connection with any school activity, or to or from a school activity. Under normal circumstances, if a student possesses or uses drugs or alcohol, their parents/guardians are notified, counseling is mandated, and the student may face disciplinary sanctions up to and including expulsion. However, because the health and safety of Xavier's students is the School's paramount concern, to minimize any hesitation a student may have to report a violation of the School's Harassment Policy, while not overlooking a violation of our Student Handbook, the School will place great weight on the positive impact of reporting an incident in deciding if any action is appropriate for the reporter's breach of Xavier's anti-drug and anti-alcohol policy.

Retaliation Prohibited

Retaliation against anyone who in good faith reports a violation or suspected violation of this Harassment Policy, or who participates in the investigation of a complaint, is strictly prohibited. Any person who engages in such retaliation will be subject to disciplinary action including expulsion if a student or termination if a faculty or staff member. Prohibited "retaliation" includes, but is not limited to: threats, intimidation, harassment, any other adverse action threatened, expressly or impliedly, or taken against anyone who reports a violation or suspected violation of this Harassment Policy or who participates in an investigation of a complaint. Anyone who either observes or becomes aware of such retaliatory behavior is strongly encouraged to report it to school authorities. All faculty/staff are under a business duty to do so.

Knowingly False Reports Prohibited

Xavier considers any allegation of harassment to be a serious matter. Therefore, if it is determined at the conclusion of an investigation that a reported violation was made in bad faith and that false information was knowingly provided regarding the complaint, Xavier will take disciplinary action against such individual.

Investigation of Reported Incidents

The Headmaster, in consultation with whomever else he or she deems appropriate, will make decisions regarding how Xavier will proceed going forward, unless the Headmaster is the subject of the report and then the President shall take on this role. These decisions will include, but not be limited to, how and when a student's family will be notified (if a student is involved in the reported violation), who else at the School should become privy to the information, whether the police should be involved, how the situation should be handled at the School moving forward, including who should do the investigation, and how the family should be communicated with in the future regarding the reported violation.

After a report is made, the Headmaster, in consultation with whomever he or she deems appropriate, unless the Headmaster is the subject of the allegation and then the President will take on this role will direct that an investigation be conducted by appropriate individuals whom he or she will select based upon the nature of the complaint and the individuals involved. This investigation may be conducted by Xavier personnel or an outside investigator depending on the circumstances. Xavier recognizes that reporting a violation of Xavier's Harassment Policy often involves discussing matters of a sensitive nature. Therefore, Xavier will

bear this in mind and use the utmost discretion when conducting the investigation to minimize the chances that information about the matter will become known by unnecessary individuals.

As part of any investigation conducted pursuant to this Policy, both the reporter and alleged offender will be interviewed separately about the reported facts. Both will be advised of the prohibition against retaliation for making such a report and/or cooperating with an investigation. Furthermore, others who may have relevant knowledge may also be questioned and they too will be reminded of Xavier's anti-retaliation policy and the need for discretion. Given the fact that these investigations help to preserve the safety of our community, Xavier expects all members of the community to cooperate in an investigation, if requested to do so. All employees are under a duty to cooperate. Xavier will try to be as discreet as possible during the investigation and confidentiality will be maintained to the extent possible given the facts and circumstances of the complaint and the need to do a fair and thorough investigation.

At the conclusion of the investigation, and after the decision regarding what if any disciplinary or remedial action is to be taken is made, the alleged victim and alleged offender will be informed about the disposition of the matter. If either party is dissatisfied with the outcome, remedy may be sought by contacting the Headmaster or the President.

Communication of any information regarding the matter to other members of the Xavier High School community, whether that be faculty, staff, the student body, or parents/guardians will be decided on a case-by-case basis with all due consideration being given to issues of privacy, confidentiality, and the emotional and physical well-being of all those involved.

Disciplinary decisions will be based on the facts and circumstances of each case and will take into account the offender's prior conduct at Xavier and the wishes of the victim, although the latter will not be controlling as Xavier must act in the interest of protecting the entire Xavier community as well as the victim. Possible disciplinary outcomes include, but are not limited to: a verbal warning, JUG, parental notification, loss of privileges, counseling, sensitivity training, probation, suspension, expulsion, dismissal, and/or notification to local or state authorities.

In addition to disciplinary action with regard to the accused, Xavier will consider what if any remedial actions should be taken with regard to the School as a whole to prevent similar offenses from occurring in the future.

Records will be kept of all such investigations and such records will include, but not be limited to, information about the allegation as gathered from the reporter, the person accused, and others interviewed. In addition, the decision reached regarding appropriate disciplinary action and any other relevant follow-up action engaged in by the School will be documented. These records will be maintained by the Administration. Documentation of harassment investigations is necessary to provide an accurate record regarding the reported violation and how it was handled, one that does not have to rely on the recollections of people whose memories may become inaccurate over the passage of time.

Nothing in this Policy is intended to limit the options of any person who feels that he or she has been subject to unlawful harassment or discrimination. Such a person may at any time in addition to participating in Xavier's complaint procedure pursue his or her rights with an outside agency, governmental entity or legal counsel.

The specific legal protections and external remedies for sexual harassment claims are outlined in detail in Appendix A at the end of this document, as required by New York State Labor Law. Appendix B includes a formal sexual harassment complaint form. New York State Labor Law recommends that those who are submitting a sexual harassment complaint fill out the form or ask the individual receiving the complaint to fill it out.

Mandatory Reporting to the State Hotline

Under Section 413 of the New York State Social Services Law, all school officials, including, but not limited to, administrators, faculty, school counselors and health care professionals employed by Xavier, have an affirmative duty to report when they have "reasonable cause to suspect" that a child has been abused or maltreated by a parent or legal guardian or someone else legally responsible for their care and such information has come to the staff member's attention in the course of his or her official or professional capacity. Such information may come to a staff member's attention in a number of ways: from a child, from a parent, legal guardian, or another adult, or from something the staff member has personally observed. "Abuse and maltreatment" includes physical abuse, sexual abuse, emotional abuse and neglect.

"Mandated reporters," as defined above, must call the New York State Central Registry ("SCR") at 1-800-635-1522 upon having such "reasonable cause." This is a personal duty of the person who has such reasonable cause and is not satisfied by telling a supervisor at the School. Consulting with a supervisor at

the School before making such a call, however, is allowable, and indeed advisable, but the consent or approval of such supervisor is never a requirement for making a call to the SCR.

This reporting duty applies to knowledge obtained during the course of any out-of-school activity, as well as when on school premises, and indeed to any knowledge of abuse or maltreatment of a child “coming before them in their official or professional capacity” at any time or place. Thus, even if a Xavier faculty/staff member learns of reportable abuse or maltreatment while on a retreat where students are encouraged to and often do make disclosures of close personal information, a report must be made to the SCR.

Xavier staff is reminded that the Xavier administration is always available to discuss such situations, offer advice and support, and be present should a call to the SCR need to be made. In addition, Xavier’s School Counseling Department staff is available to assist as well. Oral reports to the SCR Hotline must be followed up within 48 hours with a written report using form LDS-2221-A which can be obtained from the New York State Office of Children’s Services (OCFS) website at www.ocfs.state.ny.us.

REMINDER: *Required reporting to Xavier Administration:* In addition to the requirements of New York State law, as set out above, pursuant to Xavier policy, Xavier faculty/staff members have a duty to immediately report their suspicions of child abuse or maltreatment committed by anyone, not just a parent, guardian or other person legally responsible for the child’s care, to the appropriate Xavier staff member set forth in the Reporting section of this Policy (See above). This internal report must be made regardless of whether a call has already been made to the State hotline listed above.

Penalties for failure to report: Failure to report a suspected case of child abuse or maltreatment by a parent, legal guardian or someone else legally responsible for their care, as defined in the New York State Family Court Act above, is a class A misdemeanor punishable by up to a year in jail and/or a fine of \$1000. In addition, it is a violation of Xavier policy and is therefore an offense for which an employee may be terminated.

Immunity from liability for Mandated Reporters: Under New York State Social Services Law, any school employee who in good faith makes a report to the State hotline has immunity from liability, civil or criminal, which might otherwise result by reason of such action.

New York Education Law Article 23-B: Mandatory Reporting of Suspected Child Abuse in an Educational Setting by Employees or Volunteers

Mandatory Reporting to State or Local Law Enforcement

New York Education Law Article 23-B requires school administrators, other employees and bus drivers who receive an allegation of abuse of a student *in an educational setting by a school employee or volunteer*, to report the abuse to a school administrator. Administrators must notify the student's parent, prepare a written report, notify law enforcement authorities and notify the Commissioner. Appendix C provides an overview of the law, reporting requirements and instructions, and key definitions.

REVISED 7-19-23

APPENDIX A

Sexual harassment is not only prohibited by Xavier but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at Xavier, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may seek the legal advice of an attorney.

In addition to those outlined below, employees in certain industries may have additional legal protections.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time **within one year (three years beginning Aug. 12, 2020)** of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to Xavier does not extend your time to file with DHR or in court. The one year or three years is counted from date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the

NYC Commission on Human Rights, 22 Reade Street, 1st Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

APPENDIX B

Sexual Harassment Complaint Form

New York State Labor Law requires all employers to adopt a sexual harassment prevention policy that includes a complaint form to report alleged incidents of sexual harassment.

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to one of the Xavier administrators listed on page eleven of the Xavier Harassment Policy. You will not be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, the Xavier administrator that you speak with regarding your complaint should complete this form, provide you with a copy and carry out the reporting protocol outlined in this policy.

COMPLAINANT INFORMATION

Name:

Job Title (if applicable):

Email:

SUPERVISORY INFORMATION (for employee related-complaints only; students submitting complaints do not need to complete this section)

Immediate Supervisor's Name:

Title:

Work Phone:

Work Address:

COMPLAINT INFORMATION

1. Your complaint of Sexual Harassment is made about:

Name:

Title (if applicable):

Relationship to you: ☐ Supervisor ☐ Subordinate ☐ Co-Worker ☐ Fellow Student

☐ Faculty/Staff Member ☐ Other

2. Please describe what happened and how it is affecting your work or school experience. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

3. Date(s) sexual harassment occurred:

Is the sexual harassment continuing? ☐ Yes ☐ No

4. Please list the name and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional, but may help the investigation.

5. Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____

Date: _____

APPENDIX C

Mandatory Reporting of Suspected Child Abuse in Educational Setting by a School Employees and Volunteers

Mandatory Reporting to State or Local Law Enforcement

New York Education Law Article 23-B requires school administrators, other employees and bus drivers who receive an allegation of abuse of a student *in an educational setting by a school employee or volunteer*; to report the abuse to a school administrator. Administrators must notify the student's parent, prepare a written report, notify law enforcement authorities and notify the Commissioner.

Reporting Requirements

Who Must Report?

Those required to report allegations of child abuse are the school's teachers, nurses, school counselors, psychologists, social workers, administrators (including principals/heads of school), board members, licensed and registered physical therapists, licensed and registered occupational therapists, licensed and registered speech pathologists, teacher aides, resource officers, bus drivers or other school personnel that are required to hold a teaching or administrative license or certificate. Reporters also include employees of companies contracting with the school, including school bus drivers.

What Must Be Reported?

Required reporters who receive oral or written allegations of child abuse in an educational setting by a school employee or volunteer must make a report. Note that the school where the alleged abuser works, or volunteers is not important. All that is needed to trigger the reporting requirement is that an employee or volunteer of any school is alleged to have abused a student in an educational setting.

“Child Abuse” includes acts that create a substantial risk of physical injury to a student; acts that inflict physical injury to a student; acts that qualify as child sexual abuse prohibited by the New York Penal Laws, including sexual touching, sexual assault and sexual intercourse with a student under the age of 17; and

sending or showing, or attempting to send or show, a student “indecent materials” as defined by the New York Penal Law, including materials that depict human genitals and sexual conduct.

“Educational Setting” includes school grounds, school buses or other vehicles that transport students to or from school, all extracurricular activity sites, all co-curricular sites, including field trip sites, as well as any other location where a school employee or volunteer had direct contact with a student. Note that this definition includes any other location where direct contact is made between an employee or volunteer and a student. Therefore, any location where a school employee or volunteer is alleged to have abused a student will qualify as an educational setting.

“Employee” means any person who receives compensation from the school, or any person who has duties that involve direct student contact and either (a) receives compensation from any contractor that transports the school’s students (e.g., bus drivers) or (b) is employed by a contractor and placed within the school as part of a public assistance employment program. **“Volunteer”** is any person, other than an employee, who has direct contact with students and provides services to the school, or provides services to any contractor that transports the school’s students.

How Is a Report Made?

After receiving an allegation of child abuse, required reporters (except school bus drivers) must:

- Promptly complete a written report in a form provided by the Commissioner’s office. [See the “Child Abuse in an Educational Setting” report form at the end of this document.] This report must include the full name of the allegedly abused child, the name of the child’s parent, the identity of the person making the allegation and their relationship to the alleged victim, the name of the alleged abuser, and a list of the specific allegations of abuse; and
- Personally deliver a copy of the written report to the **school administrator** (principal or the equivalent, e.g., head of school, director, etc.) of the school where the child abuse occurred. If the alleged abuser is the school administrator, then the report of abuse must be delivered to another school administrator designated by the school.

School bus drivers and other employees of a person or entity which contracts with a school to provide transportation, who receive an oral or written allegation that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly report or cause a report to be made to his or her supervisor employed by such contracting person or entity. The supervisor must then promptly complete a written report in a form provided by the Commissioner's office (including the details set forth above). The supervisor must personally deliver the report to the school administrator of the school where the child abuse occurred.

If the alleged abuser is an employee or volunteer of a school **other than Xavier**, the written report of the allegations must be promptly forwarded, in addition to the school administrator of the school where the child abuse occurred, to the school administrator of the alleged abuser's school.

What Must the School Administrator Do When They Receive a Report?

After the school administrator receives the written report of child abuse and there is reasonable suspicion to believe that an act of child abuse, as defined by the law, has occurred, additional steps must be taken depending upon the individual who has made the allegation. The school administrator must do the following:

1. **If the victim child has made the allegation:** (a) promptly notify the parent of the victim of the allegation of abuse and provide the parent of the victim with a written statement prepared pursuant to the Commissioner's regulations setting forth parental rights, responsibilities and procedures; (b) promptly provide a copy of the report to his or her supervisor, if applicable; and (c) promptly forward such report to appropriate law enforcement authorities.
2. **If a parent of a victim child has made the allegation:** (a) promptly provide the parent with a written statement prepared pursuant to the Commissioner's regulations setting forth parental rights, responsibilities and procedures; (b) promptly provide a copy of the report to his or her supervisor, if applicable; and (c) promptly forward such report to appropriate law enforcement authorities.
3. **When someone other than the victim child or the parent of the child has made the allegation:** (a) promptly notify the parent of the victim of the allegation of abuse and provide the parent with a

written statement prepared pursuant to the Commissioner's regulations setting forth parental rights, responsibilities and procedures under this law; (b) ascertain from the person making such report the source and basis for such allegation; (c) promptly provide a copy of the report to his or her supervisor, if applicable; and (d) promptly forward such report to appropriate law enforcement authorities.

When the school administrator forwards the written report of child abuse to the law enforcement authorities, he or she must also refer the report to the Commissioner where the alleged abuser holds a certification or license issued by the department.

If a written report of child abuse does not, after investigation, result in a criminal conviction of the alleged abuser, then the report must be expunged from any record kept by the school within five years from the date the report was made.

What Happens After Law Enforcement Notification?

Where a criminal investigation of an allegation of child abuse by an employee or volunteer is undertaken in response to a report forwarded by a school administrator to law enforcement authorities, and where law enforcement authorities have provided such report to the district attorney, it shall be the responsibility of the district attorney, as soon as practicable, to notify the school administrator of the school where the acts of child abuse allegedly occurred and of the school where the child is attending, if different, of an indictment or the filing of an accusatory instrument against the employee or volunteer. The district attorney shall also notify the school administrator of the disposition of the criminal case or the suspension or termination of the criminal investigation of such employee or volunteer.

Unreported Resignation Against Public Policy

The new law prohibits school administrators from making any agreement to withhold from law enforcement authorities, the superintendent or the Commissioner, where appropriate, the fact that an allegation of child abuse in an educational setting on the part of any employee or volunteer as required by this law, in return for the resignation or voluntary suspension from his or her position, against whom the allegation is made.

Immunity and Penalties

Any required reporter, including any employee, volunteer or supervisor who is employed by a person or entity that contracts with a school to provide transportation, who reasonably and in good faith makes a report of child abuse in accordance with this law, will have immunity from any civil liability which might otherwise result because of his or her actions, such as immunity from a defamation lawsuit. A school administrator who reasonably and in good faith makes a report of child abuse or reasonably and in good faith transmits such a report to a person or agency in accordance with this law will have immunity from any civil liability which might otherwise result because of his or her actions, such as immunity from a defamation lawsuit. Any school administrator who reasonably and in good faith reports to law enforcement officials the information regarding allegations of child abuse or a resignation as required by this law shall have immunity from any liability, civil or criminal, which might otherwise result by reason of such action.

Willful failure of an employee to prepare and submit a written report of an allegation of child abuse as required by this law shall be a Class A misdemeanor. The willful failure of a school administrator to submit a written report of child abuse to an appropriate law enforcement authority, as required by this law, shall be a Class A misdemeanor. Additionally, any failure to submit a written report of child abuse to an appropriate law enforcement authority as required by this law shall be punishable by a civil penalty not to exceed \$5,000 upon an administrative determination by the Commissioner.

All reports of abuse and other materials submitted with the report, such as photographs, are confidential and may only be disclosed to law enforcement authorities involved in an investigation of the abuse or as expressly authorized by law or a court-ordered subpoena. Willful disclosure of such records to an unauthorized person or entity is a Class A misdemeanor.

A violation of the unreported resignation prohibition shall constitute a Class E felony and will also be punishable by a civil penalty not to exceed \$20,000.

CHILD ABUSE IN AN EDUCATIONAL SETTING
CONFIDENTIAL REPORT OF ALLEGATION

SUBJECT CHILD	PARENT OF SUBJECT CHILD
Name _____ Last First MI	Name _____
Address _____ _____	Address (if different) _____ _____
School _____	
Grade _____ Sex (M, F, Unknown) _____	
Age or Birthday (Mo/Day/Yr) _____	

SOURCE OF ALLEGATION (Check as Appropriate)	
☐ Child ☐ Parent ☐ Other - Name _____ Relationship to Child (if any) _____	

ALLEGED PERPETRATOR (EMPLOYEE OR VOLUNTEER)	
Name _____ School District/Charter School _____	
School Building _____ School Position _____	

SPECIFIC ALLEGATION
Use this space to provide information to describe or explain the circumstances surrounding the allegation. (attach additional sheets if necessary)

REPORTER INFORMATION	
Name _____ School District /Charter School _____	
School Address _____ School Telephone _____	
Relationship to Child (if any) _____	
Teacher ☐ School Counselor ☐ School Nurse ☐ School Psychologist	
☐ Administrator ☐ School Board Member ☐ School Social Worker	
☐ School personnel required to hold teaching or administrator license or certification	
Date Submitted to Administrator ____/____/____/	Signature _____

FOR ADMINISTRATOR USE ONLY	FOR SUPERINTENDENT/CHARTER SCHOOL CHIEF ADMINISTRATOR OF SCHOOL USE ONLY
Reasonable Suspicion _____ Yes _____ No	Reasonable Suspicion _____ Yes _____ No
Date Submitted to Superintendent /Charter School Chief Administrator _____/_____/_____ Name/Signature _____ Date Submitted to Law Enforcement _____/_____/_____ Name/Signature _____	Date Submitted to Law Enforcement _____/_____/_____ Name/Signature _____ Date Submitted to Commissioner _____/_____/_____ Name/Signature _____

APPENDIX II: School-Based Psychotherapy Program and Referral for Mental Health Evaluation

The adolescent years bring with them significant changes in how one learns to relate to oneself and others and how one prepares to enter the world of adulthood. Adolescents often experience new situations, new feelings, and new stressors. In some cases, these changes can impact one's sense of well-being and mental health, leading to behavioral, emotional, social, or academic problems.

In the spirit of actively fostering *cura personalis* (the care for the whole person), a central value in Jesuit schools, Xavier's School-Based Psychotherapy Program is designed to operate in conjunction with the School Counseling Department to offer additional support in areas of socioemotional growth for Xavier students. Overseen by the Director of Student Mental Health & Wellbeing, with a staff of psychologists and social work interns and externs, students in need may be offered ongoing counseling/therapy and other individual interventions to help them overcome mental health issues that interfere with success in school and home and assist in their overall socio-emotional development. Through early identification of mental health issues, referral for treatment, training for school personnel, and the provision of direct mental health care, the School-Based Psychotherapy Program seeks to play a critical role in supporting students and their families through the high school years.

Services offered include but are not limited to:

- Psychological evaluation in order to make an appropriate treatment recommendation
- Individual counseling/therapy
- Crisis intervention
- Prevention services (e.g., psychoeducational workshops, substance abuse prevention)
- Referral services to appropriate care in the community

Guidelines for Parents/Guardians: Xavier takes all indications of significant mental health concerns very seriously. Based on the concerns of the Director of Student Mental Health & Wellbeing, school counselor, and/or consulting psychologist, a student may be referred for evaluation by a psychiatrist. This evaluation must be completed prior to his return to academic classes and participation in sports, activities, or any Xavier event. At the time of the evaluation, a consent to release and exchange information must be signed by the parent/guardian to ensure proper communication between the evaluator and Director of Student Mental Health & Wellbeing.

Below are the steps parents/guardians should follow to determine the most appropriate level of support for their son, and to ensure a safe and effective reentry to Xavier.

1. Follow the recommendations provided by the psychiatrist who provides the evaluation, which include but are not limited to inpatient hospitalization, partial hospitalization program, outpatient therapy, and medication management.

2. A parent/guardian or student (18 years or older) must sign a consent to release information allowing the psychiatrist to share the recommended treatment plan with the Director of Student Mental Health & Wellbeing, the student's school counselor, and administrators to coordinate reentry to school. A clearance letter from the psychiatrist must also be presented on the day of reentry to allow the student to resume participation in classes, sports, activities, and events.
3. If the assessment indicates a recommended absence from school, please contact the Director of Student Mental Health & Wellbeing to communicate the preliminary treatment plan as outlined by the psychiatrist and clinical staff to address the student's therapeutic and academic needs. The Director of Student Mental Health & Wellbeing will coordinate the provision of necessary information to the student's extended absence team (i.e., Dean of Students Office, Dean of Academics, school counselor, consulting psychologist, school nurse, and teachers) in a sensitive and confidential manner.
4. If the evaluation and recommended treatment plan results indicate an immediate return to school, please refer to step 5 below.
5. Reentry to academic and co-curricular activities always requires the following written statement from the evaluating psychiatrist:
 - a. evaluation date and outcome/diagnosis;
 - b. safety statement indicating that the student is not at risk of self-harm or harm to others and that it is otherwise appropriate for the student to return to school;
 - c. therapeutic recommendations, treatment plan, discharge summary, and date of follow-up appointment;
 - d. medication(s) that were initiated and/or prescribed and any related side-effects that may impact the student's functioning;
 - e. medication orders and parental consent if medication should be administered during school hours.
6. Once the discharge date is given, the Director of Student Mental Health & Wellbeing will schedule a reentry meeting. This meeting with the student will occur on the day he returns to school or school-related activities. Meeting attendees may include the parent(s)/guardian(s), Dean of Academics, Dean of Students, consulting psychologist, school counselor, and Director of School Counseling. The purpose of this meeting is to review the recommendations from the evaluation and/or treatment plan in an effort to determine the most effective support system for the student and his continued care at Xavier. At the conclusion of this meeting, the student will be authorized to return to classes and participate in sports, activities, and events as deemed appropriate.

APPENDIX III: College Board (PSAT, SAT, & AP) and ACT Accommodation Requests

It is important that students and families are familiar with the most recent updates and deadlines that are articulated on the College Board and ACT websites.

If a Xavier student already has an SSD (Services for Students with Disabilities) number for the College Board, families can disregard the College Board section below and review the ACT procedures if intending to register for an exam in junior or senior year.

Signed Consent

Parents/guardians must sign a consent form to allow the SSD Coordinator to communicate and share information on their student's behalf with both college testing agencies. These are available from the SSD Coordinator.

ACT Application Procedures for Requesting Extended Time:

The student must create an account, register for a test date, and complete the online application requesting extended time. After these steps are completed, an email confirmation will be sent to the student/parent(s) to contact Xavier's SSD coordinator to complete the application process. Families should contact their son's college counselor and/or school counselor with questions about this process and to obtain the "Consent to release information to the ACT" form. This form must be signed and submitted to the SSD coordinator at Xavier before the application process can be completed.

The application will not be complete until this process is completed.

The student testing and parents/guardians are now responsible, as articulated online with ACT policies, to inform the SSD coordinator in a timely manner of the submitted application. Students and parents/guardians must remain informed of test dates, deadlines, and changes and follow up with the ACT if there are any questions or concerns. For the most up-to-date information, please visit the ACT website.

College Board/SAT Procedures for Requesting Extended Time:

Both the College Board (SAT) and the American College Test Assessment (ACT) have provisions for accommodations on standardized tests based on disability. Each organization allows parents/guardians to send in a professional evaluation prepared by a psychologist or educational diagnostician. This report is then evaluated by experts in the field of Learning Differences. A decision is made by these experts and reported to the parents/guardians and school. Families who are seeking special testing accommodations for their Xavier student can contact the College Counseling Office, which will provide parents/guardians with copies of the necessary consent forms. Parents/guardians may complete one or both of these forms and send them in to the respective testing companies. Companies approve or deny requests for special

accommodations exclusively on the basis of information provided in the diagnostic report prepared by a psychologist or educational diagnostician at the request of the parents/guardians. Efforts to acquire accommodations without the proper document and a Xavier learning profile will most likely be denied. In the event of a denial, it will be necessary for the parents/guardians to take the matter up directly with representatives of the College Board or ACT Assessment Group.

Xavier does not evaluate for possible or previously diagnosed disabilities, but can provide testing resource information. Any request for accommodations on a fall SAT or ACT must be requested by the last day of underclassmen final exams.

Students and parents/guardians can begin the process for requesting extended time at the end of the student's freshman year at Xavier. Families should contact their student's school counselor to obtain the "Consent form for Accommodations Request." The "Consent form for Accommodations Request" must be signed and submitted to the SSD Coordinator at Xavier before the application process can begin.

In conjunction with the Dean of Academics, school counselor, and the SSD Coordinator, the family will provide the necessary and appropriate documentation as outlined on the College Board website. Students and parents/guardians are expected to know the documentation guidelines set forth by the College Board before submitting their request for accommodations.

Once all required documentation has been provided, it will be submitted to the College Board for review. The SSD Coordinator will begin the application online through the College Board portal and a decision letter should arrive within 4-8 weeks.

School-Based Testing Schedule:

Students who are granted school-based testing will be given specific test dates from the SSD Coordinator as they are available and do not conflict with the school calendar. The College Board and the ACT have very strict testing windows. Requests for test-date rescheduling will only be considered for mandatory Xavier events and family emergencies. There are multiple testing dates each school year. It is the family's responsibility to know the testing dates and schedule accordingly to avoid major conflicts.

If a student has school-based testing accommodations, he must contact the SSD Coordinator directly to confirm available test dates before registering for the SAT or ACT.

APPENDIX IV: JSN Profile of the Graduate at Graduation

The Profile of the Graduate describes the characteristics of a man who seeks the fullest development of his God-given talents and puts his faith in action. The “grad at grad” was developed by the Jesuit Schools Network (JSN) nearly 30 years ago and has been adopted by each of the 60 Jesuit high schools across the United States. The Profile of the Graduate at Graduation touches every aspect of life at Xavier High School. At graduation, it is our hope that each Son of Xavier has begun to embody these ideals of a Jesuit Education.

Preface to the 2010 Re-visioned Profile of the Graduate at Graduation

Over the course of 30 years the Profile of the Graduate at Graduation has had a significant impact and benefit in Jesuit schools. In light of changes over the last 30 years, JSN embarked on a re-vision process. In re-visioning the Profile of the Graduate at Graduation, JSN confronted three fundamental challenges: 1) to identify additions to the Profile needed for the 21st century graduate of a Jesuit high school; 2) to incorporate these additions into the five characteristics of the original profile: Open to Growth, Intellectually Competent, Religious, Loving and Committed to Doing Justice, already institutionalized in many Jesuit schools; and 3) to incorporate the concepts and language of three significant Jesuit education documents published since 1980: *The Characteristics of Jesuit Education*, “Ignatian Pedagogy: a Practical Approach” and “What Makes a Jesuit School Jesuit?”

JSN, in the process of working through the re-visioning, decided to keep the original five characteristics without adding an additional one. New descriptors relating to essential issues such as technology, wellness, sustainability, leadership, and Ignatian spirituality were incorporated into the original five characteristics. An additional characteristic, Work Experienced, originated by Cristo Rey schools has been added to the Profile for use by these schools. Where appropriate, JSN incorporated concepts and language from the three Jesuit educational documents noted above.

The characteristics of the Profile may tend to describe the graduate from various perspectives. Jesuit education, however, is, has been, and always will be focused on whole person education: mind, spirit, and body. Jesuit education accomplishes this through *cura personalis* (personalized care and concern for the individual) and through a holistic curriculum. Jesuit education aims to form life-long learners imbued with an Ignatian approach to living shaped by the knowledge, understanding, and use of the interplay of experience, reflection, and action (the dynamic at the heart of the Spiritual Exercises). Jesuit education also aims to graduate students who possess the desire and the personal resources to be men and women for and with others. Thus, the Profile always needs to be viewed within the context of the mission of Jesuit education and not merely as a list of achievable outcomes for the Jesuit high school graduate.

Finally, the JSN re-visioned Profile of the Graduate at Graduation remains a broad template that each school needs to adapt and tailor by its own careful reflection on its own context and experience.

Introduction to the Profile of the Graduate at Graduation (1980)

In one sense, the graduate is a threshold person: he or she is on or rapidly approaching the threshold of young adulthood. The world of childhood has been left behind definitively. The movement from childhood toward adulthood has involved anxiety, awkward embarrassment, and fearful first steps into sexual identity,

independence, first love, first job, and sometimes first lengthy stay away from home. It has also involved physical, emotional and mental development, which brought out strengths, abilities, and characteristics which adults and peers began to appreciate. The adolescent during those four or five years prior to graduation began to realize that he or she could do some things *well*, sometimes very well, like playing basketball, acting, writing, doing math, fixing or driving cars, making music or making money. There have also been failures and disappointments. Even these, however, have helped the student to move toward maturity.

Fluctuating between highs and lows of fear and confidence, love and loneliness, confusion and success, the Jesuit student at graduation has negotiated during these years many of the shoals of adolescence. On the other hand, the graduate has not reached the maturity of the college senior. During the last year of high school, especially, the senior is beginning to awaken to complexity, to discover many puzzling things about the adult world. He or she does not understand why adults break their promises, or how the economy “works,” or why there are wars, or what power is and how it ought to be used. Yet he or she is old enough to begin framing the questions. And so, as some of the inner turmoil of the past few years begins to settle, the graduate looks out on the adult world with a sense of wonderment, with a growing desire to enter that world, yet not quite able to make sense out of it. More and more confident with peers, knowing the territory, so to speak, of the youth culture, the graduate can more easily pick up the clues of that culture and what is expected in a given situation, and the graduate is independent enough to choose a value-based response. As for the adult world, however, the graduate is still a “threshold person,” one who is entering cautiously; an immigrant, eager to find the way.

In describing the graduate under five general categories, we chose those qualities that seem most desirable not only for this threshold period, but those which seem *most desirable for adult life*. These five general categories sum up the many aspects or areas of life most in accord with a full adult living of the Christian life. Whether one conceives of the desirable qualities of a graduate of a Jesuit school under the rubric of a “Person for Others” or as a “Vatican II person,” as an *Insignis*, or simply as a fully mature Christian, the qualities summed up under the five categories below appear to be the kind of qualities — granted that they are not fully developed in late adolescence — which cumulatively point in the direction of the kind of person who can live an adult Christian life in the late twentieth century. These categories are *I. Open to Growth, II. Intellectually Competent, III. Religious, IV. Loving, and V. Committed to Doing Justice*. Some specific elements under these categories in the *Profile* could have been placed under another of the five categories. Obviously, all of the characteristics described are in dynamic interaction. The division into the five categories simply provides a helpful way to analyze and describe the graduate. Some overlapping is evident because, in fact, many of these qualities are mutually related and intertwined.

Open to Growth

The Jesuit high school student at the time of graduation has matured as a person – emotionally, intellectually, physically, socially, religiously – to a level that reflects some intentional responsibility for one’s own growth. The graduate is beginning to reach out in his or her development, seeking opportunities to stretch one’s mind, imagination, feelings, and religious consciousness.

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

1. is beginning to take responsibility for growth as a person; desires integrity and excellence in multiple facets of one's life.
2. is learning how to accept self, both talents and limitations, with a sense of humility and gratitude.
3. recognizes the need for leisure and recreation and budgets time for those activities.
4. exercises regularly for physical fitness and health.
5. understands principles of good nutrition and practices healthy eating habits.
6. understands the dangers of and avoids the use of controlled substances.
7. is more conscious of his or her feelings and is freer and more authentic in expressing them and managing one's impulsive drives.
8. is open to a variety of aesthetic experiences, and continues to develop a wide range of imaginative sensibilities.
9. is becoming more flexible and open to other points of view; recognizes how much one learns from a careful listening to peers and significant others; and recognizes one's biases, limitations, and thinking patterns.
10. is developing a habit of reflection on experience, which informs future actions.
11. is beginning to seek new experiences, even those that involve some risk or the possibility of failure.
12. is learning to view criticism and setbacks as interesting, challenging, and growth producing.
13. begins to practice leadership skills, including vision, relating well and collaborating with others, and acting with integrity.
14. sees leadership as an opportunity for service to others and the community.
15. is developing a healthy and appropriate sense of humor.
16. is exploring career and life-style choices within a framework of faith and values.
17. is becoming more aware of choices and consequences relating to adult issues.
18. understands the implications and hazards of technology-based activities, including issues of privacy, social isolation, access to pornography, and addictive use of technology itself.

19. views emerging technology as potentially supportive to personal and professional growth.

Intellectually Competent

By graduation, the Jesuit high school student will exhibit a mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject matter areas, the student will have developed many intellectual skills and understandings that cut across and go beyond academic requirements for college entrance. The student is also developing habits of intellectual inquiry, as well as a disposition towards lifelong learning. The student is beginning to see the need for intellectual integrity in his or her personal quest for religious truth and in his or her response to issues of social justice. (Note: Although this section deals with intellectual competence, elements from other parts of this *Profile* clearly presume levels of intellectual understanding consistent with those highlighted in this section).

By graduation, the student already:

1. has mastered those academic skills required for college (or for some other form of advanced education).
2. is developing mastery of logic and critical thinking.
3. is developing precision and creativity in oral and written expression within and across disciplines.
4. is developing a curiosity to explore ideas and issues.
5. is developing the ability to apply knowledge and skills to new situations.
6. is developing problem solving skills.
7. is able to learn in a variety of settings and through a variety of pedagogical approaches.
8. is developing the ability to learn as an active member of a team.
9. uses technology resources to support collaborative work for learning, problem solving, and communication.
10. uses effectively a variety of media resources to acquire, create and process information.
11. assesses media and content critically, attending, for example, to issues such as credibility of sources, values expressed or promoted, and civility and respect for persons.
12. is developing an organized approach to learning tasks.

13. can present a convincing argument in written and oral form that evidences sound analytical reasoning and convincing rhetoric.
14. is taking pride and ownership in his or her school accomplishments and is beginning to enjoy intellectual and aesthetic pursuits.
15. has begun to develop a knowledge of central ideas and methodologies of a variety of academic disciplines.
16. has begun to relate current issues and perspectives to some of their historical antecedents.
17. is growing in knowledge and understanding of his or her cultural heritage and of cultural complexities in one's local community and in a global society.
18. is beginning to understand the public policy implications of science and technology.
19. is beginning to understand the interdependence of global economic policies.
20. understands basic principles of personal finance and handles one's own finances responsibly.
21. is beginning to understand both rights and responsibilities as a citizen of one's country.
22. is beginning to understand one's own government and other forms and practices of government around the world.
23. understands the need for individual and community responsibility for stewardship of the earth's resources.
24. understands a variety of images of the human person through literature, biography, history, and the arts that lead to a greater appreciation of the variety of human experience.
25. is beginning to develop that critical consciousness which enables one better to analyze the contemporary issues facing men and women and to seek and evaluate the various points of view on these issues from the standpoint of a man and woman for and with others.

Religious

By graduation, the Jesuit high school student will have a basic knowledge of the major doctrines and practices of the Catholic Church. Having been introduced to Ignatian Spirituality, the graduate will also have examined his or her own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition and/or community. What is said here, respectful of the conscience and religious background of the

individual, also applies to the non-Catholic graduate of a Jesuit high school. The level of theological understanding of the Jesuit high school graduate will naturally be limited by the student's level of religious and human development.

By graduation, the student already:

1. has read the Gospels and encountered the person of Jesus Christ as He is presented in the New Testament.
2. has a basic understanding of the Church's teaching about Jesus Christ and His redeeming mission, as well as the embodiment of that mission in and through the Church.
3. has an understanding of the variety of the world's religious traditions.
4. is beginning to take more responsibility for exploring and affirming one's own faith.
5. is increasingly willing to let religious faith influence one's basic values, lifestyle, and vocational interests.
6. understands that being fully alive/human necessitates an active relationship with God.
7. is aware/appreciates that human life is fundamentally spiritual.
8. has experienced the presence of God (finding God in all things):
 - in private prayer
 - on a retreat
 - in liturgical prayer
 - in some other moments of grace
9. is learning how to express self in various methods of prayer, especially those from the *Spiritual Exercises*.
10. is forming a Christian conscience, evaluates moral choices, and reasons through moral issues with increasing clarity.
11. appreciates the centrality of the Eucharist to a vibrant Christian community.
12. is learning through his or her own sinfulness of the need for healing by and reconciliation with friends, family, Church and the Lord.
13. recognizes that any sin affects the entire human community.
14. understands the relationship between faith in Jesus and being a "man or woman for and with others."

15. knows Church teachings on moral issues and social justice.

Loving

By graduation, the Jesuit high school student is continuing to form his or her own identity. He or she is moving beyond self-interest and self-centeredness in close relationships. The graduate is beginning to be able to risk some deeper levels of relationship in which one can disclose self and accept the mystery of another person and cherish that person. Nonetheless, the graduate's attempt at loving, while clearly beyond childhood, may not yet reflect the confidence and freedom of an adult.

By graduation, the student already:

1. is learning to trust friends, family, and adults in the school and wider community.
2. has personally experienced God's love.
3. is growing in self-acceptance and in recognizing that he or she is loved by God and others.
4. assumes responsibility for maintaining good personal health.
5. is attentive to sources of stress and applies healthy strategies to maintain balance in one's life.
6. is alert to the signs of emotional and mental distress in others and follows appropriate referral measures.
7. has begun to identify and work against personal prejudices and stereotypes; is open to and able to communicate with others, especially persons of another race, gender, religion, nationality, socio-economic background, and sexual orientation.
8. has personally experienced support from members of the school community.
9. has made specific contributions to build school community.
10. is becoming increasingly comfortable and mature in relating with persons of a different gender.
11. is beginning to integrate sexuality into his or her personality.
12. has begun to appreciate deeper personal friendships, while also learning that not all relationships are profound and long lasting.

13. is beginning to appreciate the satisfaction of giving of oneself through service for and with others.
14. is increasingly empathetic.
15. takes into account and values the feelings of others when making decisions.
16. is sensitive to the beauty and fragility of the created universe and exercises stewardship.
17. cares deeply about preserving human life.

Committed to Doing Justice

The Jesuit high school student at graduation has acquired considerable knowledge of the many needs of local, national, and global communities and is preparing for the day when he or she will take a place in these communities as a competent, concerned and responsible member. The graduate has been inspired to develop the awareness and skills necessary to live in a global society as a person for and with others. Although this commitment to doing justice will come to fruition in mature adulthood, some predispositions will have begun to manifest themselves earlier.

By graduation, the student already:

1. is growing in awareness of selfish attitudes and tendencies which lead one to treat others unjustly; consciously seeking to be more understanding, accepting, and generous with others.
2. is beginning to see that Christian faith implies a commitment to a just society.
3. is growing in awareness of the global nature of many social problems such as human rights, population displacement, resource distribution, war/terrorism, etc., and their impact on human communities.
4. practices a sustainable lifestyle based on awareness of social, economic and environmental consequences.
5. is working to be environmentally responsible by limiting the use of non-renewable resources and maximizing sustainable resources.
6. is beginning to engage in the public dialogue on environmental issues, practices, and solutions.
7. is beginning to understand the structural roots of injustice in social institutions, attitudes and customs.
8. is gaining, through experiences of and reflection on Christian service, an understanding of and solidarity with marginalized members of society.

9. is developing, from reflection on experiences with the marginalized, a sense of compassion and a growing understanding of those social changes, which will assist all in attaining their basic human rights.
10. is becoming aware, through study and reflection, of alternatives in public policy that regulate services provided to segments of the community.
11. has begun to reflect on social justice implications of future careers.
12. is beginning to understand the justice implications inherent in Christ's commandment to love one another.
13. is beginning to recognize the importance of public opinion and voter influence on public policy in local, regional, national and international arenas.
14. is beginning to understand the complexity of many social issues and the need for critical reading of diverse sources of information about them.
15. is beginning to confront some of the moral ambiguities embedded in values promoted by Western culture.
16. is beginning to make decisions, based on Gospel values, which sometimes conflict with the values of a materialistic society.