# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Fordham Preparatory School, Its History</td>
<td>3</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>6</td>
</tr>
<tr>
<td>Statement of Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Objectives</td>
<td>8</td>
</tr>
<tr>
<td>Grad at Grad</td>
<td>10</td>
</tr>
<tr>
<td>Religious Life</td>
<td>12</td>
</tr>
<tr>
<td>A. Campus Ministry</td>
<td>13</td>
</tr>
<tr>
<td>B. Christian Service Program</td>
<td>15</td>
</tr>
<tr>
<td>Academics</td>
<td>17</td>
</tr>
<tr>
<td>A. Required Courses</td>
<td>17</td>
</tr>
<tr>
<td>B. Grading System</td>
<td>17</td>
</tr>
<tr>
<td>C. Incomplete Grades</td>
<td>18</td>
</tr>
<tr>
<td>D. Semester Grades</td>
<td>18</td>
</tr>
<tr>
<td>E. Final Grades</td>
<td>18</td>
</tr>
<tr>
<td>F. Grade Point Average Conversion</td>
<td>19</td>
</tr>
<tr>
<td>G. Deficiency Reports</td>
<td>20</td>
</tr>
<tr>
<td>H. Report Cards</td>
<td>20</td>
</tr>
<tr>
<td>I. Mentors</td>
<td>20</td>
</tr>
<tr>
<td>J. Consultation</td>
<td>22</td>
</tr>
<tr>
<td>K. Homework Assignments</td>
<td>22</td>
</tr>
<tr>
<td>L. Policy for Due Dates for Assignments</td>
<td>22</td>
</tr>
<tr>
<td>M. Testing</td>
<td>23</td>
</tr>
<tr>
<td>N. Advanced Placement Courses and Exams</td>
<td>23</td>
</tr>
<tr>
<td>O. Student Regulations for Examination Periods</td>
<td>24</td>
</tr>
<tr>
<td>P. Change of Course</td>
<td>25</td>
</tr>
<tr>
<td>Q. College Courses</td>
<td>25</td>
</tr>
<tr>
<td>R. Online Courses</td>
<td>26</td>
</tr>
<tr>
<td>S. Senior Internship</td>
<td>26</td>
</tr>
<tr>
<td>T. Senior Privileges</td>
<td>27</td>
</tr>
<tr>
<td>U. Learning Disabilities</td>
<td>27</td>
</tr>
<tr>
<td>V. PSAT and SAT Guidelines</td>
<td>28</td>
</tr>
<tr>
<td>W. PSAT and SAT Guidelines for Students with Accommodations</td>
<td>28</td>
</tr>
<tr>
<td>X. ACT Guidelines</td>
<td>30</td>
</tr>
<tr>
<td>Y. ACT Guidelines for Students with Accommodations</td>
<td>30</td>
</tr>
</tbody>
</table>
### Academic Awards/Sanctions

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Academic Awards</td>
<td>32</td>
</tr>
<tr>
<td>B. Academic Sanctions</td>
<td>33</td>
</tr>
</tbody>
</table>

### Academic Honesty

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Penalties for Violating Academic Honesty</td>
<td>37</td>
</tr>
</tbody>
</table>

### School Procedures

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attendance and Absence Procedures</td>
<td>39</td>
</tr>
<tr>
<td>B. Daily Announcements, Bulletins, and Flyers</td>
<td>40</td>
</tr>
<tr>
<td>C. Closing of School for Inclement Weather</td>
<td>40</td>
</tr>
<tr>
<td>D. Class Attendance</td>
<td>40</td>
</tr>
<tr>
<td>E. Penalties for Excessive Absence</td>
<td>41</td>
</tr>
<tr>
<td>F. Penalties for Lateness</td>
<td>41</td>
</tr>
<tr>
<td>G. Illness</td>
<td>42</td>
</tr>
<tr>
<td>H. Teacher Absence</td>
<td>42</td>
</tr>
<tr>
<td>I. College Visits (at Fordham Prep)</td>
<td>42</td>
</tr>
<tr>
<td>J. College Visits (away from Fordham Prep)</td>
<td>43</td>
</tr>
<tr>
<td>K. Interscholastic Athletes</td>
<td>43</td>
</tr>
<tr>
<td>L. Physical Education</td>
<td>44</td>
</tr>
<tr>
<td>M. Medical Forms and Immunizations</td>
<td>45</td>
</tr>
<tr>
<td>N. Concussion Management Policy</td>
<td>46</td>
</tr>
<tr>
<td>O. Trips (Sponsored by Fordham Prep)</td>
<td>49</td>
</tr>
<tr>
<td>P. Trips (Sponsored by Outside Agencies)</td>
<td>50</td>
</tr>
<tr>
<td>Q. Global Education Program</td>
<td>50</td>
</tr>
<tr>
<td>R. Fire and Fire Drills</td>
<td>50</td>
</tr>
<tr>
<td>S. Lockdown Drills</td>
<td>51</td>
</tr>
<tr>
<td>T. Working Papers</td>
<td>51</td>
</tr>
<tr>
<td>U. Change of Student and/or Parent Information</td>
<td>51</td>
</tr>
<tr>
<td>V. Dress and Appearance</td>
<td>52</td>
</tr>
<tr>
<td>W. Identification Cards</td>
<td>54</td>
</tr>
<tr>
<td>X. Textbooks and Electronic Devices</td>
<td>54</td>
</tr>
<tr>
<td>Y. Fordham University Campus</td>
<td>54</td>
</tr>
<tr>
<td>Z. Enrollment Expectations</td>
<td>55</td>
</tr>
</tbody>
</table>

### Student Behavior

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction</td>
<td>56</td>
</tr>
<tr>
<td>B. Drugs, Alcohol, Tobacco, and Hosting Parties</td>
<td>56</td>
</tr>
<tr>
<td>C. Drug Testing Policy</td>
<td>62</td>
</tr>
<tr>
<td>D. Student Behavior at Athletic Events</td>
<td>62</td>
</tr>
<tr>
<td>E. Behavior on Overnight School Trips/Retreats</td>
<td>63</td>
</tr>
<tr>
<td>F. Behavior on or off Campus</td>
<td>63</td>
</tr>
<tr>
<td>G. Courtesy</td>
<td>64</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>H. Student Regulations at Prep Socials</td>
<td>64</td>
</tr>
<tr>
<td>I. Behavior on Transportation Services</td>
<td>65</td>
</tr>
<tr>
<td>J. Cell Phone/Tablet Devices</td>
<td>65</td>
</tr>
<tr>
<td>K. Disruptive Behavior</td>
<td>65</td>
</tr>
<tr>
<td>L. Offensive Language</td>
<td>66</td>
</tr>
<tr>
<td>M. Bullying</td>
<td>66</td>
</tr>
<tr>
<td>N. Gambling</td>
<td>67</td>
</tr>
<tr>
<td>O. Littering</td>
<td>68</td>
</tr>
<tr>
<td>P. Loitering</td>
<td>68</td>
</tr>
<tr>
<td>Q. Lost and Found</td>
<td>68</td>
</tr>
<tr>
<td>R. Security</td>
<td>68</td>
</tr>
<tr>
<td>S. Stealing</td>
<td>68</td>
</tr>
<tr>
<td>T. Vandalism</td>
<td>69</td>
</tr>
<tr>
<td>U. Weapons</td>
<td>69</td>
</tr>
<tr>
<td>V. Internet and Social Media</td>
<td>70</td>
</tr>
<tr>
<td>Disciplinary Sanctions</td>
<td></td>
</tr>
<tr>
<td>A. Points</td>
<td>71</td>
</tr>
<tr>
<td>B. Jug</td>
<td>71</td>
</tr>
<tr>
<td>C. Saturday/Holiday Jug</td>
<td>71</td>
</tr>
<tr>
<td>D. Disciplinary Warning</td>
<td>71</td>
</tr>
<tr>
<td>E. Disciplinary Notice/Probation</td>
<td>72</td>
</tr>
<tr>
<td>F. Exclusion/Suspension</td>
<td>72</td>
</tr>
<tr>
<td>G. Expulsion</td>
<td>73</td>
</tr>
<tr>
<td>School Facilities</td>
<td></td>
</tr>
<tr>
<td>A. Prep Building and Grounds</td>
<td>74</td>
</tr>
<tr>
<td>B. Commons</td>
<td>75</td>
</tr>
<tr>
<td>C. Lobby</td>
<td>76</td>
</tr>
<tr>
<td>D. Use of Field and Parking Lot</td>
<td>77</td>
</tr>
<tr>
<td>E. Chapel and Daily Mass</td>
<td>77</td>
</tr>
<tr>
<td>F. Group Study Area</td>
<td>77</td>
</tr>
<tr>
<td>G. Administrative Center</td>
<td>77</td>
</tr>
<tr>
<td>H. Departmental Centers</td>
<td>78</td>
</tr>
<tr>
<td>I. Faculty/Staff Room and Patio</td>
<td>78</td>
</tr>
<tr>
<td>J. Locker Rooms</td>
<td>78</td>
</tr>
<tr>
<td>K. Gymnasium</td>
<td>79</td>
</tr>
<tr>
<td>L. Intramural Center and Fitness Center</td>
<td>79</td>
</tr>
<tr>
<td>M. Theatre</td>
<td>79</td>
</tr>
<tr>
<td>N. Ministry Center</td>
<td>79</td>
</tr>
<tr>
<td>O. Nurse’s Office</td>
<td>79</td>
</tr>
<tr>
<td>P. Bookstore</td>
<td>80</td>
</tr>
</tbody>
</table>
INTRODUCTION

The 2019-2020 Fordham Prep Student and Parent Handbook is intended to be a guide to student life at Fordham Preparatory School. Used in conjunction with our school website (www.fordhamprep.org) and regular communication from the administration through PowerSchool during the academic year, this handbook provides clear guidelines and expectations for school life for all in the Fordham Prep community.

All parents, guardians, and students are expected to know, understand, and abide by the contents of this handbook. Unfamiliarity of the contents of this handbook does not excuse students from their responsibilities, or from appropriate sanctions for violations of the rules, regulations, and procedures of Fordham Preparatory School.

All parents and guardians are asked to read and review this handbook with their sons before the start of the school year. We ask that all parents/guardians and students sign the Handbook Acknowledgement Form through eCollect in PowerSchool by the required deadline. This is to confirm that you have received, read, and understood all policies contained in this revised handbook.

While intended to be as complete and helpful as possible, no handbook can address all the issues that surface in our school during the year. The judgment of the administration will be used to decide issues not herein discussed. The administration of Fordham Preparatory School reserves to itself the right to interpret, amend, or change the contents of this handbook at any time. Any changes made during the school year will be communicated to parents/guardians.

Please make every attempt to route calls to appropriate offices. Calls reporting absences, in particular, should go directly to the Attendance Office at 718-584-8328. Questions or comments about the contents of this handbook should be directed to the school administration listed below.
Dr. Joseph Petriello ’98
Principal
petrielloj@fordhamprep.org

Mr. Chad Broussard
Assistant Principal for Academics and Student Life
broussardc@fordhamprep.org

Mr. Dennis Ahern ’63
Assistant Principal for Professional Development and Supervision
ahernd@fordhamprep.org

Mr. Steven Pettus
Dean of Students
pettuss@fordhamprep.org
FORDHAM PREPARATORY SCHOOL, ITS HISTORY

On June 24, 1841, the Feast of St. John the Baptist, Fordham Prep and University were founded together as St. John's College by the Most Rev. John Hughes, the Bishop (and later first Archbishop) of New York. Six students arrived in Fordham, New York for that opening summer session. The first president of Hughes' fledgling institution was Rev. John McCloskey, a Brooklyn-born diocesan priest, and later, the first American-born cardinal.

In 1846, at the invitation of Bishop Hughes, members of the Society of Jesus arrived from St. Mary's College in Kentucky to take over operations of St. John's. They re-chartered the college as a full university, and brought with them the traditions of Jesuit spirituality and scholarship which inform Fordham Prep's mission to this day.

During the mid-19th century, little distinction was made between high school and college. In fact, a St. John's education was a continuous seven-year course of study beginning at about age thirteen. Fordham was a boarding school in those days, and became home to students from across the United States, as well as from Canada, Mexico, the Caribbean, and countries throughout South America. Some boarders even arrived as young as ten for what we understand today as middle school instruction. Over time, these youngest of Fordham students comprised St. John's Third Division. The oldest, basically college men today, came to be called First Divisioners. As for young men in between, they became known as students of the Second Division of St. John's College, the Prep's first official designation.

Originally housed in a long-demolished wing of what is today the University's Administration Building, Second Division was moved into a newly-constructed Hughes Hall in 1890, the home of the Prep through the early 1970s. Hughes Hall still stands on campus today as the University's Gabelli School of Business.

During the late 19th-century, with several other institutions known as St. John's across the city, it became convenient to refer to the school by its location. More and more, First Division became known as Fordham College and Second Division as Fordham Prep. A 1904
A photograph of the Prep's baseball team is the earliest example of Second Division’s emerging name used in formal capacity.

In 1907, the Jesuits once again re-chartered St. John’s College, reaffirming its university status, and legally changing its name to the High School, although the school’s nickname, Fordham Prep, continued to persist. In 1920, though still considered a department of the college, the Prep had its own principal for the first time. Rev. Michael Jessup, SJ served briefly, followed by Rev. William Dolan, SJ. A boarding school no more, the Prep was legally designated Fordham College High School, though Fordham Prep continued to be included as a secondary on many documents.

As late as 1937, the name Fordham Preparatory School was officially adopted when the school was given its own certification by the University of the State of New York. For the next three decades, under the watchful eye of Rev. Arthur Shea, SJ, the school’s prefect, or dean, and the priests, laymen and Jesuit scholastics who served alongside him, generations of young men from the Bronx, Manhattan and the surrounding areas helped to re-forge what had been born as part of St. John’s College a century before into an institution unto itself.

On June 29, 1970, after 129 years as one of the founding divisions of Fordham University, Fordham Preparatory School legally separated from the University and secured its own educational charter from the New York State Board of Regents. Since it was no longer part of the University, Fordham Prep needed to rebuild on its own property. Fordham University donated a corner of their campus to the newly independent Prep. Prep alumni and friend raised the money to build the Prep on this property. There have been opportunities for the Prep to move off campus over the years, but the prospect of forsaking its original home adjacent to Rose Hill had never seemed appealing.

Since the 1800s, the mission of the Prep had always rested on the desire to provide our students with an academically rigorous education rooted in the spirituality of St. Ignatius of Loyola and based on the cornerstone of cura personalis, the personal concern of teachers for their students which has traditionally characterized Jesuit education. It was with this desire and in this spirit that the current Prep building was planned, designed and built on the
northeast corner of the Rose Hill Campus, just across from the historic University Church. Shea Hall opened in 1972, ensuring that the Prep would endure. Construction of Maloney Hall, containing the Hall of Honor, a second gymnasium and the Leonard Theatre began in 1991 to mark Fordham’s 150th anniversary. The Boller Science Center was added in 2009. In 2016, the Prep proudly celebrated its 175th anniversary with the dedication of a new lobby and many milestone events.

Today, Fordham Prep stands ready to meet the educational needs of students in an everchanging world, continuing to realize Bishop Hughes’ vision and carrying out the work of the Jesuits and their lay associates ad maiorem Dei gloriam, for the greater glory of God, as it has since 1841.

The New York State Association of Independent Schools (NYSAIS) accredits Fordham Preparatory School. The most recent accreditation was granted in 2015. The Prep is a member of the Jesuit Schools Network, the National Catholic Educational Association, the New York State Association of Independent Schools, and through its principal, the National Association of Secondary Schools Principals and the Catholic School Administrators Association of New York State.
MISSION STATEMENT

Our mission is to form leaders committed to faith, scholarship, and service through a college preparatory education in the Catholic Jesuit tradition.

STATEMENT OF PHILOSOPHY

Fordham Preparatory School is a four-year, Catholic, college preparatory school. Our commitment to education is shaped by the spirituality and pedagogical tradition of the Society of Jesus, founded in 1540 by St. Ignatius of Loyola. This heritage stresses the development of excellence in the whole person: moral, spiritual, intellectual, physical, emotional and aesthetic. Today, our educational apostolate is strengthened by our affiliation with the local, national and international networks of Jesuit secondary schools.

Based on a legacy which began with the Spiritual Exercises of St. Ignatius and continues through contemporary Ignatian reflections, our Jesuit tradition has fashioned schools to be communities of faith, scholarship and service.

**We are a community of faith.** Rooted in the Catholic tradition, we look to Jesus Christ as the revelation of God and humanity. We seek to foster knowledge and love of God and neighbor, and welcome the gifts that non-Catholic members of our community contribute to that mission. We encourage all members of our community to evaluate dominant cultural values in the context of their faith.

**We are a community of scholarship.** At the heart of Jesuit education is the rigorous study of the humanities and sciences, reflecting the conviction that the study of great ideas is inextricably linked to the formation of character. Our program of studies encompasses more than the acquisition of knowledge; it fosters academic discipline and encourages reflection in the pursuit of excellence.
We are a community of service. St. Ignatius’ declaration that “love ought to manifest itself in deeds rather than words” is embodied today in the call to be a person for others. We put our faith into action by seeking opportunities to serve our brothers and sisters, especially those in need, and by working to promote justice.

Praying, studying, and working together, our communal life is animated by the spirit of magis (greater) and cura personalis (care of the individual).

Magis, a distinctive aspect of Jesuit education, expresses the responsibility to seek a greater realization of our potential and mission and to strive for excellence in all things. We are dedicated to the development of a curriculum and community that call forth the best from students, faculty and staff for the greater glory of God.

Cura personalis is the Jesuit resolve to know and treat each person as an individual made in the image and likeness of God. Cura personalis encourages students, faculty and staff to build relationships, both in and out of the classroom, based on dignity, respect, and trust.

The intellectual and religious values which motivate our mission as a school guide each individual's total development. We challenge each graduate to be a lifelong learner, an agent of positive change, spiritually motivated and committed to justice, a healer and shaper of his world.
OBJECTIVES

Our objectives are a natural expression of our mission and philosophy.

As a Community of Faith, our shared objectives are:

• to admit students, hire faculty and staff, and appoint board members who embrace our mission and philosophy;
• to celebrate our Catholic identity through events such as liturgies, sacraments, prayer, and vigils, and with the prominent display of symbols;
• to deepen through formal study our students’ knowledge of the history, spirituality, moral teachings and beliefs of the Catholic church and the tradition of the Society of Jesus;
• to promote respect for other faiths through education and special events;
• to encourage each student, through individual as well as communal religious experiences and reflection to commit himself more deeply to his personal faith;
• to challenge each student by word and example to be a man whose growing faith informs his every decision;
• to organize formation programs for faculty and staff to ensure that the Ignatian character of the school remains vital;
• to provide institutional resources to Campus Ministry and other programs that promote these objectives.

As a Community of Scholarship, our shared objectives are:

• to attract, inspire and retain an outstanding faculty and administration, and to offer ongoing programs for professional development;
• to stimulate each student to appreciate his Godgiven talents and to examine and articulate his thoughts, beliefs, feelings and goals;
• to develop courses of study in the humanities, sciences and arts that challenge our students to seek excellence, creativity and integrity in their critical thinking, research and expression;
• to employ the Ignatian Pedagogical Paradigm (context, experience, reflection, action and evaluation) as a model for instruction and learning;
• to evaluate and implement emerging technology as a support to learning and instruction;
• to prepare our students through a full range of courses and student services to make college, career and life choices;
• to encourage participation in co-curricular activities as a means of developing the whole person;
• to evaluate and refine our curriculum to ensure that its quality, scope and sequence are aligned with our educational objectives and students’ abilities and needs;
• to provide institutional resources to curricular, co-curricular, technological and professional development programs that promotes these objectives.

As a Community of Service, our shared objectives are:
• to attract and support a faculty and staff who work toward the ideal of Christian service;
• to organize in all four years a curriculum and activities that call our students to be men for others;
• to emphasize the importance of reflection on service experiences as we encourage our students to be contemplatives in action;
• to establish working relationships with local, national and international organizations whose missions enable the Fordham Prep community to grow in faith and promote charity and justice through service;
• to stimulate our students, faculty and staff to become more aware of social justice issues and to appreciate how their immediate personal and communal decisions and actions can have far-ranging consequences;
• to provide institutional resources to the Christian Service Program and other activities that promotes these objectives.

We recognize that the realization of these objectives depends upon our commitment to ensuring the financial stability of the school and building an endowment that can support the pursuit of our mission and goals. We are committed as well to developing and maintaining a first-rate physical plant to provide the facilities necessary to meet our educational and institutional needs.
GRAD AT GRAD

1. OPEN TO GROWTH
By graduation, the Fordham Preparatory School student has steadily progressed in emotional, intellectual, physical, social and religious maturity to a level that reflects intentional responsibility for his own growth. He should reach out in his development seeking opportunities both curricular and co-curricular to stretch his mind, imagination, feeling and religious consciousness. He takes responsibility for himself and engages in careful listening to learn from peers and faculty members. He respectfully values all that he finds within himself and in his world of richly diverse people. He eagerly cultivates opportunities for growth and he vigorously pursues pathways which will best promote his own future aspirations, enhance his personal development, and contribute to the lasting good of others.

2. INTELLECTUALLY ACCOMPLISHED
By graduation, the Fordham Preparatory School student will possess an ambition to acquire mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject areas, the Prep student will have developed intellectual skills and understanding that cut across and go beyond academic requirements for college entrance. In addition to his mastery of core academic requirements, he will be creative, i.e., appreciative of art, music, and the performing arts. He has developed the cognitive skills of deductive and inductive reasoning. He will see the need for intellectual integrity and will develop his analytical and critical faculties so that they fall upon not only the academic subjects to which he has been introduced by also to broader issues of religion, government, ethics, and social justice. He is articulate in both writing and in speech, and he is adept in the use of technology as an essential tool for organization, creativity, research, communication and exploration.

3. RELIGIOUS
By graduation, the Fordham Preparatory School student will have a basic knowledge of the major doctrines and practices of the Catholic Church and, in particular, will have developed a familiarity with Jesuit spirituality. He is developing both the commitment and the critical skills to operate within a religious community with integrity. The Prep graduate is knowledgeable and respectful of diverse religious traditions.
His faith should enlighten his interactions and understanding of the wider world. He has developed his religious conscience through involvement in study, sports, service and activities. The graduate evaluates moral choices with increasing clarity. His faith and conscience direct him toward taking an active concern for social justice.

4. LOVING
By graduation, the Fordham Preparatory School student is well on his way to establishing his own identity and is moving beyond self-interest and selfcenteredness in relationships with peers, family, significant others, and society. He is beginning to be able to risk some deeper levels of relationship in which one can fully disclose self and accept the diversity of another person simultaneously.

The graduate has come to see healthy, loving relationships as essential to his growth as a human person. He also has begun to understand that being a loving person will often require personal sacrifice. The Prep grad has acquired the ability to overcome societal prejudices and stereotypes in order to communicate with and appreciate peers of other races, religious, nationalities, and socioeconomic backgrounds.

5. COMMITTED TO DOING JUSTICE
By graduation, the Fordham Preparatory School student has grown in his understanding of the many needs of local, national and global communities, and is beginning to take a place in these communities as a competent, concerned and compassionate member. He has acquired the motivation and skills necessary to live as a man for others. His academic and cocurricular pursuits, his faith, and his investment in loving relationships all enlighten his commitment to be more aware of the selfish attitudes and tendencies which lead him to treat others unjustly. He recognizes that Christian faith and the human intellect call for a commitment to social justice in local, national and global issues, and to combat personal and institutional injustice.

6. STRIVING FOR WELLNESS OF MIND AND BODY
By graduation, the Fordham Preparatory School student will have grown in his appreciation of physical activity, interpersonal skills, wellness and creativity. The Prep student will have participated in co-curricular activities with an understanding of mind/body wellness. The Prep student will have had opportunities to participate and/or
value the creative arts. He will learn the importance of collaborative teamwork, and share the responsibilities of creating a successful end product in multiple learning environments.

**RELIGIOUS LIFE**

Religion at Fordham Prep does not exist as a separate entity, but as an integral part of the school. Just as a Prep student matures socially, intellectually, and physically, his relationship with God must mature to the personal acceptance and active response of an adult. The growth toward adult faith has two essential dimensions: it is an intensely personal experience of the *individual*, yet realized not in isolation but within a *community*. As an individual experience, every young man in high school is to find and develop a personal religious identity. He must, as an individual, decide what he believes, what he stands for, and what God has to do with the direction of his life.

Through the Prep’s program of religious studies, worship, Campus Ministry and Christian Service, the student is invited to grow into the fullness of Christ. Through private and group prayer, he can nourish his sense of the divine and foster the development of a living faith. Through action, especially in response to the needs of others, he can test his understanding and put his faith to work in his daily life.

Religious growth is never a purely individual affair, but takes place in interaction with others. The love of God, which is the first and greatest commandment and is present in everyone with whom we come in contact, is realized in the love of neighbor.

The Prep as a Christian community cannot content itself with being simply an institution dedicated to academic advancement, important as that is. As a Christian community, it finds the source of union and strength in the depth of its union with Christ, especially as expressed in the Eucharist.

All students gather as a community for the celebration of the Eucharist during the year. In addition, there are special liturgies throughout the year, e.g., for teams, parents, clubs, alumni, etc. During Advent and Lent, the Rite of Reconciliation is offered to all students.
A. Campus Ministry

As a Jesuit Catholic school, our major goal is to assist in the development of prayerful, hope-filled Christian gentlemen who are dedicated to the well-being of their fellow human beings – to be “men for others.” The Office of Campus Ministry accomplishes this through the following programs aimed at growth in self-reflection, awareness of others, and development in one’s relationship with God.

1. **Freshmen** participate in the **Freshman Retreat**, a two-day overnight retreat in the school. It is an opportunity for them to deepen their sense of belonging to the Prep Community, to gain helpful wisdom from the upperclassmen, and to reflect on their relationship with God. Faculty members along with juniors and seniors lead the retreat. All freshmen participate in this Freshman Retreat.

2. **Sophomores** may choose to attend the **Discovery Retreat** offered several times throughout the year. This retreat is an opportunity for sophomores to come to better recognize their God given gifts and talents and to reflect on their values in light of the values of Jesus Christ as made known to us through the Gospels. The retreat offers a wide range of activities from reflection, prayer and group discussions to sports and hiking.

3. **Juniors** can participate in the **Emmaus Retreat**. Groups of about 25 juniors spend three days away in a community experience exploring the encounter of the disciples on the road to Emmaus with Jesus after His resurrection and their recognizing Him in “the breaking of the bread.” The Emmaus Retreat provides an opportunity for a student to become more aware of his human and Christian potential. It offers a setting to explore the meaning of his life, his relationships with family, friends, and the Lord, and his responsibilities within the Christian community for mature choices and personal growth. By doing all this in a community setting, the retreat offers a model of generous sharing and giving of self to others that is at the heart of all community experiences. The retreat is led by a team of seniors and faculty and ends with Mass at Fordham to which parents and family are invited.
4. Seniors may choose to attend several different retreats. The Ad Amorem Retreat for seniors is a guided religious experience led by a group of Jesuits and lay teachers. A senior gathers together his experiences of God and of life in preparing for the choices of a college and a profession in his future. The retreat offers him the opportunity to invite the Lord into these choices, asking God to reveal what He wishes, so that the student may continue to follow the Lord in his life.

The Finding God in all Things Retreat is an opportunity for seniors to make a one-day nature retreat to reflect on important issues in life and "to find God in all things" through the appreciation of our natural surroundings.

In addition to the retreat program, several Ministry Leadership Teams meet on a regular basis to promote faith, social justice, and leadership.

The Ministry Leadership Team is an opportunity for students to deepen their own faith, spirituality and commitment to social justice, while learning valuable leadership skills that will enable them to help other Prep students do the same as they take on leadership roles. Participants dedicate themselves to a program of daily prayer and weekly meetings where they have the opportunity to reflect on their prayer experiences, learn about social justice issues, and develop the skills necessary to be effective leaders in the Prep community. Participants in the program are selected through an application process along with recommendations from Prep faculty.

Just Serve Club, a subgroup of the Ministry Leadership Team, is a voluntary group open to all students. The goal of the group is to learn about justice issues and how Catholic Social Teaching impacts our understanding of these issues. Armed with this knowledge the group plans service projects related to these justice issues.

The Social Justice Committee is a voluntary group open to all students interested in justice issues. The committee comprised of faculty and students serves as the leader in educating the Prep community on specific justice issues.
They meet regularly to plan assemblies, special events, and lobbying and letter writing efforts related to current legislation.

**Liturgical Ministries** provides opportunities for students to take a leadership role in the liturgical life of the Prep through serving as Eucharistic Ministers, Lectors, Altar Servers, and as members of the Liturgical Choir and/or Liturgy Committee.

**B. Christian Service Program**

The Christian Service Program is responsible for organizing a curriculum, programs, and events that provide students the opportunity to appreciate and live out the Ignatian vocation to be “men for and with others.” Because Christian service is an integral part of a Jesuit education, Fordham Preparatory School has a four-year service requirement for all students:

1. **Freshman Year:** Our first year students begin their service when mentor groups design crafts that are given to elderly residents of local nursing homes. At Christmas, students organize a toy drive for youngsters at a Catholic elementary school in the south Bronx. In February, they participate in a Valentine’s Day card project. Students compose personalized messages in cards that are then delivered to residents of nursing homes where our seniors do their service projects. Each mentor group also organizes and implements its own service project during the year. Those projects focus on responding to an immediate need in the spirit of charity.

2. **Sophomore Year:** In sophomore year, every mentor group is responsible for a service project to benefit a Prep, local, national, or international organization whose mission it is to promote social justice. These mentor groups, under the direction of faculty-mentors, organize, publicize, and implement school-wide campaigns and drives that educate and provide resources or services. Recent projects have included the support of a campaign to draw attention to the injustices of sweatshops as well as raising awareness of Catholic Social Teaching on immigration and peace issues. Sophomores also support the annual Christmas toy drive and Valentine’s Day card project.
3. **Junior Year:** Our juniors take personal responsibility for completing 15 hours of service. They primarily respond to the needs that exist within our school through participation in service activities or clubs, such as tutoring peers who are struggling academically, raising awareness and funds for a medical mission program founded by a Prep alumnus, directing underclass retreats, and hosting visitors to the Prep. Juniors may do as many as eight of their 15 hours out of school in an approved service activity. Juniors also support the annual Christmas toy drive and Valentine's Day card project.

4. **Senior Year:** In their final year, our students are expected to have developed the maturity, knowledge, skills, and judgment that will enable them to go out into the world to provide direct service to people in need. Seniors are required to give 70 hours (100 hours if their junior requirement is not fulfilled) of their own time to approved Christian service projects as part of their graduation requirement. All seniors are enrolled in a service course that provides opportunities for reflection, discussion, and instruction on issues of faith and justice. Seniors can be found comforting persons who are sick and dying in hospitals and hospices. They visit the elderly and people who need assistance and companionship at nursing homes or through shopping programs. Our seniors feed and provide clothing to persons who are poor and homeless at shelters and soup kitchens. They teach children in academic and CCD programs. They also work in various programs with persons who have disabilities.

5. **Immersion Trips:** Each year students are offered the opportunity to live out the Ignatian call to be “men for others” through working with the poor in the Appalachia Mountain Region; Latin America; Camden, NJ; and the Bronx. These 5-12 day trips provide students with a communal experience of Church, as a center of reflection and prayer, while working with those in need through a variety of ministries, including, home building and repair, hospital visits, tutoring at afterschool programs, and feeding the hungry in soup kitchens. The goal of the program is that participants not only share their gifts and talents with those in need but in turn experience the cultural riches of those with whom they work. Students participate in fundraising and group formation meetings throughout the year in preparation for these service immersion experiences.

**Note:** All school rules remain in effect during retreats and service trips.
ACADEMICS

As a minimum each student must take six full-year academic courses each year.

A. Required Courses

The credits required for graduation are as follows:

- Religious Studies 4
- English 4 *
- Language 4
- Social Studies 3
- Mathematics 3
- Science 3
- Electives 3
- Physical Ed/Health 2
- Fine Arts 1
- Intro to Computers ½

* All students take Latin or Ancient Greek in their first year. Thereafter, a student may continue his classical language or begin a modern language in place of or in addition to his classical language. All students finish senior year with the equivalent of four years of language and complete at least the third level of a language.

B. Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Very good performance</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Good performance</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Average performance</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Failure / Unacceptable</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Poor performance</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>(Used for Christian Service)</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades of D, F, IN are unsatisfactory grades.
C. Incomplete Grades

The incomplete grade (IN) is granted by the Assistant Principal for Academics and Students Life at the request of a teacher in cases where all academic work for a quarter has not been completed, or when a semester exam has not been taken. It is the student’s responsibility to make up incomplete grades in a timely fashion. Unless an exception is made by the Assistant Principal for Academics and Student Life, IN grades must be made up by the end of the following quarter. For Quarters 1-3, a grade which is not made up by the end of the quarter becomes an F. For Quarter 4, a grade which is not made up before grades are posted online becomes an F. IN grades are treated as unsatisfactory grades and are included among the grades for Athletic Ineligibility and Academic Probation. Students with IN grades are not considered for academic awards.

D. Semester Grades

Semester grades are based on two quarter grades and the semester exam. The semester grade is constructed from the numerical/percentage values that make up the letter grades. The breakdown is as follows.

**Semester 1 (S1)**
- First Quarter (Q1) – 40%
- Second Quarter (Q2) – 40%
- Midterm Exam/Assessment (E1) – 20%

**Semester 2 (S2)**
- Third Quarter (Q3) – 40%
- Fourth Quarter (Q4) – 40%
- Final Exam/Assessment (E2) – 20%

E. Final Grades

The course grade (YR) is the only grade that appears on the transcript. Semester grades are not used to determine course grades. The course grade is constructed from the numerical/percentage values that make up the letter grades. The breakdown is as follows.
Course Grade (YR)
First Quarter (Q1) – 20%
Second Quarter (Q2) – 20%
Midterm Exam/Assessment (E1) – 10%
Third Quarter (Q3) – 20%
Fourth Quarter (Q4) – 20%
Final Exam/Assessment (E2) – 10%

Teachers have the option to raise or lower the calculated course grade by one grade scale step (e.g., B+ to A- or B) if they judge the calculation to be an inaccurate view of the entire year's work. If a teacher chooses to lower a final course grade, he or she must meet in person with the Assistant Principal for Academics and Student Life before grades are submitted in order to communicate the reasoning behind the judgment to lower the grade.

F. Grade Point Average Conversion

The Fordham Prep transcript lists both an unweighted and a weighted yearly and cumulative GPA. All full credit courses taken at Fordham Preparatory School are included in the grade point average. Only year-end course grades (YR) are used in the computation. Fordham Preparatory School maintains its longstanding tradition of not computing class rank. The following numerical equivalents of letter grades are used.

<table>
<thead>
<tr>
<th></th>
<th>Unweighted</th>
<th>Honors</th>
<th>Advanced Honors</th>
<th>Advanced Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>4.25</td>
<td>4.50</td>
<td>4.75</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>3.92</td>
<td>4.17</td>
<td>4.42</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>3.58</td>
<td>3.83</td>
<td>4.08</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>3.25</td>
<td>3.50</td>
<td>3.75</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>2.92</td>
<td>3.17</td>
<td>3.42</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>2.58</td>
<td>2.83</td>
<td>3.08</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
<td>2.75</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>1.92</td>
<td>2.17</td>
<td>2.42</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>1.25</td>
<td>1.50</td>
<td>1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Teacher grade books are available online to parents.
G. Deficiency Reports

Deficiency Reports are made available online at the mid-point of each quarter (consult the school calendar for specific dates) to a student whose work in any class is unsatisfactory or is likely to result in a failing grade for the quarter, as determined by the work to that point.

A Deficiency Notice is sent to parents whose sons’ work is either Unsatisfactory or Possible Failure at the midpoint of the quarter.

Guidelines

1. A Deficiency grade of U is given when a student’s grade in PowerSchool is presently C or lower (average 76 or below).

2. A Deficiency grade of PF is given when a student’s grade in PowerSchool is presently F or projects to be F at the end of the quarter.

3. A teacher also sends a Deficiency Notice of either U or PF in any situation which may not attain the levels above, but is, in the teacher’s professional judgment, a situation which impacts a student’s ability to be academically successful. Examples might include, but are not limited to: not doing homework completely, missing work, absences hindering progress, lack of participation, etc.

H. Report Cards

Report cards are made available online quarterly (consult the school calendar for specific dates).

I. Mentors

A mentee at the Prep has many teachers but only one mentor. What is a mentor? What does a mentor do for the mentee, the mentee’s parents, and for Fordham Prep?

As is the responsibility of every faculty member, the mentor is a role model for a mentee. This is crucial at the Prep because the Prep’s goal
is to foster academic, social, and religious development, and the mentor (due to the centrality of a mentor’s role in the mentee's life at the Prep) is involved in more of those facets than any other faculty member.

One of the fundamental responsibilities of a mentor is to provide structure. One way the mentor does this is to see to it that the mentor group becomes “home base” the key “mini-community” to which the mentee belongs within the Prep. Another way the mentor provides structure is in the function of being a guide for the entering freshman. At the start, the mentor does this through the formal process of orientation in which the mentee is opened up to new ways of looking at himself, others, and his education. This structure continues beyond orientation as the mentor helps the mentee to understand and internalize (1) what is appropriate behavior at the Prep, and (2) what constitutes effective academic behavior in terms of assignments, homework and testing.

After this guiding process has been initiated, the mentor is able to become an advisor to a mentee, using the mentor's adult experience to help the mentee to fulfill the clear responsibilities he has assumed in becoming a member of the Prep community.

To be an effective advisor, the mentor must be a monitor of the mentee's progress both socially and academically. Toward this end, the mentor is dependent on the information the mentee, parents, and teachers give the mentor. It is hoped that at an early point in the mentee's Prep career, the mentee recognizes his mentor as an ally, a facilitator to help the mentee progress successfully and quickly. A mentee should take advantage of this situation by being as open and honest as possible with his mentor about his life at the Prep.

Equipped with this knowledge, the mentor becomes the mentee's liaison to the other areas of the Prep community and a resource person for parents, teachers, counselors, and the school administration. If someone within the school wants to contact the mentee, what effectively happens is that the mentor, the mentor’s mailbox, and the attendance and mentoring locations become primary addresses for the mentee.

In addition, the mentor becomes the primary contact person for parents.
In this facet, the mentor can gain information which helps in the roles described above and can direct parents to the Prep resources which they need to take advantage of to help them and their sons.

Seniors do not have mentoring. The Assistant Principal for Academics and Student Life monitors the academic progress of all students – especially seniors – and a counselor is available for personal direction and college placement for seniors.

J. Consultation

If a teacher and student are unscheduled at the same time during the academic day, the student can request a meeting. All faculty are routinely available in classrooms for extra help from 2:37 pm to 3 pm (consultation period). No sports begin until consultation is completed. Students are encouraged to take advantage of this opportunity on a regular basis. In addition, many teachers offer extra help in the mornings before the academic day begins and during Activities Period if they are not moderating a club. Teachers may request a student to attend consultation. Absence under these circumstances is considered a class cut.

K. Homework Assignments

Students should expect to spend roughly three hours (approximately ½ hour per subject) at their school work in preparation for the next school day. All assignments are reviewed with students during class and posted on the Schoology calendar before 3:30 pm the day before the assignment is due. Assignments due on the first day of the week are posted by 3:30 pm on Friday or the final school day of the week.

L. Policy for Due Dates for Assignments

Students are responsible for completing all assignments according to the schedule prepared by the teacher. The academic pace of the school year requires that work be completed on time; further, since Fordham Prep is a preparation for college and other adult responsibilities, students must learn the importance of due dates. Teachers generally lower the value of the assignment by one letter grade for each day it is late. Students should refer to the course
syllabus for specific policies for each course. Individual courses may require that all late work be completed by the quarter’s end as a prerequisite for passing the quarter, even though credit for the late assignment is not given.

It is important for each student to understand that one of his primary responsibilities is to complete all assignments on time and to make arrangements ahead of time with a teacher if the student knows he will be absent or if there is an exceptional circumstance.

M. Testing

Testing, during the year, is scheduled insofar as possible to avoid burdening students with multiple tests on the same day. If a student learns that he has more than two major tests scheduled for the same day, he should bring the situation to the attention of the teachers involved; if the situation is not resolved the student may ask the Assistant Principal for Academics and Student Life to see if relief can be obtained. There may be times, however, when multiple tests on one day may be unavoidable.

A test is considered any written or oral examination on assigned materials which takes at least 15 minutes to complete. A quiz is considered any written or oral examination on assigned material which takes less than 15 minutes to complete. All assignments, tests and quizzes should be graded, returned and posted on PowerSchool within one cycle of the due date or date of the exam or quiz.

N. Advanced Placement Courses and Exams

All students who are enrolled in an AP Course must take the AP Exam on the day scheduled. Late testing is ONLY available if a student is ill or has a conflict with another AP Exam. School dress remains in effect when taking AP Exams. All students scheduled to take an AP exam are not required to attend any of their classes that day. Seniors are not required to attend AP classes after taking the AP exam. Sophomores and juniors are required to attend AP classes after taking the AP exam until the last day of classes for underclassmen.
O. Student Regulations for Examination Periods

All school regulations are in force during the examination period. The following are highlighted.

1. Regular school dress is required for all examinations. Students not adhering to this may be sent home and not be permitted to take the examination(s) that day.

2. Students should not bring any books, papers, electronic devices (including, tablets, cell phones, and smartwatches), notebooks and/or materials to the testing classroom. Proctors remind all students of this policy at the start of an exam. Students in possession of an electronic device are considered in violation of our academic honesty policy.

3. Students are responsible for knowing the day, date, location, and time for examinations. Missing an exam due to misreading the schedule may incur a penalty on the exam resulting in a score no higher than an F. Students arriving more than ½ hour late may be permitted to take the exam at the discretion of the Teacher and Assistant Principal. Additional disciplinary sanctions may incur.

4. If a student is late for an examination, he should obtain a late pass from the Attendance Office. Students are not admitted to examinations without a late pass. If a student is late for an examination, he is allowed to take the examination with no extra time allowed as long as he arrives within the first half hour.

5. Examinations are an integral part of the academic program at the Prep. Students are expected to be present at all scheduled examinations unless there is an illness, verified by a doctor’s note. Make-up exams are administered at the discretion of the Assistant Principal for Academics and Student Life. Make-up exams should be taken at the next available time slot for the student during exam week.

6. Students should remember to be courteous to those still taking an examination. Students must remain in the exam location at
least one and one-half hours. If students leave an examination before the two-hour limit, they should not linger in the hallway. They should report to the commons, library or leave the building.

7. Any student with an exam conflict must see the Assistant Principal for Academics and Student Life and then re-schedule the exams with the Registrar.

8. Students who qualify for extended time must take the examination in the extended time location.

**P. Change of Course**

A student who wishes to withdraw from a course (including, college courses) or make any change in his schedule must discuss it with the Assistant Principal for Academics and Student Life. The student is required to consult with other Prep faculty before the Assistant Principal for Academics and Student Life makes a decision.

Students taking a seventh class have until the end of the first quarter to drop the class.

Any upperclassmen (sophomores, juniors and seniors) who wishes to change a course has only the first three cycles of the first quarter in order to do so. When a student changes courses, any grades he has earned during that time follow him to his new course and are used to calculate the student’s first quarter grades.

Freshmen have until the end of the fourth cycle of the first quarter to change a course. When a student changes courses any grades he has earned during that time follow him to his new course and are used to calculate the student’s first quarter grades.

Any student who drops a course and transfers to a new course is required to present the new teacher an entry slip provided by the Assistant Principal for Academics and Student Life.

**Q. College Courses**

Seniors must be in good academic and disciplinary standing to qualify
for college courses. College courses should not interfere with seniors’ Fordham Prep class periods. Qualified seniors may enroll in one Fordham College course each semester. Students interested in such courses should submit their names to the Assistant Principal for Academics and Student Life, who gives final approval. Those students who receive the approval of the appropriate academic department of the college and the Assistant Principal for Academics and Student Life are contacted during the summer and given instructions for registration for the first semester. The Assistant Principal for Academics and Student Life notifies students of the registration dates for the second semester. Students must sign out in the Attendance Office and sign in upon their return from the college class.

**R. Online Courses**

The Prep is consistently aware of the ever-changing needs of its student body. As such we recognize that some online courses would be able to be substituted for specific Prep courses. Distance learning courses are offered to students through approved organizations. Students may take distance learning courses during the summer for enrichment or high school credit. All online courses must be approved by the Assistant Principal for Academics and Student Life before a student may enroll as well as qualify in terms of GPA and faculty recommendation.

**S. Senior Internship**

One option for the fourth quarter of senior year is to take part in the Internship Program. All students must be approved by the Assistant Principal for Academics and Student Life. Qualified seniors who elect to take the Internship must finish all service hours prior to April 15th. Internship students must continue to take AP, College courses and on-line courses with the total number of internship hours adjusted to accommodate these classes. Students who participate in an internship and are not taking AP and college courses must perform approximately six hours per day at their approved site and check in with their Fordham Prep mentor once a week for reflection and discussion. The last day of the Internship coincides with the last day of senior classes. The final project for the Senior Internship is a 10-page research paper and a formal 10-minute presentation where the
interns describe their experiences and responsibilities.

T. Senior Privileges

Every senior is given the privilege to wear the approved Fordham Prep Under Armour fleece in lieu of a blazer. They are permitted to wear the approved Fordham Prep polo shirt (short or long sleeve) on the last day of the week. Seniors are also allowed to wear those polo shirts every day during the months of September and May. Those seniors who are not on disciplinary probation are granted permission to walk on the Fordham University campus and make use of their dining facilities. They are not however permitted to use their athletic facilities, nor their dormitories. Following the end of the first semester, seniors who successfully meet the following requirements may apply for the ability to sign in late or sign out early. These privileges are reviewed quarterly by the Assistant Principal for Academics and Student Life and the Deans so that students who no longer meet the requirements lose the privilege. No student is able to use his senior privileges without having a signed contract on file.

In the past, with parental approval, any senior not on Disciplinary Probation with a B average for the semester and no semester grade lower than C, no grade of INC, and no U in service, may come to school for his earliest scheduled class and leave after his last scheduled class. He must sign in and out of the Attendance Office and may not leave the campus once he enters. In addition, he is responsible for any obligations that are posted on the Student Bulletin Board/TV Monitors in the Commons, and all seniors must report to the Theatre every A-4 for an assembly. However, these are privileges given by the school and thus can be revoked without notice for just cause.

U. Learning Disabilities

Some students may have been diagnosed with difficulties that have an impact on their learning styles. These can range from Attention Deficit Disorder (ADD) to physical difficulty with motor skills to specific learning deficits. Fordham Prep can offer only a few accommodations to be of assistance to such students since the school does not have any special education programs or staff members versed in learning disabilities. Fordham Prep makes no diagnosis of specific learning
disabilities. When it is appropriately recommended by a professional, a student at Fordham Prep may have extended time to take semester exams, may be allowed to use a computer provided by the Prep for semester exams, (only if recommended on a current IEP) or may be exempted from the study of a modern language. While it is important to understand that Fordham Prep is generally unable to make any other accommodations in its normal academic requirements, it is equally important to understand that the student is the best person to make accommodations to help his own learning style.

V. PSAT and SAT Guidelines

Discussions occur in Guidance classes as to the appropriate and necessary procedures for each of the tests. Students and parents are welcome to consult the counselors and check each testing website.

W. PSAT and SAT Guidelines for Students with Accommodations

If the student requires accommodations to meet a specific learning disability, then proper documentation needs to be submitted to the school. Following the guidelines in use for the PSAT and SAT exams administered in sophomore, junior and senior year, such documentation must include the following:

1. state the specific disability as diagnosed;

2. be current (in most cases, the evaluation and testing should be completed within five years of the request for accommodations). For psychiatric disabilities, the evaluation must be within 12 months of the request for accommodations;

3. provide relevant educational, developmental, and medical history;

4. describe the comprehensive testing and techniques used to arrive at the diagnosis (including, evaluation date(s) and test results with subtest scores from measures of cognitive ability, academic achievement and information processing). For a list of acceptable tests, please visit www.collegeboard.org/students-with-disabilities;
5. describe the functional limitations (how the disability impacts learning) (see additional information at the College Board website);

6. describe the specific accommodations requested, including, the amount of extended time required if applicable. State why the disability qualifies the student for such accommodations of standardized tests;

7. establish the professional credentials of the evaluator, including, information about license or certification and area of specialization.

In most cases, 7 to 8 weeks should be allowed for the ordinary processing of the Student Eligibility Form. If the evaluation and testing is less than 4 months old, the student is not eligible for accommodations without an appeal. The appeal consists of the Prep’s sending a copy of the professional evaluation and testing along with the Student Eligibility Form for review and approval by the College Board before the accommodation is granted.

Students recommended for a time extension of 50% or less on standardized tests must use an ordinary test center. The 50% or less extended time accommodations are offered at ordinary test centers. Students recommended for more than 50% time extensions must arrange testing with the Services for Students with Disabilities (SSD) Coordinator in Counseling.

The College Board recommends that parents and schools submit SSD Student Eligibility Forms on line by the conclusion of the student’s first year in high school.

**There are three important points for parents to note.**

1. The documentation must provide all of the information listed above. A doctor’s note is insufficient to allow accommodations. An Individual Educational Program (IEP) from a local school district is sufficient only if the testing and interview results remain on file with the district.
2. While standardized testing programs (PSAT, SAT, and Advanced Placement) allow for additional testing modifications, Fordham Prep does not determine the extent of those modifications. The documentation above must be submitted to the appropriate agency, which may or may not approve any modifications beyond what Fordham Prep can offer (extended time and use of a computer).

3. Both testing programs and the National Collegiate Athletic Association (NCAA) require that Fordham Prep provide them with a copy of the psycho-educational records on file at the school for students who have received or requested special accommodations. It is also necessary that such information be made available to counselors and teachers. For that reason, students requesting the accommodation must provide the necessary documentation and must return the signed “Authorization to Release Psycho-Educational Evaluation Records” form.

Please note: Fordham Prep is required to submit the most current and complete information as supplied by the parent. It is the parent’s responsibility to keep up with the most recent information bulletins and requirements for testing and to submit this information to the Fordham Prep SSD Coordinator to be sure all information can be properly reviewed by the College Board.

X. ACT Guidelines

Discussions occur in Guidance classes as to the appropriate and necessary procedures for taking the ACT. Students and parents are welcome to consult with their student's counselor and check the ACT website.

Y. ACT Guidelines for Students with Accommodations

Guiding Principles
ACT has long provided accommodations to test takers with disabilities and is committed to compliance with the requirements of the Americans with Disabilities Act (ADA). In this regard, ACT has adopted the following guiding principles for responding to requests from examinees for testing accommodations.
1. Requirements and procedures for testing accommodations must ensure fairness for all candidates, both those seeking accommodations and those testing under standard conditions.

2. Accommodations must be consistent with ADA requirements and appropriate and reasonable for the documented disability.

3. Accommodations must not result in an undue burden, as that term is used under the ADA, or fundamentally alter that which the test is designed to measure.

4. Documentation of the disability must meet guidelines that are considered to be appropriate by qualified professionals and must provide evidence that the disability substantially limits one or more major life activities. Applicants must also provide information about prior accommodations made in a similar setting, such as academic classes and test taking.

5. Students who receive extended time must make an appointment with the SSD Coordinator in order for the school to begin the ACT Application Process for extended time. According to revised ACT guidelines, students then begin the online application process and inform the Fordham Prep SSD Coordinator that they have done so. The application remains incomplete until you contact the SSD Coordinator.

For more information, please check the ACT website. The area of learning disabilities and special accommodations is one that changes frequently. While Fordham Prep has limited resources for dealing with such special needs, the school is as helpful as possible in securing whatever accommodations are available in outside testing programs and in college admissions. Parents are encouraged to contact the Assistant Principal for Academics and Student Life if they have any additional concerns or questions.
ACADEMIC AWARDS/SANCTIONS

A. ACADEMIC AWARDS

Prep students are eligible for honors citations. At the end of each quarter, a student’s performance may be recognized by the awarding of honors citations for his accomplishments. The final performance may be honored by the awarding of individual excellence or general excellence awards.

1. First Honors Citation (Quarterly)
Any student who has earned a weighted GPA of 3.9 or higher and no grades lower than a B in all of his academic subjects is awarded the first honors citation.

2. Second Honors Citation (Quarterly)
Any student who has earned a weighted GPA of 3.5 or higher and has no grades lower than a B- in all academic subjects is awarded the second honors citation.

3. Principal’s Honor Roll (Semester)
To achieve this award a student must attain the criteria for first honors for the semester.

4. Individual Excellence Awards (Annually)
To receive this award, a student should have demonstrated his high achievement, responsible creativity and initiative, and effective independent study in a particular subject area.

Course grades of A (93-100) receive an automatic grant. Grades of A- (90-92) and B+ (87-89) may be assigned at the discretion of the teacher.

5. General Excellence Awards (Annually)
Student has received an Individual Excellence Award in four (4) subjects with no other course grades below B.

6. Distinguished Academic Achievement Award
(Graduating Seniors)
This award is presented at Senior Awards Night to all seniors who merited General Excellence for all four years. The administration will ensure that major academic integrity violations (or multiple violations) are taken into consideration in granting this award.

7. National Honor Society
Fordham Prep sponsors a chapter of the National Honor Society. A faculty council selects juniors and seniors on the basis of their outstanding scholarship, leadership, service and character. These students have the responsibility to continue to demonstrate the qualities for which they were selected. Members of the National Honor Society perform service beyond the Prep's standard service requirement, especially tutoring in school and working at Open House.

B. ACADEMIC SANCTIONS

1. Remediation
An F indicates a failure to attain basic mastery of material in a course. A first semester grade of F may be remediated by the student’s successfully passing the second semester of the class (D or better). A second semester grade of F can only be remediated in summer school.

2. Summer School
Second semester and full-year academic failures must be remediated by successful completion of the courses at a summer school program approved by the Assistant Principal for Academics and Student Life. Successful completion allows the full-year F to be changed to a D on the transcript. Permission must be obtained from the Assistant Principal for Academics and Student Life prior to the registration in the summer school. The Prep allows only two year failures or three semester failures to be remediated during the summer. In no case may a student remediate more than three subjects.

3. Ineligibility for Participation in Sports and Activities
   a. Any student receiving three or more unsatisfactory grades or two failures (unsatisfactory = D, F, or IN) for a quarter or semester is ineligible to participate on a school trip, Prep
team, or major activity, (unless excused by the Assistant Principal for Academics and Student Life) until further notice.

b. The student becomes ineligible immediately following the publication of the ineligibility list to faculty, staff, coaches, and moderators.

c. Provisional Eligibility: Students who are ineligible or on academic probation will attend tutoring in the Academic Support Center. They will conference with the Assistant Principal for Academics and Student Life and the student’s counselor every three weeks to chart and measure academic progress. If a student shows improvement, the Assistant Principal for Academics and Student Life may approve his temporary return to a team or activity until the next set of Deficiencies or Report Cards.

4. Academic Probation
Academic Probation is based on semester or final grades. A student is placed on Academic Probation if he:

a. has three or more Unsatisfactory Grades (D, F, or IN) for the Semester or final year average;

b. has two or more failures for the semester or for the final year average.

The student remains on Academic Probation during the next semester. The student and parents must attend a meeting with Prep administrators and counselors.

5. Academic Dismissal
A student must withdraw from Fordham Prep if any of the following criteria apply:

1. more than three courses must be remediated;

2. more than two failures for a school year;

3. a failure in a summer remedial course;
4. failure to remove himself from academic probation;

5. lack of attendance at a summer program to remediate a failure;

6. more than three semester failures (second semester).

**ACADEMIC HONESTY**

*The Characteristics of Jesuit Education*, published in 1987, reminds us of the following.

Growth in the maturity and independence that are necessary for the growth in freedom depends on active participation rather than passive reception. Important steps toward this active participation include personal study, opportunities for personal discovery and creativity, and an attitude of reflection. The task of the teacher is to help each student become an independent learner, to assume the responsibility of his or her own education.

Fordham Prep, as a community, encourages each student to engage in this type of active participation in the process of learning. It is the Prep's expectation that students, over time, are increasingly able to learn on their own and produce scholarship of which they can be proud. This development requires special care in maintaining an attitude of academic honesty throughout a student's four years at the Prep. Positively, a habit of academic honesty means that a student:

1. prepares carefully for daily and longer-time academic assignments;

2. tries his best at all assigned tasks;

3. takes ownership of his own talents and abilities;

4. seeks proper help when he fails to understand;

5. makes proper use of the efforts and thoughts of others;
6. is proud of each assignment as an example of his own skill and effort.

A challenging environment like Fordham Prep thrives in providing occasions for recognizing the talents and efforts of all students. A Prep community which encourages such effort also expects academic honesty from each of its students. Dishonesty harms not only a particular student's integrity, but the wider community which suffers from bad example and decreased trust. Although falsely presenting any work as his own would mean that a student violates the expectations of academic honesty, the following common types of dishonesty also must be avoided. The list of types of academic dishonesty is adapted from the Student Handbook at DePauw University.

**Cheating:** Using, attempting to use or possessing unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student's paper during a quiz or test, obtaining or giving a copy of a test prior to the test date, or submitting homework borrowed from another student.

**Fabrication:** Inventing or falsifying information. Examples include inventing lab data for an experiment you did not do or did not do correctly, or making references to sources you did not use in a research paper.

**Facilitating Academic Dishonesty:** Helping someone else to commit an act of academic dishonesty. This would include giving someone a paper or homework to copy from or allowing someone to cheat from your test paper.

**Plagiarism:** Using words or ideas of another writer without attribution, so that they seem as if they are your own. Plagiarism ranges from copying someone else's work word for word, to rewriting someone else's work with only minor word changes, to summarizing without acknowledging a source.

**Abuse of Academic Materials:** Harming, appropriating, or disabling academic resources so that others cannot use them.
This includes cutting tables and illustrations out of books to use in a paper, stealing books or articles, and deleting or damaging computer files intended for others’ use.

**Deception and Misrepresentations:** Lying about or misrepresenting your work. An example would be taking credit for group work to which you did not contribute significantly or meet your obligations. This would include a previous submission of your work to another course without the approval of the current teacher.

**Electronic Dishonesty:** Any use of computer, internet, or other technological means to falsely present work on any assignment, test or quiz as his own. Examples include but are not limited to using network access in a way that affects a class or another student’s academic work, breaking into someone else’s files or computer account, or using information from any electronic source dishonestly. Note that presenting work falsely as one’s own is always academic dishonesty, regardless of the electronic means employed. (See the *Acceptable Use Policy* in the Appendix.)

**A. Penalties for Violating Academic Honesty**

Because academic honesty serves as a measure of personal integrity and provides a foundation for the academic strength of Fordham Prep, any violation of academic honesty is considered serious. In terms of personal integrity, it makes no difference if one violates it by copying a homework assignment, cheating on a semester exam, or offering completed assignments to another student.

Violating academic honesty is both an academic offense and, because it hurts the community, a disciplinary offense. A student caught cheating on a midterm or final exam/assessment receives no credit (worth 10% of his course grade). For an in class assignment, the teacher submits an academic honesty violation report to the Assistant Principal for Academics and Student Life. No credit for the assignment or assessment in question will be given. Additionally, the student may be required to submit an assignment designed to show his understanding of the importance of academic honesty. In each case, the Assistant Principal for Academics and Student Life determines further penalties. These may include but are not limited to time in jug,
phone calls and/or written correspondence home, a reflection paper and apologies to those harmed by the incident. In addition, consultation with a counselor is mandated.

Students who commit multiple or habitual violations of academic honesty may be placed on disciplinary notice/probation, suspension or required to withdraw from school. In addition, first violations deemed extreme in nature may also result in these sanctions.
SCHOOL PROCEDURES

A. Attendance and Absence Procedures

Parents or guardians should call the Attendance Office each day of a student’s absence before 8:30 am at 718-584-8328. A parent or guardian receives an automated phone call from the school if the student is absent and the parent does not call in. This call is sent to all active family contacts in PowerSchool. A student returning after an absence must present to the Attendance Office an Absentee Note signed by either parent or guardian. This is to be done between 8 and 8:25 am on the morning of the first day the student is back in school. Failure to do so results in disciplinary action(s). This note is to state explicitly the day(s) and date(s) of and reason for the absence. No student is to go to am attendance check or to class after an absence before reporting to the Attendance Office. Absentee Notes are available on the Fordham Prep website: www.fordhamprep.org: under Parents – Forms and Documents.

A student who is absent from school or who reports to school after second period may not participate in school activities that afternoon or evening. This includes athletic practices and contests, dances and other social events, club events, school plays, Student Government activities, and other Prep sponsored activities. A sanctioned absence or lateness approved by a school administrator (such as an approved school trip) is not considered an absence for this purpose. Medical and dental appointments should be made whenever possible during non school hours or on non school days. If the reason requires absence for only a part of the school day, the student is expected to attend school for the remainder of the day. Notes to be excused early in the day must be presented to the Attendance Office before 8:25 am.

If an extraordinary reason necessitates an extended absence of more than two days, the family should contact the Assistant Principal for Academics and Student Life, as far in advance as possible, to arrange a plan to cover school work. If a serious medical condition necessitates an extended absence, every attempt is made to allow a student to satisfy his academic responsibilities. The Assistant Principal for Academics and Student Life designs and coordinates the program.
The Attendance Office should also be notified at 718-584-8328 in all cases of extended absence.

Parents/guardians of all students should report a concussion to the Assistant Principal for Academics and Student Life in all instances (e.g., sports related, in school, at home).

**B. Daily Announcements, Bulletins, and Flyers**

Parents are encouraged and students are required to check their emails for Daily Announcements and bulletins sent from Fordham Prep and to keep abreast of the information posted to the Fordham Prep website.

Any notice posted by a student or a faculty member must be approved by the Assistant Principal for Academics and Student Life. This includes all paper flyers, posters, and/or electronic notices on TV screens posted in the building to advertise clubs, activities, and school events.

**C. Closing of School for Inclement Weather**

Announcements concerning cancellation or early dismissal of school due to inclement weather or other emergencies are made via the Fordham Prep automated phone system. Prep closings are also posted on our website (www.fordhamprep.org), on the recorded switchboard greeting (718-367-7500), and on the parent e-mail system. In case of inclement weather, students should use public transportation to and from school. If school is in session, students are expected to remain in school until dismissal.

**D. Class Attendance**

A student is required to attend all classes for which he is scheduled. In extraordinary situations, the Principal, Assistant Principal for Academics and Student Life, Dean of Students, Athletic Director, or counselor may excuse a student from a scheduled class. If the person who excused the student is not available within five minutes, the student should return to class.

A student who fails to appear for a scheduled class receives the
penalty of up to three days of jug. If this behavior continues, there is parental consultation and/or more severe disciplinary sanctions. Any student who is late for class is reported to the Dean’s Office by the teacher. Points/jug are assigned for lateness to class.

**E. Penalties for Excessive Absence**

Only illnesses documented with a note, school trips/retreats, court appearances, approved college visits, or funerals will be counted as excused absences. Students may be assigned up to five jugs for any unexcused absence. Attendance in class is such a vital component of the Prep’s educational program that a student who is absent or late for a particular class an excessive number of times may be subject to disciplinary action. Any student who has excessive absences per quarter may be subject to Saturday Jug. When a student’s absences exceed 10 days, his parent/guardian is notified in writing by the Dean of Students. The student is required to meet with his counselor. If absences exceed 15 days a parent/guardian meeting with the Dean may be required. Students who exceed 20 absences are subject to probation or suspension. The terms of probation include specific conditions related to school attendance and are determined at the discretion of the Principal and the Dean. Students on probation for absences are subject to withdrawal if school attendance does not improve.

**F. Penalties for Lateness**

Students are expected to arrive at school on time. Lateness that results in missed classes may be treated as “cut” classes. If trains and buses are frequently behind schedule, students should take an earlier train or bus. If a student is late, he must receive a late pass from the Attendance Office before going to class. The following are the sanctions for lateness.

- 1 point for arrival during AM attendance
- 2 points for arrival after 9 am
- Jug(s) for arrival any time after 9:15 am
- Students arriving after second period are not allowed to participate in any afterschool or athletic activities
G. Illness

If a student feels ill or has been injured, he should report to the Nurse's Office, first advising his teacher if he is in class. If the nurse is unavailable, the student should report to the Dean of Students' Office. If the illness or injury is serious, the Nurse or a Prep Administrator arranges for notification of the student's parents or guardians. The nurse will write a note for the student allowing him to go home due to illness. All students must sign out in the Attendance Office before leaving the building.

H. Teacher Absence

1. When a teacher does not report to AM attendance in a classroom by the second bell, the attendance group must report immediately to the Commons. When a teacher does not report to PM attendance, the attendance group must report to the Commons.

2. When a teacher who is not posted is absent at the start of the period, all students in that class are to wait five (5) minutes. When a teacher is posted as absent, freshmen should report to assigned room and wait (5) minutes for a proctor. Upperclassmen do not. Then, if the teacher is still not there, one student from the class should report this matter to the Assistant Principal for Academics and Student Life's office or to the Dean's office. The rest of the class is to remain quietly in the corridor until instructions are received from the Assistant Principal for Academics and Student Life's office. At no time are students to leave the class without instruction from a teacher or administrator.

3. Students are responsible to check Schoology for assignments when a teacher is absent.

I. College Visits (at Fordham Prep)

The College Counseling office communicates a weekly calendar of in-house college visits to both students and faculty. Any student who plans on visiting with a college during school time must get permission from a teacher if he will miss a class. Students are to sign up on Family Connection ahead of time. Students are responsible for all assignments given due to missing a class.
J. College Visits (away from Fordham Prep)

Fordham Prep juniors and seniors are encouraged to visit colleges of their interest prior to application. While weekend visits to colleges are encouraged, sometimes weekday visits are required by the colleges. The following guidelines are to be followed:

1. A total of four (4) days absence from class for college visits is allowed over the course of two years (junior and senior year). This includes any trips by outside agencies.

2. The days away from class may not exceed two (2) consecutive class days at any one time.

3. Interviews with collegiate representatives at any level and at a place other than a college campus are to be scheduled during non school days or hours. For such an interview during school hours, a letter from a parent/guardian stating the time and place of the interview is required for anyone to leave the school with permission.

4. The college visit absence form is to be submitted to the Attendance Office at least two days prior to the planned absence. These forms may be obtained in the Counseling office or are available on the Fordham Prep website.

5. Though juniors may visit colleges during the year, they are still advised that visits to college campuses during the summer between junior and senior years is highly recommended.

6. Students are not permitted to visit colleges during any day of midterm or final exams for any reason.

K. Interscholastic Athletes

1. If a student tries out for a sport, he may resign any time before the first interscholastic competition and still be eligible to try out for another sport. If he resigns after the first interscholastic competition, he must wait until his original sport has terminated its season before he tries out for another sport. Exceptions to this policy may be made but only with the expressed consent of the
two coaches involved and the Athletic Director.

2. Fordham Prep follows the regulations of the New York State Education Department. As a member of different interscholastic leagues, the school and all participating athletes are bound by the rules of the leagues, e.g., Catholic High School Athletic Association (CHSAA) and Catholic High School Football League (CHSFL) rules on transfers.

3. Participation on athletic teams involves responsibility on the part of a student. All students who choose to participate accept the guidelines that are set for each team to insure the safety and personal development of the individual as well as the common good of the team.

4. Any student who has a serious disciplinary infraction may be removed from the team or suspended for a portion of the season.

5. Any students involved in alcohol or drug incidents during a team trip are removed from the team.

6. Any student participating in any club or on any athletic team is subject to random drug testing. See page 62 for further explanation of the Fordham Prep Drug Testing Policy.

7. As a reference for all student-athletes and their families, the school Concussion Management Policy can be found in Section N of this part of the handbook.

L. Physical Education

1. All students, even those excused due to Interscholastic Athletic Programs, must report to every Physical Education class for attendance.

2. Acceptable gym attire (Prep gym shorts, Prep t-shirt and sneakers) is required and must be worn to all Physical Education classes. The attire should be kept clean and in good condition.

3. All students have a school issued lock to be used for Physical
Education class. Only school locks may be used. All lockers must be empty and locks removed after each gym class.

4. Absences: If for a serious health reason a student cannot participate in a scheduled class, he must present to the Attendance Officer a note from his parent or guardian requesting to be excused. If a student is unable to participate in Physical Education classes for more than one cycle, he should present a physician’s note to the Attendance Officer. The Attendance Office will coordinate communication with the student’s Physical Education teacher(s).

5. Any student who accumulates five (5) or more unexcused absences from physical education class over the course of the year may fail the course and need to remediate it during the summer.

6. Participation in Fordham Prep’s Interscholastic Athletics Program satisfies the requirement of Physical Education classes for seniors and juniors. In addition, juniors must report to the Fitness Center one period per cycle and obtain a signature from the proctor. This waiver is given only after the official roster is posted and is in effect until the completion of the last contest. If a student is no longer a member of the interscholastic team, he must attend Physical Education class.

7. The gym, locker rooms and fitness center are off limits during the school day to students not in physical education class.

M. Medical Forms and Immunizations

Since all students participate in physical education classes, an annual physical exam is required, which is valid for one year from the date the exam was last performed. The forms may be mailed or brought to the Dean of Students, Attendance Officer, and/or Athletic Director. Current physicals are also required for try-outs and participation on all sports teams and for working papers. An emergency card, triplicate form with a cardboard back, signed by the parent/guardian, is required for every sport the student tries out for and participates in. The nurse completes the box in the upper left corner with the student’s current physical exam date, separates the copies and gives the cardboard back to the
student to give to the coach. Emergency cards are available from the athletic director or the nurse's office mailbox.

**Any** medications, including over the counter (Tylenol, Ibuprofen, etc.), can only be administered in school as a recommendation of a 504 plan. 504 forms can be obtained from the nurse's office. Any medication brought to school needs to be clearly labeled in a pharmacy container with the proper dosage, etc. Any controlled substances, i.e., Ritalin, Codeine, etc., need to be brought to school by the parent/guardian. Any daily medication, i.e., allergy, antibiotics, etc. should be taken at home before school. Students with asthma should store an extra inhaler with a physician's order in the nurse's office. Please call the nurse at ext. 235 with any questions.

Conscious of the communal protection for the health and wellness of all members of the school community that vaccinations provide, Fordham Preparatory School does not honor exemptions from vaccination for religious or political reasons. All students must comply with vaccination requirements as outlined by New York City and New York State. Students must be excluded from school if they do not meet these requirements.

**N. Concussion Management Policy**

Fordham Prep partners with NYU Langone Health Concussion Center for the safety and care of all students with regards to concussion.

1. **Overview:** Concussion is a type of traumatic brain injury. It is a reaction by the brain moving back and forth or rapidly twisting inside the skull. It can occur from a fall, motor vehicle accident, or any other activity that results in an impact to the head or body.

2. **Prevention:** In September, all Fordham Prep freshmen, juniors, and athletes take a baseline ImPACT concussion test (every two years). It is a computerized test which takes about 25 minutes to complete. The ImPACT Test measures verbal and visual memory, processing speed, and reaction time. Fordham Prep coaches attend annual CPR and first aid classes and are trained to observe signs and symptoms of concussion. If an athlete is suspected to have a concussion, he is removed from play and evaluated by a
coach or trainer. (A trainer may not be available at all practices or games.) The athlete’s parent/guardian is notified while the athlete continues to be monitored.

3. Communication: Parents/guardians of all students should report a concussion to the Assistant Principal for Academics and Student Life in all instances (e.g. sports related, in school, at home).

4. Policy: The athlete must be evaluated by a physician. If concussion is ruled out, the physician must provide a written clearance note for the school nurse, Athletic Director, and Attendance Officer stating that the athlete is cleared to return to physical activity. If the athlete is diagnosed with a concussion, he needs to submit a note to the school nurse, Athletic Director, and Attendance Officer. After the prescribed rest period and when he is symptom free, the athlete needs to be re-evaluated and cleared by the physician with a written note. When he returns to school, he will take the ImPACT Post Injury Test. The evaluating physician then faxes his report and recommendations back to the Athletic Director. The post ImPACT evaluation, hopefully, is available and faxed within a day or two. If the athlete’s parent/guardian decide to have a son evaluated by a neurologist, that evaluation supersedes the ImPACT Test results, but the athlete must still do the three-day return to play protocol described below.

5. Return to Play Protocol
   • Day 1: 15 minutes of light cardio: jogging, stationary bike, etc.
   • Day 2: 15-20 minutes of sport specific drills without contact.
   • Day 3: Practice normal sport specific drills with light contact.
   • After the 3rd day, if the athlete has no recurring signs and symptoms of concussion, he is cleared to return to full play/practice on the 4th day.

Addendum A: New York State Scholastic Athlete Fact Sheet on Concussion

What is a concussion?
A concussion is a brain injury that:
• Is caused by a blow to the head or body, from contact with another player, hitting a hard surface such as the ground, ice or
floor, or being hit by a piece of equipment.
• Can change the way your brain normally works.
• Can range from mild to severe.
• Presents itself differently for each athlete.
• Can occur during practice or competition in ANY sport.
• **Can happen even if you do not lose consciousness.**

**What are the symptoms of a concussion?**
You can't see a concussion, but you might notice some of the symptoms right away. Other symptoms can show up hours or days after the injury.

**Concussion symptoms include:**

• Amnesia
• Confusion
• Headache
• Loss of consciousness
• Balance problems or dizziness
• Double or fuzzy vision
• Sensitivity to light or noise
• Nausea (feeling that you might vomit)
• Feeling sluggish, foggy or groggy
• Feeling unusually irritable
• Concentration or memory problems (forgetting game plays, facts, meeting times)
• Slowed reaction time

Exercise or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games may cause concussion symptoms (such as headache or tiredness) to reappear or get worse.

**What should I do if I think I have a concussion?**
**Don't hide it.** Tell your athletic trainer, coach, and parents. Never ignore a blow to the head. Also, tell your athletic trainer and coach if one of your teammates might have a concussion. Sports have injury timeouts and player substitutions so that you can get checked out.

**Report it.** Do not return to participation in a game, practice or other activity with symptoms. The sooner you get checked out, the sooner you may be able to return to play.
Get checked out. Your physician, athletic trainer, or health care professional can tell you if you have had a concussion and when you are cleared to return to play. A concussion can affect your ability to perform everyday activities, your reaction time, balance, sleep, and classroom performance.

Take time to recover. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a repeat concussion. In rare cases, repeat concussions can cause permanent brain damage, and even death. Severe brain injury can change your whole life. Once cleared to resume activity by the physician, you will follow a Return-To-Play Protocol.

How can I prevent a concussion?
Basic steps you can take to protect yourself from concussion:
• Do not initiate contact with your head or helmet. You can still get a concussion if you are wearing a helmet.
• Avoid striking an opponent in the head. Undercutting, flying elbows, stepping on a head, checking an unprotected opponent, and sticks to the head all cause concussions.
• Follow your athletics department's rules for safety and the rules of the sport.
• Practice good sportsmanship at all times.
• Practice and perfect the skills of the sport.

Reference: 2010 NCAA Concussion Fact Sheet for Student-Athletes

O. Trips (Sponsored by Fordham Prep)

During the year, teachers sponsor co-curricular trips during school time. While the school encourages such trips away from school, there are certain guidelines which students should understand. Students who are ineligible, who have excessive absences for the quarter, or are on academic or disciplinary probation are restricted from such excused absences from the school unless the faculty member in charge of the trip has consulted with the Assistant Principal for Academics and Student Life and such an absence is approved. Any student who has a test on the day of the planned absence from the school should consult with the classroom teacher involved and work
out a time for the rescheduling of the test. School dress is required on all school-sponsored trips unless otherwise mandated by the moderator. All school policies remain in effect during school trips.

P. Trips (Sponsored by Outside Agencies)

Fordham Prep may inform students and their families of activities taking place in other schools or trips sponsored by travel agencies or professional associations. By allowing the dissemination of such information, Fordham Prep neither endorses nor accepts any responsibility for that activity. Faculty members or students may sponsor or participate in such trips, but they are not doing so on behalf of Fordham Prep. Fordham Prep, therefore, is not responsible for the cost, accommodations, or supervision of the participants, and Fordham Prep is not liable for any claims, actions, injuries or damages which may arise out of such trips.

Q. Global Education Program

Fordham Prep’s Global Education Program aims to raise our students’ awareness of the world outside their own environment through the exploration of different and diverse cultures in the world community through global experiences both inside and outside of Fordham Prep. This awareness prepares students to be more empathetic, accepting of differences, aware of social justice and human rights issues, and better prepared for an interconnected and diverse world in which they will live and work. They will also be better prepared to understand and embrace world cultures, communicate effectively at a global level, respect and value diversity, understand and take action against injustices, and develop skills necessary to work cross-culturally. All school rules remain in effect during all Global Education trips.

R. Fire and Fire Drills

In case of fire during the school day, students should pull one of the fire boxes located throughout the building and report the location of the fire immediately to a faculty member. Any student tampering with fire equipment in the building is subject to withdrawal and criminal prosecution.

Fire drills are conducted regularly according to New York State Law
and school regulations explained at the beginning of the year. Absolute silence is to be maintained by everyone during a fire drill, and everyone is to evacuate the building immediately through the stairwell nearest his location at the time the fire bell sounds. Upon leaving the building, students are to report to their mentor at the assigned locations on the University campus. They are not to return to the building until given the signal by the Dean of Students.

S. Lockdown Drills

Lockdown drills are conducted regularly according to New York State Law and school regulations explained at the beginning of the year. Absolute silence is to be maintained by everyone during a lockdown drill, and all students are to follow instructions given by faculty and staff. If students in common spaces on the first floor are directed to leave the building, they are not to return to the building until given the signal by the Dean of Students.

T. Working Papers

Working papers may be obtained from the Administrative Assistant in the Attendance Office. The working paper application can be found on the Prep website under Parents, Forms and Documents. A student is required to have his parent/guardian fill out Part 1 of the document and return it along with a copy of the following:

- birth certificate or passport;
- social security card;
- physical exam currently on file.

Working papers are available for processing from September through June only. For June applications, please contact Ms. Casaccio-Ortiz by email or phone to ensure that the office will be open.

U. Change of Student and/or Parent Information

The Registrar should be informed of any change of address, telephone number, parent’s e-mail address, business address and/or telephone number as soon as such a change occurs. The Assistant Principal for Academics and Student Life should be notified of any personal issues such as illness or death in the family.
V. Dress and Appearance

This section outlines dress and grooming regulations at Fordham Prep. However, the Dean of Students makes the final decision on any issue regarding dress and appearance.

The keynotes of personal appearance at Fordham Prep are neatness and appropriateness. Fordham Prep's policy for school dress is as follows. Because the way students dress affects the way they behave and even how they view themselves, the Prep requires students to dress in neat, business attire. Good manners, cooperation, and neatness are required of every Prep young man.

Upon entering the building all students must change into proper attire and remain in school dress throughout the academic day.

The dress code includes a sport coat or suit jacket, a shirt, tie, dress slacks, appropriate shoes, and socks. All clothing should be clean, neat, properly fitting, and in good repair. No hats, earrings, visible tattoos or body piercings are allowed and extremes in fashion are not allowed.

(a) Hair: Hair must be of a natural color and cannot be dyed. Hair may not extend below the collar, nor cover the ears nor reach the eyebrow. No extreme fades, other extreme styles, wigs, full shaven heads, or ponytails are permitted. Neat braids are acceptable. Hair accessories of any kind are not allowed. Seniors may wear mustaches and beards, which must be kept neat. All other students must be clean shaven.

(b) Shirt: Neat dress shirt with collar must be buttoned to top, tucked in, and not bloused.

<table>
<thead>
<tr>
<th>Allowed</th>
<th>Not Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solids</td>
<td>Long sleeve shirt under club/senior polo/pullover</td>
</tr>
<tr>
<td>Thin Stripes</td>
<td>Flannel</td>
</tr>
<tr>
<td></td>
<td>Plaid / Wide Stripes</td>
</tr>
<tr>
<td></td>
<td>Hoods / Sweatshirts</td>
</tr>
<tr>
<td></td>
<td>Denim</td>
</tr>
<tr>
<td></td>
<td>Fleece Pullovers</td>
</tr>
</tbody>
</table>

- 52 -
(c) **Slacks:** Dress slacks with belt.

**Allowed**
- Khaki
- Twill
- Traditional Dress Slacks

**Not Allowed**
- Jeans/Denim
- Rivets
- Exterior Pockets
- Cargo Pants

(d) **Jacket:** Sport coat or suit jacket required from October 1 to May 1. Seniors may wear a Fordham Prep approved maroon senior pullover in place of a jacket on any school day. On the last school day of the week, seniors are allowed to wear a Fordham Prep senior polo and no jacket.

All students may wear school approved athletic team and/or activities/club pullovers in place of jackets only on E days.

(e) **Shoes:** Dress shoes (with dress soles) below the ankle. Socks must be worn.

**Allowed**
- Hush Puppies
- Docksiders/Topsiders
- Loafers
- Dress shoes

**Not Allowed**
- Boots
- Sneakers
- Sandals
- Diesel or similar shoes
- Walking shoes
- Uggs slippers

Students must remove their outer jackets and place them in their lockers upon arrival.

Students requesting a change in dress code for injury or other serious reason must present a written parental request to the Dean’s office before AM attendance check.

Students not observing these regulations may be asked by the Dean of Students to return to their homes for proper dress and appearance. The Dean of Students reserves the right to determine whether or not a student is complying with the regulations on dress and appearance.
During dress down days students must wear long pants and shirts in good taste. No clothing may be worn that promotes drugs, alcohol, is suggestive, or is in any way inappropriate. All grooming regulations are in effect.

W. Identification Cards

*Each Prep student must carry his Prep ID card with him at all times* on the Prep property, as well as on the Fordham University campus. Any faculty member or security guard, of either the Prep or of the University, may require a student to show his identification card.

The student must show his identification card when asked, and the student must cooperate with directions given him by a faculty member or security guard. Failure to do so results in disciplinary action. Identification cards must be shown when borrowing books from the Library and are also used for admission to certain Prep events. ID cards must never be loaned to other Prep students or students from other schools. ID cards can also be used to purchase food from the kitchen and may contain monetary value and should therefore be carefully guarded. *When a Prep student loses his identification card, he should report it immediately to the Business Office which arranges for a replacement at a cost to the student. Fordham Prep ID cards are also used to access the building during the school day.*

X. Textbooks and Electronic Devices

All students are required to have their names in their school books and on their devices. Books and devices are never to be left in classrooms or around the building. Students are responsible for the maintenance and security of all textbooks and the cost of replacing lost or damaged New York State textbooks.

Y. Fordham University Campus

Prep students may *not use any* facilities of the Fordham University campus, including, Murphy Field, the Lombardi Center and any of the grounds beyond the Prep’s own property, unless directed to do so by the appropriate Prep official. Seniors not on disciplinary probation are permitted to purchase their lunch at the Fordham University Student
Deli or approved Campus Center facilities during their assigned lunch periods. Students may also use Fordham University parking garage following the procedures of Fordham University. The University Library is available for those students who have received written permission from the Prep Librarian or the Assistant Principal for Academics and Student Life.

Students may not attend University events unless they are open to the general public. No Prep student should be in the vicinity of the dorms.

**Z. Enrollment Expectations**

A positive and constructive working relationship between Fordham Prep and student 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 (NYSAIS), other Jesuit high schools in the USA Northeast Province of the Society of Jesus, and the Archdiocese of New York, Fordham Preparatory School reserves the right to suspend or terminate the attendance, or refuse to extend the privilege of re-enrollment to a student if Fordham Prep concludes that the actions of the parent or any family member make such a positive and constructive relationship impossible, or otherwise seriously interfere with Fordham Prep’s accomplishment of its educational and formational purposes.
STUDENT BEHAVIOR

A. Introduction

There are basically three reasons for discipline in a high school. It is necessary to preserve order, protect the common good and instill the value of self-discipline. Discipline is necessary and essential in order to instill values and ideals as well as desirable and responsible habits of behavior in the student so that he is growing into a mature and responsible individual. The development of these guidelines is based on this philosophy and for the protection of the common good. Your enrollment at Fordham Prep is an expressed agreement on your part and the part of your parents or guardians to observe the student guidelines and to commit to the goals and ideals of Jesuit Education and the philosophy of Fordham Prep as stated in the document Profile of the Fordham Prep Graduate at Graduation.

The school reserves the right to review the student's individual performance in accordance with these expectations to determine if he and the school can continue to benefit by his continuing as a student at Fordham Prep. Acceptance as a student at Fordham Prep is a privilege. Continuation as a student is considered automatic, provided he maintains academic standards; attempt to live the philosophy and goals; and follow the policies and regulations of Fordham Prep. In all disciplinary cases, both the welfare of the student and the welfare of the school are of concern.

B. Drugs, Alcohol, Tobacco, and Hosting Parties

Fordham Prep believes that the primary responsibility for the education and supervision of students in the proper use of alcohol and drugs belongs to parents. Parents should refrain from using their homes or property as venues in which alcohol is served to Fordham Prep students. Serving alcohol to underage minors violates state law and could jeopardize the safety and well-being of all involved. Although the Prep has limited responsibility for student behavior outside of school, any student behavior, whether physically or electronically, that reflects poorly on the Prep’s reputation, or represents a danger to himself or others, is subject to disciplinary sanctions. Fordham Prep views the following conditions as violations of school regulations:
1. **Class 1 Violation** - Student in possession of any drug with the intent of sale or distribution at any time.

2. **Class 2 Violation** - Student who hosts or facilitates a party or gathering at which alcoholic beverages or drugs are available for use by minors.

3. **Class 3-A Violation** - Student in possession of or under the influence of alcohol, drugs, or drug paraphernalia while at school, in transit to or from school, any place on the University campus, or any school function.

4. **Class 3-B Violation** - Student in possession of or under the influence of alcohol, drugs, or drug paraphernalia outside of school.

5. **Class 4 Violation** - Student in possession of or using cigarettes or chewing tobacco in any form at any time.

**Please Note:** Fordham Prep classifies vaporizers and electronic cigarettes as drug paraphernalia. New York State legislation bans the use of electronic cigarettes on all public and private school grounds in New York State.

*Students are reminded that their person and their belongings (e.g., backpack, locker contents) are subject to search by a school administrator.*
## Consequences

<table>
<thead>
<tr>
<th>Violations</th>
<th>Consequences for All Students</th>
<th>Consequences for Students Involved in Co-curriculars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS 1 VIOLATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession or control of any illegal chemical substance with the intent of sale or distribution at any time.</td>
<td>Expulsion/Withdrawal</td>
<td></td>
</tr>
<tr>
<td><strong>CLASS 2 VIOLATIONS</strong></td>
<td>Two options based on circumstances:</td>
<td></td>
</tr>
<tr>
<td>Hosting or facilitating a party or gathering at which alcoholic beverages or other illegal drugs are available for use by minors</td>
<td>1) Expulsion/Withdrawal</td>
<td>Suspension from outside competition/public representation in all activities for up to one season/semester.</td>
</tr>
<tr>
<td></td>
<td>2) Out of School Suspension for up to 5 days with a chemical dependency evaluation approved by the Prep Counseling Dept.</td>
<td></td>
</tr>
</tbody>
</table>

Students are mandated to follow all terms of the ensuing contract.

Completion of 20 hours of community service.
<table>
<thead>
<tr>
<th>Violations</th>
<th>Consequences for All Students</th>
<th>Consequences for Students Involved in Co-curriculars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS 3-A VIOLATIONS</strong></td>
<td>1st Offense:</td>
<td>1st Offense:</td>
</tr>
<tr>
<td>Illegal possession and/or use of alcohol, other illegal drugs or drug paraphernalia at school or any school function.</td>
<td>Out of School Suspension for up to 5 days with a chemical dependency evaluation approved by the Prep Counseling Dept.</td>
<td>2 week suspension from outside competition or public representation in all activities.</td>
</tr>
<tr>
<td>Drug paraphernalia includes but is not limited to the following items: vaporizers (vapes), electronic cigarettes, pipes, bongs, etc.</td>
<td>Students are mandated to follow all terms of the ensuing contract.</td>
<td>Completion of 20 hours of community service.</td>
</tr>
<tr>
<td><strong>2nd Offense or Violation of Contract:</strong></td>
<td></td>
<td>2nd Offense:</td>
</tr>
<tr>
<td>Likely Expulsion/Withdrawal from school.</td>
<td></td>
<td>If not expelled, suspension from outside competition/public representation in all activities for up to one year.</td>
</tr>
<tr>
<td>Violations</td>
<td>Consequences for All Students</td>
<td>Consequences for Students Involved in Co-curriculars</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td><strong>CLASS 3-B VIOLATIONS</strong></td>
<td><strong>1st Offense:</strong> Disciplinary Probation for a period of no less than one year, with a chemical dependency evaluation approved by the Prep Counseling Dept.</td>
<td>1-2 week suspension from outside competition/public representation in all activities.</td>
</tr>
<tr>
<td>Illegal possession and/or use of alcohol, other illegal drugs, or drug paraphernalia outside of school.</td>
<td><strong>2nd Offense:</strong> Out of School Suspension for up to 5 days. Students are mandated to follow all terms of the ensuing contract. Completion of 20 hours of community service.</td>
<td><strong>2nd Offense:</strong> Suspension from outside competition/public representation in all activities for one season/semester.</td>
</tr>
<tr>
<td>Drug paraphernalia includes but is not limited to the following items: vaporizers (vapes), electronic cigarettes, pipes, bongs, etc.</td>
<td><strong>3rd Offense:</strong> Likely Expulsion/Withdrawal from school.</td>
<td></td>
</tr>
<tr>
<td>Violations</td>
<td>Consequences for All Students</td>
<td>Consequences for Students Involved in Co-curriculars</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td><strong>CLASS 4 VIOLATIONS</strong></td>
<td>1st Offense:</td>
<td></td>
</tr>
<tr>
<td>Possession or use of cigarettes or chewing tobacco in any form at any time.</td>
<td>3 jugs and parents contacted.</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Offense:</strong></td>
<td>4 jugs and one full week of work crew.</td>
<td>1-2 week suspension from outside competition or public representation in all activities.</td>
</tr>
<tr>
<td><strong>3rd Offense:</strong></td>
<td>5 jugs and a chemical dependency evaluation approved by the Prep Counseling Dept.</td>
<td>Suspension from outside competition or public representation in all activities until successful completion of program implemented by Deans and Counseling Dept.</td>
</tr>
</tbody>
</table>
C. Drug Testing Policy

The school reserves the right to test students identified as at risk and/or those on disciplinary probation. Drug tests may be administered at school by qualified personnel. In certain cases, students may be required to take a drug test at an outside facility identified by the school. If a positive test result is obtained for any student, the parents of that student are contacted for a meeting at the Prep.

Penalties for Positive Test Results or Refusal to be Tested

1. If a student tests positive, he is required to follow the drug procedures as outlined in the Student Handbook (Class 3-A or 3-B Violation).

2. If a student refuses to be tested, it is assumed that a positive test outcome would have resulted, and the above mentioned penalties are enforced.

D. Student Behavior at Athletic Events

Fordham Prep rules and regulations are in effect during school sponsored athletic events. We encourage all our students and their families to attend Prep athletic events during the school year in support of our teams. Good sportsmanship is expected of all Prep students during these events. Students attending Prep athletic events must observe the following:

1. cheer in a positive manner;

2. treat all players, coaches, officials and spectators with respect;

3. not engage in any kind of un-sportsmanlike conduct such as inappropriate language or gestures with officials, coaches, players or parents;

4. be aware that no outside beverages are permitted to be brought into the athletic event. All belongings are subject to search.
Students who violate these regulations are banned from future athletic events and may be liable for disciplinary sanctions.

E. Behavior on Overnight School Trips/Retreats

While traveling to and from, and during a trip/retreat, all school policies are in effect. The use or possession of drugs, alcohol or tobacco is strictly prohibited. In addition, students must respect the property and personal space of other students, particularly in sleeping quarters, and must always be dressed appropriately before entering any common space such as hallways. Bedroom areas are private areas where groups of students should never congregate. Respectful participation and cooperation with adult chaperones is expected from all participants.

F. Behavior on and off Campus

Because students represent Fordham Prep the following regulations apply both on and off campus. The Prep believes that a person reflects himself, his attitude, values and ideas not only through words but also through his actions and appearance. We are creatures of spirit and sense, and the spirit manifests itself through the exterior behavior of a person. We belong to a Christian community, and we are expected to be a sign of the values which Christ taught. His fundamental teaching could well be summed up in His own words: “By this shall all know you are my disciples, that you have love for one another.”

Fundamentally, therefore, the regulations for conduct derive from these ideas. Hence respect for persons and property, unself-lishness, generosity, cooperation, participation in community affairs, good manners, courtesy, dignity, cleanliness and neatness in appearance, punctuality, respect for civil law and school regulations are expected of every Prep man. Without these there can be no true community at the Prep. Students whose attitudes, actions, behavior or appearance do not reflect these values and who consistently exhibit values contrary to these are asked to leave the prep community.

The Dean of Students makes the final determination regarding all issues with student behavior.
G. Courtesy

Courtesy and good manners, the normal expression of respect for others, are expected of all Prep students in their interactions with each other and with other members of the community, including, faculty, students, maintenance, administrative staff, cafeteria staff, and Fordham University Security Guards at all times. Customary courtesy to adults is expressed by using their titles when addressing them: Jesuit priests as “Father,” Jesuit brothers as “Brother,” Jesuit scholastics as “Mister,” and all other members of the Prep community as “Doctor,” “Mister,” “Mrs.,” “Ms.,” or “Miss,” as the case may be. It is customary courtesy to greet adults whenever students meet them in corridors or other areas.

It is customary courtesy to knock before entering any office or classroom; if the door to that office or classroom is closed, students should wait for a response.

Students are reminded that the same regulations that are required during the school day regarding courtesy, language and deportment are also enforced at games, assemblies, and gatherings.

H. Student Regulations at Prep Socials

In order to ensure a good time for all who attend dances, socials or mixers sponsored by Fordham Prep, the following regulations are in effect.

1. Every Fordham Prep student must have a Fordham Prep ID card on his person to enter the dance.

2. Once a student leaves the dance, he cannot re enter.

3. Anyone who attempts to enter the dance by any entrance other than the front doors or aids another in doing so will have his ID card confiscated and will be subject to disciplinary action.

4. No smoking is allowed.

5. The alcohol and drug policy of Fordham Prep is strictly enforced.

6. Appropriate behavior and dress is expected.
I. Behavior on Transportation Services

All students are reminded that their conduct on school or public transportation facilities reflects the values and reputation of the Prep. Improper and immature behavior at railroad stations, on trains, subways and buses is considered a serious breach of discipline. Students involved are subject to disciplinary action.

J. Cell Phone/Tablet Devices

Tablet devices may be used in the building during the day for academic purposes only with the exception of the Commons or Hall of Honor where they may be used for appropriate entertainment purposes. Headphones may only be used in the Library and the Group Study Area. Cell phones may not be used anywhere in the building except the Commons and lobby.

Cell phones confiscated for misuse during the school day by any faculty/staff member will require a student to serve one day of jug. Phones will not be returned until that jug has been served. Multiple cell phone violations may require the student to drop off his phone in the Dean’s Office at the start of the day and receive it at the end of the day. Cell phones may not be brought to a testing location for midterm, final, or AP exams.

K. Disruptive Behavior

Disruptive behavior prevents good order and an appropriate atmosphere for study. Therefore, it is not permitted in the Prep building at any time. Violations of the following regulations result in disciplinary action by the Dean of Students.

1. Fighting: Students involved in or encouraging others to fight either on or off campus are subject to disciplinary action. Fighting involving Prep students is a serious offense and is dealt with appropriately.

2. The use or possession of lasers, fireworks and/or the throwing of rocks or snowballs are forbidden because of obvious danger to members of the community.

3. Hazing and initiation of any kind is forbidden.
L. Offensive Language

There are many areas of society today which are not resisting the steady seepage of offensive language and, clearly, some areas are even encouraging its use. The Prep is not one of those places. *Eloquentia perfecta* has long been a Jesuit ideal. Students are discouraged at the Prep and at Prep events from using offensive language, and encouraged to express themselves in a way which reflects respect for themselves and anyone who may be listening.

A Fordham Prep student understands that language can be offensive and intentionally hateful towards others in certain circumstances. Language that is offensive or hateful to others because of religion, race, gender, national origin, age, color, physical or mental disabilities, sexual orientation or any other reason is not tolerated at Fordham Prep. Such language has no place in our community as a Catholic, Jesuit school.

Students who are reported as using offensive and/or hateful language against any members of our community may be subject to disciplinary sanctions, including, probation, suspension, or expulsion/withdrawal from school.

M. Bullying

As a Catholic and Jesuit institution, Fordham Preparatory School follows an educational tradition which is based on respect and a commitment to justice. Fordham Prep’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.

The harassment of students, faculty or staff because of religion, race, gender, national origin, age, color, physical or mental disabilities, sexual orientation, or any other reason is not tolerated at Fordham Prep. Harassment can take place on the internet and through social
media. Such behavior contributes to a hostile, offensive and intimidating environment for work and study, which has a deleterious effect on a person's chance at succeeding in a challenging academic institution. Harassment contaminates the atmosphere of trust that must exist in a school environment in order to foster independent, creative learning. The American Psychological Association defines bullying as “aggressive behavior that is intended to cause harm or distress, occurs repeatedly over time, and occurs in a relationship in which there is an imbalance of power or strength. Bullying can take many forms, including, physical violence, teasing and name calling, intimidation, and social exclusion.”

Bullying is an extremely serious violation of our core of principles and offenders may be liable for dismissal.

Students who feel that they have been subjected to any of the above types of harassment by another student or a member of Fordham Prep's faculty or staff should report the matter to the Dean of Students. The Dean promptly investigates the complaint and take action as necessary. Such action includes but is not limited to a warning, detention, probation, or expulsion in the case of a student offender. If the offender is a member of the faculty or staff, such action may include a letter of censure, suspension or termination of employment.

Fordham Preparatory School takes very seriously its responsibility to foster the development of all the talents of its students, faculty and staff. It is our hope that this policy will help to encourage and maintain an environment of mutual respect among all members of the learning community and in so doing will help us all to become “men and women for others.”

N. Gambling

Any student involved in gambling, the act of promoting gambling, the transferring of money are subject to the following sanctions:

1. immediate notification of parent
2. placement on disciplinary notice
3. assessment by counselor

Card playing with or without the exchange of money is not allowed.
O. Littering

Students are expected to place all papers, bottles and cans in proper recycling receptacles. All other garbage should be placed for disposal in the garbage bins. Please treat the Prep building and grounds as you would treat your own home and property. No gum chewing is allowed. Students who continually fail to clean up after themselves lose the privilege of utilizing the space (e.g. Commons, back field, lobby, library).

P. Loitering

Loitering in stairwells or corridors is not permitted. Students waiting to enter a room for class should line up in an orderly fashion in a single line to allow passage through the corridor. Under no circumstances should they block the doorway. Students should not be in the vicinity of the Physical Education locker room unless they are members of the ongoing Physical Education class.

Q. Lost and Found

Students who misplace items should check in the Attendance Office. Lost items recovered in the Prep building or on the grounds should be brought immediately to the Attendance Office. They are held there for a brief period of time.

R. Security

The Prep building and grounds are protected by a security force and a closed circuit security camera system around the clock. All doors are locked from 8:30 am to 2:30 pm. Students must use their ID cards to gain access to the building and all visitors must report to the front entrance. If a student observes any problem with the security of our building or grounds, he should report it immediately to an administrator or an adult member of the faculty/staff.

S. Stealing

As a community, all members of Fordham Prep's student body recognize their interdependence on one another, that almost all
their actions are social in their effect, and very few are private. With this in mind, each student is responsible for his own property and the property of other members of the community.

Since stealing is not only a personal offense, appropriate restitution to the injured party and to the community shall be required, as well as the imposition of disciplinary sanctions. Stealing, prank stealing, or unauthorized holding of another’s property are included. Instances of stealing normally result in dismissal from the school. It is the duty of the school to remind students that stealing is a criminal offense punishable by law.

Lost items recovered in the Prep building or on the grounds should be brought immediately to the Dean of Students.

T. Vandalism

Students are asked to remember the enormous generosity and sacrifice of the Prep Community in providing educational facilities of extraordinary quality, and to act with the proper respect and care for this property which mature and responsible persons are expected to employ. Any form of vandalism on the school or the personal property of anyone of the Prep community, or defacing of the school building or grounds may lead to withdrawal. In addition, the cost of repairing or refinishing vandalized areas is borne by the family of the student involved.

Particular attention is called to the prohibition of all forms of writing or marking on any part of the school property. The possession of any graffiti instrument (e.g., markers, spray cans, sandpaper, etc.) is prohibited.

U. Weapons

It is important that Fordham Prep maintain a positive, safe, and secure learning environment. In striving to attain such an environment, the Prep takes the position of no tolerance for weapons. All weapons or instruments which have the appearance of weapons, are prohibited within the school and on University grounds. Any student who possesses, stores, transmits, or uses a weapon or a look alike weapon
will have withdrawal proceedings initiated against him immediately. Weapon means any firearm whether loaded or unloaded; any chemical, substance, device, or instrument which appears as a weapon or through its use is capable of threatening or producing physical harm; or any device or instrument used to threaten or cause physical harm. Any student who finds such a device must immediately report it to an adult.

V. Internet and Social Media

No picture, video or audio recording may be made of any Fordham Prep employee or student without the express permission of that individual. Students are not allowed to use social media apps such as Snapchat, Instagram, etc. in the school building. Social media websites are monitored and any inappropriate postings will result in disciplinary actions by the school. See acceptable use policy in Appendix G of Fordham Prep's section on sanctions.
DISCIPLINARY SANCTIONS

A. Points

A point system is used to record various infractions. Continued accumulation of points results in more serious penalties (see Appendix I).

B. Jug

This is the traditional name given to disciplinary sanctions assigned to students by the Dean of Students. Jug is held at 3 pm each day, except on E days. At times jug may include service beneficial to Fordham Prep. Students are not excused from serving for any reason, (i.e., doctor appointments, sports, etc.). If a student cuts jug twice, he is immediately placed on disciplinary probation. If a student accumulates four cut jugs, he is immediately suspended.

Jug lasts 40 minutes and is served on the day it is assigned or the day after. School dress is required. Silence is to be maintained in jug at all times. Each student is permitted 1 jug postponement per semester. Students who are assigned five or more jugs may be required to serve a Saturday jug, which is held at the discretion of the Deans.

C. Saturday/Holiday Jug

Saturday jug is held at the Deans’ discretion. Saturday jug may be assigned for serious individual infractions. Any student who cuts a Saturday jug is expected at the next Saturday jug, is placed on disciplinary probation, and may be subject to suspension from school.

D. Disciplinary Warning

Disciplinary Warning is a signal that a student is developing an unsatisfactory disciplinary record. It is a warning that the student will be subject to disciplinary notice/probation, exclusion/suspension, and/or withdrawal from school if this behavior continues.
E. Disciplinary Notice/Probation

The Dean of Students may place a student with a poor disciplinary record on probation. Probation is regarded as a serious warning, and parents receive written notification. All students placed on disciplinary notice/probation are reviewed at the end of each semester to determine whether they are allowed to return to the Prep. Disciplinary probation may preclude students from selection or affect their current status in the National Honor Society, Ministry Leadership Team, Student Government, Dean’s Council, and/or Service Immersion and Global Education trips. Students on disciplinary notice/probation meet periodically with a counselor and/or dean. Students entering the school year on disciplinary notice/probation are subject to exclusion/suspension at 15 jugs and withdrawal at 20 jugs. Students who face these sanctions may be required to report them on their college applications. Likewise students on probation who commit a serious violation may be subject to suspension or withdrawal.

F. Exclusion/Suspension

Exclusion/Suspension is a sanction which may be imposed by the Principal in consultation with the Dean of Students and/or administration in response to a serious disciplinary infraction or a series of violations. This action is a step which is taken while deliberation is being made as to the advisability of the student continuing his education at the Prep. Parents are notified by the Dean's Office regarding the suspension. Following deliberation, if the student is allowed to return to school, the Principal will send a letter detailing the conditions of return. The student does not participate in any curricular or co curricular activity of the school during this period. Students are required to complete a reflection paper and 20 hours of service, as assigned by the Deans. Students who have been suspended are automatically placed on disciplinary probation for one year. Since suspension is an official sanction, students who have been suspended must respond affirmatively on college applications if asked. Students who are suspended are not permitted to make up any quizzes missed during suspension and receive no credit. Students are required to make up tests, but may only receive credit for 50% of the grade they achieve. Written assignments must be submitted the day they are due and receive full credit.
G. Expulsion

After consultation with the appropriate personnel, the Principal may expel a student from the school. In cases of serious disciplinary infractions which might incur the penalty of expulsion, the ordinary procedure of the Prep is as follows:

1. parents are informed and a parental consultation arranged at the earliest convenient time;

2. the student is suspended from school and is not readmitted before the consultation;

3. information is presented to a committee of appropriate administrators who recommend sanctions to the Principal;

4. the Principal then informs the parents of the result of the deliberations.

In extraordinary circumstances, the Principal has the authority to expel a student immediately.

Fordham Prep reserves the right to cede any investigation to law enforcement officials should they become involved in a manner concerning a Prep student.
SCHOOL FACILITIES

A. Prep Building and Grounds

The Prep building is situated on 5.2 acres of land bounded by fences facing Southern Boulevard on the north, the railroad on the west, the base of the intramural field of Fordham University on the east, and by the road running between the Prep building and the Fordham University chapel on the south. Prep students are limited to the use of the facilities on the Prep grounds unless given explicit permission by the Principal, Assistant Principal for Academics and Student Life, or the Dean of Students for the use of other facilities.

All of the facilities on the Prep grounds are for use by Fordham Prep students but, for good order and safety, no student is to be in any area of the school without staff supervision. The only exception to this rule is the Commons, where students can informally gather when the building is open. A student should never be in the gym, intramural center, theatre, classrooms, library, computer center, etc., unless there is faculty supervision.

No student is ever permitted to leave the Prep building and grounds at any time during the school day without the explicit permission of the President, Principal, Assistant Principal for Academics and Student Life, Dean of Students, or Assistant Dean of Students. Students leaving without permission are considered truant and are dealt with accordingly. If permission is granted, the student must sign out in the Attendance Office. Seniors may use the university facilities as permitted by the Dean of Students.

The Prep building is open from 6:30 am on school days. ID cards give students access to the building starting at 6:30 am. Students should not be above the first floor until after 7:30 am. The building is closed on non school days except when permission is granted for special student activities. Such non-school day use must always be under the direction of and supervised by a faculty moderator or coach. The Prep building is closed to students in the evening, except when special activities under the direction of and supervised by moderators are scheduled.
No Prep student should let anyone into the building through any entrance at any time, whether the front entrance or the two entrances in the Hall of Honor. All visitors to the Prep must check in with the receptionist in the lobby and obtain a visitor’s pass.

No Prep student may ever invite a visitor to enter the building during the school day without obtaining permission from the President, Principal, Assistant Principal for Academics and Student Life, Dean of Students, or Director of Admissions.

Students may also use Fordham University parking garage following the procedures of Fordham University.

Parking on the Prep grounds is restricted to members of the faculty and staff, with a certain number of places allotted to visitors. To minimize traffic on the university campus, vehicles are not permitted to enter the campus unless they have a Prep sticker. Students should be dropped off at the Southern Boulevard entrance to the Prep or at the main entrance of the campus. **Due to safety regulations, drivers are never permitted to double-park on Southern Boulevard.** If a student is disabled, please ask the Dean of Students for a temporary pass for the car to enter the campus. Parents who are visiting the Prep should inform university security, and they are permitted to park in the Prep lot. Parents should not abuse this privilege by dropping their sons off in the morning or picking them up at dismissal time in the Prep lot. Students may enter the Prep grounds on foot through any of the entrances to the university campus. They must produce ID cards if requested.

### B. Commons

The Commons is the social center of the school. It is used for dining, meetings, and social activities. It has been designed as a central area where students can come together – with each other or with faculty members on an informal basis.

**Food Services** operate during the following hours:
- 7:30 am to 9:15 am
- 10:10 am to 3 pm

In between, service, snacks, and beverages are available.
The kitchen facilities are exclusively restricted to the personnel of the food services. No student is permitted in the kitchen facilities without permission of the kitchen staff or a faculty moderator.

Students follow the arrangements for the purchasing of food during lunch hours or other crowded times which are explained by the Dean of Students at the beginning of the year. Order and courtesy in maintaining the approach lines to the counters are expected of all students. Trays are required for all students during lunch periods. All disposable refuse is to be placed in the receptacles provided. Empty cans should be placed in the recycling bins.

- Students may not have food delivered from an outside vendor.
- Students may not bring food above the first floor or outside the building without permission.
- Students are not permitted to sell any food or outside beverage unless participating in an approved Prep fundraising activity.
- Students at each table are responsible to leave the table and surrounding area clean. Proctors assign one student at each table to supervise clean-up and wipe down the table before leaving.

C. Lobby

The lobby is intended to be an inviting and welcoming space for guests, where the history and traditions of Fordham Prep are on display. Students are invited to sit for quiet conversation in the lobby and should be respectful of the space and our guests. No food or drink are permitted at any time. Students should sit one person to a chair, and never sit on the floor. The seating area furthest from the Administrative Center is reserved for guests at all times. Students should give up their seat to any additional guests in waiting, whether that is a Prep parent, alumnus, or prospective applicant/family. Other areas of the lobby may be designated for reserved seating at different times of the year (e.g., Ram for a Day).
D. Use of Field and Parking Lot

Students are not allowed to park in the Prep lot on school days at any time. Violators are subject to having their car booted or towed. During a student's lunch period, no food or drinks can be consumed outside the Commons. The Prep parking lot, the courtyard on the side of the Theatre, and the backfield may not be used for athletic activities unless there is adult supervision present. This prohibits schmolly, Frisbee, and all sorts of rough play. Violators are subject to disciplinary sanctions. Students may use these facilities for socializing. Vehicles in the parking area are not to be used as benches or leaning posts.

E. Chapel and Daily Mass

The chapel on the third floor of the Prep building is open at all times for private prayer and meditation, as well as for liturgical services for small groups. Such services may be scheduled through the Ministry Office. Daily Mass is offered at 7:55 am each morning. As students pass the chapel area, they are asked to minimize noise so as not to interfere with the use of the chapel.

F. Group Study Area

The group study area on the third floor of the Prep building is open every school day from 8 am to 4 pm. All students are invited to use the space for both individual and collaborative academic work and study. Students should follow the directions of the technology staff and/or faculty proctors when using an available room. Cell phones are not permitted to be used. No food and drink are allowed in the group study area at any time.

G. The Administrative Center

The Administrative Center includes the following: the offices of the President, Principal, Assistant Principal for Academics and Student Life, Assistant Principal for Professional Development and Supervision, Director of Admissions, Registrar, Administrative Coordinator, Vice President for Engagement, Development and Communications, the Chief Financial Officer, their support staff, the Business Office, and the Receptionist.
Students are welcome to visit administrators, but should see the assistant to the administrator before entering his/her office. This center is open every school day from 8 am to 4 pm.

**H. Departmental Centers**

The Prep building is organized so that there is a center for some departments. These centers are designed for teaching and for areas of quiet study and learning. Therefore, it is essential that good order and quiet be preserved there.

**I. The Faculty/Staff Room and Patio**

The faculty/staff room and patio are reserved exclusively for the faculty/staff. Students are never permitted in the faculty/staff room. Students are not allowed to place materials in, or remove materials from, faculty mailboxes. Students who wish to have materials placed into a faculty member’s mailbox must request the assistance of any faculty/staff member who is present.

**J. Locker Rooms**

There are four types of lockers in the Prep building.

1. **Day Lockers**
   These lockers are found in the corridors of the building and can be used from 7:30 am to 4:30 pm. Each student has a locker assigned to him by the Dean of Students. Students may not appropriate vacant lockers for their own use.

   **Note:** Only school assigned locks may be used on any Prep locker.

2. **Physical Education Lockers**
   These lockers are found on the gymnasium floor level. Students may never be in these locker rooms unless dressing for Physical Education classes, or for intramural athletics in the hours permitted for these activities. All locks must be removed at the end of the day.

3. **Team Lockers**
   These locker rooms are found on the first floor and on the
gymnasium level. These may be used only by members of the interscholastic teams of the school as assigned by their coaches. Athletes must use a Prep lock on these lockers at all times. Only coaches may open and close these locker rooms. These locker rooms are closed during the school day.

4. Faculty/Staff Locker Room
These lockers rooms are found adjacent to the gymnasium and are to be used by faculty and staff members only.

K. Gymnasium

The gymnasium is used for Physical Education classes, interscholastic team practices, home basketball games, and wrestling matches.

The emergency exit in the center of the west wall is to be used only in case of an emergency.

L. Intramural Center and Fitness Center

The Intramural Center is a facility where intramural athletics take place after school. The Intramural Center also holds a fitness center which is available to students. Students must have supervision.

M. Theatre

The Leonard Theatre is the location for the presentation of dramatic productions, guest lecturers, school assemblies, special class presentations, etc. Students are not permitted without adult supervision.

N. Ministry Center

The Ministry Center is located off the Commons. Students should follow the guidelines determined by the Ministry Team.

O. Nurse’s Office

The nurse’s office is located on the first floor of the Prep building. Students must obtain a pass from the nurse before returning to class.
P. Bookstore

The Prep Shoppe, the Prep's bookstore, is located in the first floor Lynch Commons. Basic school supplies, as well as Prep clothing and memorabilia, are available for purchase. Thanks to parent volunteers, the Shoppe is open each class day from 10 am to 1 pm, as well as for some special events, and is available online in the Campus Life section of the Prep's website at www.fordhamprep.org.

Q. Elevators

The elevators are restricted to the use of the faculty and staff. Students who are handicapped or injured may use the elevators upon application to the Dean of Students. Students using the elevators without permission are subject to disciplinary sanctions.

R. Restricted Areas

No student is ever permitted, for any reason, to be on the roof or in the central storage area located on the level between the first floor and the gym floor without the supervision of a faculty member, moderator, or coach. Unauthorized use of the theatre is likewise prohibited.
Appendix A: Library Regulations

1. Students may work alone in silence on class assignments, projects, etc., in the library. On occasion the librarian may give students permission to use the Guidance Room or the Library Seminar Room.

2. Books may be signed out for a four week loan period. Because of this very liberal loan period renewals are not normally permitted. A student must present his ID card when borrowing a book. A fine of five cents per day is charged for overdue books. When a student signs out a book, he, and he alone, is responsible for its return in good condition. It is unwise, therefore, for a student to loan library books to others.

3. Reserve and reference books and magazines may not be removed from the Library.

4. Materials on special reserve, which are on loan overnight, must be returned by the end of first period the next morning. This restriction is necessary because there is a limited supply of sources, and they must be available to the class.

5. All books and magazines should be returned to their proper places on the shelves and racks when finished.

6. The library is open every school day from 7:30 am to 4:30 pm.

7. Cell phones are not permitted to be used in the library at any time.

8. No food or drink are allowed in the library at any time.
Appendix B: Counseling Department

Care of the individual is a hallmark of Jesuit education. In this spirit, Fordham Prep's Counseling Program is an integral part of the overall educational program. The program is delivered by masters-level counselors with diverse backgrounds in mental health, education, college admissions, and substance abuse treatment and prevention. In addition, the department includes a school psychologist and social worker who work directly with students and their families to provide additional support and services. The Counseling Department is structured into two distinct programs: School Counseling and College Counseling.

School Counseling: The majority of our counselors’ time is spent providing direct services to students, ensuring that all students benefit from the comprehensive program, not just a few. Furthermore, each student works with the same school counselor over the course of his four years at Fordham Prep. Group Guidance, the core component of the program, is a scheduled class that meets regularly in small groups throughout a student's four years. At every grade level the curriculum is structured, developmental and preventative, allowing the counselors to address the students' various needs. In addition, counselors meet with students individually to address important issues, including, academic progress and performance, educational and career goals, and personal and social experiences.

Other counseling services include multi-session support groups and special programs for students and parents on a variety of relevant topics. Additional services include family consultations, crisis intervention and referrals to outside providers. Counselors and the school clinicians may screen students whose behavior elicits concerns. All members of the Counseling Department strive to collaborate with students’ parents/guardians on any concerns within the context of the confidential relationship between the counselors/clinicians and students.

College Counseling: The College Counseling Program at Fordham Prep is designed to help students and their families navigate the intricacies of the college search and college application processes. Each student at the Prep is aided in his growth by the caring guidance of his college counselor, and the school's goal is to find a post-secondary
opportunity that is an appropriate match for each senior. In junior year, every student is assigned a college counselor for junior and senior year, alongside his current school counselor.

By junior year, students are inevitably beginning to focus on their college aspirations, and guidance classes devote a significant amount of class time to the search process. Students are introduced to print and Internet resources to research colleges and are encouraged to explore options throughout the country. In senior year, college counselors conduct a thorough review of application policies and procedures as well as work closely with each student to craft a list of appropriate colleges that meets his particular academic and co-curricular needs.

Each fall Fordham Prep welcomes more than 100 admission representatives from colleges and universities across the country to conduct information sessions during the school day. A number of colleges also interview Prep students planning to apply to their schools.

Mrs. Maureen Martinez
Director of School Counseling
martinma@fordhamprep.org

Ms. Maura Brennan
Director of College Counseling
brennam@fordhamprep.org
Appendix C: Referral for Mental Health Evaluation

Fordham Prep School’s Guidelines for Parents/Guardians
Fordham Preparatory School takes all indications of significant mental health concerns very seriously. Based on the concerns of the School Psychologist, Social Worker, and/or School Counselors, we may refer your son for evaluation by a psychiatrist, if needed. In these circumstances, an evaluation must occur prior to his return to academic classes and participation in sports, activities, or any Fordham Prep event. At the time of the evaluation, a consent to release and exchange information must be signed by the parent to ensure proper communication between the evaluator and our clinicians/School Counselors.

Below are the steps parents should follow to determine the most appropriate level of support for their son, and to ensure a safe and effective re-entry to Fordham Prep.

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 or student (18 years or older) must sign a consent to release information allowing the psychiatrist to share the recommended treatment plan with the school’s clinician and to coordinate re-entry to school. A clearance letter from the psychiatrist must also be presented on the day of re-entry to allow the student to resume participation in classes, sports, activities and events.

3. If the evaluation and recommended treatment plan results indicate an immediate return to Fordham Prep, please refer to #5 below.

4. If the assessment indicates a recommended absence from Fordham Prep, parents should contact a school clinician to communicate the preliminary treatment plan as outlined by
the psychiatrist and clinical staff. Fordham Prep’s clinician and/or the Assistant Principal for Academics and Student Life communicate and collaborate with the treatment facility to address a student’s therapeutic and academic needs. In addition, they will coordinate the provision of necessary information to the student’s extended absence team (i.e., Dean’s Office, teachers, school counselor, school nurse) in a sensitive and confidential manner.

5. Re-entry to Fordham Prep’s academic and co-curricular activities always requires the following in a written statement from the evaluating psychiatrist:

- evaluation Date and Outcome/Diagnosis;
- 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;
- therapeutic recommendations, treatment plan, discharge summary, date of follow-up appointment;
- medication(s) that were initiated and/or prescribed and any related side-effects that may impact the student’s functioning;
- medication orders and parental consent if medication should be administered during school hours.

Once discharge date is given, the school’s clinician will schedule a re-entry meeting.

This meeting occurs at 8 am on the day the student returns to school or school-related activities. Meeting attendees include the student, parent(s)/guardian(s), Principal, Assistant Principal for Academics and Student Life, school clinician and school counselor.

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 Fordham Prep. At the conclusion of this meeting, the student will be authorized to return to classes and participate in sports, activities and event as deemed appropriate.

A collaborative plan is developed to ensure that the student is supported while making up any academic work missed during his absence. Please
note that the student’s safety and wellness are our primary concerns. While we want him to return to Fordham Prep as soon as possible, the steps outlined above must be completed prior to his participation in any aspects of the school community. Parents should not hesitate to contact the school’s clinician with any questions or concerns.

**National Suicide Prevention Lifeline**
(24 hrs./7 days): 1-800-273-TALK or www.suicidepreventionlifeline.org

**Contact for Fordham Prep Clinicians**

**Jennifer Kelly, PsyD**
School Psychologist
kellyj@fordhamprep.org

**Robert Degen, LCSW**
School Social Worker
degenr@fordhamprep.org

**Ted McCourtney, LMSW**
Counselor, Archdiocese of New York Drug Abuse Prevention Program (ADAPP)
mccourtneyt@fordhamprep.org
Appendix D: Policy on Suicide Prevention

Fordham Preparatory 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.

1. Students will learn about recognizing and responding to warning signs of suicide in self and friends, using coping skills and support systems, and seeking help for themselves and friends. This will occur via the counseling program.

2. Fordham Prep’s designated suicide prevention specialists include all school counselors, social worker and psychologist. All serve as a point of contact for the students in crisis and to refer students to appropriated resources. All counselors are all accredited school suicide prevention specialists through the American Association of Suicidology.

3. When a student is identified as being at risk, they are assessed by a school employed mental health professional who works with the student and parents to help connect them to appropriate local resources.

4. Students have access to national resources which they can contact for additional support, such as:

   National Suicide Prevention Lifeline
   (24 hrs./7 days): 1-800-273-TALK or www.suicidepreventionlifeline.org

   The Trevor Lifeline-1-888-488-7386
   www.thetrevorproject.org

5. All students are expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any faculty/staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
Appendix E: List of Community Mental Health Resources

Fordham Prep has compiled this list through professional contacts and recommendations from Fordham Prep families. Fordham Prep does not endorse any resource over another, nor can it ascertain which individual or facility would be best suited for your son.

In addition to considering the details of your insurance coverage, please research the clinician and/or facility in order to assess the one that would best fit your family’s needs. For specific referrals on grief/bereavement, neurological testing, and/or LGBTQ counseling, see below or reach out to the school social worker or school psychologist at 718-367-7500.

Clinicians in Private Practice
** = has a second office in another location
(I) = known to take insurance

Westchester County

Manny Aluma, PhD**
914-772-2709
Ardsley and Grand Central

Robert Degen, JD, LCSW
(not for current students)
914-835-4384
Mamaroneck, NY

Lauren Eskenazi, LCSW, CASAC
914-999-4720
Harrison, NY
(specializes in substance abuse)

Robert J. Feiguine, PsyD**
212-579-0036
Chappaqua and Manhattan
Michael Iorio, LCSW
914-693-2202
Dobbs Ferry, NY

Kathryn Kehoe-Biggs, LCSW, PhD
914-420-9173
Pelham, NY

Jennifer Kelly, PsyD**
(not for current students)
646-775-8276
Bronxville and Manhattan

Jennifer Klein, PhD
The Counseling Center
914-793-3388
Bronxville, NY

Donald Nathanson, LCSW
914-458-2564
Harrison, NY
(specializes in Dialectical Behavior Therapy)

Barbara Meehan, PhD
914-401-0215
Mt. Kisko, NY
www.hillsidepsych.com

**Manhattan**

Matthew Goldfine, PhD
201-503-5590
Upper West Side

Gerardo “Gerry” Fontan, PhD – (I)
347-541-5256
Union Square
(Fordham Prep alumnus and former FP counselor;
Spanish-speaking)
Outpatient Mental Health Clinics

**Bronx**

**Astor Counseling Center**
718-732-7080  
750 Tilden Street  
Bronx, NY 10467

**Child Annex at Montefiore Hospital**
718-696-3036  
340 Bainbridge Avenue  
Bronx, NY 10467

**Jewish Board of Family & Child Services**
718-601-2280  
521 West 239th Street  
Bronx, NY 10463

**Westchester County**

**Andrus**
914-965-1109  
Yonkers, NY  
(other locations in White Plains and Peekskill)

**Family Services of Westchester**
www.fsw.org  
(various locations)

**St. Vincent’s Hospital, Outpatient**
914-925-5320  
275 North Street  
Harrison, NY 10528

**Westchester Anxiety Treatment Psychological Services, PC**
914-358-1330  
34 South Broadway, Suite 104  
White Plains, NY 10601
WJCS Hartsdale Family Mental Health Center
914-949-7699
141 North Central Avenue
Hartsdale, NY 10530

**Manhattan**

**Community for Progressive Dominicans**
212-781-5500
Upper Manhattan

**Columbia University Department of Psychiatry, Outpatient Clinic**
212-305-5500
Upper Manhattan

**Jewish Board of Family & Child Services**
212-582-9100
(multiple locations & multilingual clinicians)

**New York Presbyterian Anxiety Center**
212-305-9154
Upper Manhattan

**Metropolitan Center for Mental Health**
212-362-8755
Upper Manhattan and Upper West Side

**Paul Rinaldi, PhD**
917-797-0780
Grand Central

**LGBTQ+ Supports**

**PFLAG**
www.pflag.org
(support for the LGBTQ+ community and its extended family of parents, friends, and allies; locations throughout the tri-state area)
Westchester County

Center Lane – LGBTQ Adolescents
914-358-1006
34 South Broadway, Suite 214
White Plains, NY 10601
Hours: Tues, Wed, Thurs 3-7 pm

914-423-0610
20 South Broadway, Suite 420
Yonkers, NY 10701
Hours: Mon 3-8 pm; Fri 5:30-9:30 pm

Manhattan

The Center
212-620-7310
208 W. 13th Street
New York, NY 10011

Connecticut

Triangle Community Center
www.ctpridecenter.org
Appendix F: Student Government

In keeping with the philosophy of the Prep, Student Government exists to create a positive atmosphere for learning, growth and appreciation, and to encourage service to all members of the school. Student Government represents and implements the opinions, ideas and needs of the student body. Drawing upon its own initiative and integrity, the Student Government endeavors to fulfill its responsibility to promote unity within the school, including, solidarity between the student body and the teaching and administrative faculty. Student Government encourages each individual to participate in a mature and democratic manner in all phases of Prep life.

The Student Government consists of a three part body composed of the Executive Branch, the Class Officers, and the Class Board/Mentor Group Representatives.

The Executive Branch consists of six officers who are seniors, elected as a slate by the entire student body for a term of one year. These officers are the President, Vice President, Secretary, Treasurer, Activity Coordinator, and Publicist of Student Government. The Executive Branch is responsible for the coordination, organization and supervision of all student government activities. The Executive Branch supervises committees which implement the projects of Student Government.

Each class freshman, sophomore, junior, and senior elect a Class President, Vice President, Secretary and Publicist. In addition, each class has a faculty advisor of its own. Class officers should meet regularly with the Class Board/Mentor Group Representatives of their year and with the executive officers. Class officers should coordinate activities which are exclusively connected with their year, such as class nights, class trips, etc.

The Class Board/Mentor Group Representatives represent to the Executive Branch and to the class officers the opinions, needs and ideas of the students in each mentor group. The Mentor Group Representatives act as a means of communication between the Executive Branch and the mentor group. The Mentor Group Representatives meet by class once a week and are selected by their individual mentor groups.
Appendix G: Computer Services Acceptable Use Policy

Introduction
The Internet Acceptable Use Policy governs the conduct and responsibilities of each student while they are at school and/or utilizing school computer facilities, codes or sites. It is the expectation of Fordham Prep, however, that student behavior when using the Internet is exemplary both on and off school grounds. A Prep student always represents his school and the school community. Accordingly, students are subject to disciplinary action by Fordham Prep for acts such as, but not limited to, harassment or any other type of threatening, sexual or otherwise inappropriate communication that is conveyed via the internet (or other technological medium or device) regardless of the time of day or the student's location. Such misconduct could result in any number of punishments, including, the possibility of suspension or expulsion. Additionally, any student who is found to have authored or contributed to a website or blog that is of a nature which is threatening, profane, obscene, sexual, illegal or contrary to the mission of the Prep, is subject to disciplinary action.

Student Internet Access
Fordham Preparatory School's computer network serves a limited educational purpose. Acceptable use of the network is limited to activities directly related to classroom assignments, school-sponsored co-curricular activities, career development, and/or personal communication with teachers, friends, family, and professional educational resources. You may not use the network for entertainment or commercial purposes. Fordham Prep reserves the right to place reasonable restrictions on the material you access or post through the system. All rules in the Fordham Prep Student Handbook apply to use of the network. Students at Fordham Prep may use the internet to engage in school-related research only. Limited, responsible use of e-mail for personal communications with parents and peers is acceptable.

Unacceptable Uses
The following uses of Fordham Prep's network are considered unacceptable.
1. **Illegal Activities:** You will not attempt to gain unauthorized access to the school network or any other computer system. This includes attempting to log in through another person’s account or accessing another person’s files. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. You will not use Fordham’s network to engage in any other illegal act, including, but not limited to: arranging for the sale or purchase of alcohol or drugs, transmission of trade secrets/classified government information, and/or violation of copyright laws.

2. **System Security:** You are responsible for your individual account and must take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.

3. **Inappropriate Language:** Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages. You will not use racist, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause damage or a danger of disruption. You will not engage in personal attacks, including, prejudicial or discriminatory attacks. You will not harass another person. If you are told by a person to stop sending the messages, you must stop.

4. **Respecting Resource Limits:** You will use the network only for educational and career development activities and personal communication with peers and family members. You will not post chain letters send/forward unsolicited bulk e-mail messages (spam). You will not install software or otherwise modify the operating environment of the network.

5. **Plagiarism:** You will not plagiarize works that you find on the Internet. You are responsible for following the Prep’s policy on Academic Dishonesty as outlined in the Student Handbook. You must cite any ideas and/or text taken from works found on the Internet.
6. Copyright: You will respect the rights of copyright owners. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. Duplication of copyrighted computer software (piracy) is not allowed.

7. Inappropriate Access to Material: You will not use the Fordham network or personal cellular network to access material that is designated for adults only or is profane or obscene (e.g., pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature).

Disciplinary Actions
Fordham Prep’s network is a limited forum, similar to the school newspaper, and therefore the school may restrict your speech for valid educational reasons.

You should expect only limited privacy in the contents of your personal files, e-mail, and record of web research activities on the network. Routine maintenance and monitoring of the Fordham network may lead to discovery that you have violated this Policy, the Fordham Prep disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the Fordham Prep disciplinary code, or the law. Network and school administrators reserve the right to access, inspect, and delete the contents of student e-mail and files which they deem counterproductive to the goals of the school and the efficient functioning of the network.

Immediate notification will be made to the parent or guardian of any infraction of this Acceptable Use Policy. The final determination of what constitutes a violation of this policy is the responsibility of the Fordham Prep Administration and the Director of Technology. Depending on the severity of the infraction, any of the following consequences may be imposed:

- loss of network use for a determined period of time;
- permanent revocation of access privileges;
- conference with parent;
- school disciplinary action according to the Student & Parent Handbook and posted rules.
Limitation of Liability

Fordham Preparatory School makes no guarantee that the functions or the services provided by or through the network are error-free or without defect. Though access to inappropriate material via the Fordham network is actively discouraged, it is impossible to control access to a global network; therefore, Fordham will not be held responsible for a student’s misuse of access privileges or exposure to inappropriate material. The school is not responsible for financial obligations arising through the unauthorized use of the system. A student’s parents can be held financially responsible for any harm to the network as a result of intentional misuse or negligence.

This document is subject to change. It is the student’s responsibility to remain aware of the regulations contained herein.
Appendix H: Computer Services Individual Account Application

Please read the Computer Services Acceptable Use Policy. Please print all information except required signatures.

☐ Freshman  ☐ Sophomore  ☐ Junior  ☐ Senior

First Name: _____________________________________________

Last Name: _____________________________________________

Home Phone: _______ - _______ - ________________________

Mentor: ________________________________________________

I understand and will abide by the Computer Services Acceptable Use Policy. I further understand that violation of the terms and conditions above is unethical. I also understand that activity on my account may be periodically monitored by certified staff. Should I commit any violation, my individual access privileges may be revoked and school disciplinary action may be taken.

User Signature: ________________________________________

Date: ________________

As the parent or guardian of this student, I have read the Computer Services Acceptable Use Policy and discussed it with my son. I understand that this access is designed for educational purposes and Fordham Prep has taken reasonable precautions to eliminate inappropriate material.

I understand that Fordham Prep will, to the extent possible, control access to network news sources, chat groups, and electronic bulletin boards that are considered inappropriate. However, I also recognize
that it is impossible for Fordham Prep to restrict access to all inappropriate materials and I will not hold the school responsible for materials acquired on the network. I further understand that my son’s privileges may be restricted or suspended for failure to adhere to the terms and conditions set forth above and that I will be held financially accountable for any negligent misuse by my son of the computer equipment which results in damage to said equipment. I am aware that my son may, without signing this agreement, be given limited access to specific resources available on the Internet within a supervised classroom environment. I hereby give my permission to issue an account for my son and certify that the information contained on this form is correct.

Parent Signature: ________________________________

Date: _______________
Appendix I: Points and Jug

Points and jug are assigned by the Dean of Students for violations such as:

- Cutting class or school
- Disrespect
- General misbehavior
- Improper class behavior
- Improper dress or decorum
- Improper language or gesture
- Infractions of school rules
- Lateness to school and/or class
- Vulgarity

Points and jug may also be assigned for more serious infractions. There is no sanction for the first four points. If a student cuts jug twice, he is immediately placed on disciplinary probation. If a student accumulates four cut jugs, he is immediately suspended.

Cumulative penalties for points in one academic year are as follows:
- 5 points = 1 jug
- 10 points = 2 jugs
- 15 points = 3 jugs
- 20 points = 4 jugs and a warning letter

Cumulative penalties for jugs in one academic year are as follows:
- 10 jugs = Letter home
- 15 jugs = Disciplinary probation
- 20 jugs = Exclusion/Suspension
- 25 jugs = Withdrawal from school

Students entering the school year on Disciplinary Notice/Probation are subject to exclusion or suspension at 15 jugs, and withdrawal at 20 jugs.
Appendix J: Student Harassment Policy and Procedures

Norms of Student Behavior

The Administration and Faculty of Fordham Preparatory School have a definite respect for each individual student, as well as a keen awareness of the needs of the social and academic community within which these same students must function. Norms of student behavior are intended to provide in the school as a whole, and in the individual classrooms, the good order indispensable for the serious pursuit of academic excellence and for the high moral tone expected at Fordham Preparatory School.

These norms or procedures are intended to assist in achieving the delicate and necessary balance between freedom and restraint. As such, observance of these norms puts demands on the students’ self-control and growth towards maturity; clearly, these are two of the greatest character benefits a student may hope to derive from his high school education. The registration of a student at Fordham Preparatory School is an expressed agreement on his part and the part of his parents or guardian to observe these procedural norms. The school reserves the right to review unsatisfactory behavior with a view to suspension, probation, or dismissal, should any of these be justified. The knowledge and observance of these norms is expected of every student enrolled at Fordham Preparatory School.

Harassment Policy

Fordham Prep is committed to providing a learning environment that is free from harassment in any form. Harassment of any member of the Fordham community by a student is unacceptable and will not be tolerated. The school treats all allegations of harassment seriously and reviews and investigates such allegations in a prompt, confidential, and thorough manner.

A charge of harassment does not, in and of itself, create the presumption of wrongdoing. However, behaviors by a student
toward any person, student or adult, interpreted as acts of harassment found to be substantiated will result in disciplinary action, up to and, including, dismissal from school.

Harassment occurs when an individual is subjected to unwelcome, hostile, or intimidating treatment or when the environment is hostile or intimidation, regardless of any specific action taking place. The nature of the harassing behavior may be due to, but not limited to, the individual's race, creed, color, national origin, physical disability, gender, or sexual orientation. Typical harassing behaviors may include, but are not limited to, any and/or all of the following.

**Verbal Harassment:** Offensive, belittling or demeaning comments or jokes; threatening words spoken to another person; any distasteful remarks, including, sexually explicit comments or jokes which may be overheard by others.

**Physical Harassment:** Unwelcome touching or physical contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal work or movement.

**Visual Harassment:** Offensive, derogatory, demeaning or inflammatory posters, cartoons, written words, drawings or gestures.

**Sexual Harassment:** Behaviors exhibited by any student include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

It is the responsibility of **everyone** in the Fordham Preparatory School community to:

1. communicate this policy to students and parents and to enforce the tenants of the policy to ensure compliance among the community;

2. remain watchful for conditions that may create or lead to hostile or offensive school or workplace environment;

3. establish practices designed to create a school environment free from discrimination, intimidation, or harassment, including, sexual harassment.
It is the **student's** responsibility to:

1. establish practices designed to create a school or workplace environment free from discrimination, intimidation, or harassment, including, sexual harassment;

2. conduct himself in a manner that contributes to a positive and respectful school environment;

3. avoid any activity toward other students and adults that may be considered discriminatory, intimidating, or harassing, including, sexual harassment;

4. consider immediately informing anyone harassing him that the behavior is offensive and unwelcome;

5. report all incidents of discrimination and/or harassment to the Principal or Dean of Students or to someone who will report it to the Principal or the Dean of Students;

6. if the student is informed that he is perceived as engaging in discriminatory, intimidating, harassing, or unwelcome conduct, to discontinue that conduct immediately.

Any student found to have made false or frivolous charges will also be subject to disciplinary action, up to and, including, dismissal.

**Complaint Procedures:** The following procedures must be followed in the event of a claim of harassment.

1. The person may first choose to tell the individual causing the harassment that the conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the person should report the harassment immediately to the Principal, Dean of Students or to someone who will report it to the Principal or the Dean of Students.

2. The person alleging harassment may be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality
will be maintained as much as possible.

3. The investigation may include discussions with all parties involved as well as any witnesses that may have observed the behavior or been affected by the environment.

4. If appropriated, the alleged harasser may be placed on suspension during the course of the investigation.

5. Once the facts of the case have been gathered, the Principal, after consultation with other administrators, decides what, if any, disciplinary action is warranted. The disciplinary action will relate appropriately to the nature, context, and seriousness of the harassment and may include all disciplinary actions up to and, including, immediate student expulsion.

6. If the complaint is against the parent, volunteer, or vendor, the school will take appropriate steps, within its power, to investigate and eliminate the problem.
Appendix K: Student/Minor Release Consent

Publications, Video, Internet Consent and Release Agreement
Students/minors associated with Fordham Preparatory School are occasionally asked to be a part of school publicity, publications and/or public relations activities. In order to guarantee student privacy and ensure you agreement for your student to participate, Fordham Preparatory School asks that you give your consent.

The process referenced below indicates approval for the student’s name, photo, art, written work, voice, verbal statements, or portraits (video or still) to appear in school publicity or school publications, videos, or on the website. For example, photos and articles about school activities may appear in local newspapers or district publications. These photos and articles may or may not personally identify the student. The photos and/or videos may be used by the school in subsequent years.

Agreement
The student and parent/guardian consent and releases Fordham Preparatory School to use the student’s name, photo, art, written work, voice, verbal statements, or portraits (video or still) to appear in school publicity or school publications, videos or on the website.

Fordham Preparatory School agrees that the student’s name, photo, art, written work, voice, verbal statements, or portraits (video or still) shall only be used for public relations, public information, school promotion, publicity, and instruction.

With respect to publication in school webpages, Fordham Preparatory School further agrees that:

Children aged 13-17 will not be identified by personal details other than first and last name. These details include e-mail or postal addresses, telephone, or fax numbers.

For any photo or student that is published on any school website, only the first name or first name and last initial of the students shown in those pictures are included with the image or in accompanying text.
Where text or a page is not associated with an accompanying image, **first and last names** of students may be used. No signed waiver is required prior to publishing in these cases.

**Fordham Preparatory School will immediately comply with any request by a parent/guardian for the removal of specific photographs featuring their child or references to their child's name.**

No other personal information about a student or minor is allowed, including, e-mail address, phone number, or home address.

The student and parent/guardian understand and agree that:
- no monetary consideration shall be paid;
- consent and release have been given without coercion or duress;
- this agreement is binding upon heirs and/or future legal representatives;
- the photo, video, or student statements may be used in subsequent years.

If you do not give your consent for Fordham Preparatory School to use your son's name, photo, art, written work, voice, verbal statements, or portraits (video or still) to appear in school publicity or school publications, videos or on the website, please contact the Prep’s Communications Manager.

*Please note that the Fordham Prep yearbook is not subject to the above restrictions and consent option.*

*Fordham Preparatory School has no control of media use of pictures/statements which are taken without permission.*
Appendix L: Child Protection and Boundaries Policy

The following information on mandatory reporting and child protection policies is included in this appendix to inform parents/guardians and students of the policies in place as contained in the 2019-2020 Faculty and Staff Handbook (Section II. D, E, F). They are provided here to facilitate open communication on these important matters for the safety of all in our community.

Should any student, parent or caregiver have any concerns about a situation and the boundaries as noted below, they should immediately contact Fordham Prep's Principal or President at 718-367-7500. If the concern is about the Principal or President, they should immediately the Chair of the Fordham Prep Governance Committee via email at considinemg@gmail.com.

D. SAFETY OF STUDENTS

Mandatory Reporting to the New York State Hotline

Under Section 413 of the New York State Social Services Law, all school officials, including, but not limited to, administrators, faculty, counselors, coaches and health care professionals employed by Fordham Prep are “mandated reporters” and have an affirmative duty to report when they have “reasonable cause to suspect” that a student 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 school official’s attention in the course of his or her official or professional capacity.

“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 the personal duty of the person who has such reasonable cause and is not satisfied by telling a supervisor at Fordham Prep. Consulting with a Fordham Prep supervisor 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 student
“coming before them in their official or professional capacity” at any time or place. Thus, even if a Fordham Prep faculty/staff member learns of reportable abuse or maltreatment while on a retreat or a trip, or anywhere else outside of the school, a report must be made to the SCR.

Fordham Prep faculty/staff members are reminded that administrators are always available to discuss such situations, offer advice and support, and be present should a call to the SCR need to be made.

**Penalties for Failure to Report**
Failure to report a suspected case of child abuse or maltreatment perpetrated upon a student by a parent, legal guardian, or someone else legally responsible for the student’s 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 $1,000. In addition, it is a violation of Fordham Prep policy and is therefore an offense for which a faculty/staff member 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.

**Reminder: Required Reporting to Fordham Prep Administration**
In addition to the requirements of New York State law, as set out above, all Fordham Prep faculty/staff members have a duty to report immediately their suspicions of child abuse or maltreatment committed by anyone (not just a parent, guardian, or other person legally responsible for the student’s care) to the President or Principal. This internal report must be made regardless of whether a call has already been made to the State Hotline listed above.

**Reporting to State or Local Law Enforcement**
While recognizing that Fordham Prep is under no legal duty to do so, if the President or the Principal has reasonable cause to suspect that a Fordham Prep faculty/staff member, employee of a contracted service provider, or any other adult at Fordham Prep has committed a physical or sexual assault, as defined by the New York State Penal
Law, against a Fordham Prep student, the President or Principal will report this information to State or Local law enforcement authorities.

E. ESTABLISHING AND MAINTAINING BOUNDARIES WITH STUDENTS

Faculty/staff are expected to maintain appropriate professional boundaries with all members of the Fordham Prep community, especially our students. While no list can be all inclusive as to what constitutes appropriate professional boundaries, below are some guidelines in this regard. Additional boundaries for Electronic Communications with Students and other minors can be found in Section F.

Discussion of Students
The obligation of faculty/staff is to the academic, moral, religious, and personal growth of its students. All our demands, expectations, efforts, and care should be directed to this end. As an individual, each student has a right to his privacy and good reputation. All should, therefore, be vigilant that careless discussion of a student’s appearance, character or performance is avoided.

When discussion is in order, professionalism is expected at all times. Above all, discussions about his academic standing, disciplinary status, financial background, and so on should be limited to those with a clear need to know.

Other Boundaries
Time alone with Students: Fordham Prep faculty/staff should minimize time they spend alone with a student and should confine such time alone to professional, school-related purposes. Private meetings with students should occur with the door open. If the circumstances require the door to be closed because additional privacy is needed, the door should remain unlocked, and if there is a window in the door, it should never be covered. If such meetings must take place, it is recommended that the adult notify a supervisor or other appropriate colleague that the meeting is or has taken place. Being alone with a student-athlete is discouraged, especially when engaging in otherwise permitted physical contact, such as when teaching a skill, and a door should always be left open under these circumstances.
Transporting Students: Fordham Prep faculty/staff should not allow students to ride alone in the adults' personal, non-school owned cars. However, permissible exceptions would be if the faculty/staff member is driving a student in the adult’s capacity as a parent, not as a faculty/staff member (e.g., driving carpool to school or to a weekend sporting event); or the faculty/staff member is driving the student in another legitimate personal capacity (e.g., designated emergency contact for a family/student; relative of the student), or the student is being accompanied to an urgent medical appointment, and even in such instances, only with the permission from the student’s parents. Fordham Prep faculty/staff should never ride in students’ cars.

In addition, faculty/staff members should NOT:
• converse with students about their sexual lives except for an educational, health, or safety-related purpose;

• reveal details of their own sex lives or romantic relationships to students in any medium;

• reveal inappropriate details about their personal lives to students (for instance, revealing such things as the fact that they got "smashed" over the weekend);

• “hang out” with students alone outside of school or spend an inordinate amount of time “hanging out” with students alone, even inside the school, particularly with no educational purpose;

• have extended affectionate physical contact with a student. Any such contact should be limited to a quick hug, arm squeeze, or pat on the back. Patting of the buttocks with a hand even in an athletic context is prohibited. Furthermore, all faculty/staff should note that physical touching of a student, even in the most innocuous way, is prone to being misconstrued by a student. Note: If a student engages in repeated and/or prolonged physical contact with a faculty/staff member, the faculty/staff member should clearly and firmly discourage such behavior, and if the student persists, the faculty/staff member should involve a supervisor to assist him or her in handling the situation;
• be present at a student’s home without a student’s parent or guardian being home;

• invite students to the faculty/staff member’s home without approval from a department chairperson and even with approval, should never have only one student alone at their home. In addition, the school should require signed parental consent if a student is ever going to be allowed to go to a faculty/staff member’s home;

• be alone with a student in his room during an overnight trip or invite a student into the faculty/staff member’s sleeping room on any such trip;

• provide alcohol or drugs to a student, or permit one to drink or use drugs in their presence, except when part of religious observance (e.g., Holy Communion during Mass), or when medications have been prescribed.

**Overnight Trips:** Faculty/staff members should always keep in mind that they have a professional relationship with the students. The boundary of professionalism is maintained by how they conduct themselves with the students as well as what they wear. This is a matter of professionalism, and is specifically covered in Fordham Prep’s Faculty and Staff Handbook. Finally, with respect to appropriate attire, prior to accompanying students on trips, appropriate attire on the trip should be discussed with accompanying faculty/staff members. When the trip is over and everyone gets back to school, the faculty/staff need to command the same type of respect they had from the students as they had before they left. Professionalism must be maintained at all times.

Prior to going on overnight trips, appropriate attire should be discussed with the students as well as the faculty/staff chaperones. The students should be told that they should not walk around outside of their rooms in their underwear, boxer shorts, or otherwise, and this should not just be a rule when there are female faculty/staff on the trip. This rule will help enforce appropriate boundaries between faculty/staff members and students. Faculty/staff members chaperoning school trips should never
be alone with a student in students’ rooms; nor should students be alone in a chaperone’s room. Students should be awakened by a knock on the door. An exception to this is if a student is ill, or if chaperones believe a student is engaging in illegal or dangerous activity inside the room.

**Additional notes:** Otherwise unacceptable behavior does not become acceptable if it is done by a student to an adult. The faculty/staff member has the obligation to stop the conduct and counsel the student as to proper behavior. The faculty/staff member should also report any such incident to his/her supervisor, or the Principal or President.

Cultural customs, or the ordinary behavior of students towards their peers, do not give permission for otherwise inappropriate physical contact by faculty/staff members.

**F. FACEBOOK, TWITTER, INSTAGRAM, MYSPACE, SNAPCHAT AND OTHER SOCIAL NETWORKING SITES**

• Faculty/staff members should never give current students or parents of current students any access to their social networking sites.

• Faculty/staff members should be very careful about giving recent alumni access to their social networking sites. Many of our young alumni still have younger friends or relatives of high school age.

• Faculty/staff members should assume that anything viewed on a social networking site by a young alumnus will be shared with a current student.

• Social networking sites have been used by teachers in other schools for appropriate, academic communication with and among students.

• Faculty/staff members must NOT use their personal social networking sites for academic purposes with their students. Social networking sites may be set up for a particular academic exercise.
or class, but faculty should be particularly careful in doing so and should investigate as to whether other programs can more safely and appropriately be used to communicate with students.

• Faculty/staff members are encouraged to set their privacy settings as high as possible on any social networking page they have created so that students will not gain any unintended access to faculty member's private information.

• Faculty/staff members should realize that anything posted on the internet, even when access is limited to only certain viewers, is public speech or public domain in the eyes of the law and Fordham Prep.

• Faculty/staff members should never access a social networking site (or any other recreational or professional site) during class time. Faculty should use their computers for instructional purposes only during class time, even if students are fully occupied in another task.

Cell phones and other electronic communication devices:
• Faculty/staff members should NOT give their personal cell phone numbers to students except in cases in which a specific student needs to communicate with the faculty member outside of school for a school matter. For example, a coach or a teacher leading a trip might give students his/her cell phone number.

• Faculty/staff members should NEVER have social communication with students via cell phone, texting, email, twitter, or other forms of electronic communication. If it is absolutely necessary to text, for example in an emergency, or on a school trip, it should only be for a professional, school-related purpose and should be done in a group text, not a text to an individual student.

Email:
• Faculty/staff members should only communicate with students via their school faculty email account.

• Faculty/staff members should never share any personal email address with a student.
• Faculty/staff members should only read or answer student emails that come from a student’s school email account.

• Faculty/staff members should understand that the contents of their school email are not private. The school administration may view email communication of faculty and staff utilizing the school email at any time.

REQUIRED RESPONSE if a Fordham Prep Faculty/Staff member becomes aware that another adult working at the School has crossed a boundary guideline with a student:

Information that a boundary may have been crossed that comes to the attention of members of the Fordham Prep faculty/staff must be followed up upon whether that information comes to their attention as a result of a direct complaint made to them or is obtained in some other manner.

Often, boundaries are crossed inadvertently and require nothing more than a reminder to the offender to maintain such a boundary in the future. Other times, the crossing of a boundary is indicative of a more serious problem and indeed may indicate an inappropriate relationship. Thus, there is a need for Fordham Prep faculty/staff to always follow up upon hearing of the possible crossing of a boundary between a faculty/staff member and a student. The faculty/staff member should bring this information to the attention of the President or Principal who is then responsible for addressing it with the faculty/staff member who was thought to have crossed the boundary. If the President or Principal is the person suspected of having crossed the boundary, then the report should be made to the Board of Trustees.

These boundary guidelines are not applicable if the Fordham Prep faculty/staff member is the parent, guardian, or sibling of the student in question.

Finally, it should be acknowledged that there may be exceptional circumstances in which it would not be inappropriate to cross one of the boundary lines set out above. For example, such a situation can be imagined arising in a school counselor-student relationship.
A student might be particularly troubled about something and ask to speak to school counselor outside the school at some private location.

Should any Fordham Prep faculty/staff member, whether they be a teacher, coach, clergy, school counselor, or otherwise, ever feel that a situation has arisen that calls for or justifies deviation from the boundaries set out above, he or she must bring the situation to the attention of the President or Principal and obtain permission from him or her before deviating from these guidelines.
Appendix M: Handbook Acknowledgement Form (eCollect – PowerSchool)

Dear Parents/Guardians and Student(s):

Please review carefully the 2019-2020 Fordham Prep Student and Parent Handbook and sign the statement below through eCollect on PowerSchool. At least one parent/guardian and each student is asked to electronically sign an individual form. For families with multiple students at the Prep, you should complete one eCollect form for each student in his section of the Parent Portal.

Please print full name of student:

________________________________________________________________________

Student ID Number: ________________________________

I/we have received, read, and understood the entire contents of the 2019-2020 Fordham Prep Student and Parent Handbook, including, the school’s policy on alcohol and drugs, and agree to abide by the rules, regulations, and policies of Fordham Preparatory School. Further, it is my/our understanding that I/my son places at risk my/his attendance at Fordham Prep if I/he does not abide by the letter and spirit of the guidelines and policies.

_________________________ __________________________
Mother/Guardian Signature Date

_________________________ __________________________
Father/Guardian Signature Date

_________________________ __________________________
Student Signature Date
INDEX

Absence
  Procedure .......................................................... 39
  Excessive ............................................................ 41
  Teachers ............................................................. 42
Academics ............................................................ 17
  Awards ............................................................... 32
  Dismissal ........................................................... 34
  Honesty ............................................................... 35
    Penalties for Violating Academic Honesty ........... 37
  Materials, Abuse of .......................................... 37
  Probation ........................................................... 34
  Sanctions ............................................................ 33
Acceptable Use Policy, Computer Services .......... 94
Accommodation, SAT ........................................ 28
Accommodation, ACT ......................................... 30
ACT Guidelines .................................................. 30
Ad Amorem Retreat .......................................... 14
Administrative Center ......................................... 77
Advanced Placement Courses and Exams ........... 23
Alcohol ............................................................... 56
Appearance ......................................................... 52
Assignments
  Due Dates ........................................................ 22
  Homework ......................................................... 22
Athletes, Interscholastic ..................................... 43
Attendance Procedures ....................................... 39
Attendance, Class ............................................... 40
Awards, Academic ............................................. 32
Behavior, Student .............................................. 56
  At Athletic Events ............................................ 62
  Disruptive ......................................................... 65
  On and off Campus .......................................... 63
  On Transportation Services ......................... 65
  On Trips/Retreats ........................................... 63
Bookstore .......................................................... 80
Boundaries Policies .......................................... 107
Buildings and Grounds ...................................... 74
Bullying ............................................................. 66
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Ministry</td>
<td>13</td>
</tr>
<tr>
<td>Campus, Fordham University</td>
<td>54</td>
</tr>
<tr>
<td>Cell Phones</td>
<td>65, 113</td>
</tr>
<tr>
<td>Change of Course</td>
<td>25</td>
</tr>
<tr>
<td>Change of Student/Parent Information</td>
<td>51</td>
</tr>
<tr>
<td>Chapel</td>
<td>77</td>
</tr>
<tr>
<td>Cheating</td>
<td>36</td>
</tr>
<tr>
<td>Child Protection Boundaries and Policy</td>
<td>107</td>
</tr>
<tr>
<td>Christian Service Program</td>
<td>15</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>40</td>
</tr>
<tr>
<td>Closing of School</td>
<td>40</td>
</tr>
<tr>
<td>College Counseling</td>
<td>82</td>
</tr>
<tr>
<td>College Courses</td>
<td>25</td>
</tr>
<tr>
<td>College Visits (at Fordham Prep)</td>
<td>42</td>
</tr>
<tr>
<td>College Visits (away from Fordham Prep)</td>
<td>43</td>
</tr>
<tr>
<td>Commons</td>
<td>75</td>
</tr>
<tr>
<td>Computer Services</td>
<td>94, 98</td>
</tr>
<tr>
<td>Concussion Management Policy</td>
<td>46</td>
</tr>
<tr>
<td>Consequences for Violation of Drugs, Alcohol, Tobacco, and Hosting Parties</td>
<td>58</td>
</tr>
<tr>
<td>Consultation</td>
<td>22</td>
</tr>
<tr>
<td>Counseling Department</td>
<td>82</td>
</tr>
<tr>
<td>Course Change</td>
<td>25</td>
</tr>
<tr>
<td>Courses</td>
<td>17</td>
</tr>
<tr>
<td>Courtesy</td>
<td>64</td>
</tr>
<tr>
<td>Daily Announcements</td>
<td>40</td>
</tr>
<tr>
<td>Daily Mass</td>
<td>77</td>
</tr>
<tr>
<td>Deficiency Reports</td>
<td>20</td>
</tr>
<tr>
<td>Departmental Centers</td>
<td>78</td>
</tr>
<tr>
<td>Disabilities, Learning</td>
<td>27</td>
</tr>
<tr>
<td>Disciplinary Sanctions</td>
<td>71</td>
</tr>
<tr>
<td>Exclusion</td>
<td>72</td>
</tr>
<tr>
<td>Expulsion</td>
<td>73</td>
</tr>
<tr>
<td>Jug</td>
<td>71, 100</td>
</tr>
<tr>
<td>Notice</td>
<td>72</td>
</tr>
<tr>
<td>Points</td>
<td>71, 100</td>
</tr>
<tr>
<td>Probation</td>
<td>72</td>
</tr>
<tr>
<td>Saturday/Holiday Jug</td>
<td>71</td>
</tr>
<tr>
<td>Suspension</td>
<td>72</td>
</tr>
<tr>
<td>Warning</td>
<td>71</td>
</tr>
</tbody>
</table>
Parent Information, Change of ............................................................... 51
Parking Lot, Use of ............................................................................ 77
Parties ..................................................................................................... 56
Patio ........................................................................................................ 78
Philosophy ............................................................................................. 6
Physical Education ............................................................................... 44
Plagiarism ............................................................................................... 36
Points ................................................................. 71,100
Probation, Academic ................................................................. 34
Probation, Disciplinary ................................................................. 72
Procedures, School ........................................................................... 39
Protection Policy ................................................................................. 107
PSAT Guidelines .................................................................................. 28
Release Consent ................................................................................... 105
Religious Life ......................................................................................... 12
Remediation ............................................................................................ 33
Report Cards ........................................................................................... 20
Required Courses ................................................................................. 17
Restricted Areas ..................................................................................... 80
Retreats ................................................................................................. 13, 63
Safety of Students ................................................................................. 107
SAT Guidelines ..................................................................................... 28
School Counseling ................................................................................. 82
School Procedures .................................................................................. 39
Security ................................................................................................... 68
Semester Grades ..................................................................................... 18
Senior Internship ..................................................................................... 26
Senior Privileges ..................................................................................... 27
Service Program ...................................................................................... 15
Smoking ................................................................................................... 56
Social Justice Committee ......................................................................... 14
Social Media and Internet ................................................................. 70, 112
Sports, Ineligibility for Participation in ............................................. 33
Stealing .................................................................................................... 68
Student Behavior ..................................................................................... 56, 101
Student Government ............................................................................. 93
Student Information, Change of ...................................................... 51
Student Regulations at Prep Socials ..................................................... 64
Student/Minor Release Consent ........................................................ 105
Study Area, Group ............................................................................... 77
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicide Prevention, Policy on</td>
<td>87</td>
</tr>
<tr>
<td>Summer School</td>
<td>33</td>
</tr>
<tr>
<td>Suspension</td>
<td>72</td>
</tr>
<tr>
<td>Tablet Devices</td>
<td>65</td>
</tr>
<tr>
<td>Teacher Absence</td>
<td>42</td>
</tr>
<tr>
<td>Testing</td>
<td>23</td>
</tr>
<tr>
<td>Textbooks</td>
<td>54</td>
</tr>
<tr>
<td>Theatre</td>
<td>79</td>
</tr>
<tr>
<td>Tobacco</td>
<td>56</td>
</tr>
<tr>
<td>Transportation Services, Behavior on</td>
<td>65</td>
</tr>
<tr>
<td>Trips (Sponsored by Prep)</td>
<td>49</td>
</tr>
<tr>
<td>Trips (Sponsored by Outside Agencies)</td>
<td>50</td>
</tr>
<tr>
<td>Vandalism</td>
<td>69</td>
</tr>
<tr>
<td>Vaporizers</td>
<td>57</td>
</tr>
<tr>
<td>Weapons</td>
<td>69</td>
</tr>
<tr>
<td>Working Papers</td>
<td>51</td>
</tr>
</tbody>
</table>
Fordham Prep Basement
Fordham Prep First Floor
Fordham Prep Second Floor
Fordham Prep Third Floor
Fordham University Rose Hill Campus Map