



Loyola High School

OF LOS ANGELES

Please carefully read all of the following pages of the Loyola Parents' and Students' Handbook. Parents and students are responsible and accountable for the information found in this document. After you have read the document, please return to this page and click each of the links to electronically sign each of the following documents.

[Parent/Student Handbook Agreement Form](#)

[Media Release Form](#)



Loyola High School

OF LOS ANGELES

PARENTS' AND STUDENTS' HANDBOOK 2016-2017

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LOYOLA HIGH SCHOOL of LOS ANGELES

Jesuit Preparatory

1901 Venice Blvd.

Los Angeles, California 90006

(213) 381-5121

FAX (213) 368-3819 - Main Office

FAX (213) 387-0321 - President's Office & Business Office

FAX (213) 387-9441 - Athletic Director, Assistant Principal for Student Life, Director of Community Service

www.loyolahs.edu

LOYOLA HIGH SCHOOL VISION, MISSION, AND VALUES

vision

Loyola High School of Los Angeles will continue to be recognized as a premier Catholic Jesuit learning community for the twenty-first century; preparing young men to create a world of justice, peace, truth, and love.

mission

Loyola High School of Los Angeles, a Catholic Jesuit college preparatory school, inspires students to become men of faith, scholarship, service, and leadership.

core values

Loyola's core values include belief in and intentional effort toward imbuing:

Faith - Loyola exists to give students of all faiths a profound, life-changing experience of God's unconditional love and a deeper understanding of themselves as persons of faith.

Jesuit / Ignatian Spirituality - Rooted in the Catholic faith, the *Spiritual Exercises* of St. Ignatius comprise the core of the Jesuit/Ignatian charism that focuses on loving service to one's God and neighbor, in and through the discovery of one's gifts and talents to be shared with the world.

Formation of the Whole Person - *Cura Personalis*, is a Latin phrase meaning "care for the person" that thoughtfully and intentionally integrates the fullness of human experience through the spiritual, intellectual, emotional, social, and physical development of our students during their four years at Loyola and beyond.

A World Affirming Perspective - Jesuit education includes a spiritual dimension, which sees creation as good, and promotes dialogue between faith and culture; fostering the capacity for critical and original thinking while appreciating the gifts of life.

Diversity - Loyola seeks to create and sustain a vibrant, inclusive community that reflects the expansive demographics and rich mixture of persons who live in Southern California.

Scholarship - Loyola builds a culture of lifelong learning and inquiry through a rigorous and innovative college preparatory curriculum.

Service - Informed by a faith that does justice, Loyola challenges our students to be "men for and with others;" to serve as Jesus did, by being in companionship with, and learning from, persons who are disenfranchised, marginalized and the most in need.

Leadership - Loyola develops young men who are intellectually distinguished, morally courageous, and compassionate in the service of becoming impactful

"agents of change" for the world.

PROFILE OF THE GRADUATE AT GRADUATION

It is the number one priority of Loyola High School to foster the development of the total Christian person during his years here. The Loyola High School student at the time of his graduation has matured as a person - emotionally, intellectually, physically, socially, and religiously. We describe the graduate under six general categories which seem most desirable for an adult Christian life:

I. OPEN TO GROWTH

The graduate of Loyola High School of Los Angeles has accepted responsibility for personal growth - intellectual, spiritual, emotional, physical, and social - and has developed an appreciation for the diversity of his surrounding community as well as the world at large. At the time of graduation, the Loyola student will:

- a) have explored all areas of the school community (academic, spiritual and co-curricular);
- b) demonstrate an emerging openness to learn from a wide variety of experiences and sources and exercise a tolerance and respect for those with divergent points of view;
- c) demonstrate a commitment to the pursuit of excellence in academic, spiritual, and co-curricular areas, realizing that learning is an on-going process worthy of a life-long commitment;
- d) reflect on his life experiences by recognizing talents and gifts, by accepting challenges, by learning from success and failure, and by finding success through tenacity, commitment and responsibility.

II. INTELLECTUALLY DISTINGUISHED

A graduate of Loyola exhibits mastery of a four-year college preparatory curriculum and goes beyond intellectual excellence to incorporate Gospel values in the light of Ignatian heritage. At the time of graduation, the Loyola student will:

- a) demonstrate the ability to think critically, act creatively, analyze and solve problems in a variety of disciplines, and apply these skills in everyday life;
- b) demonstrate effective written, oral, technological, and collaborative communication skills necessary for successfully pursuing an advanced education in the pursuit of lifelong learning;
- c) demonstrate the ability to analyze and synthesize information from a wide range of sources and to apply that information when evaluating issues of contemporary life;
- d) demonstrate time management skills, dedication, and work ethic through challenging academic programs and rigorous co-curricular participation;
- e) demonstrate evidence of original authorship and academic integrity.

III. RELIGIOUS

A graduate of Loyola shows a basic knowledge of Scripture, doctrines, and practices of the Catholic Church while examining personal religious beliefs. The graduate explores and develops faith through further study, participation in a faith community, and prayer experience. At the time of graduation, the Loyola student will:

- a) demonstrate a knowledge of the Church's teaching about Jesus Christ and His mission as well as the sacramental expressions of that mission;
- b) demonstrate an understanding of the relationship between faith in Jesus (the model for being a "man with and for others") and being a "man with and for others" that manifests itself through community service and a commitment to social justice;
- c) evaluate moral choices and issues with a developing and well-informed conscience;
- d) continue to develop an awareness of other religions and a respect for their beliefs;
- e) continue to grow in spirituality and develop an ability to articulate and reflect upon one's own faith;
- f) make a connection between personal faith and active community worship through participation in campus ministry programs.

IV. LOVING

A graduate of Loyola has begun to establish his own identity and move beyond mere self-interest by forming deeper relationships with others, valuing personal friendships, and embracing his relationship to the greater community. At the time of graduation, the Loyola student will:

- a) demonstrate an awareness of God's love by extending that love to self, family, friends, and communities to which he belongs;
- b) demonstrate the ability to form healthy relationships and make responsible decisions based on Christian values;
- c) demonstrate a loving attitude in order to communicate more easily with others, especially peers of others races, religions, ethnicities, and socioeconomic backgrounds;
- d) have acted as "a man with and for others" by supporting the school community and by serving those in need in the larger community.

V. COMMITTED TO JUSTICE

A graduate of Loyola is aware of many needs of the local and global communities and is beginning to use his time and talents to work toward the further development of a just society in light of Ignatian ideals. The graduate is preparing to take his place in the community as an accomplished, concerned, compassionate, and responsible "man with and for others." At the time of graduation, the Loyola student will:

- a) exercise a value system influenced by Scriptural

values and thus be able to confront the complexities of social issues and moral ambiguities promoted by contemporary culture;

- b) articulate the connection between faith and commitment to building a just society;
- c) recognize the global nature of many social problems and the responsibility to address these problems for the benefit of the human community;
- d) recognize the value of community service and develop a sense of social responsibility guided by compassion, confidence and accountability.

VI. DEVELOPING AS A LEADER

A graduate of Loyola is aware of and practices the basic skills that facilitate leadership and collaboration. The graduate has had opportunities to exercise such leadership and collaboration in academics, co-curricular, and campus ministry. At the time of graduation, the Loyola student will:

- a) demonstrate leadership skills, including integrity, vision, creativity, a moral work ethic, self-discipline, and the ability to gain trust as a leader of others;
- b) speak honestly and persuasively, accept criticism with emotional maturity, and maintain a focus guided by the ethical values derived from our Catholic faith and Ignatian heritage;
- c) demonstrate an ability to lead and influence others in a way that promotes social justice based on Gospel values;
- d) have worked cooperatively in both academic and co-curricular endeavors to foster personal leadership within a group;
- e) be aware that he models God's love and acts with faith recognizing that his actions have consequences that go beyond self.

policy of non-discrimination

Loyola High School admits students of any race or color, and of any national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. In the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs, the school does not discriminate on the basis of race or color, or of national or ethnic origin. In admission, Catholic students are generally, but not always, given preference over those who are not Catholic.

accreditation

Loyola High School is accredited by the Western Association of Schools and Colleges and by the Western Catholic Education Association.

affiliations

Loyola High School is a member of the following

organizations: The College Board, The National Association of College Admission Counselors, The Cum Laude Society, the National Catholic Education Association, and the Jesuit Secondary Education Association.

amendments

The Principal has the right to amend the Parents' / Students' Handbook at any time, should the need arise.

communication

It is the policy of Loyola High School not to respond to anonymous letters and notes. Please know that anything shared with the appropriate administrator can be requested to be kept in confidence.

e-mail addresses

All members of the Loyola High School Faculty and Staff may be reached via e-mail. Enter the first letter of the first name, the complete last name, followed by @loyolahs.edu (i.e. pjordan@loyolahs.edu). A complete email directory can be found on the Loyola Website.

ADMINISTRATION

extension /name/title

- 1204 Mr. Andrey Aristov, M.S., M. Ed. Assistant Principal for Curriculum and Scheduling, Science Teacher
- 1300 Rev. Gregory Goethals, S.J., M.Div., Th.M. President
- 1511 Dr. Ann Holmquist, Ed.D. Assistant Principal for Ministry, Co-Director of Adult Spirituality
- 1513 Mr. Paul D. Jordan, M.A., M.Ed. Assistant Principal for Student Life, Director of Counseling Department
- 1203 Mr. Frank P. Kozakowski, M.A.T. Principal
- 1209 Dr. Ricardo Pedroarias, Ed.D. Assistant Principal for Supervision, Co-Director of Summer Session, Spanish Teacher
- 1210 Mr. Dan Annarelli, M.A. Dean of Men

FACULTY

extension /name/department

- 3000 Mr. Ryan Abramowitz, B.A. Mathematics
- 1615 Mr. Jamal Adams, M.Ed. Social Science

- 3004 Mrs. Mary Arney, M.A. English
- 3005 Mr. Matthew Baham, B.S. Mathematics, Assistant Director of Admissions
- 3006 Mr. Eric Beuzet, M.Ed. French
- 3009 Mr. Derek Brown, B.A. Theology, Theology Dept. Chair
- 3010 Mr. Douglas Brown, M.A. English
- 3011 Mr. Gerry Cacnio, M.S. Science
- 3012 Mr. Terry Caldwell, M.A. English
- 3013 Mr. Michael Celenza, M.A. Fine Arts
- 3014 Mr. Thomas Cendejas, B.A. Theology
- 3099 Ms. Kaitlin Collins Spanish
- 3015 Mr. Concepcion Contreras, B.A. Spanish
- 1705 Mr. Mike Cordero, M.S. PE/Health
- 3016 Mr. James Crofut, M.A. Theology
- 1501 Mrs. Daryl Crowley, B.A. Counseling
- 3084 Ms. Ana De Castro, M.A. Spanish
- 3017 Mrs. Judy Dell'Amico, M.A. Mathematics, Co-Director of Summer Session
- 1502 Mr. Michael Denison, M.S. Counseling
- 3018 Dr. Eduardo Diaz, Ph.D. Social Science
- 3019 Mr. Cedric Ebiner, B.S. Latin, French
- 3020 Ms. Geri Eckert, M.A. Spanish
- 1503 Mr. Kelly Farland, M.Ed. Counseling
- 3022 Mr. Jerry Frumento, B.A. Theology
- 1201 Mr. Thomas Gallagher, M.A. Counseling
- 3023 Mr. Gary Gatfield, M.A. Science
- 3024 Mr. Thomas Goepel, M.A. Social Science
- 3025 Mr. Robert Gorr, M.S. Science, Science Department Chair
- 3085 Ms. Jocelyn Grau, M.FA. Fine Arts
- 3027 Mr. Edward Hairston, M.A. Science

1504	Mr. Timothy Haley, M.A.	Counseling	3002	Mrs. Christine Moore, M.Ed.	English
1505	Mrs. Yoojin Han, M.A.	Counseling	3080	Mr. Trevor Mutch, M.A.	Mathematics
1711	Mrs. April Hannah, M.L.I.S.	Academic Information Resources Director	3081	Mr. Peter Nguyen, M.A.	Mathematics
3028	Mr. Erik Healy, M.A.	Social Science	3050	Mr. Kelly Nicholson, M.A.	Mathematics
3029	Mr. Brian Held, M.A.	Social Science	3051	Mr. Paul Pascale, B.S.	Mathematics
3030	Mr. Fernando Hernandez, M.Ed.	Health, Health & P.E. Department Chair	3052	Mr. Pablo Pedroarias, B.A.	Spanish, Foreign Language Dept. Chair
1802	Rev. Jerry Hudson, S.J., M.Div.	Mathematics	3053	Mr. Mathew Pentecost, B.A.	English
1206	Mr. Lee Jackson, M.A.	Science	3054	Mr. Christopher Perkins, B.A.	Social Science
3033	Ms. Karen Jardine, M.A.T.	English	3055	Mr. Paul Picard, M.Ed.	Science
3034	Mr. Scott Johnson, M.A.	Theology	3056	Mr. Michael Porterfield, B.A.	Social Science
1506	Mr. Geoffrey Joy, M.S.	Counseling	3057	Mr. Thomas Portman, M.Ed.	Theology
3035	Ms. Teresa Kawamata, M.A.	Latin	3058	Ms. Fawzia Qazi, M.A.	Science
3086	Mr. Kyle Knoll, B.A.	Social Science	3091	Mr. Casey Quedenfeld, B.S.	Social Science
3087	Rev. Jack Krouse, SJ,	Theology	3908	Rev. John Quinn, S.J., M.S., M.Div.	Fine Arts
3037	Ms. Tika Lee, M.A.	Theology	1519	Mrs. Angela Reno Valvardi	Counseling
3038	Mr. Brad Legant, M.A.	Health, Dir. of Substitutions	3060	Mr. David Roberts, M.A.	Fine Arts
3039	Mr. Michael Lew, M.Ed.	Science	3061	Mr. Daniel Robles, M.A.	English
1507	Ms. Gina Liberotti, M.S.W.	Counseling	3082	Dr. Jesse Rodriguez, Ed.D.	Theology
3040	Mr. Levi Line, M.A.	Social Science	3062	Mr. Eric Romin, M.A.	Mathematics
3041	Mrs. Edwina Lynch, M.A.	English	1518	Mr. Jesse Rueter,	Counseling
1701	Dr. Evelyn Mabra, Ed.D.	Co-Director of Campus Ministry	1604	Mr. Marvin Sanders, B.A.	PE/Health
3042	Mr. Amado Machorro, M.A.	Spanish	3021	Mrs. Cristina Saggese, M.A.	Fine Arts, Fine Arts Dept. Chair
3043	Mr. Thomas Marsh, M.A.	English	3101	Mr. Zachary Sandoval	Mathematics
3045	Mr. Michael Mason, M.A.	English	1703	Mr. Michael Schawver, M.A.	Theology
3088	Mr. Martin Mays, M.A.	PE/Health	1702	Mr. Matthew Schaeffer, M.A.	Theology, Co-Director of Campus Ministry
3100	Mr. Andrew Mazur	Mathematics, Robotics Moderator	3065	Mr. Jason Schmidt, M.Ed.	English, English Department Chair
3089	Mr. Stefan Menghin, M.S.	Science	3031	Mrs. Kimberly Simon, M.S.	Science
3090	Ms. Patricia Meyers,	Fine Arts			
3049	Mr. Michael Mikita, M.A.	Mandarin			

3066	Mr. Steven Speciale, M.F.A.....	Fine Arts, Choir Director	1517	Ms. Cindy Cassutt.....	Assistant to Athletic Director
3067	Mr. Roger Stewart, B.A.	Social Science	1306	Ms. Karin Chamberlain	Director of Events
3068	Mr. Jose Sustaita, M.Ed.....	Spanish	1307	Mrs. Alexy Coughlin, B.A.	Director of Advancement
3048	Mrs. Susan Torales, M.Ed.....	Mathematics	1722	Ms. Katherine Cullen, B.A....	Technology Services Coordinator
1200	Mr. Heath Utley, M.Ed.	Admissions Director, Science	1205	Ms. Logan Dalla Betta	Assistant to the Dean of Men
3072	Mr. Andrew Uy, B.A.	Science	1313	Ms. Lela Diaz	Executive Director for Advancement
1508	Ms. Dele Varga, B.A.	Counseling	1904	Mr. Rodney Drouillard	Maintenance
3073	Dr. John Vella, Ph.D.....	English	1803	Mrs. Blanca Falcon	Cub Corner Manager
3074	Ms. Emily Villa de Rey, M.S.....	Mathematics, Mathematics Dept. Chair	1708	Mr. Ric Flores.....	Copy Room Supervisor
1515	Mr. Christopher Walter, M.A.....	Mathematics, Director of Student Activities	1900	Mr. Abel Galarza	Security
1402	Mrs. Bren Wells, B.S.....	Applications Analyst, Mathematics	0	Ms. Kim Greene.....	Reception
3094	Mr. Andre Woodert, B.S.	PE/Health, Strength and Conditioning	1309	Ms. Gloria Guerrero	Database Coordinator for Advancement
3076	Mr. Walter Wolfe, M.F.A.	Fine Arts		Ms. Carol Hampson.....	Assistant to Campus Ministry
3077	Mr. Roger Yano, B.A.	Mathematics	1319	Ms. Katherine Hansen	Assistant Controller
3078	Mr. James Zucker, M.A.	Social Science	1310	Ms. Katie Harding	Advancement Assistant
			1727	Mr. Stewart Hayes, M.A.	Academic Information Resources Technician
			1610	Mrs. Judy Heinen.....	Assistant to Head Football Coach
			1903	Mr. Arnel Hermosura.....	Maintenance

STAFF

extension /name/title

1304	Ms. Lisa Abarta	Executive Assistant to Executive Director for Advancement	1311	Ms. Janie Kuhnmuench	Special Events Coordinator
1202	Mrs. Diane Arias	Assistant to Admissions and Summer Session	1400	Mr. Lauren Lampietti.....	Chief Technology Officer
1500	Rev. Stephen Barber, S.J., M.A., M. Div.	Department of Ministry, Director of Cura Personalis Program	1509	Mrs. Marlena Ludwig	Administrative Assistant, Counseling Dept.
3083	Mr. Mike Barnhill, B.L.A.	Magis Moderator	1902	Mr. Michael McDermott, B.A.	Director of Facilities Management
1305	Ms. Brandi Barraza	Advancement Assistant	1323	Ms. La Keisha Montgomery	Executive Chef
1318	Mr. Michael Boehle	Director of Financial Aid, Business Manager	1208	Ms. Rosie Morales-Peñuela.....	Registrar, Assistant to the Asst. Principal for Curriculum and Scheduling
1726	Ms. Stephanie Cardenas, B.A.	Administrative Assistant for Employee Services	1801	Ms. Angela Moran.....	Community Service Administrative Assistant and Program Coordinator

1617	Mr. Timothy Moscicki, B.S., ATC..... Athletic Trainer	Appointments with teachersMs. Morales-Peñuela 1208
1512	Rev. Wayne Negrete, S.J., M.Div..... Jesuit Superior, Co-Director of Adult Spirituality	Appointments with counselors..... Mrs. Ludwig 1509
1723	Mr. Lance Ochsner, B.A..... Educational Technologist	Athletics.....Mr. O'Donnell 1516
1516	Mr. Christopher O'Donnell, M.A.....Athletic Director	Attendance 1212
1314	Mr. Thomas Peck, B.A.....Event Operations Director	Auction (Interchange)..... 1910
1302	Mrs. Patricia Randazzo.....Assistant for Board Affairs	Board of Directors.....Mrs. Wiggins 1301 Mrs. Randazzo 1302
1727	Ms. Guadalupe Rangel..... Academic Information Resources Clerk	Bookstore Mr. Frumento 1804
1220	Ms. Collette Reitz, B.A..... Administrative Assistant, Main Office	Business Manager..... Mr. Boehle 1318
1317	Mr. James Rich, B.A..... Chief Financial Officer	Campus EventsMr. Peck 1314
1514	Mrs. Patricia Salvaty.....Assistant to the Asst. Principal for Student Life	Campus Ministry.....Mr. Schaeffer 1702
1312	Mr. William Slocum, B.A. Senior Director for Advancement	Career Information..... Mrs. Ludwig 1509
1724	Mr. Terence Stephenson, B.A..... ITS Manager, Apple Engineer	Change of Address or PhoneMs. Morales-Peñuela 1208
1401	Ms. Elaine Taylor, B.S..... Administrative Assistant, ITS	College InformationCounselors
3095	Mr. Jorge Torres.....Equipment Manager	Community ServiceMr. Zeko 1800
1315	Mr. William Thomason, M.A.....Director of Alumni Relations	Dean's Office Mr. Annarelli 1205
1509	Mrs. Melinda Wiggins.Executive Assistant to the President Liason for Board Affairs	Endowment FundMs. Diaz 1303
1320	Ms. Angelica YoungAccounting Assistant	Financial Aid Mr. Boehle 1318
1800	Mr. Tom Zeko, M.Ed..... Director of Community Service	Fundraising.....Ms. Diaz 1303
	Ms. Amanda Zamani..... Assistant Trainer	Graduation.....Mr. Jordan 1513
		Illness and Injuries..... Ms. Dalla Betta 1205
		Insurance (School)Mr. Jordan 1513
		Insurance (Athletics).....Mr. O'Donnell 1516
		Library..... Mrs. Hannah 1711
		Maintenance Mr. Hermosura 1903
		Mothers' Guild Mrs. Wiggins 1301
		Parents' Pledge Program Mrs. Coughlin 1307
		Public Relations..... Fr. Goethals 1300
		Schedule Class Changes Mr. Aristov 1204
		Scholarships Ms. Diaz 1303

SCHOOL SERVICES

service/name/extension

Academic information/problems Mr. Aristov 1204
Advancement Office Ms. Diaz 1303
Activities Mr. Walter 1515
Admissions Mr. Utley 1206
Alumni..... Mr. Thomason 1315

Security.....	Mr. Galarza	1900
Special Events.....	Mr. Peck	1314
Summer School.....	Mrs. Arias	1202
Teacher Supervision	Dr. Pedroarias	1209
Treasurer's Office	Mr. Rich	1317
Transcripts.....	Ms. Morales-Peñuela	1208
Tuition Payments.....	Mr. Boehle	1318

TUITION AND FINANCIAL POLICIES

Loyola is both a Catholic and a private high school. Although located in the Roman Catholic Archdiocese of Los Angeles, Loyola is not subsidized by it. Approximately 74% of each year's operating expenses are covered by tuition. The remaining 26% comes from fund-raising and investments.

Loyola looks to its alumni, friends, and parents for assistance with its fund-raising efforts. Over the years, the generous response and cooperation of Loyola families towards the Parent Pledge Program has been a great financial assistance with the operational expenses.

Tuition and fees for the 2016-2017 school year is \$19,400.00. The registration fee is \$400. The graduation fee for seniors is \$185. The fees for the Freshman Retreat and Sophomore Day of Recollection are \$65 and \$35 respectively. Mothers' Guild fee \$25 and Father's Club fee \$15. There is also a \$25 orientation fee for Freshmen.

Loyola uses FACTS Management Company to manage our tuition and fees collection program. The FACTS plan has several tuition payment options in which you can pay your tuition either on the 5th or 20th of each month. There is an annual FACTS fee of \$41.00 for families choosing the 10 month plan.

Ten Monthly Payments from July 2016 - April 2017

One Payment due before August 5, 2016

The FACTS plan offers two different ways to pay for tuition:

1) **Electronic debit**, as authorized by parents, from their bank accounts (checking or savings accounts). It is important to note that FACTS Management Company and Loyola High School never see your bank account nor have any direct access to your account. FACTS complies with State and federal laws to be completely confidential and limited to what has been authorized by the parents to control the automatic payment process.

2) **Credit cards** - FACTS accepts the following credit cards, American Express, Discover, Visa and MasterCard.

If you choose to pay tuition through your Credit Card you will be charged 2.75% per payment. For example: If your monthly tuition payment is \$500.00 you will be charged an additional \$13.75 for a total charge to your credit card of \$513.75.

B) Paper Enrollment Form (for deposit only):

If you would like to make an initial down payment so that your monthly payments will be smaller please make your down payment check payable to Loyola High School. Please submit a blank voided check along with a FACTS enrollment form for the remaining balance of tuition. You can obtain a form from the Treasurer's Office.

Any questions, please call Ms. Angelica Young in the Treasurer's Office at extension 1320. (213) 381-5121.

TUITION AND FEES

non-payment of tuition and fees

The penalties for non-payment or late payment of Tuition and Fees are as follows:

- A student's registration for the following semester shall be delayed until payment of delinquent tuition is received.
- A student with delinquent tuition may not attend classes at the beginning of the school year and /or beginning of second semester. He will be withheld from classes until payment is received.
- A student with delinquent tuition may not receive transcripts, diplomas, or any official school documents including report cards. No transcripts, health records, official school documents, or report cards will be forwarded to any other school requesting such records until payment is received.
- A student with delinquent tuition may not register or attend Summer Session classes until payment is received.
- The Business Office will send a letter to the parents/guardian to inform them of Loyola's intent to withhold a student from classes and the date of that pending action.
- The Principal and / or Assistant Principal for Curriculum and Scheduling along with the Dean will pull students from class on the action date.

TUITION REFUNDS & PAYMENT

early graduation

In order for a student to qualify for early graduation, tuition payment for the entire year must be met in full. If full payment is not received, status of early graduation will be

revoked.

voluntary withdrawal from loyola high school

Any student who voluntarily withdraws from Loyola High School during the course of a term forfeits the registration fee, the activities fee, the graduation fee, and the tuition paid for that semester. If the payment for the current term has not been received as of the date of withdrawal, then tuition payment (minus the registration fee, activities fee, and graduation fee) will be prorated up to and including the date of withdrawal. The Administration reserves the right to adjust this policy in individual cases and the right to make a refund is entirely at the discretion of the Administration.

dismissal from loyola high school

If a student is dismissed from Loyola High School, there will be no refund of any tuition or fees that have been paid. Payment for the entire semester's tuition and all fees are due before any academic or student records can be forwarded.

RETURNED CHECK POLICY

All checks written to Loyola High School that are returned by the Bank, for any reason, are subject to a \$25 fee for each time an attempt is made to reprocess the check. After the third time Loyola receives a returned check, no more personal checks will be accepted. All payments for tuition or any other school fees must be in the form of cash or a cashier's check.

FINANCIAL AID

Financial aid is available on the basis of demonstrated need. All aid is provided on an annually renewable basis.

Students receiving aid must maintain an acceptable academic rating and good conduct. They should also be willing and able to contribute some hours per semester in some form of service to the school.

Each year applications for financial aid for new students are available at the switchboard in Ruppert Hall from November 1 through January 28th and for returning students February 4th through May 6. The Financial Aid Committee will announce its decision to parents in March for new students and July for returning students.

LIBRARY

The William H. Hannon Information Commons @ Fritz B. Burns Library supports Loyola's curriculum, 21st-century learning and our students. The library commons provides updated technology and plenty of space for collaborative group and individual study. Loyola's students have access to a computer lab with 20 workstations, Wi-Fi, iPad and laptop carts, small device charging stations,

five group study rooms, and several individual study carrels. Curriculum based resources include both print and online materials. The library houses a 9.5k volume fiction and non-fiction book collection and a number of print periodicals. Several e-book collections from Oxford University Press, Infobase, and ProQuest's E-brary. Online subscription databases with remote 24/7 access are JSTOR, EBSCO, World News, Today's Science, ProQuest News, SIRS, ABC-CLIO Social Studies, Bloom's Literature, Britannica, Oxford English Dictionary and Biblical Studies, and HEIN Law Journals. The terms of the school's computer, Internet use, and academic integrity policies are strictly enforced. All grade levels receive thorough library orientation, information literacy programs and research lessons. Mrs. April Hannah (MLIS), Director of Academic Information Resources (AIR), teaches research lessons in collaboration with faculty that are based on actual class assignments. Additional staff are Mr. Stewart Hayes as the Information Resources Technician and Ms. Guadalupe Rangel as the Information Resources Clerk.

Hours:

Monday-Thursday 7am-7pm; Friday 7am-4pm. Occasionally, the library commons closes early before holiday weekends and school vacations.

Policies:

Due to Loyola's new schedule change the library's availability during class periods may be limited and necessarily prioritized. Teachers and classes will be granted access first and seniors during their Magis period are welcome when space is available. The environment in the commons is relaxed and conducive to the needs of individuals and groups; therefore, we ask all students to especially respect those areas devoted to quiet and individual study. We also ask that students not move any furniture, maintain quiet talking, and please do not eat in the library commons.

BOOKSTORE

Loyola's on-campus Student Book Store is the hub for coordinating all the teachers and students needs for textbooks. The Loyola Book Store publishes yearly the booklist and provides all the information needed regarding how to purchase books for all courses. This information is posted on the official Loyola Website....from the Homepage, click Academics, then Book Store. Because we have partnered with ESCO Book Company, the physical bookstore on campus does not maintain an inventory of student Textbooks. Students purchase their books through the official on-line bookstore at www.lhs.escobookstore.com. The student on-campus book store is opened the first two weeks of the new school year (after school for an hour each day) to sell minimal amounts of certain supplies such as daily planners, teacher created readers, goggles and notebooks for chemistry and art supplies. Students should know that our online partner www.lhs.escobookstore.com

stocks all our textbooks year round and can be purchased and received within a short amount of time. Any questions may be directed to the Book Store manager, Jerry Frumento at jfrumento@loyolahs.edu

CUB CORNER

Official Loyola clothing and gear may be purchased through Cub Corner, which is located off the Malloy Commons. See the school website for store hours.

PARENTAL ORGANIZATIONS

loyola high school mothers guild

The Loyola High School Mothers' Guild was founded in 1919 to support the students of Loyola. With a long, proud tradition of service and support of Loyola, the Guild offers Loyola moms the opportunity to be part of the Loyola community. Through the activities of the Guild, mothers are brought together for spiritual, social, service and fundraising purposes. Activities include a Freshman Welcome Coffee, Back to School Night, Christmas Dinner Dance, Community Service Tutoring Program, Day of Recollection, and the Birthday Spring Luncheon. In addition, the Guild serves as the hospitality group for Loyola. Amongst Loyola mothers, this involvement fosters the opportunity for fun and friendship while supporting Loyola. All current Loyola moms are members of the Guild.

the fathers' club of loyola high school

The Loyola High School Fathers' Club was founded to further the mission of the school and specifically to its commitment to develop the whole person throughout their high school experience.

The primary function of the Fathers' Club will be to support the school by assisting in many activities such as quarterly meetings, the promotion of school spirit and community service, assistance at Blue and White Day, as well as other events as needed. In addition, there will also be the Annual Father/Son Mass and Barbecue. All of these activities are an attempt to engage all fathers (and mentors) to be part of their son's life experience at Loyola.

The Fathers' Club is open to all fathers and guardians with a nominal annual membership fee of \$10.00. If you are interested or have any questions, please contact Mr. Bill Ukropina at billu@cbcnco.com, or Mr. Peter Moore at pmoore@unisorb.com.

st. ignatius guild

Founded in 1983, the St. Ignatius Guild consists of mothers of Loyola Alumni. The Guild assists the President in fund-raising efforts and with alumni events.

MOTOR VEHICLES AND PARKING

Secured parking at Loyola High School is provided at no cost to students, faculty, staff, parents, and friends. This does not imply any liability on the part of Loyola High School or its security staff. Loyola's insurance does not cover damage to one's car, stolen property, etc. Parking at Loyola is at the risk of the car's owner.

All student drivers must register their vehicles with the Dean's Office, and each vehicle must display a Loyola parking permit. Students and their parents will be required to sign a Parking Contract in order to receive a parking permit. Violation of this contract may result in loss of parking privileges. Parking & Driving Contracts and vehicle registration forms may be downloaded from the Dean's Office web page.

The speed limit on campus is 5 mph in the parking lots and on 15th Street. Extreme caution and courtesy is expected of all Loyola drivers at all times on the Loyola campus and on the road, but especially near Loyola, near St. Thomas School, and on streets adjacent to campus. Violators are subject to fines, disciplinary action, and/or loss of parking privileges on campus. Due to congestion in the parking lots, parents are asked not to enter the gym or 15th street parking lots until fifteen minutes after school is dismissed. Follow the directions of the security staff at all times.

Parking illegally in any school parking lot is prohibited, and the driver may be fined or the vehicle may be towed at the owner's expense. Vehicles parked on campus are subject to search by the Loyola administration.

PARENTAL RESPONSIBILITIES

Parental cooperation is essential for the welfare of students. If, in the opinion of the administration, a parent's behavior seriously interferes with the formation of students in the Jesuit philosophy, the school may require parents to withdraw their son and to sever the relationship with the school. This includes, but is not limited to, behavior from parents in the form of harassing language, discrimination, threats, abusive language,

ATTENDANCE

Class attendance is an essential part of community building and educational development at Loyola. It is important that students minimize the number of days that they are absent from school. Loyola students may be excused from class for a number of reasons, including athletics, school activities, campus ministry retreats, etc. Illness is an excused absence. When a student has more than two consecutive days absent due to illness, the Dean may request a conference with the parent and/or request a doctor's note. Students and their parents are strongly discouraged from using school days for absences other

than for medical or emergency reasons. The primary obligation for student attendance rests with the parents. Loyola is transparent with parents about policies and procedures related to attendance. The school, therefore, requests the same honesty and transparency from parents when reporting their son's attendance. To assist them, Loyola provides the following guidelines for understanding Loyola's attendance policies and procedures:

Absences and Tardies

- a) A school-related absence is when a student misses a class or classes due to business or events sponsored or sanctioned by Loyola High School (i.e., counselor appointments, athletic events, retreats, etc.).
- b) A tardy or absence due to legitimate illness or emergency is excused. Follow the procedures below to contact the Dean's Office in this event.
- c) If a student has a fever or a contagious infection, Loyola requests that parents keep their son home and consult a doctor. If a student comes to school sick or falls ill during the school day, his parent will be notified and he will not be able to return to class. A parent may be asked to pick up the student from school.
- d) Loyola asks that parents avoid scheduling appointments or travel plans that take place during any part of the school day, including the days prior to or following vacation periods.
- e) Students are expected to arrive on campus at least ten minutes before the first bell (7:55 AM). Some students may occasionally face legitimate difficulty arriving to school on time (car trouble, carpool confusion, traffic due to an accident, etc). As a courtesy, each student will be allowed a maximum of *three* tardy morning arrivals within the first fifteen minutes of the school day each semester. If a student exceeds three tardies he will serve two days of JUG for each of his fourth and fifth tardy. If a student continues to arrive tardy, the Dean of Men will request a conference with the parents and establish more significant consequences for the student's inability to arrive to campus on time. Discipline for tardiness is always at the discretion of the Dean of Men.
- f) If a student has a planned absence (i.e., a college visit), he must download a "[Planned Absence Form](#)" from the Dean's Office page on the Loyola website. He must follow the instructions for a parent and his teachers to sign the form and submit it to the Dean's Office at least two days prior to his absence.
- g) Any other absence is considered unexcused (e.g., family vacations, college visits, nonschool athletic contests, nonschool club events, etc.). When a tardy or absence is deemed unexcused, class work is to be kept up to date and turned in to the teachers upon return to class, **if the teacher wishes to extend this consideration**. It is the student's responsibility to make arrangements with his teacher for makeup work and tests, **if the teacher wishes to extend this consideration** to the student.

- h) **Students are ineligible to participate in or attend an athletic contest/practice or any cocurricular activity if they have not attended at least one half of the school day on that day.**

Reporting Attendance

To report an absence, call the attendance office at 213-381-5121 and follow the options to leave a voice mail to report absences or tardiness. This call must come from the student's parent. In addition, parents are asked to submit either an electronic note through the attendance portal on Q or send a signed handwritten note explaining the absence upon the student's return to school.

1. **Planned Absence:** If you know in advance that your son will miss one or more days of class, please call the Attendance Office and send your son to the Dean's Office with a signed letter explaining the circumstances of the absence **at least three days prior** to the first day class will be missed.
2. **Unplanned Absence:** If your son will be absent from school, a parent must call the attendance office (Ext. 1212) before 8:30 AM that day to report the reason for your son's absence. In addition to reporting your son's absence by phone, a parent must either submit an excuse note online via the attendance reporting portal on Q (after logging in, click "Attendance Reporting" link on the left side of the page) **or** a student must present a note to the Dean's Office at least 15 minutes before the start of the school on the day of his return. The note must be signed from a parent or guardian, and the note must state the day(s) and the reason for the absence.
3. **Planned Late Arrival or Early Departure:** If your son must be excused from class for part of the school day, call the automated attendance line (Ext. 1212), before school begins on the day of the appointment. In addition to reporting this by phone, a parent may submit an excuse note online via the attendance reporting portal on Q (after logging in, click "Attendance Reporting" link on the left side of the page) **or** your son may present a written note to the Dean's Office at least 15 minutes before the start of the school day. The note must state the reason for and the time of the departure and whether he will return that same day. Students who must leave the school grounds for any reason during the school day must check out with the Dean's Office before leaving campus.
5. **Parent/Guardian Out of Town:** If you will be out of town or otherwise unavailable for your son, please send a note to the Dean's Office **at least three days prior** to your departure. Information supplied prior to such an occurrence should include the name and relationship of the person responsible during your absence, as well as the address and both home, work, and cell phone numbers for this individual. The beginning and ending date of this arrangement should

also be noted.

In some cases, a student's attendance record may impact his academic standing. Loyola follows the following guidelines for ensuring that a student is accountable to attendance policies:

- a) Written notification will be sent to parents when a student reaches his *fourth* nonschool-related absence in at least four of his seven academic classes.
- b) Written notification will be sent to parents when a student reaches his *sixth* nonschool-related absence in at least four of his seven academic classes. This notification must be signed by a parent and returned to the Dean of Men. The Dean may also request a conference with the parents to discuss the absences.
- c) When the *eighth* nonschool-related absence occurs, a further administrative conference may be held to determine possible disciplinary or academic consequences. Students missing eight or more days of class per semester in any given course are liable to lose academic credit for the semester.

Contacting a Student at School

The Main Office is regularly being called upon to deliver forgotten items such as keys, lunches, money, messages, sports equipment, projects, requests to run errands, and even flowers. Neither the Main Office nor the Student Center is staffed to deliver messages. Delivery of these items also necessitates undesirable classroom interruptions.

Please use the Attendance Office for emergency and transportation contacts only. Take precautions to prevent the kinds of problems mentioned above by having duplicate sets of keys and by advance planning. **The Office will not deliver nonemergency items or correspondence to the students.** No faxed papers, homework, permission notes, or attendance notes will be accepted. Loyola High School does not consider a facsimile transmission as a legal document. Please note that communication with students via text message or call to the student's mobile device may disrupt class, and the student may have his phone confiscated and receive JUG in such an occurrence (see the section on Electronics in Student Conduct).

Extended Absence for Medical Reasons

Some students may be absent from school for an extended period due to hospitalization, chronic medical conditions, concussion, injury, or personal reasons. Physical conditions that impact a student's attendance should be reported to the Dean's Office *and* to the Director of Student Health. These situations will be handled on a case by case basis through the collaboration of the student, his parent(s), his counselor, his teachers, and the administration. Communication is vital for the well-being

of the student and for the completion of his academic work. If you know that your son will require an extended absence, please communicate this to the Dean of Men and the Director of Student Health as soon as possible.

Maintenance Medications

Students who during the school day take maintenance medication (both prescription and over-the-counter) for chronic conditions, need to notify the Director of Student Health in writing of the condition, the medication, and the medication schedule while at school. A student should only have at school the dosage of medication that is required for that day. Students may not carry full prescription medication with them throughout the school day.

Policy on Communicable Diseases

Loyola High School adopts the following policy on communicable diseases in accordance with the recommendations and guidelines of the Center for Disease Control:

To ensure the safety, health, and welfare of the entire Loyola High School community, the Administration will require or recommend appropriate forms of isolation and nonattendance at classes or on the campus. Isolation means that the individual should stay home until fully recuperated. Nonattendance at Classes or on the Campus means that, with certain communicable diseases, the individual **may not** attend class or be on campus without a Medical Release by a physician. With other less serious communicable diseases, the individual is encouraged not to attend class or to be on campus.

- A. Strict Isolation and Nonattendance at Classes
 1. Childhood diseases such as chicken pox, measles, German measles, and mumps.
 2. Viral hepatitis.
 3. Active pulmonary tuberculosis.
- B. Modified Isolation and Nonattendance at Classes
 1. Severe influenza, severe infectious mononucleosis, and pneumonia.
 2. Conjunctivitis (Pink eye)
 3. Any communicable disease.
- C. Recommended Isolation and Nonattendance at Classes
 1. Severe sore throat and influenza.
 2. Any severe infection or illness.

EMERGENCY DISASTER PLAN

Each school year we will ask the parents to provide emergency/disaster information with a number of options available for the release of their son after an emergency or disaster. The emergency/disaster information will be

updated each academic year so that our files will be kept current. The information provided will greatly increase our ability to quickly and to safely dismiss the students when we are confronted by an emergency situation. We ask parents to consider carefully the choices and to discuss those choices with their sons, as we will act according to the instructions provided.

Communication

Parents, faculty, and staff will be notified in the event of an emergency or unplanned event that would be threatening to the safe commute of our students and faculty and/or causes early dismissal, school cancellation, or a late start. Classes would not resume until such time as the Loyola High School administration decides that it is reasonably safe for commuting to the campus and attending classes.

News of our decision would be communicated to our faculty, staff, and families using our emergency communication system. This system allows us to send important information by way of voice mail, text message, and E-mail. This service is provided by Parent Reach, a company specializing in school-to-parent communications.

To assist us in contacting you, please inform the Registrar, Mrs. Morales-Penuela, of any changes in your address, phone numbers, or E-mail address. If school is canceled for a day or a number of days, we will use the same system to contact you with the news of school's resuming. If possible, monitor the LHS website for additional information.

Here is some specific information you should know:

E-mail: The E-mail that you receive will be from this address: LOYOLAHS@parentreach.com.

Caller ID: The caller ID to your cell phone will be from this number for text messages: **30939**

The caller ID to your phone will be from this number for voice messages: **411-411-4111**

While we hope we never have to use this system, we would like you to know that we are prepared to respond in the event of an emergency.

VISION STATEMENT FROM THE DEAN'S OFFICE

Consistent with the school's mission, the Office of the Dean at Loyola High School envisions a passionate Catholic Jesuit environment that supports intellectual, spiritual, personal, and social development. This office endeavors to reflect and promote a community where

its members can study, compete, worship, serve, and socialize together. As members of this community, students are expected to respect standards of personal accountability and responsibility for the common good of the school, including:

- Affirming the safety, security and health of others;
- Respecting diversity and an inclusive environment for all;
- Creating an atmosphere that encourages study, prayer, and reflection;
- Acting as stewards of the Loyola campus, and utilizing its resources responsibly;
- Admiring honesty and personal integrity;
- Forming healthy partnerships and using teamwork to accomplish common goals;
- Committing to the service of others.

NORMS OF STUDENT CONDUCT

The Administration and Faculty of Loyola High School have a respect for each individual student, as well as an awareness of the needs of the social and academic community within which these same students must function. Norms of student conduct are intended to provide the school community the good order indispensable for the pursuit of academic excellence and for the high moral tone expected at Loyola High School. These norms are intended to assist in achieving the delicate and necessary balance between freedom and restraint. As such, observance of these norms will put 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 Loyola High School is an expressed agreement on his part and the part of his parents or guardian to observe procedural norms and to acknowledge that a student's conduct impacts and reflects on the entire school community. The Loyola administration holds accountable students whose words or actions disrespect and undermine the ethic of Loyola's Mission and values. The school reserves the right to review unsatisfactory conduct 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 Loyola High School.

Appearance

Considerable freedom is allowed with respect to clothes and grooming. Neatness, cleanliness, and due regard for the legitimate sensibilities of others constitute both the basic goals and the norms of the school. In general, the school relies upon the good judgment and taste of both students and their parents in the implementation of these goals. The following minimal guidelines need to be observed during school hours and at school functions. Violation may result in disciplinary action.

Grooming

1. Hair should be combed and trimmed in a reasonably neat style. If a student is asked to comb his hair, a fee will be charged for use of a comb in the office. Hair should not extend below the bottom of the collar on the back or below the eyebrows on the front. Hair must remain its natural color. No dyeing, tinting, bleaching, or artificial lightening. The following hairstyles are not permitted: mohawks, lettering or lines, braids, dreadlocks, spiking, or any excessive hairstyle. No designs, lines, or ornamentation may be worn in the hair. The Dean will make the final determination about whether or not a student's hair is acceptable.
2. Facial hair or excessive sideburns are not allowed. Students must be clean-shaven. Sideburns must be trimmed no lower than the bottom of the ear. In addition to receiving detention for facial hair, the student may be required to shave at school. Failure to comply with such a request makes the student liable for suspension. A medical note is required for any exceptions to the facial hair policy.
3. One post earring may be worn on the lobe of each ear. No other body piercing jewelry is allowed.
4. No tattoos, permanent or temporary, are allowed.
5. Any hairstyle, mode of dress, or excessive ornamentation (e.g., heavy jewelry, chain wallets, long key chains extending outside of pants or shorts, etc.) that is deemed inappropriate in the judgment of the Dean of Men will be prohibited.

Any form of appearance violating the basic norms of neatness and cleanliness, even though conforming to the specific guidelines is out of order and is subject to sanction. Some interpretation and judgment in these matters are obviously necessary. Dress or appearance should not draw any undue attention to the student. The Administration of the school will be the final judge of what is or is not acceptable.

Attire

All clothing should be neat and clean and must be worn at all times. Torn and/or ragged clothing is never acceptable attire. All clothing should always fit properly.

1. Pants must be full length. The following pants are not allowed: disheveled, torn, or excessively baggy, military-style fatigues, hospital scrubs, capri pants, sweatpants, jogging pants, or blue jeans. Gray or black denim is acceptable. Pants must be worn at the waist level. Underwear should not be visible at any time.
2. Shorts should fit properly. Shorts may not extend below the bottom of the knee. The following shorts are not allowed: disheveled, torn, or excessively baggy, capri pants, chubbies, swim, beach, sport, board, gym, cutoffs, or those constructed of blue denim (jeans) fabric. Brand names and logos must abide by the guidelines explained in the section on imprints. Shorts

must be worn at waist level. Underwear should not be visible at any time.

3. Shirts must be sleeved, collared, and buttoned with the exception of Fridays, which are designated as Loyola T-shirt days unless other attire is mandated. JUG will be assigned for dress code violations. Shirts that are untucked may not extend below the middle of the pocket of the shorts or pants. Acceptable T-shirts reflect Loyola activities only. White or solid-colored, plain T-shirts or tank tops are considered underwear and should not be worn alone. Collared shirts worn over a T-shirt must remain buttoned. SENIORS: Seniors may wear Loyola T-shirts Monday through Friday unless other attire is mandated.
4. Sweatshirts, jackets, or vests may not replace a collared shirt and must adhere to the guidelines described in # 7. A collared shirt must be worn under sweatshirts, jackets, or vests. Sweatshirts, jackets, or vests may not be worn to school liturgies or assemblies. Hoods must be removed in buildings. Flannels are not allowed.
5. Any type of conventional footwear (in good condition) may be worn, with the exception of heavy-soled boots and sandals. Slippers or slide shoes of any type may not be worn to school. Shoes must be secured in the front and in the back. Socks must be worn at all times and must be visible.
6. Dress attire: When the school calendar indicates that a school liturgy is celebrated or a school awards assembly is scheduled, dress attire will be required. Dress attire is the following: dress shirt (long sleeves), tie, dress pants (Chinos are permitted. Any pants with a rivet or cargo pockets are unacceptable), belt, dress socks (no white socks), and dress shoes (no boots, boat shoes, casual shoes, topsiders or bowling style shoes). No hats may be worn on special attire days. Jackets, sweatshirts, or vests may be worn to school; however, they may not be worn to liturgy or the assembly. Dress attire will be worn the entire school day, including after the liturgy or assembly.
7. The following imprints are not allowed on any materials (i.e., articles of clothing, backpacks, notebooks, etc.) brought to school or to any school function: alcohol, tobacco, or other controlled substance advertisement or promotion, obscene, exploitive, or suggestive lettering, or pictures, band logos, satanic lettering or pictures, or any material that would conflict with the Christian values for which Loyola stands.
8. Jeans and/or non-collared shirts which are not in violation of point # 7 above may be worn to those cocurricular activities at which another type of attire is not prescribed.
9. Hats may be worn to school but not in any building or classroom. No hats are to be worn on special attire days. Hats must not be in violation of point # 7.

Student Decorum

1. Loyola is a closed campus. Students are expected to

- be on campus at all times of the school day.
2. Students are expected to be on campus ten minutes prior to the start of the school day. Drivers must allow sufficient time for the commute, especially during inclement weather or times of traffic alert. It is the driver's responsibility to arrive on time or risk receiving JUG for being tardy.
 3. Students are expected to arrive on campus at least ten minutes before the first bell (7:55 AM). Some students may occasionally face legitimate difficulty arriving to school on time (car trouble, carpool confusion, traffic due to an accident, etc). As a courtesy, each student will be allowed a maximum of *three* tardy morning arrivals within the first fifteen minutes of the school day each semester. If a student exceeds three tardies he will serve two days of JUG for each of his fourth and fifth tardy. If a student continues to arrive tardy, the Dean of Men will request a conference with the parents and establish more significant consequences for the student's inability to arrive to campus on time. Discipline for tardiness is always at the discretion of the Dean of Men.
 4. When crossing 15th Street, students should use the sidewalk. Students are to follow the directions of the security staff at all times.
 5. Student I.D. cards must be carried at all times and, upon request of anyone in authority, must be shown or submitted.
 6. Gambling on or near the campus is forbidden.
 7. A clean campus is to be maintained at all times. The cooperation of all students is asked in helping to keep the campus and school buildings clean and in good condition. The student body may be detained after the regularly scheduled conclusion of the school day if a clean campus is not maintained. Students may also be required to wear Dress Attire if a litter problem persists. Students may also be banned from eating in areas of the yard where litter continues to be a problem.
 8. Students may eat lunches where cans and benches have been provided. No eating is allowed in school buildings unless by permission of a faculty member.
 9. No gum chewing is allowed on school grounds.
 10. Footballs, Frisbees, etc., are to be used exclusively on the athletic fields during times deemed permissible by the Dean of Men. Violation will result in confiscation or other disciplinary actions.
 11. It is the student's responsibility to care for his school-assigned locker. The student is liable for the contents and condition of his locker at all times. A change of lockers may only occur after approval by the Dean of Men. The locker is jointly accessible to the student and school officials and may be subject to search for good reason at the discretion of school officials. Lockers may not be decorated on the outside. Those displays which cause physical damage to a student's locker (i.e., glued decals, posters, bumper stickers, etc.) or those which are deemed pornographic or offensive in nature may not be hung in or attached to any part of a student's locker. Locker combinations are not to be shared with anyone.
 12. Lost and found items may be turned in to or claimed in the Dean's Office. Unclaimed items are discarded after thirty days. The school cannot be responsible for items or valuables left in classrooms, hallways, locker rooms, or athletic areas, or left unattended on school grounds. Students should refrain from bringing large amounts of money or valuables to school.
 13. No student may host a guest on campus during school hours without prior permission from an administrator. No student may order food for himself to be delivered to campus.
 14. No student may be on the second or third floor of the school buildings during lunch hour or at recess unless he is attending a meeting or seeing a teacher.
 15. No student may stand or sit on the loading docks behind the stage of Xavier Center adjacent to the snack bar at any time before, during, or after school. This area of campus is closed to students.
 16. If a teacher is not present five minutes after the beginning of class, one student should report to the Dean or the Assistant Principal. All other students are to remain quietly in the classroom awaiting instruction from an administrator.
 17. No student is to be on campus after 10:00 p.m. without permission. Students found trespassing on campus will be liable for disciplinary action.
 18. At mandatory events, e.g., assemblies, students are expected to exhibit respectful behavior appropriate to the requirements of the assembly. This is particularly true of the school's religious and liturgical services.
 19. Students who bring bikes, skateboards, or scooters, to campus must store them properly during the school day. If you need assistance, see the Dean of Men. Students may never ride a skateboard on campus, including when school is not in session. Violation will result in confiscation and JUG.
 20. Students may not drive, ride, or sit in a utility cart unless permitted by Loyola personnel.
 21. Students may not use the elevators unless they have permission from the Dean's Office.

Electronic Devices

1. Students may only use their cell phones before school, during the recess, during the lunch break, and after school if they are outside of a building. During the times when cell phone use is not permitted, cell phones must be silent and kept out of sight. A cell phone will be confiscated if it is used while inside a building, during passing periods, sounds in class, or if it is used for inappropriate reasons. If a cell phone is confiscated, a student may be assigned 1 or 2 days of JUG depending on the infraction, and the cell phone will be returned the following school day.
2. Smart watches follow the same guidelines for acceptable use as cell phones. Students may not actively use these devices for transmitting or receiving

data during class or inside classroom buildings during regular school hours. Additionally, smart watches are completely prohibited during testing environments and must be removed from the student's wrist and stowed away during a test. Any student who is found wearing a smart watch during a test may be suspected of academic dishonesty, whether he intended to use the device for assistance or not.

3. Laser Pointers and pens or other devices with laser pointers are prohibited.
4. Any and all information found on electronic devices capable of receiving or transmitting data is subject to review by the Administration.
5. Headphones or earphones may only be used during the school day with permission from a teacher or moderator. Headphones or earphones will be confiscated if visible during the school day and will be returned to the student the following school day. The student will also be assigned JUG.
6. Students may not bring gaming consoles such as Playstation to school.
7. Students should carefully review Loyola's Acceptable Use Policy for technology on Loyola's campus and its servers. Students who are found in violation of these policies will face consequences.

School Dances

Students are expected to act in a manner consistent with the rules and regulations stated in the Parents' & Students' Handbook. This applies to grooming, appearance, attire, and student decorum. The following rules are specific to Loyola dances:

1. Other than formal dances, acceptable exceptions to the dress code include: jeans in good condition and non-Loyola T-shirts (see restrictions in #7 of attire section). Students may not wear tank tops or sleeveless T-shirts. Footwear must be secured at the front and back of the foot.
2. Doors close one hour after the start of a dance. Other than the Christmas Dance and Prom, students may leave at any time, however, once a student has left the dance, the student will not be readmitted.
3. Only male students who attend Loyola High School and females from invited schools may enter the dance.
4. All students must present a valid student I.D. at the door.
5. All bags will be inspected at the door.
6. The renting of vehicles other than taxicabs to transport students to and from any dance, other than the Prom and Christmas Dance, is not permissible. At the Prom and Christmas Dance, the only rented vehicle allowed other than a taxicab will be a limousine. Uber and Lyft ride sharing are ok.

Grounds for Fines

Students are liable to be fined for, but not limited to, the following:

1. Damage to school property or the property of others (including cost to repair).
2. Redemption of lost-and-found articles and rental books for class (\$1.00).
3. Failure to register student motor vehicles with the Office of the Dean of Men or failure to display Loyola parking permit (\$5.00).
4. Jaywalking (\$10.00)
5. Illegal or improper parking; driving at excessive rates of speed on or around the campus (\$10.00).
6. Failure to turn in athletic equipment on the assigned day (\$10.00 per day); this includes intramural equipment.
7. Failure to have the required books in class (\$1.00).
8. Replacement of lost student I.D. cards (\$5.00).
9. Retrieval of confiscated cell phone [Fridays only] (\$2.00).
10. Use of razor and shaving cream (\$1.00).
11. Use of comb (\$1.00).

Grounds for Detention (JUG)

The Dean of Men conducts detention (JUG) each day beginning ten minutes after school is dismissed. It customarily lasts for fifty (50) minutes and may take the form of written or physical work. Any student who fails to report to JUG on the day assigned will automatically receive an extra day's JUG.

Medical appointments, personal appointments, work, or cocurricular activities are not excusable reasons for missing JUG.

Students are liable to serve detention (JUG) for, but not limited to, any of the following:

1. Missing assigned JUG.
2. Truancy. Missing class.
3. Tardiness. Oversleeping, missing the bus, car pool problems or staying home for any questionable reason are unsatisfactory excuses for being late.
4. Profanity anywhere on campus.
5. Unacceptable attire or personal appearance.
6. Leaving campus for any reason without permission from the Office of the Dean of Men. No teacher is allowed to give permission to a student to leave campus without prior approval of the Dean of Men.
7. Being asked to leave any class because of disturbance.
8. Lack of a phone call and/or note from a parent excusing an absence or tardy.
9. Running and/or wrestling in the school buildings.
10. Failure to carry student I. D. card.
11. Receiving a Discipline Referral from a teacher.
12. Overdue library materials and fines.
13. Failure to register for courses.
14. Missing Community Service Reflection Group meetings or Senior Project Reflection Group meetings.
15. Any other minor conduct violation for which a student is referred to the Office of the Dean of Men.

The Dean of Men conducts detention (JUG) after school. However, any teacher may keep a student after school for any reason he/she deems to be in the best interest of the student.

WEEKEND/HOLIDAY JUG - For some serious offenses, weekend/holiday JUG is assigned. Weekend/holiday JUG requires “all-day” service to the school. Typically, the work required includes maintenance of the school buildings and grounds. Weekend/holiday JUG is scheduled at the convenience of the school and may be assigned only by the Dean of Men. Weekend/holiday JUG will be assigned for any suspension, with the accumulation of five days of JUG, or for any conduct violation for which the Dean of Men deems it an appropriate consequence. This will take precedence over any personal plans the student or family may have made.

Grounds for Suspension

For serious disciplinary reasons, a student may be suspended from school. The student is liable to lose credit for class work (assignments, projects, tests, quizzes, etc.) missed during the suspension time. The suspension includes exclusion from any and all school activities for the duration of the suspension. If a student receives two suspensions in one academic year, he is liable for dismissal.

Students are liable to suspension from Loyola High School for, but not limited to, any of the following:

1. Verbal, written, or electronically transmitted messages and/or physical behavior of a racist or prejudiced nature. Students who continue racist and/or prejudiced behavior are liable for dismissal.
2. Fighting, bullying, or the threat of physical violence.
3. Throwing anything on campus that could cause injury or damage.
4. Excessive speed or reckless driving on or near the campus.
5. Cutting class; continued offenses will lead to a reevaluation of a student’s academic standing.
6. Continual tardiness.
7. Possession or use of tobacco (smoking, vaping, or chewing) on campus or within two blocks of the school; smoking at any school function.
8. Possession of pornographic materials including any inappropriate materials accessed over the Internet or electronically transmitted.
9. Use of technological devices to record or distribute photographs, video, audio, messages or conversations of Loyola personnel or students without their consent.
10. A second infraction of academic integrity during the student’s entire career at Loyola School.
11. Damage to school property (i.e. graffiti, removing school locks).
12. Ten (10) days of detention (JUG) in one academic

year. Additionally, the student is liable for disciplinary probation for the remainder of the academic year.

13. Any other actions deemed serious, at the discretion of the Dean of Men.

Any suspension will automatically subject the student to four (4) days of JUG for each class missed while suspended, up to but not to exceed sixteen (16) days. The student will also receive one (1) day of Weekend/Holiday JUG. Students are ineligible to participate in or attend cocurricular activities during any period of suspension from school.

Grounds for Disciplinary Probation

A student may be placed on disciplinary probation if he has been suspended or has been involved in other serious misconduct. The student will be allowed to continue at Loyola on the condition that he is never again involved in any serious misconduct. Violation of probation will result in the student’s being asked to withdraw.

Grounds for Dismissal

Students are liable for dismissal from Loyola High School for, but not limited to, any of the following:

1. Possession of, or being under the influence of, alcohol, marijuana, or any other form of dangerous and illegal drugs (i.e., federally controlled), or in possession of what may be construed as drug paraphernalia at school or at any event sponsored by Loyola or another school.
2. Stealing.
3. Destruction of school property.
4. Flagrant insubordination or disobedience.
5. Use or possession of firecrackers or similar devices.
6. Serious or chronic infraction of the rules by a student.
7. Any type of continual or repeated harassment of a verbal and/or a physical nature, regardless of when or where such action takes place. (See section on bullying below)
8. Association with a gang or a member of a gang, on or off campus.
9. Fighting, inciting violence, threatening harm to others or engaging in violent discourse.
10. Possessing, handling, or transmitting any object that can reasonably be considered a weapon of any kind: (a) on the school grounds at any time; (b) off the school grounds at any school activity, function, or event; (c) while en route between home and school.
11. Selling or distributing drugs, including unprescribed medication
12. Two suspensions in one academic year.
13. Fifteen (15) days of JUG in one academic year.
14. A third infraction of academic integrity during the student’s entire career at Loyola High School.
15. Counterfeiting.
16. Disenrollment from a class during Senior year.

Parents and older siblings are both legally and morally responsible anytime they allow alcohol and/or drug use by underage minors. Parents are asked to closely monitor the activities of their children especially at times when the parents cannot be present in the home. Supervised or unsupervised events where students use alcohol and/or drugs in the home that are brought to the attention of the school will result in a mandatory conference with the Dean of Men, and possibly the Principal, and the student's counselor to determine whether the family's values are in alignment with the school philosophy regarding underage drinking and/or drug use. If the student is allowed to remain at Loyola, appropriate disciplinary action will be taken.

This policy is in place to hold students and parents accountable for their seriously unacceptable and dangerous behavior and to discourage any activity which supports continued abuse and/or addiction.

Discipline Board

The Discipline Board is an advisory board to the Principal and may be convened whenever a student's behavior makes him liable to be dismissed from Loyola High School. In addition, the Dean of Men may ask that the Discipline Board meet to advise him in certain other cases that may not involve grounds for dismissal.

The Discipline Board consists of five voting members: the Assistant Principal for Ministry, the Dean of Men, two faculty members elected by the Faculty, and one faculty member elected by the Student Council. (The faculty members elected by the Faculty serve staggered three-year terms; the faculty member elected by the Student Council is elected each academic year.) The Assistant Principal for Ministry is the chair of the Discipline Board. The role of the Discipline Board is to recommend disciplinary consequences in regards to a student's status when his conduct has made him liable to dismissal from the school.

Whenever a student's conduct makes him liable to be dismissed from the school, the student involved will be suspended immediately and will have an opportunity to appear before the Discipline Board to present his case. The Dean will present the facts of the case along with the student's discipline, academic, and attendance records. The student will be present for as long as the members of the Board need his presence to discuss the case; he will not be present during the Discipline Board's deliberations. The student's parents may submit a letter in support of the student to the Discipline Board on the day in which the Board convenes.

The Discipline Board will review, discuss, and decide on a course of action to recommend to the Principal, whose decision is final. The Principal has the responsibility to inform the President and the Faculty of his decisions.

The decision will be subject to review by the President of Loyola only upon presentation of hitherto unrevealed circumstances. Because of the nature of the discussions of the Discipline Board, those discussions are confidential.

BULLYING AND INSENSITIVE SPEECH

Loyola High School is committed to promoting a safe and welcoming environment on its campus and at school-sponsored activities. Bullying and insensitive speech will not be tolerated.

Loyola High School defines bullying as repeated acts that create physical or emotional harm. Bullying is the conscious, willful, hostile, and intentional attempt to control and assert power over another person. The behavior can take place at school or school-sponsored events, social media, and digital communication.

Loyola High School defines insensitive speech as written words, spoken words, images, or gesturing that is offensive to one or more persons. The behavior may be unintentional and the perpetrator may be ignorant of the effects of his or her speech on others. Insensitive speech promotes an environment that is unwelcoming and unsafe. The behavior can take place at school or school-sponsored events, social media, and digital communication.

Loyola High School reserves the right to interpret all instances of bullying and insensitive speech as broadly or as narrowly as is necessary to protect all members of our community and to promote the mission of the school.

AUTHORIZATION TO CONSENT TO TREATMENT OF MINOR

By agreeing to the terms of this document, parents agree to consent to any x ray, examination, anesthetic, medical or surgical diagnosis, or treatment and hospital care which is deemed advisable by, and is to be rendered under, the general or special supervision of any physician licensed under the provisions of the Medical Practice Act on the medical staff of any accredited hospital, whether such diagnosis or treatment is rendered at the office of said physician or at said hospital. It is understood that this authorization is given in advance of any specific diagnosis, treatment or hospital care being required but is given to provide authority and power on the part of the aforesaid agent(s) to give specific consent to any and all such diagnosis, treatment or hospital care which the aforementioned physician in the exercise of his/her best judgment, may deem advisable.

THIS AUTHORIZATION SHALL REMAIN EFFECTIVE UNTIL AUGUST 1, 2017

HARASSMENT POLICY

The following is the Student Harassment, Bullying, and Hazing Policy from the Archdiocese of Los Angeles Administrative Handbook for Elementary and Secondary Schools. This policy must be published in the Parent/Student Handbook and applies to all students. There are separate harassment policies that apply to employees, parents and other adults in the school community.

Loyola High School is committed to providing a safe and comfortable learning environment that respects Christian values and is free from harassment, bullying or hazing in any form. Harassment, bullying or hazing of any student by any other student, lay employee, religious, clergy, or school volunteer is prohibited. The school will treat allegations of any such conduct seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. This policy shall be communicated clearly to faculty, staff, volunteers, parents or guardians, and students.

Substantiated acts of harassment, bullying or hazing by a student will result in disciplinary action up to and including dismissal of the student. Students found to have filed false or frivolous charges will also be subject to disciplinary action up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating. It includes, but is not limited to, any or all of the following:

- Verbal harassment: derogatory comments and jokes; threatening words spoken to another person
- Physical harassment: unwanted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal work or movement
- Visual harassment: derogatory, demeaning or inflammatory posters, cartoons, written words, drawings, and gestures
- Sexual harassment: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Bullying is the habitual harassing, intimidating, tormenting, browbeating, humiliating, terrorizing, oppressing and/or threatening of another person. Bullying typically consists of direct behaviors, such as teasing, taunting, threatening, hitting, shoving, and stealing that are initiated by one or more students against a victim or victims. In addition to direct attacks, bullying may also be indirect, such as spreading rumors that cause victims to be socially isolated through intentional exclusion. Whether the bullying is direct or indirect, the key component of bullying is physical or psychological intimidation that occurs repeatedly over time to create an ongoing pattern of harassment and abuse.

Students also may be involved in cyberbullying, which occurs when they bully each other using the Internet, mobile phones or other cyber technology. This can include, but is not limited to:

- Sending inappropriate text, e-mail, or instant messages
- Posting inappropriate pictures or messages about others in blogs or on web sites
- Using someone else's user name to spread rumors or lies about someone

Hazing is any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person.

It is the responsibility of the school to:

- Establish practices and provide staff development training and age-appropriate information for students, designed to create a school environment free from discrimination, intimidation or harassment
- Make all faculty, staff, students, parents or guardians, and volunteers aware of this policy and the commitment of the school toward its strict enforcement
- Remain watchful for conditions that create or may lead to a hostile offensive school environment

It is the student's responsibility to:

- Conduct himself in a manner that contributes to a positive school environment
- Avoid any activity that may be considered discriminatory, intimidating, harassing, bullying or hazing
- If possible, inform the other person(s) that the behavior is offensive and unwelcome
- Report all incidents of discrimination, harassment, bullying or hazing to the principal or teacher
- As appropriate, the students involved may be asked to complete a formal, written complaint which will be investigated thoroughly and will involve only the necessary parties; confidentiality will be maintained as much as possible

STUDENT NETWORK ACCEPTABLE USE POLICY & GUIDELINES – Revised April 2012

PART I - OVERVIEW

Purpose and General Limitations

Loyola High School provides students with an opportunity to utilize sophisticated technology in pursuit of their academic program. Access to the School's resources is considered an important privilege, not a right, for every student. Standards for acceptable use of these resources must be met by all who use them.

The operation of the Loyola High School's network relies upon the proper conduct of the users who must adhere to the guidelines provided here. In general, users' responsibilities include the efficient, ethical, and legal utilization of all technology resources. Students must abide by the School's Acceptable Use Policy and Guidelines and all other School rules, as well as applicable laws and regulations, when they use any of the School's technology resources.

Access to the Internet is available on the Loyola High School's network. On a global network it is impossible to control all materials and an industrious user may discover controversial information. Users must be aware that there are many services available on the Internet that could potentially be offensive to certain groups of users. We cannot eliminate access to all such services, nor can we begin to identify all of them. However, the Loyola High School believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of Loyola High School. Loyola High School expects teachers and parents to guide students in the appropriate use of the Internet.

Definition of Information System

This Policy applies to use of the School's information system. The Loyola High School's information system includes its networks, workstations, computers, laptops, and all related technologies and media such as Internet and e-mail access.

Consequences for Violation of Policy

Any violation of this Policy may result in disciplinary action, which may include termination of the student's account and technology privileges, suspension or dismissal, or financial penalties to compensate the Loyola High School for any damage caused by a student's misuse of the School's information system.

PART II - STUDENT ACKNOWLEDGMENT: PRIVILEGES AND RESPONSIBILITIES

As a student at Loyola High School, I understand all of the following:

The School's Right to Monitor--

- I should have no expectation of privacy in terms of my usage of Loyola High School's property, including the School network.
- Any information that I transmit or receive on the School's network may be recorded by Loyola High School.
- Loyola High School has the right to monitor my use of its information system. Such monitoring is at Loyola High School's sole discretion and may occur any time, without notice, without cause, and without my permission.

Respect for Others--

- I will not use the Loyola High School's information system to access, receive, send, create, transmit, distribute, print, or download:
 - ...material that is defamatory, derogatory, obscene, or offensive;
 - ...slurs, epithets, threats (physical, verbal, implied, or express);
 - ...sexually oriented messages or images; or
 - ...anything that might reasonably be construed as harassment or disparagement based on race, color, national origin, gender, sexual orientation, age, disability, or religious or political beliefs.

My Use of the School's Network--

- I will not download and install files and/or software on equipment without the authorization of the Director of Technology.
- I will not intentionally harm Loyola High School's network by, for example, introducing a virus or other harmful code anywhere on the network.
- I will make all reasonable efforts to keep my home computer free from viruses and other destructive materials.

My Authorized Use of Software-

- Software is protected by copyright law. I will respect the rights granted to the owner of a copyright by only using software, files or information which I have been given permission to use and/or which has been leased or registered by Loyola High School.
- I will not copy or transfer any copyrighted software to or from computers at the School without the permission of the Director of Technology.
- If I have questions about whether my use of software, files, or information violates copyright law, I will ask the Director of Technology.

Safety--

- I will not reveal my home address, social security number, drivers license number, or phone number(s), or those of other students, faculty, or other employees, to people I do not personally know. I will use Loyola High School's addresses and phone numbers only.
- I will keep my unique password confidential.
- If I receive any threatening or unwelcome electronic communications, I will bring those communications to the attention of the Dean of Men or the Director of Technology.

Passwords--

- I am responsible for all activities that take place under my login name and password. In other words, I am responsible for any electronic traffic that originates or is distributed by me or under my login name.

- I will not attempt to discover or use another user's login name or password, nor will I share my password. If I become aware of another individual's password, I will inform a member of the Technology Department so that the password can be changed.

My Use of the School File Servers and the Official School Website--

- I will use my applications and Loyola High School's file server space appropriately, for school-related activities only.
- I will store my documents and files in places that are assigned to me by the Technology Department.
- When I create content I will be considerate and respect the privacy of others (for example, by ensuring I have their permission before posting their names or photographs)
- I will identify myself as the author of all content that I create. I will not assume a fictitious or anonymous identity in any activity that uses Loyola High School's information system.
- I will clearly indicate when the content I create was written.
- I will give credit to others for their ideas.
- If I leave the Loyola High School community, I may take copies of anything I have written. I understand and agree, however, that the content that I created at Loyola High School can continue to be used by the school for educational purposes such as publications and presentations.
- I will not post information on Loyola High School's official website without permission from the Director of Communication.
- Ultimate decisions about posting web content on Loyola High School's website will be reviewed and approved by the administration.

My Use of School Information on Non-School Websites--

- Content posted about Loyola High School anywhere on the Internet must comply with the School's Acceptable Use Policy & Parents'/ Students' Handbook.
- Official files or documents may not be posted on non-school sites.
- Students who post content on Internet sites about Loyola High School may not present the content as if it represents any official views of Loyola High School.
- No representations about the School should be made on any website, newsgroup, or bulletin board, through e-mail or through any other means without the permission of the administration.
- Students who posts images, videos, comments, links or graphics that reflect poorly on or bring discredit to Loyola High School are subject to disciplinary action including suspension and

dismissal.

My Use of Computer Labs and Laptops--

- Food and drinks are not permitted in the computer labs or near computers in other classrooms and areas on campus.
- I may not alter or modify system files or configurations.
- I may not install or uninstall programs.
- I may not alter the desktop of a computer or screensaver of a computer.
- When I use any piece of technology I will treat it with care and do my best to ensure no damage is done to it.

REQUIREMENTS FOR GRADUATION

In order to graduate, each Loyola student must complete the following minimum requirements:

English

Eight semesters (one course each semester)

- a) Common courses for Freshmen, Sophomores, and Juniors
- b) Elective courses for Seniors

Mathematics

- a) Six semesters in the Freshman, Sophomore, and Junior years required
- b) Electives in the senior year strongly recommended

Foreign Language

Six consecutive semesters (Levels 1, 2 and 3) of the same language beginning in the Freshman year. Choice of Latin, French, Mandarin or Spanish

Science

- a) Six semesters beginning the Freshman year
- b) Electives in the senior year strongly recommended

Social Science

Six semesters beginning in the Sophomore year

- a) Common courses for Sophomores and Juniors
- b) Elective courses for Seniors

Theology

Eight semesters

- a) Common required courses for Freshmen and Sophomores and Juniors
- b) Elective courses for Seniors

Fine Arts

Two semesters taken during the freshman and/or sophomore years.

Physical Education / Health

- a) One semester of P.E. taken during freshman year
- b) One semester of Health taken during freshman year

Community Service

- a) 25 hours in a Community Service Project during the Sophomore year (CS-10)
- b) 25 hours in a Community Service Project during the Junior year (CS-11)
- b) 3-week project in a Senior Internship during January of the Senior year

following is the typical course of studies

FRESHMAN

English 1
Algebra 1 or Performing Arts
Geometry
Physics 9
Foreign Language 1
Theology 1
PE and Health (1 semester each)

SOPHOMORE

English 2
Algebra 2
World History
Foreign Language 2
Chemistry
Theology 2
Fine Arts
Community Service Project, CS-10

JUNIOR

English 3
Algebra 2 or Pre-Calculus
U.S. History
Biology
Foreign Language 3
Theology 3
Fine Arts, Computer Programming, Junior Advisory, Writing Workshop, PE courses
Community Service Project, CS-11

SENIOR

(At least 11 semester courses in required and elective subjects) (note: not all listed courses may be offered each semester)

Required: English, Theology, and Social Science
Electives: Fine Arts, Foreign Language, Health/PE, Mathematics, Science, Social Science,

English Courses: AP English Literature 4, AP English Language 4, College Reading and Writing, Shakespeare, World Literature, Modern American Novel, Short Fiction, Rhetoric and Composition, Poetry

Fine Arts Courses: AP Studio Art, AP Art History, AP Music Theory, Acting Workshop, Band, Ceramics, Design, Digital Photography, Drawing, Music, Music 2, Music Appreciation, Photography (film), Piano

Foreign Language Courses: AP French 4, AP Latin 4, AP

Spanish Language 4, AP Spanish Literature, Spanish 4, Mandarin 4

Health/PE Courses: Health, Lifetime Fitness, Weight Training, Aquatic Skills

Mathematics Courses: AP Calculus AB, AP Calculus BC, AP Computer Science A, AP Computer Science Principles, AP Statistics, Calculus, Honors Pre-Calculus, Pre-Calculus

Science Courses: AP Biology, AP Environmental Science, AP Physics 1, AP Physics C (Mechanics), Honors Astronomy, Anatomy/Physiology, Oceanography, Physics 12, Robotics (1 semester)

Theology Courses: Catholic Peace Building, Liturgy, Religion and Science, World Religions.

Social Science Electives: AP Art History, AP Economics, AP European History, AP Psychology, AP US Government, AP Human Geography, African-American Studies, Economics, General Psychology, History of Los Angeles, History of World War II

Senior Magis: Fall and Spring Semesters required

Senior Project: Internship in Community Service

ACADEMIC INFORMATION

grade point average

Loyola reports a grade point average on a 4.0 scale (4.0 = A = excellent). Students are required to maintain above a 2.0 (C) grade point average to remain in good standing at Loyola. Physical Education (PE, Lifetime Fitness, Weight Training, Aquatic Skills) and Teacher Aides are not included in the grade point average. Other non-graded courses include Senior Magis, Junior Advisory, Writing Workshop, Personal Finance, and Journalism.

A student who receives an "F" in any course is required to retake the same course at Loyola with a passing grade as a condition of continuing his studies at Loyola. Please contact the Assistant Principal for Curriculum and Scheduling for more information. Both the original "F" and the subsequent passing grade will be used in computing the student's cumulative GPA's.

A student who receives a "D" in any course does not need to make up this grade in order to graduate; however, certain universities will not accept a "D" as a condition of entrance. In this case, students should look into retaking a similar course at another institution to satisfy their university's requirements. The original "D," but not the subsequent grade will be used in computing the student's cumulative GPA.

Only the semester grades are recorded on the student's

transcript. All semester grade corrections must be completed within the first ten days of the new semester. Deadlines for grade corrections are listed on the school calendar.

Loyola records both “weighted” and “unweighted” GPA’s. A weighted GPA includes 1-point GPA increases for honors and AP courses while an unweighted GPA does not.

Weighted GPA for honors

/AP Courses only

A+	=	5.3 pts.
A	=	5.0 pts.
A-	=	4.7 pts.
B+	=	4.3 pts.
B	=	4.0 pts.
B-	=	3.7 pts.
C+	=	3.3 pts.
C	=	3.0 pts.
C-	=	2.7 pts.
D+	=	2.3 pts.
D	=	2.0 pts.
F	=	1.0 pts.

GPA’s for regular courses

A+	=	4.0 pts.
A	=	4.0 pts.
A-	=	3.7 pts.
B+	=	3.3 pts.
B	=	3.0 pts.
B-	=	2.7 pts.
C+	=	2.3 pts.
C	=	2.0 pts.
C-	=	1.7 pts.
D+	=	1.3 pts.
D	=	1.0 pts.
F	=	0.0 pts.

grade reports

Formal grades are posted on-line two times each semester – at mid-semester and again at the final marking periods – on Q. The dates for these postings are listed in the calendar. All students and parents will also have access to on-going “grade book” marks through Q. These updated grades should be checked regularly to keep abreast of a student’s progress.

recognition at graduation

Loyola High School recognizes consistent outstanding academic achievement at graduation on three levels: Cum Laude (with praise): awarded to graduates who have maintained a 3.50 weighted GPA in each of their first seven semesters. Awardees may not have two strikes in terms of Academic Integrity issues. If a student fails to meet the GPA threshold in only one semester, he may file a petition to be reconsidered.

Magna Cum Laude (with great praise): awarded to students with a cumulative weighted GPA over 4.20 after their seventh semester. Awardees may not have two strikes in terms of Academic Integrity. If there is a single strike in the junior or senior year, the award is dropped to Cum Laude. There are no petitions at this level.

Summa Cum Laude (with highest praise): awarded to students with a cumulative weighted GPA over 4.40 after their seventh semester. Awardees may not have two strikes in terms of Academic Integrity. If there is a single strike in the junior or senior year, the award is dropped to Cum Laude. There are no petitions at this level.

disabilities

Please report all physical and learning disabilities to your son’s counselor as soon as possible. Medical documentation will be required in all cases. The counselor will meet with the Assistant Principal for Curriculum and Scheduling for cases that require special attention.

academic probation

Students whose semester GPA is below 2.00 or who receive a “D” or an “F” in two or more subjects for either the Fall or Spring Semester will be placed on Academic Probation for the following semester. If this situation has not been rectified by the conclusion of the subsequent semester, the student is subject to dismissal from Loyola High School even if no formal notice has been sent home. In the case of a student who has been placed on academic probation previously and who again meets the criteria for academic probation, the administration may demand that his probationary status be remedied by the midterm report instead of the following semester report. If his academic performance does not meet minimal standards with his midterm grades, then he may be dismissed from Loyola.

academic dismissal

A student who is liable for dismissal for deficient academic performance is subject to review by the Academic Review Board, which consists of the Assistant Principal for Curriculum and Scheduling, the Dean of Men, the student’s counselor, and the Principal. The decision to dismiss is made by the Principal.

disenrollment

Class attendance is an essential part of the educational process at Loyola High School. The student who is absent from class misses a significant portion of academic discussion and personal interaction with other students and the teacher that cannot be obtained in any other manner. Regular class attendance allows for steady supervision of and assistance to an individual student.

Disenrollment is intended not as a punitive measure but as the school’s way of doing all that it can to guarantee that a student takes full advantage of the educational opportunities available at Loyola.

Conditions for Disenrollment: When the tenth non-school-related absence occurs, an administrative conference will be held to determine disciplinary or academic consequences. Students missing ten or more days of class per semester are liable to lose academic credit for the semester.

Procedures: Disenrollment may be initiated either by the Assistant Principal for Curriculum and Scheduling or by the course teacher after approval from the Assistant Principal.

The total of student absences may be verified by either the teacher's record of absenteeism or by the school's record maintained by the Dean of Men's Office.

A student who is disenrolled will be dropped from the course with either the grade of **W/F** (Withdrawn & Failure) if, in fact, he was failing the course from which he was dropped, or with the grade of **I** (Incomplete, no credit) if a student was not failing at the time he was dropped. Either grade will remain on the transcript until such time as the course has been repeated.

Students who are disenrolled from a course during their senior year may lose credit for a course that is a graduation requirement and may be dismissed from Loyola if they have not met all graduation requirements before the date of graduation. Thus, disenrollment from a course in the Senior Year is grounds for dismissal from Loyola High School.

class rank

A student's rank-in-class is based on his weighted cumulative GPA. This rank is not reported to universities and is used for internal purposes only.

honors level courses

The following accelerated and advanced courses are available to Loyola students. Each of these courses is awarded an extra point for Loyola's GPA, but not necessarily for university GPA's.

FRESHMAN

Honors Spanish I
Honors Geometry

SOPHOMORE

Honors English 2
Honors Spanish 2
Honors Algebra 2
Honors Chemistry
AP Music Theory
AP World History

JUNIOR

AP Biology
AP Chemistry
AP English Language 3
AP Environmental Science
AP Music Theory
AP Spanish Language 3
AP Studio Art 2D
AP US History
Honors French 3
Honors Spanish 3
Honors Latin 3
Honors Mandarin 3
Honors Algebra 2

Honors Pre-Calculus

SENIOR

AP Art History
AP Biology
AP Chemistry
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP Computer Science Principles
AP English Language 4
AP English Literature 4
AP Environmental Science
AP European History
AP French 4
AP Human Geography
AP Latin 4
AP Macroeconomics
AP Microeconomics
AP Music Theory
AP Physics 1
AP Physics C (Mechanics)
AP Psychology
AP Spanish Language 4
AP Spanish Literature
AP Statistics
AP Studio Art 2D
AP U.S. Government
Honors Astronomy
Honors Pre-Calculus

advanced placement courses

Loyola participates in the Advanced Placement program of college-level instruction in high school by offering Advanced Placement courses. Students who complete these classes are required to take AP examinations prepared by the College Entrance Examination Board in May of each year. Success in the examination may earn the student either college credit, advanced placement in college, or both. Students and parents should be aware that different universities set varying standards and requirements for AP scores. For example, whereas one university might accept a score of 3 as passing a particular course, another may require a 4 or 5 for the same course. Families should contact their universities of choice to learn more about these requirements.

honors level course requirements

The minimum entrance requirements for all Honors and Advanced Placement courses include, but are not limited to, the following:

- 1) A cumulative 3.0 GPA or higher. This is the minimum standard for consideration in the pool of candidates. Most students selected for honors courses have qualifications far above this minimum.
- 2) A cumulative 3.3 GPA or higher in the subject

area. Once again, this is the minimum standard for consideration and students selected usually have qualifications far above the minimum.

- 3) Recommendations from previous teachers. These recommendations cite the student's superior motivation, attitude, and quality of work, as well as his ability to handle the pressure of an accelerated course. Each department determines the appropriate method for obtaining these recommendations.
- 4) Standardized test scores or placement exam scores are used as a further screening process.
- 5) Recommendation from a counselor.
- 6) Each Department Chair or gaining teacher determines the actual class roster from the candidate pool.

admission into restricted courses

Introduction: Honors and AP courses are designed to challenge students who've shown an aptitude and a strong desire to work harder and accomplish more in particular subjects. Students should expect a workload at least double that of regular courses and should understand that they will be held to much higher standards of performance. Teachers will be more demanding and have higher expectations of their honors and AP students.

Every Loyola student is eligible to compete for spots in its restricted courses. Loyola tries to offer as many periods as necessary to accommodate all qualified students. The admissions process is highly competitive and only those students who've demonstrated the highest aptitude, the most consistent performance, and a heartfelt desire to excel will be admitted. It's also important to note that Loyola does not "track" any of its students in any of its departments. Students in honors math, for example, must still compete for slots in honors math or the following year. Entry is never guaranteed. Likewise, students in regular classes have opportunities to move into restricted courses each year if their performance and attitude merit.

The process for admission into restricted courses is highly structured and deliberate. Students and parents should regularly view the school's on-line calendar as well as the daily announcements to remain abreast of meetings, deadlines, and notices. They should also carefully read the course descriptions on the school's website.

Who decides: Usually, three teachers are involved in deciding which students are admitted into each restricted course – the student's current teacher in a particular subject area, the gaining teacher, and the department chair. When necessary, the counselor may also be consulted. The school's administration defers these important decisions to the academic departments and does not interfere with the process. Appeals to the administration are not accepted and departmental decisions are not overruled.

Informational Meetings: The process for admission begins in early March when students meet with their counselors

and teachers from all academic departments. In these meetings, students learn what courses are open to them, what the course expectations are, what the minimum requirements are to get in, and what they must do to be considered for admission. Additionally, certain courses hold their own informational meetings to provide much more specific and detailed instructions. These meetings are usually held during lunch and are advertised in the daily announcements. Many of these meetings are mandatory.

Pre-registration: After these meetings, students pre-register on-line through Naviance. The purpose of pre-registration is for students to indicate which courses they're interested in and would like to compete for. Pre-registration for restricted courses is unlimited – students may ask to be considered for as many honors and AP courses as they wish. While pre-registering, students also rank their requests in order of preference. This last step is of paramount importance as gaining teachers look most closely at those students who've indicated the highest level of interest in their classes. Students who fail to complete pre-registration place themselves at an extreme disadvantage and may not get into restricted courses the following year.

Data Gathering: After pre-registration, the departments gather data on all students who've indicated an interest in any of their restricted courses. These data may include both objective and subjective factors such as student grades both within and outside particular departments, mid-term grades, cumulative GPA's, placement test scores, writing samples, entrance essays, HSPT and PSAT scores, and teacher recommendations. Since different departments have different requirements (published on-line and presented to students during meetings), it's important for students to be aware of what's required of them. This period of data-gathering usually lasts around six weeks until the end of April.

Acceptance and Registration: Near the end of April, academic departments post acceptance lists for their honors and AP courses through on-line venues. Students may then formally register for courses on-line through Q. Students may only register for those restricted courses into which they are formally accepted. Being on a waiting list does not permit a student to register for a course. Students who fail to register on time may lose their spots in restricted courses. Technological problems are never an acceptable excuse for failing to register on time.

Petitions for Reconsideration: Not all students will be admitted into the restricted courses they requested. If a student wishes to be reconsidered and/or feels that something in his record has been overlooked, he may file a written petition with the academic departments. Petition forms are downloadable immediately after the acceptance lists are made available and are due within a few days. The departments use these petitions along with new data (such as final semester grades) to help them decide whether additional students should be admitted. Petitions are kept

on file throughout the summer as schedules are updated through mid-September. Students who've filed petitions must be patient as it takes a lot of time (sometimes months) to determine who may be added to the course rosters. If a student does not file a petition, the department will assume he's no longer interested and will look at other candidates.

Conflicts and Changes: At times, students may not be able to take the restricted courses into which they've been accepted. This may be due to schedule conflicts, graduation requirements, or other factors. In these instances, the student meets with the Assistant Principal for Curriculum and Scheduling to decide how best to proceed.

student class scheduling

In developing academic schedules, Loyola uses algorithms that ensure that students get as many of their requests fulfilled as possible. Unfortunately, it is not possible to fulfill every student's desires. In determining which student is assigned to which course, Loyola uses a strict hierarchy of priorities in the following order: 1) core courses required for graduation and for eligibility to the University of California; 2) AP and Honors courses; 3) electives; 4) courses taken above and beyond graduation requirements; 5) non-credit electives. The only priority order used for students is based on grade level – seniors are scheduled first, juniors second, sophomores third, and freshmen fourth. Within each class, no student is prioritized over any other and it is sometimes a matter of pure chance as to who may receive a spot in a particular course. Although wait lists are generated for AP and Honors courses, no such lists are made for electives or other unrestricted classes.

Students and parents should understand that many courses are packed full early on and that making changes to schedules may be extremely difficult if not impossible. Additionally, it is important for Loyola to keep class size below established maximums to ensure that student-teacher ratios are not impacted by classes that are too large. A balance between different courses is also necessary so that one class is not significantly larger than another. For this reason, no student may be moved from a smaller class into a larger one, even if the larger one still has space.

Requests to change teachers are never accepted. If a student is assigned to a teacher that he or his parents perceive will not match his learning style, this should be seen as a unique opportunity for growth. Being successful in every class with every teaching style is a critical lesson for college and beyond where selection of professors and/or supervisors will not be possible. The only exception to this rule may be granted when a student has previously taken a course with a particular teacher and been assigned to him/her again.

Some students ask, "Why did I get a class that I didn't ask for?" or, "Why didn't I get into a course that I really want-

ed?" The responses usually fall into one or more of the following categories:

- 1) Requested courses were full and the student needed to be placed into another course offered by the same department;
- 2) Conflicts existed between requested courses – Loyola offers about forty-five courses that are taught only once in one period and it's inevitable that conflicts will arise with other singleton courses in that same period;
- 3) Some students only request popular courses and lock themselves out of other options. After placing the student into as many of his requested courses as possible, the rest of the periods are filled with the remaining available courses from an open department;
- 4) It's a matter of fairness – Loyola tries to schedule as many students in as many of their requested courses as possible. We feel it's better for many students to get four or five of their requests fulfilled rather than a few unlucky ones to get only two or three. We try to spread the wealth equitably and fairly amongst all classmates.
- 5) Chance. When no other factors come into play, the last step is for the automated algorithm to randomly select one student over another.

teachers' aides (T.A.'s)

It is not possible to provide a complete job description for Teachers' Aides. Below are some of the more important responsibilities and guidelines for Teachers' Aides that have been identified by the Loyola Faculty and Administration. In general, the key points are:

- 1) The importance of confidentiality and trust that is inherent in the T.A. position;
- 2) The importance of maintaining academic and personal integrity at all times;
- 3) The importance of maturity, responsibility, competence, and timeliness of a T.A.

In addition to the specific expectations and responsibilities required by the teacher, the following guidelines apply to all teachers' aides:

The T.A. is expected to:

- 1) Have at least a 3.0 GPA overall and a 3.0 GPA in the subject area;
- 2) Attend the class period in the subject area on a daily basis;
- 3) Tutor as required by the instructor.
- 4) Remain in the assigned classroom for the entire class period.

Comments:

- 1) A teacher's aide carries one less academic class. Since an aide carries a reduced load, it is expected

that the work performed as an aide be commensurate with an academic class.

- 2) A teacher's aide does not receive special priority at registration.

summer school classes at Loyola

Loyola High School does not offer any for-credit courses during summer school. All summer school courses are taken for enrichment only and do not appear on the Loyola transcript nor are they used in computing any GPA's.

courses taken for graduation credit at other schools

In certain rare instances, a student may wish to take a for-credit course at another school such as a local Junior College or another high school. Any such course taken to replace a Loyola High School graduation requirement must be approved by the Assistant Principal for Curriculum and Scheduling BEFORE the class is taken. For pre-approval, the course must meet, but is not limited to, the following minimum requirements: 1) the class must be given at an accredited institution; 2) the class must be UC/CSU transferable; 3) the class must award both units and a letter grade. For pre-approval, a student must bring a completely filled-out registration form along with web links to both the course and the institution to the Assistant Principal for Curriculum and Scheduling at least one week before any registration deadlines. After Loyola receives official notice from the school that the course has been completed with a passing grade, the registrar will place it on the Loyola transcript. This grade will not be used in the computation of the student's Loyola cumulative GPA. Courses taken outside Loyola will never permit a student to advance into an honors or AP course. In order for a student to enroll in any restricted course at Loyola, he must complete the prior course at Loyola as well. Loyola neither endorses nor pre-approves any college or institution so all research regarding appropriate off-campus courses rests with the student.

courses taken for enrichment at other schools

A student may wish to take courses not required for Loyola graduation at other schools and institutions. These courses are "for enrichment only" and do not have any impact on the student's GPA or progress towards graduation. In order for these courses to appear on the Loyola transcript, a student must seek pre-approval from the Assistant Principal for Curriculum and Scheduling BEFORE the class is taken. For pre-approval, the course must meet, but is not limited to, the following minimum requirements: 1) the class must be given by an accredited institution; 2) the class must award both units and a letter grade. After Loyola receives official notice from the school that the course has been completed with a passing grade, the registrar will place it on the Loyola transcript. This grade will not be used in the computation of the student's Loyola cumulative GPA other internal decision-making. It

will be up to the gaining university to decide whether to accept this course or not.

health course taken on-line

Loyola allows students to take health (a graduation requirement) on-line through the Jesuit Virtual Learning Academy (JVLA). The course is offered during the summer only and must be completed before the first day of orientation in August. Links to JVLA's registration page are found on Loyola's website under the Academics tab. After Loyola receives official notice from JVLA that the course has been completed with a passing grade, the registrar will place it on the Loyola transcript. This grade will not be used in the computation of the student's Loyola cumulative GPA other internal decision-making.

excused absences during final exams

Any student who misses a regularly scheduled final exam for an excused absence (such as an illness, medical or family emergency) will need to take a make-up exam as soon as possible after the exam date. In cases of illness or medical emergency, a doctor's note will be required. Families must coordinate make-up final exams with the specific teacher(s) and the Assistant Principal for Curriculum and Scheduling. The student's transcript will show an "Incomplete" until the final exam is taken, graded, and recorded.

unexcused absences during final exams

Any student who misses a regularly scheduled final exam for an unexcused reason (see Dean's Office for definition of "unexcused" absence) will need to take a make-up exam as soon as possible after the exam date. The family may be subject to a late fee of up to \$500 to cover the costs of proctors, facilities, and teachers. The student's transcript will show an "Incomplete" until the final exam is taken, graded, and recorded.

papers and research

For the sake of writing consistency and uniform writing instruction, a standard form has been adopted by all academic departments of Loyola High School. This standard form is based on the guidelines of the Modern Language Association (MLA). These guidelines are available in the book, *A Writer's Reference*. This book is a required text for sophomore year.

The standard has the following guidelines, but is not limited to the following list:

- 1) The entire paper has 1" margins. For multi-page papers, the last name and page number should appear at the top of each page in the right hand corner.

- 2) The entire page is double-spaced.
- 3) Font should be Times New Roman or a similar serif font, e.g. Century Schoolbook or Palatino.
- 4) All letters must be 12-point size.
- 5) Paragraphs are indented five spaces.
- 6) The heading on the left side of page one includes four lines, which are also double-spaced. Line one is the student's name. Line two is the name of the teacher. Line three is the course and period number, and line four is the date. Actual research papers, using the MLA format, vary in this formatting. For research papers, title pages and headings, consult *Writing the Modern Research Paper*.
- 7) To avoid plagiarism, students must create proper parenthetical references and a corresponding "Works Cited" page when documenting the following:
 - a) direct quotes from the text;
 - b) sections of books or articles that are paraphrased;
 - c) parts of books or articles that are summarized;
 - d) the source of ideas or interpretations, including but not limited to online sources.

Any problems or questions should be directed to a member of the English Department.

academic integrity and the pursuit of academic excellence

A hallmark of Jesuit education is excellence in academics. However, excellence in academics that comes at the expense of academic integrity is of no value. Loyola is committed to excellence that serves the integrity of its students.

Specifically, academic integrity means producing original work on all examinations and papers, projects, homework, and oral recitations. While Loyola expects originality in all student work, it is important to emphasize that certain pressures work against such honest production. Besides the innate drive to succeed, which motivates some people, there are the pressures, real or perceived as real, that come from figures of authority, parents, teachers, employers, and coaches. Frequently, it appears that a student perceives recognition, acclaim, or reputation as the highest and only good. To the extent that recognition becomes more important than the means by which recognition is obtained, academic integrity is placed at risk.

While teachers are responsible for creating a classroom

environment that promotes academic integrity, and while there are other outside pressures that work against originality, a Loyola student has the primary responsibility in this area. He is responsible for taking advantage of the dedication and work of the Loyola faculty and of the services of the counseling and tutorial programs. He is responsible for using his time and his ability to prepare himself properly and adequately for facing the tasks of writing reports, taking examinations, giving oral presentations, and completing homework.

Academic integrity is achieved when a Loyola student:

- 1) completes his homework and does not allow it to be viewed by a fellow student;
- 2) completes an examination without seeking help from or offering help to another student;
- 3) completes original research for a paper, project, or oral report and acknowledges another person's contributions to that work by citing the source and individual's name;
- 4) recognizes that his performance on an examination or other assignment is not coupled with self-esteem or self-worth. The student, therefore, understands that it is of greater value to his personal growth when he chooses his own original work than when he chooses to compromise his integrity;
- 5) realizes that each choice for copying, cheating, or plagiarism, no matter how small the matter, diminishes his academic and personal integrity.

It is not enough that a Loyola student chooses once to produce original work; each day he must choose to produce such work. Academic integrity and academic excellence are formed by daily choices. It is naive to expect perfection; it is not naive to expect a consistent aspiration to and choice for excellence in academics and academic integrity.

The following are a few examples of activities that are never acceptable at Loyola unless specifically allowed by a teacher. All such incidents are considered serious breaches of Academic Integrity and result in appropriate consequences. It should be noted that this list is not exhaustive by any means.

- 1) posting or viewing any part of any assignment on a social media site such as Facebook or Instagram. The intent of the person posting is irrelevant – whether he wants to "provide an example", "help a friend", "show how something is done" or similar are never acceptable explanations. To view such work is also considered cheating, whether or not the material is used to produce another student's work.
- 2) allowing a fellow student to borrow a text, workbook, notebook, lab book, or papers in which answers or assignments are present. Again, the intent of the lender is irrelevant and is considered cheating no matter how the borrower uses the material.
- 3) leaving (intentionally or accidentally) any part of any assignment on a computer or printer that may later be

accessed by another student. A student must close all documents and fully log off a computer before he steps away from it if it may be used by another student.

- 4) wearing a smart watch or having access to a cellphone during a test, quiz, or exam whether or not it's looked at or used.

violation of testing procedures

Tests and exams require an especially high level of attention to integrity. Actions that in non-testing environments would not normally be considered cheating, may be completely unacceptable in testing situations. All such violations of testing procedures will also be considered violations of Academic Integrity and will result in a student receiving a zero for the quiz, test or exam and receive the same consequences as for other violations. Listed are several examples of violations of testing procedures that may be deemed infractions of Academic Integrity. As before, this list is not exhaustive.

- 1) communicating with any student for any reason (borrowing a pen, asking about time...)
- 2) having access to a cell phone, smart watch, or similar device (to check time, for example)
- 3) using a calculator or other electronic device that has stored information (even if pertinent information is not accessed)
- 4) communicating with students who have taken the test earlier regarding test content and/or structure
- 5) beginning to work before or continuing to work after time is called.

policy on academic integrity

Students who are caught cheating (e.g., plagiarizing a paper, copying homework, violating testing procedures, or cheating on a quiz or exam) or are involved in academic dishonesty or forgery will be referred to the Assistant Principal for Curriculum and Scheduling.

- 1) On the first offense, the student will receive a zero on the assignment or exam, serve two days of JUG, and copy the academic integrity policy by hand. The Assistant Principal for Curriculum and Scheduling will notify the parents about the incident and about what future course the school will take if their son's behavior continues. The Assistant Principal can rate a first offense at level two if he feels the offense is particularly egregious.
- 2) On the second offense, the student will receive a zero on the assignment or exam, receive up to ten days of JUG, and be suspended for up to two days. A letter will be mailed home placing the student on Disciplinary Probation.
- 3) On the third offense, the student will receive a zero on the assignment or exam and will face the Discipline Board for possible dismissal from Loyola High School.

In each case, the student's counselor will be notified of the incident by the Assistant Principal for Scheduling and

Curriculum.

CLASS SCHEDULES

A student may request a class changes up to the first week of each semester. The Assistant Principal for Curriculum and Scheduling approves or denies all changes. Each student is assigned seven classes. There are four class hours each day with the exception of one day a week (usually Monday) when there are five. Ordinarily, classes will follow sequentially, i.e., they will run from 1 through 7 and then begin again with 1, independent of the particular day of the week. An "typical" week will run as follows:

Mon.	Tues.	Wed.	Thurs.	Fri.
1	6	3	7	4
2	7	4	1	5
3	1	5	2	6
4	2	6	3	7
5				

During the school year, there may be occasions, due to circumstances beyond Loyola High School's control (e.g. multiple athletic events, special rallies, etc.), when it would be necessary, without prior notification of parents for the Administration to adjust dismissal time or weekly schedule.

SCHEDULE 1 - 70 Minutes

Hour 1	8:05	-	9:15
Hour 2	9:23	-	10:37
Recess	10:36	-	10:51
Hour 3	10:56	-	12:06
Lunch	12:06	-	12:48
Hour 4	12:53	-	2:03
OH/HR/FT	2:03	-	2:30

SCHEDULE 2 - 65 Minutes

Hour 1	8:05	-	9:10
Hour 2	9:18	-	10:26
Recess	10:26	-	10:41
Hour 3	10:46	-	11:51
Hour 4	11:59	-	1:04
Lunch	1:04	-	1:43
Hour 5	1:48	-	2:53

SCHEDULE 3 - 70 Minutes

Hour 1	8:05	-	9:15
Hour 2	9:23	-	10:36
Recess	10:36	-	11:00
Hour 3	11:05	-	12:15
Hour 4	12:23	-	1:33

SCHEDULE 7 - 65 Minutes

Faculty Mtg	8:05	-	9:10
Hour 1	9:18	-	10:26
Recess	10:26	-	10:41
Hour 2	10:46	-	11:51
Hour 3	11:59	-	1:04
Lunch	1:04	-	1:43
Hour 4	1:48	-	2:53

SCHEDULE 4 - 70 Minutes

Hour 1	8:05	-	9:15
Hour 2	9:23	-	10:36
Recess	10:36	-	10:51
Hour 3	10:56	-	12:06
Flex Time	12:06	-	12:33
Lunch	12:33	-	1:15
Hour 4	1:20	-	2:30

SCHEDULE 5 - 70 Minutes

Hour 1	8:05	-	9:15
Hour 2	9:23	-	10:36
Recess	10:36	-	10:51
Hour 3	10:56	-	12:06
Flex Time	12:06	-	12:21
Lunch	12:21	-	1:03
Hour 4	1:08	-	2:18

SCHEDULE 6 - 70 Minutes

Hour 1	8:05	-	9:15
Recess	9:15	-	9:30
Hour 2	9:35	-	10:45
Liturgy	10:53	-	12:03
Flex Time	12:03	-	12:33
Lunch	12:33	-	1:15
Hour 3	1:20	-	2:30

MINISTRY PROGRAMS

The Ministry Department is comprised of the four offices of Campus Ministry, Community Service, the Coalition for Justice & Peace, and Adult Spirituality.

A Culture of Prayer, Companionship, and Generosity

The Ministry Department aims to accompany all members of the Loyola community toward fully engaged lives of action and prayer. In the spirit of St. Ignatius, we are companions on the journey of life in faith and service within and beyond the Loyola campus.

Dr. Ann Holmquist, Assistant Principal for Ministry**CAMPUS MINISTRY****A ministry of presence...at the service of faith...**

The students we are trying to form are "NEW PERSONS," transformed by the message of Christ, who will be witnesses to His death and resurrection in their own lives. Those who graduate from our secondary schools should have acquired, in ways proportional to their age and maturity, a way of life that is, in itself a proclamation of the charity of Christ, of the faith that comes from Him and leads back to Him, and of the justice which He announced.

Pedro Arrupe, S.J., Superior General of the Society of Jesus
September 1980

Staff

Dr. Evelyn Jimenez, Director of Campus Ministry
Mr. Matthew Schaeffer, Director of Campus Ministry

Overview

The Jesuit philosophy of education strives for a well-rounded education and for the formation of the whole person - intellectually, physically, emotionally, socially, environmentally, and spiritually. The Loyola High School commitment to value-centered education demands an emphasis on Christian love and Christian action. The focus of the department of Campus Ministry is two-fold: to cater to the spiritual and religious needs of the students as well as providing opportunities for students to grow and develop both personally and spiritually.

Campus ministry is the hub of student spiritual life and an apostolate of service to the entire Loyola High School community at Loyola, providing opportunities for personal and spiritual growth through daily prayer, school wide liturgies, the sacrament of reconciliation, a comprehensive retreat program, and an open-door policy for all students. Sensitive to the religious and moral development of students of all faiths, Campus Ministry is dedicated to meeting students where they are in their faith journey so as to accompany them along the way, deepening their understanding and experience of themselves as human persons through the spiritual aspects of their lives. Through various activities and programs, Campus Ministry fosters an atmosphere of responsibility and love, in which concern for the individual and for the building of community centered in

Jesus and rooted in God is primary.

All Loyola faculty and staff members contribute in some way to Loyola's Campus Ministry programs. In addition to the Campus Ministry team, all of Loyola's priests, lay faculty and staff are available to students for conversation and guidance whenever they are needed.

Morning Prayer

Each school day begins with a morning prayer over the public address system. All students, faculty, and staff are welcome to sign up to lead the prayer.

Daily Liturgy

Mass is celebrated in the Clougherty Chapel of St. Ignatius each morning of the school week at 7:15 a.m. All students, faculty, staff, parents, families, alumni, and benefactors are welcome and encouraged to attend any time.

School Liturgies

Each academic year begins with the celebration of the Mass of the Holy Spirit, asking God's blessings on our school community and on our work. We celebrate school-wide Eucharistic liturgies throughout the academic year. We mark holy days of obligation, liturgical seasons, and feasts with Eucharistic liturgies, which affords the school community an opportunity to come together to pray and to reflect on the presence of God in our lives. Campus Ministry also provides a Father/Son Communion Brunch in the autumn and a Mother/Son Communion Brunch in the spring. All students, faculty, and staff are welcome to sign up to serve as Lectors, Eucharistic Ministers, Acolytes, Singers, and Musicians for these liturgies.

Reconciliation Services

During the liturgical seasons of Advent and Lent, Campus Ministry offers a communal celebration of the Sacrament of Reconciliation as well as an opportunity to make a personal confession. The liturgy consists of a brief prayer service followed by the Sacrament.

Retreat Program

Loyola offers a retreat program to meet the needs of the students at each of the four grade levels. These retreat opportunities are considered an integral component of a Loyola education, and therefore all students are strongly encouraged to take advantage of these opportunities.

First Year Retreat

The Freshman Class and First-year-transfer students come together on a weekend in the Fall Semester for the First Year Retreat. Guided by their Senior Big Brothers, the Ministry Team, Faculty and Staff, new Cubs are taught about the tradition of Loyola, its spiritual and religious foundations, and a sense of class identity and community is created through various shared activities. Activities include a project for feeding hungry persons, team-building activities, shared meals, quiet time, prayer and play. This

is a mandatory retreat weekend experience for all freshmen and transfer students. Parents are included in Sunday's activities and the Retreat concludes with Eucharistic Liturgy.

Sophomore Retreat

Sophomores participate in a Day of Recollection in the Spring Semester. The day involves a deeper look at the life of St. Ignatius and the potential meaning of Ignatius' experiences in the life of a Loyola Cub in the 21st Century. Large and small group activities, prayer, meditation, and liturgy are typically part of the day. Faculty, staff, and members of the Senior class lead the activities.

Junior Retreats

Juniors are invited to attend a two-day, one-night retreat that focuses on the theme of Christian Living and Leadership. The retreat offers the student the opportunity to learn about himself and his God within the context of a Christian Community. The retreat is aimed at personal, spiritual growth through communal sharing. The campus ministry team and other members of the Loyola faculty direct the Junior leadership retreats. Junior Leadership Retreats are scheduled throughout the year. One *Kairos* Retreat is offered for Juniors, toward the end of the Spring Semester.

Senior Retreats

Seniors have the opportunity to participate in a *Kairos* Retreat. This retreat is student directed. It features talks by student leaders and faculty members. This four-day, three-night experience uses small group sharing, liturgies, formal presentations, and prayer time to help the retreatants grow closer to God, to themselves, and to each other. There are four *Kairos* Retreats scheduled for seniors throughout the year. <http://www.loyolahs.edu/kairos/>

Each semester there is also an opportunity to participate in a Quiet Retreat for Seniors. Faculty and Staff accompany students in an Ignatian Quiet Retreat, over the course of three days and two nights.

*For all of the overnight retreats, students are asked to pay a fee to cover the costs of food and the use of the retreat house facilities. However, no one who wishes to make a retreat will be denied the opportunity to do so because of financial difficulties.

Advent/Christmas and Lent/Easter Drives

The Community Service Leadership Team (CSLT) and the Student Council Religious Coordinator coordinate Holiday food and clothing drives. The drives are opportunities for the Loyola community to join together during the holiday seasons to collect food, clothing, personal hygiene items, winter and rainwear, children's books and educational magazines as

well as other necessities for the poor in the Los Angeles area.

Liturgy Workshop

The Liturgy Workshop Course is facilitated by the Director of Campus Ministry and comprised of upperclassmen (Seniors) who seek to learn about the origins of the Catholic celebration of the Eucharistic, as well as prepare the liturgies that are celebrated on campus. The Campus Ministry Liturgy Team, faculty members, and other students support students who are enrolled in the course, in their preparation of school-wide liturgies. In collaboration with the Campus Ministers, students prepare and facilitate school liturgies, including readings, themes, music, environment, participation, and staffing needs.

COMMUNITY SERVICE PROGRAM

A ministry of action...at the promotion of justice...

“Love is shown more in deeds than in words.” - St. Ignatius
Loyola

Staff

Mr. Thomas Zeko, Director of Community Service / Solidarity Immersion Programs

Ms. Angela Moran, Community Service Administrative and Program Coordinator

Rev. Jerry Hudson, Community Service Reflector

Overview

Cubs in the Community: Christ-Inspired, Compassionate, Competent and Committed!...

The Community Service program is an essential part of the Loyola High School educational experience. Rooted in the 450-year-old Ignatian Catholic tradition of being men for and with others, service with marginalized and disenfranchised persons of society is an essential part of a rich and integrated educational tradition that includes academics, activities, the arts and spirituality. Through their various service experiences, it is hoped that the virtues of generosity, compassion and wisdom will be further developed in each young man. The corporal and spiritual works of mercy along with a Preferential Option for the Poor are the guidelines for designing student service projects through Loyola High School.

Community Service Fair

This annual lunchtime preview event is held during the early part of the fall semester. Check the on line edition of the Loyola Daily Bulletin or the Loyola web site for the date. The Fair is intended to showcase approximately 100 community service organizations, agencies, schools and churches on the Loyola campus for students, faculty and parents. The objective of the event is to help our students and parents see new opportunities and to make better informed choices about the places to devote their time and talent with the idea of making a part of the community better for other people. Parents are invited to attend this event. The annual Community Service Fair supports the following programs:

Senior Project

For over 35 years, the Senior Project has been required for graduation and is conducted during the first three weeks in January of a student's fourth year at Loyola. An essential part of the senior curriculum, each student engages in a daytime immersion project for a minimum 85 hours. The time and talents of each senior are devoted to an underserved population, which is also poor, disenfranchised and/or marginalized. Each senior does so on a daily basis demonstrating one or more of the corporal and spiritual works of mercy. All Senior Project service sites are in Los Angeles County and must be from the Loyola roster of pre-approved and participating agencies and schools designated for Senior Project. Loyola classes and exams for seniors are completed before the Christmas vacation and prior to beginning the Senior Project. Participation in this program is as important as class time. For this reason all student vacation plans must be scheduled before or after this program. Any time lost at the placement agency due to illness must be made up in full at the inter-semester break during the fourth week of January, and depending upon the reason for the absence, may involve a penalty as well. The Senior Project service internship is complemented by a series of required reflection discussions and activities on four afternoons or evenings during the course of the program. These reflection sessions, under the direction of a Loyola faculty or staff member, are intended to give the seniors the bigger picture of the motivation and life lessons behind the service activities. Senior Project proposals are due starting in mid-October up to the start of the Thanksgiving Holiday. Detailed program information, policies and procedures, meeting and due dates, registration forms, and preferred placement sites can be found on the Community Service web page. Students and parents are advised to check the web page regularly for news updates as well as to consult with the Community Service staff in planning the senior service proposal before its submission. A grade of *Credit* is recorded on the student's transcript and report card upon successful completion of the project. Failure to successfully complete this program is an impediment to graduation.

Sophomore and Junior Service Program

Also for over 30 years, this program has been a requirement for graduation. It consists of two 25 hours service projects (minimum), one during the sophomore year and one during the junior year. (These projects may not be deferred to the senior year.) For this program each student's time and talents are dedicated to one agency serving a poor and underserved population, demonstrating one or more of the corporal and spiritual works of mercy. Their service is offered after school, on weekends and over school vacations. Two reflection meetings and a series of reflection activities are conducted over the course of the service on the Loyola campus. These sessions are intended to complement the student's service activities by offering the opportunity to reflect and discuss the experience of their successes, frustrations, the value of and their motivations in serving others. This program must be completed during the regular school year, which is September through May. Admission to the Summer Service Program is

limited to students with compelling circumstances and only by special petition to the Service Director by May 1. Detailed program information, policies/procedures, registration forms, timelines and due dates as well as a roster of preferred placement sites can be found on the Community Service web page. A grade of *Credit* is recorded on the student's transcript and report card upon successful completion of service hours, reflection meetings, homework and evaluations. Failure to complete these two projects is an impediment to graduation.

Cubs' Urban Plunge in Los Angeles

Initiated in May 2004, the urban plunge is a social awareness and immersion experience conducted on the streets of Los Angeles among the poor and homeless. In order to be effective men for and with others in the Ignatian tradition, young men spend time listening, seeing and working with and accompanying poor and homeless persons. This program is offered at various points during the school year in either a three-day or four-day format, usually over a weekend. Students spend time involved learning what it is like to be living on the margins of society and how people have come to live in shelters, vehicles, or on the streets, of Los Angeles neighborhoods, including Downtown Skid Row, East Los Angeles/Boyle Heights and Hollywood. Students travel between agencies and shelters on foot and by public transit, sleeping and eating in shelters. Students engage in various service projects through the course of each plunge. Reflection and discussion is an integral part of each day's program. For further information, dates of the plunges this school year and photos of prior plunges, go to the Loyola website and check in the Community Service area. This program is open to all seniors, juniors and sophomores, who have successfully completed the sophomore theology course in social justice. Participation in this program can qualify a student for 12 - 15 service hours in the sophomore and junior annual service projects. Photos of the Los Angeles Urban Plunges may be found on the Loyola website under L.A. Urban Plunge. Mr. Zeko serves as the moderator for this activity.

Cubs' Summer Solidarity Service Immersion Program

Launched in June 2007 with service immersions in New Orleans and then followed up during the summer of 2008 with service immersions in Appalachia and Puebla, Mexico, the current opportunities for immersion outside the United States **are determined on a year-to-year basis.** These service immersions can satisfy the minimum service requirement for sophomore and junior years, depending on the number of service days during the trip. The USA-based programs are open to students who have completed their sophomore and junior years. Photos and student reflections of the New Orleans and Argentina service immersions are available on the Loyola website.

Community Service Leadership Team

This team is a vital student organization that helps develop leadership attitudes and skills through community service. The CSLT is open to all sophomores, juniors and seniors by application. The CSLT leads most off campus and some on campus service activities, including the ongoing food,

clothing, toy and book drives as well as the annual Community Service Fair, the annual AIDS Walk (October), Freshmen Retreat Service (October), the Saturday tutoring programs for 8th (Fall) and 7th graders (Spring), the annual Open House (December), Catholic Lobby Day in Sacramento (April) the Get on the Bus Project (May), as well as cooperative service projects with other high schools. Go to the Loyola website and look for the link of Community Service Leadership Team for further information and a schedule of activities. This is a non-credit program. Mr. Zeko serves as moderator for this group.

Freshmen Service Program

This program is a series of pre-established service projects intended to serve, as an introduction to a variety of service needs and opportunities available in metropolitan Los Angeles for Loyola students. This program begins with the Freshman Retreat Service Project in early October and involves all freshmen and their "Big Brothers" The class will undertake a Necessities of Life Campaign in October, as part of the Freshman Retreat service project. Through this special campaign food, clothing, sleeping bags and personal hygiene items will be collected in conjunction with Freshmen Retreat activities. Secondly, each freshman will serve TWO Saturday mornings in Loyola's Catholic junior high schools tutoring project focusing on the development of mathematics and language skills. This tutoring program is conducted from mid October through mid January. Community Service Certificates are available to any students needing one upon completion of the program for church confirmation programs requiring community service.

Clothing, Food, and Book Drives

In addition to the Holiday drives mentioned above, Loyola happily receives donations of non-perishable food, bagged clothing, and books at the bins in the parking lot outside of Burr Hall or outside room 504 every day from September through July. Donors are asked to separate and mark the bags or boxes of clothes with the labels *men* or *women* or *children (boys or girls)*.

Donor receipts are available on site or on the Loyola website. Donated food and clothing goes to cooperating agencies in East Los Angeles, Downtown Los Angeles and Hollywood. Contact Ms. Moran or Mr. Zeko with questions.

Christian Life Community (CLC) Service Projects

The CLC's are voluntary student fraternities with social, spiritual and service goals under the direction of faculty and staff. Each group adopts one service project per semester with the help of the Community Service Resource Center staff. Ongoing and occasional service requests by agencies are promoted to the CLC students and their families on campus and on the Community Service web page throughout the year. No grade is given by Loyola High School for these voluntary service projects. Rev. Wayne Negrete, S.J. serves as the staff advisor for the CLC student groups, all of which

have at least one service project each semester.

Boy Scouts of America - Eagle Service Project

As a service to Loyola students, the resources of the Community Service Resource Center staff and placement network are available to assist Loyola scouts in designing their Eagle rank service project. Students and their parents are invited to contact Ms. Moran (amoran@lovolahs.edu or 213-381-5121 x144) for suggestions when designing an Eagle service project.

Community Service Resource Center

Community Service Center is located in room 504, just north of Ruppert Hall. Phone numbers for the CSRC are 213-381-5121 x1800 or x1801 FAX number: 213-368-4388. E-mail: amoran@lovolahs.edu or tzeko@lovolahs.edu. Please see the department web page: <http://www.lovolahs.edu/community-service/> for all program information, the service calendar meeting and due dates, program forms, a roster of preferred placement listings, all service program homework assignments as well as news updates and event photos.

COALITION FOR JUSTICE AND PEACE

A ministry of advocacy...at the promotion of justice...

Moderator

Mr. Tom Portman

Speaking in 2000, Rev. Peter-Hans Kolvenbach, S.J., then Superior General of the Society of Jesus reminded Ignatian educators of a shift in awareness that took place for Jesuits in 1975: After much prayer and deliberation, the Congregation slowly realized that the entire Society of Jesus in all its many works was being invited by the Spirit of God to set out on a new direction. The overriding purpose of the Society of Jesus, namely "the service of faith," must also include "the promotion of justice." This commitment was to be "a concern of our whole life and a dimension of all our apostolic endeavors." The LHS Coalition focuses on works of education and advocacy in the promotion of a more just world.

This club is a volunteer student organization that provides a place for students concerned with issues of equity, equality and social justice on local, state, national and international levels. Members investigate, discuss and act in meaningful and effective ways in order to effect social and governmental policy. The group's efforts typically focus on issues regarding juvenile justice. The group engages in various service projects throughout the year.

CLC (Christian Life Community) Spirituality, Community and Mission

Moderator

Rev. Wayne Negrete, S.J.

CLC is an international movement that is based in the Spirituality of St. Ignatius Loyola. CLC groups are found in most Jesuit high schools, universities, and parishes

worldwide. Through the three main components of CLC - Community, Spirituality, and Mission - the spirit of true Christianity is awakened in its members. Members are then encouraged to bring this spirit into the world as part of their Christian vocation. The CLC program consists of a number of small groups (no more than fifteen people in each one), each coordinated and led by a faculty member and student leader. These groups employ various types of activities, such as spiritual retreats, discussions, and concerted Community Service, in order to realize a greater sense of awareness, sensitivity, and true Loyola spirit.

ADULT SPIRITUALITY

A ministry of ongoing faith formation...forming women and men, for and with others...

Staff

Rev. Wayne Negrete, S. J., Director of Adult Spirituality

Ann Holmquist, Ed. D., Director of Adult Spirituality

Rev. Jerry Hudson, S.J.

Overview

Along with the many significant changes that all Jesuit schools, including Loyola High, have undergone in the past 50 years, perhaps the most interesting has come in the diversity of the people who make up our administration, faculty and staff, and who have assumed the "work" of sharing the Ignatian vision in their interactions with one another and with our students. As the documents of the Thirty-Fourth General Congregation of the Society of Jesus state in discussing these changes in our schools, "The present moment is a moment of grace." They further state that Jesuit institutions, in order to preserve their unique charism, have a responsibility to provide those who work in them with an understanding of Ignatian spirituality. Therefore, in order to help the Ignatian/Jesuit character of Loyola continue to flourish, the Office of Adult Spirituality focuses on nurturing the spiritual growth of adults in the Loyola community: our faculty, staff, administration, our boards, parents and alumni. Emphasis is placed on the *Spiritual Exercises of St. Ignatius of Loyola*, the basis for the charism, which is at the heart of a Jesuit school, and providing as many opportunities as possible for adult members of the Loyola community to experience them. The transformative power of the *Spiritual Exercises of St. Ignatius* and the relationship of this spirituality to our common work are primary.

The Office of Adult Spirituality provides some planned opportunities for the Loyola adult faith community such as the Administrators' Days of Prayer, Faculty/Staff Days of Service, Prayer, and Reflection, Daily *Examen* during Advent and Lent, Second Year Teacher Days of Recollection, Second and Third Year Teacher Days of Formation, Busy Person's Retreat, Mothers' Guild Advent Morning of Reflection and Lenten Saturday Retreat, Ignatian Conversations, A Retreat in the Real World, Faculty and Staff Retreat, and other programs.

In addition to these planned opportunities, the Directors of the office are available for spiritual direction and guiding persons

in the *Spiritual Exercises*. Also offered are additional spiritual growth programs by the Provincial Assistant for Secondary Education (PASE) for all the schools in the California Province of the Society of Jesus. Every adult in the Loyola community is cordially invited and encouraged to consider these viable options as they seek,

- To strengthen their personal faith foundation,
- To enhance their understanding and familiarity of Ignatian principles,
- To engage in spiritual direction and/or experience the *Spiritual Exercises* of Ignatius Loyola, or
- To explore ways to more consciously integrate Ignatian spirituality into pedagogy, curriculum, coaching or leadership.

Challenge / Desafío

Challenge/Desafío is a daily meditation program (in English or Spanish) based on *The Spiritual Exercises of Saint Ignatius*. The *Challenge* program is facilitated in small groups of adults for the duration of the school year, beginning the first week of September through the middle of May. Participants commit to making a daily reflection exercise (+/- 15 minutes a day) and coming together in a small faith-sharing group on a regular basis.

The Daily Examen

Additionally, part of the rich tradition of the Catholic Church is recognizing the need to reflect on the day's activities—to remember God's invitation and our response or lack of response. Saint Ignatius of Loyola developed a simple method by which we can review each day in a way that will help us grow in self-understanding and free us to follow God's will. This practice is often called the *Daily Examen*. At Loyola, the community practices this reflective exercise everyday during the seasons of Advent and Lent. You can access an online guide and podcast for the *Daily Examen* at <http://www.jesuitscalifornia.org>. Many people choose to practice this prayerful review of their day before going to bed at night by following the five steps:

- Stillness: Recalling God's presence
- Gratitude: Expressing thankfulness
- Reflection: Looking back on your day and especially for God's Interventions in your day
- Sorrow: Asking for forgiveness
- Hopefulness: Resolving to grow

Ignatian Conversations

These monthly gatherings are open to all adults in the Loyola High School community (faculty, staff, administration, board members, parents, alumni, alumni parents). Books, articles, blogs, and films, with Ignatian themes form the basis for monthly reading and discussion. Augmented by additional media resources, prayer and personal experience, the Ignatian Conversations become an avenue for exploring one's adult faith and sharing the journey in a context of community. Please consult the school calendar for meeting dates and times throughout the year.

<http://www.loyolahs.edu/ignatian-conversations/>

Days of Recollection for Adults

Offered once a semester, these Saturday gatherings are intended for faculty, staff, alumni, Board members, current and past parents to spend a few hours in prayer and contemplation. The themes vary from year to year so it is recommended that participants consult the Ministry webpage or online calendar for timely descriptions.

COUNSELING

Caring for each student as an individual is one of the goals of the Guidance Counseling department. The counselors serve the needs of the students in the areas of academic, career, college, and personal counseling. Each student is assigned a counselor who will follow his progress from freshman through senior year. Generally, students are scheduled to meet with their counselors once each semester. A student may also make an appointment with his counselor at any time. Parents are also encouraged to contact their son's counselor should the need arise. The counselor's name is listed on your son's schedule and report cards. The guidance assistant, Mrs. Marlena Ludwig, will be glad to give you assistance in contacting any of the counselors. The Director of the Counseling Department is Mr. Paul Jordan.

The guidance counseling staff is as follows:

Fr. Barber	Mr. Jordan
Mrs. Crowley	Mr. Joy
Mr. Denison	Ms. Liberotti
Mr. Farland	Mrs. Reno-Valvardi
Mr. Gallagher	Mr. Reuter
Mrs. Han	Ms. Varga
Mr. Haley	

testing

Loyola High School students take the following tests:

1. Loyola High School Placement Test for acceptance to Loyola;
2. The SAT 9 in Freshman year;
3. The PSAT in Sophomore year;
4. PSAT (which also serves as the National Merit Scholarship Qualifying Test) in October of Junior year;
5. Kuder Occupational Interest Survey (KOIS), used in conjunction with Career Week in the Junior year;
6. Scholastic Aptitude Test (SAT) and the American College Testing exam (ACT) in Spring of Junior year and/or Fall of Senior year.

college counseling

Loyola High School is proud of its record for college admissions. Ninety-eight percent of its graduates attend college, and approximately 96% go on to four-year colleges and universities - including such esteemed institutions as Harvard, Yale, Princeton, Columbia, Pennsylvania, Holy Cross, MIT, Brown, Notre Dame,

Georgetown, University of Michigan, University of Santa Clara, the Army, Naval, Air Force, and Coast Guard Academies, Stanford, Berkeley, UCLA, USC, Cal Tech, and Loyola Marymount.

Mr. Timothy Haley is responsible for coordinating the college admissions program, and each of the counselors is indeed a college counselor. The process begins with the administering of the PSAT in the Fall of the junior year and continues with the distribution of those results the following January. Several Junior Class assemblies deal with college admissions and the SAT, and each student meets individually with his counselor for further information. College counseling intensifies in the Senior year when each student spends at least one private session with his counselor. Senior Class assemblies address such topics as application procedures, admissions, and financial aid. Parents are invited to a "University Night" in late September. Almost daily throughout the first semester, representatives from colleges across the country visit Loyola's campus to speak with interested students.

career counseling

As a help in choosing a suitable college, career counseling begins in Junior year, when students learn about possible career choices by completing a career interest inventory and also by participating in Career Day, when many speakers from various occupations visit campus. Next, each Junior meets with his counselor to discuss career interests and possibilities.

tutoring

Students who are weak in a particular subject may receive tutoring, either at their own request or upon the recommendation of a teacher. A student who needs tutoring should contact his counselor. Mr. Matt Baham is the coordinator for this program.

drug and alcohol abuse counseling

This program of counseling is an information and referral service provided to aid and guide the Loyola student in making a good decision about the use of drugs and alcohol in his life. In an effort to reach all of its students, Loyola offers classroom presentations, small group discussions, and private consultations.

child abuse policy

Child abuse is a reality of our society. Child abuse includes physical injury which is inflicted upon a child by other than accidental means, sexual exploitation or assault, and child neglect. Out of concern for abused children and their families, California State Law requires that known or reasonably suspected incidents of child

abuse must be reported immediately, or as soon as practically possible, by telephone to a child protective agency by a teacher, a counselor, or the principal. After the initial report by telephone, a written report must be sent to the Los Angeles County Department of Children's Services within 36 hours of receiving information concerning the incident.

Please visit the counseling page of the Loyola website for a complete description of the Counseling Program – <http://www.loyolahs.edu/counseling>.

STUDENT ACTIVITIES

clubs and student organizations

The Assistant Principal for Student Life, **Mr. Paul Jordan**, is in charge of all nonacademic aspects of the school program. He is the chief coordinator and director of all co-curricular student activities and is assisted by **Mr. Chris Walter**, Director for Student Activities and **Mr. Chris O'Donnell**, Athletic Director.

The following are some of the current clubs and organizations. An Activities Booklet will be passed out at the 1st Activities Faire of the year. This Booklet will have a current list of all current campus clubs and organizations.

association of african american students

The Association of African-American Students is an organization that seeks to broaden Pan-African awareness with its members and throughout the student body. The Association additionally seeks to promote tolerance and diversity within the school community. This club provides students with opportunities to learn more about the African culture through various events and activities. The moderators are **Mr. Jamal Adams, Mr. Doug Brown, and Mr. Roger Stewart**.

association of latin american students (alas)

The purpose of the ALAS is to promote the cultural richness of Spanish-speaking communities of the Los Angeles area. Members of the club will view films, go on field trips, participate in local cultural events, attend museum exhibitions, and discuss pertinent political and social issues that affect local Latino communities. The club will also be a vehicle for creating a sense of community among Loyola students. The moderator is **Mr. Jose Sustaita, Dr. Jesse Rodriguez and Mrs. Christine Alcantar**.

blue pride

The Blue Pride Club is a service organization. The Club's main responsibilities are prefecting at major school functions. These events include Masses, games, Open House, Entrance Exam and Entrance Interviews, Auction,

Parent-Teacher nights, and assisting whenever the school deems necessary. Each member will be given a pledge sheet at the beginning of the academic year. **Mr. Chris Walter** is the moderator.

california scholarship federation (csf)

“CSF” is a statewide organization through which Loyola seeks to recognize gifted students who achieve high grades in the most challenging courses and who serve their fellow students as academic tutors. Students apply each semester and membership is posted each semester. The students are called upon to tutor as needed, and qualifying members are honored at graduation. **Ms. Dele Varga** is the moderator.

club japan

The Club Japan welcomes those students who share an interest in the culture, food, and language of Japan. This multicultural group of students “screens” animation movies and plan and prepare popular Japanese recipes. **Mrs. Teresa Kawamata** is the moderator of the club.

comedy sportz

Members of the Loyola High School Comedy Sportz team benefit greatly in numerous ways. All members are given strong quality theatrical training in the art of improvisational comedy. Members are required to attend a summer improvisation camp, which all members have testified to be an amazing and fun-filled experience. Comedy Sportz provides a haven for all of the humorous, jesting, joking, and jolly students at Loyola High School. Everyone knows the pleasure received from making others laugh – Comedy Sportz gives that opportunity to all Loyola Students! The moderator is **Mr. Jerry Frumento**.

earth and space science club

Inaugurated in 1966, the Earth and Space Science Club is Loyola’s oldest continually running club. It is chiefly involved with physical and life sciences such as geology, astronomy, oceanography, meteorology, and paleontology. The club periodically runs field trips throughout Southern California in which students hike, camp, and visit sites such as volcanoes, caves, mines, observatories, fossil areas, tide pools, etc. The club also meets at least once each week to view movies and work in the lab. **Mr. Andrew Aristov** is the moderator.

el camino

The El Camino is the student yearbook. It is published by the students and distributed in May of each year. **Dr. John Vella and Mr. David Roberts** are the moderators.

First generation student association (FGSA)

The First-Generation Student Association is meant to create institutionalized support for first-generation students with the tools necessary to successfully navigate high school and then college. It will provide information for first-generation students on high school, college, and internship opportunities.

gladiator club

“AVE IMPERATOR, MORITURI TE SALUTAMUS.” An enthusiastic “Hail emperor, we who are about to die salute you!” starts off gladiator club battles on the second floor of the Hannon Science Building. Equipped with homemade gladiator swords, Latin and barbarian students come together for friendly single-elimination tournaments every Wednesday. **Mr. James Crofut** is the moderator of the club.

hannon theatre company

Loyola High School’s Hannon Theatre Company is a college preparatory drama program dedicated to the academic, creative, and spiritual development of its students through the theatrical arts. We are dedicated to providing the most professional caliber theatrical experiences possible – both for the sake of our students’ enrichment and for our audiences’ enjoyment. Through the interpretation of meaningful and inspirational literature, we challenge our performers, technicians, and designers to discover their Spirit through exercising the creative force within us all. The moderator is **Mr. Walter Wolfe and Mr. Daniel Robles**.

intramural sports

Under the leadership of the Intramural Moderator and Student Council, a schedule and regulations for the intramural sports program are established. Organized tournaments in football, basketball, soccer, and other sports will be played throughout the year. These dates will be announced in the Daily Announcements. Students may participate in these tournaments with their friends. **Mr. Brad Legant** is the moderator.

John Malloy broadcasting club

The John Malloy Broadcasting Club is a great opportunity to learn and experience the world of broadcasting. As a part of the club, you will learn how to record and edit both audio and video. Members of the club will attend various sports events and other activities and record them via audio and video. **Mr. Andrew Uy** is the moderator.

junior classical league

All Latin students are encouraged to join Junior Classical League (JCL) because of the many social, academic, and artistic opportunities it provides outside the classroom. During the year the Cubs prepare to compete at the an-

nual CJCL convention in the spring. The convention is an academically challenging event as well as an exciting and fun time to meet and compete with Latin students from all over Northern and Southern California in regional, state, and national competitions. This year's Cubs will help California JCL host the National JCL convention at UC Davis this summer. The moderator is **Mrs. Teresa Kawamata**.

justice and peace coalition

This club invites students concerned with issues of social justice to learn about, discuss, and investigate local and global injustices. Members of the club are committed to educating the Loyola community and taking action against injustices to help bring about a more peaceful and just world. We engage in a variety of activities, including service projects, immersion experiences, letter writing, non-violent protests, and taking part in and providing educational experiences. As Pope Paul VI said, "If you want peace, work for justice." The Moderators are **Mr. Tom Portman and Fr. Wayne Negrete, S.J.**

loyalist

The *Loyalist*, the official student newspaper of Loyola High School, provides a forum that serves our entire community of students, faculty, staff, and administrators. Student journalists are involved in all phases of newspaper production, including writing and editing, photography and graphics, and computer-generated layout. Journalists meet before school four times a week. The moderator is **Mrs. Christine Alcantar**.

math club

This club is for students who are interested in math and want to learn more about it and meet other high school students with similar interests. The club's activities include weekly meetings where we investigate topics not normally encountered in the high school curriculum. We also participate in Math Leagues, go on field trips to universities and other places where math is used. The club is open to any and all students at Loyola High School. **Mrs. Susan Torales and Mr. Peter Nguyen** are the moderators.

mighty roar

The Mighty Roar is Loyola's pep band, which also includes a drum line. Currently there are over sixty musicians that make up the entire ensemble but the Roar is continually recruiting and hoping to grow even larger. This ensemble performs at football games, basketball games and pep rallies. This ensemble is the music department's largest ensemble and is mainly a first semester activity. The moderator is **Mr. Michael Celenza**.

monogram club

A service club comprised of students who have achieved a varsity letter and maintained at least a 3.0 G.P.A. These student leaders act as representatives of Loyola at various functions. **Mr. Roger Stewart** is the moderator.

music program

Loyola's Concert Choir and Madrigal Singers provide choral music for many school events throughout the year. Highlights for the year will include a concert in October and two Christmas Concerts in December. Student instrumental musicians perform with the choirs in liturgies and concerts. Instrumental ensembles include band and orchestra. **Mr. Steven Speciale** is the moderator,

pinoy

Club Pinoy, formerly known as the Filipino American Club, strives to spread awareness of the success of the Filipino culture to the Loyola community and the Los Angeles area. It shall bring both Filipinos and non-Filipinos towards a better understanding and a greater admiration for the Filipino culture. Pinoy refers to Filipino people in the Philippines as well as overseas Filipinos around the world. The moderator is **Ms. Tika Lee**.

pre-med club

The Pre-Med club offers students the opportunity to further their knowledge of the medical field, explore medical professions and increase awareness of modern medical issues. Key activities include visits to medical facilities, debates, guest speakers and on-campus research. **Mr. Paul Picard and Mrs. Kimberly Simon** are the moderators.

pro-earth club

Pro-Earth was founded in order to provide Loyola High School with an organization of students that support the betterment of nature. Pro-earth promotes anti-littering and recycling in an effort to beautify the world we live in. Every year, the club will pick an off-campus location to adopt. The Moderator of the club is **Mrs. Fawzia Qazi**.

right-to-life club

The Right-to-Life club provides an educational setting in which members learn about life issues such as: abortion, euthanasia, embryonic stem cell research, and the death penalty. Through discussions, videos, guest speakers as well as sharing of personal experiences, members deepen their understanding of the destructive effects of such acts on our society. **Mr. Cedric Ebiner** is the moderator of the club.

robotics team

Loyola's FIRST Robotics team, the Killa Byte Cubs, pursue their interest in engineering and robotics by competing in

the annual FIRST Robotics Competition (FRC). The team is tasked with designing, building and programming a robot in just six weeks for the FRC. Team members have the opportunity to learn from professional engineers, learn to use sophisticated software and hardware as well as compete and cooperate in alliances and tournaments. **Mr. Andrew Mazur** is the moderator.

speech & debate

The Speech Club teaches its members public speaking and debate and gives them the opportunity to compete in speech tournaments with member schools of the California Speech Association. **Mr. Michael Overring** is the coach.

student government

All student body officers are executive members of the Student Council. The Council is the administrative board of Loyola's student body. It provides leadership in all phases of campus life and conducts all of the business of the student body. The Student Council is an advisory body. It is made up of elected representatives from each class. It discusses student problems and develops plans and programs that it recommends to the Administration for possible action. Through their class representatives, the students may also submit opinions and ideas pertaining to school activities. All candidates for the Executive Student Council must have a minimum cumulative unweighted G.P.A. of 3.0. All candidates for Class Representative must have a minimum cumulative unweighted G.P.A. of 3.0. **Mr. Chris Walter** is the moderator.

the pride

The Pride provides a social atmosphere for students interested in supporting Loyola Cub athletics. The Pride runs intramural sports tournaments on some afternoons before varsity competitions and then provides food and transportation to the events. Through this, the Pride gives every student the opportunity to enjoy sports as participants and fans, while creating a safe and enjoyable social event. **Mr. Matt Baham** is the moderator.

windowpanes

Windowpanes, Loyola's award winning literary and art magazine is a showcase for the creative expressions of all students. Published once a year, in the spring, under the direction of Mr. Robles (of the Art Department.) and Mr. Caldwell (of the English Department), Windowpanes features original art, photography, poetry and short stories. Meetings take place for the writers in Mr. Caldwell's room and artists should see Ms. Turner. Windowpanes has been in production for over 40 years. **Mr. David Roberst** and **Mr. Terry Caldwell** are the moderators.

ATHLETICS

Mr. Christopher O'Donnell is the Athletic Director

Loyola fields twelve varsity sports whose seasons span the entire school year.

CROSS COUNTRY

Varsity, JV and Frosh/Soph Teams
Head Coach: Lalo Diaz (on campus)

WATER POLO

Varsity Head Coach: Eric Healy (on campus)
JV Head Coach: Alex Fortis (off campus)
Freshman Coach: Matthew Schaeffer (on campus)

FOOTBALL

Varsity Head Coach: Marvin Sanders (on campus)
Soph Head Coach: Ric Flores (on campus)
Freshman Head Coach: Levi Line (on campus)

BASKETBALL

Varsity Head Coach: Jamal Adams (on campus)
JV Head Coach: Tom Pichotta (off campus)
Freshman Head Coach: Frank Peters (on campus)

SOCCER

Varsity Head Coach: Chris Walter (on campus)
JV Head Coach: Robert Bahedry (off campus)
Freshman Head Coach: Jorge Torres (off campus)

BASEBALL

Varsity Head Coach: Sean Buller (on campus)
JV Head Coach: unknown
Freshman Head Coach: Tom Peck (on campus)

SWIMMING

Varsity Head Coach: Kevin Mann (off campus)
Frosh/Soph Head Coach: James Banks (off campus)
Diving Coach: Rachel Baughman (off campus)

TENNIS

Varsity Head Coach: Brian Held (on campus)
JV Head Coach: Kelly Farland (on campus)

VOLLEYBALL

Varsity Head Coach: Michael Boehle (on campus)
JV Head Coach: unknown (on campus)
Freshman Head Coach: Larry Rojas (off campus)

GOLF

Varsity Head Coach: Robb Gorr (on campus)
JV Head Coach: Lee Jackson (on campus)

TRACK

Varsity, JV and Frosh/Soph Teams

Head Coach: Michael Porterfield (on campus)

LACROSSE

Varsity Head Coach: Seth Cohen (off campus)

JV Head Coach: John Whalen (off campus)

channel of authority

The following structure is the proper channel of authority at Loyola High School: Head Coach, Athletic Director, Assistant Principal for Student Life, Principal, and President. Any player should talk to their coach first before their parents voice concerns to a coach regarding a particular program.

rainouts

If any athletic contest is canceled due to inclement weather, the decision to cancel the game will not be made until 12:30 p.m. The Athletic Department's office will not have any information of a cancellation before this time. Your son will notify you of any changes at his first available break. All information will also be posted on Loyola's website on the athletics page.

selection process

The selection of an athletic team will take place over at least three days or six hours of evaluation. The coach will announce his criteria for selection prior to the tryout and the day on which the final selections will be posted.

transportation

Team members will be transported to all athletic contest by school bus or van (except for golf). On most occasions, students will transport themselves to weekend contests.

addresses to athletic contests

Addresses to all athletic contests are listed on Loyola's website.

eligibility for athletics/activities

Any student enrolled at Loyola High School is eligible for participation in the athletic program unless he has (a) transferred from another high school, (b) lost his amateur standing, or (c) come from a foreign country. If any student falls into categories a, b or c, certain steps may be taken to make the student eligible.

Students may become ineligible if they participate on an outside team during the season of their sport at Loyola. If a student is playing basketball for Loyola, for example, he may not play on any other basketball team during the season until his last game for Loyola has been played. He may, however, play on an outside soccer team if he is playing basketball for Loyola High School.

Students must maintain a 2.0 GPA to remain eligible. If a student does not have a 2.0 GPA at a grading period (at the midterm and semester grading periods, but not including progress reports), he will be placed on Athletic/Activity Probation. If he fails to achieve a 2.0 GPA for two consecutive grading periods, he will be ineligible for athletics or activities until the next grading period.

catholic athletic association guidelines

Player Responsibilities

1. Serve as positive example by exercising self-control and good sportsmanship. Always shake hands with players on the other team at the conclusion of a game whether you win or lose. For an even more positive display of sportsmanship, a tradition of having starting line-ups shake hands before the game might be initiated.
2. Accept both victory and defeat with pride and compassion: pray before the game, asking the Lord's help in preventing serious injuries in any sports event; never cheer when a player on the other team gets hurt or makes a mistake or doesn't score; offer a hand to help a fallen player up off the floor or field; do not respond to bad behavior on the part of the other team or that of spectators (the provocation may not be noted by officials, but your reaction may be noted by officials and result in critical penalties for you or your team.)
3. Accept seriously the responsibility and privilege of representing the Loyola community. Take care of the facilities you are using when playing at a host school; do not steal, damage facilities or equipment, or put graffiti on walls, etc. Remember, in the eyes of your host, you are Loyola.

Pep Organization Responsibilities

1. Always be positive; never be negative. Base your crowd control plan on this rule.
2. Choose the appropriate cheers at the right time, insuring that cheering is positive and does not inflame or incite rooting sections and spectators.
3. Adhere to all CAA and CIF regulations on the use of noisemakers and musical instruments at athletic events.
4. Skits at pep rallies should be positive; build the skits around your team, not the team at the other school. Never belittle, degrade, or put down the other school in a skit. Posters, banners, etc., used at rallies and games must follow the same guidelines. Do not use provocative words such as "kill," "bury," "cripple"; do not use any words that could be considered racist. If you have any doubts about a word (in the context), think whether or not you would use the word in a Catholic school classroom or in speaking about your family or friends.
5. Cheers must always be of a positive nature.

Provocative, vulgar, and obscene language or gestures must never be used.

6. Do not use cheers that use the other school's name, colors, symbols or mascots, of their coaches' or players' names. Such cheers may start out as "fun," but can lead to bad feelings and ugly incidents.
7. Do not use cheers that are aimed at game officials. Booing is not an expression of good sportsmanship.
8. Work cooperatively with the other school's team
9. In a confined environment such as a gym, special guidelines must be followed. At basketball and volleyball games do not use noisemakers, bells, horns, etc.

LOYOLA HIGH SCHOOL SPECTATOR CODE OF CONDUCT POLICY

Fans will:

1. Cheer with respect and in the spirit of good sportsmanship.
2. Treat all participants with respect.
3. Support the efforts of players and coaches regardless of result.
4. Comply with any directions given by game management.

Fans will not:

1. Ridicule, criticize or show any signs of disrespect to officials, players, coaches or other spectators in victory or defeat.
2. Use vulgar, racial, culturally insensitive or abusive language or threatening gestures.
3. Engage in any activity that embarrasses others or prohibits them from enjoying the experience of a Loyola game.
4. Attend this game if you are under the influence of alcohol or drugs.

If any spectator does not follow the above rules, the following actions may be taken:

1. She/He may be asked to leave the game and the school premises.
2. She/He may be barred from attending further Loyola athletic contests.

student accident insurance

Loyola urges families to obtain full medical insurance for every member of the family. In addition to the primary insurance obtained by the family, every student at Loyola is covered under a secondary insurance policy. All students will be covered for an accidental injury that occurs while:

- **ON SCHOOL PREMISES** during the hours and during the days when school is in session, and while under the direct supervision of school-appointed adult,

including all summer sports.

- **AWAY FROM SCHOOL PREMISES** when participating in a school-sponsored, directly supervised activity, such as field trips, class trips, and including summer sports.

Families must use and follow the protocols from their primary insurer. **This secondary policy is not a guarantee that all expenses will be covered or paid.** Loyola High School is not responsible for any expenses that you might incur as a result of injury. Please contact Mr. Tim Moscicki, ATC, if you have any questions.

To process a claim, please adhere to the following procedures:

1. All accidents must be reported to Mr. Moscicki within 24 hours.
2. Mr. Moscicki will fill out the school portion of the claim form and he will provide written instructions regarding how to file claims.
3. Parents will fill out the parent/guardian portion of these claim forms and will send these forms directly to our insurance company, along with a copy of the Explanation of Benefits (E.O.B.) that you receive from your doctor.
4. Any portion of the bill that is not covered by your primary insurer, including the portion of the bill associated with your deductible, may be submitted for payment by our insurer as long as it is within the limits of and for medical services delineated in our coverage. If, after documentation, it is shown that the insured has no other coverage, this plan will pay as a primary policy up to the limits of the plan chosen.
5. **Loyola suggests you submit all claims as soon as possible. All claims must be submitted within 30 days of injury. A delay could affect reimbursement. Again, we want to stress that Loyola's accident insurance is a secondary insurance and NOT a guarantee that all medical expenses will be covered.**

school jackets

The Loyola High School Jacket is made by Albion Knitting Mills - 2152 Sacramento Street, Los Angeles, 90021, (213) 624-7740. Orders are placed on our campus at various times throughout the year with Albion. A deposit is required when ordering. The remaining balance must be paid in cash or with a money order. Ordering and delivery dates are arranged by Mr. Paul Jordan, Assistant Principal for Student Life.

School jackets may be worn to school and school activities. If an athletic letter has been earned, it may be worn on the jacket. No other emblem may be worn on

the jacket. The back of the jacket is limited to the Loyola Cub or an athletic scene with the approval of the Assistant Principal for Student Life.

class rings

Class Rings are handled by Jostens. Loyola's Jostens representative can be contacted at (818) 402-9242 and will be on campus throughout the school year to take your orders. The dates are listed on the calendar.

GRADUATION ***graduation exercises***

Graduation exercises will be held on Saturday, June 4, 2016, at 9:00 A.M. On the previous evening, Friday, June 3, the Baccalaureate Mass will be celebrated at 7:30 P.M.

The graduation practice on Thursday, June 2, is mandatory for each senior who wishes to participate in the graduation exercises. There are no exceptions.

No senior will be given a diploma or be allowed to participate in the graduation exercises who has failed a course or who has any remaining financial obligation.

Graduation announcements and accessories are handled by Jostens. Loyola's Jostens representative, Mr. Alfredo Martin, who can be contacted at (818) 402-9242, will be on campus in November to take your orders. The dates are listed on the school calendar.

commencement awards

The following awards are made at the Graduation Ceremonies. Recipients are recommended by members of the Faculty and the Senior Class and are selected by the awards committee.

THE SALUTATORIAN AWARD is given to the senior who represents the spirit and values of the Senior Class and is therefore chosen to address his fellow students at the Senior Awards Assembly and to open the Commencement Exercise with an invocation for his classmates and friends.

THE VALEDICTORIAN AWARD is given to the student chosen from among those seniors who have, throughout their years at Loyola, distinguished themselves by genuine academic achievements and by participation in the extracurricular activities of both school and community. The student represents the Senior Class in saying thanks to the parents and farewell for his classmates.

THE PETER F. FILICE, S.J., AWARD is presented to a senior who has consistently distinguished himself academically in the most challenging courses Loyola has to offer.

THE FRITZ B. BURNS OUTSTANDING SERVICE AWARD is given to the student who has contributed conspicuously to activities of the school, often without recognition and always with hard work.

THE PEDRO ARRUIPE, S.J., AWARD is presented to a student who has made the well-being of others a major concern in his life. He has distinguished himself in Christian social justice and in his devotion to the Gospel message of love and service.

THE PATRICK J. CAHALAN, S.J., AWARD is given to the student who has distinguished himself for four years of hard work, dedication, and loyalty to Loyola High School.

THE JSEA AWARD is given to the student who is intellectually competent, open to growth, religious, loving, and committed to doing justice in generous service to the people of God.

THE LOYOLA AWARD is Loyola High School's highest honor. It is conferred upon a graduating senior who, in addition to general excellence, most nearly embodies the Christian ideals enumerated by the patron of our school, St. Ignatius of Loyola.

other annual awards

These awards, along with others given for achievement, are bestowed at the annual awards convocation:

THE FORENSIC AWARD, in memory of Rev. Henry Welch, S.J., is for the Senior who has given outstanding service to the debating and public speaking programs of the school.

THE MONTGOMERY MUSIC AWARD, founded by Francis S. Montgomery, is for a student who has contributed in an outstanding way through his talent in music.

THE CROSBY DRAMATIC AWARD, founded by the late Harry L. (Bing) Crosby in memory of his beloved wife, Dixie, is for a student who has excelled in dramatic works.

THE JOURNALISM AWARD is for the student who has made significant contributions in the field of publication arts, especially for outstanding work on the school paper.

THE YEARBOOK AWARD is for the student who has made significant contributions in the field of graphic arts, especially for outstanding service to the school annual.

THE BROGAN LEADERSHIP AWARD, founded in 1966 in memory of Mr. Thomas J. Brogan by his classmates of the Class of 1962, is for the student who has manifested outstanding leadership during his high school years.

THE STUDENT ACTIVITIES AWARD is given to the

student who has contributed most to student activities during his four years at Loyola.

LOYOLA FACULTY AWARD is given to the student who is particularly admired and respected by the Faculty for his contribution to school life.

CAMPUS MINISTRY AWARD is given to the student who has contributed to the spiritual development of the Loyola community, through involvement in CAM, Liturgy Planning, and the Retreat Programs.

THE DIRECTOR'S AWARD is given to the student who has generously worked "behind the scenes" for Loyola's dramatic productions.

THE SCHOLAR ATHLETE AWARD is given by the school to the student who combined outstanding achievement in both athletics and academics.

THE SPIRIT AWARD is given annually to that Senior who has both represented and engendered school spirit through leadership and participation in many activities at Loyola High School.

THE ATHLETE OF THE YEAR AWARD is given annually to an athlete who has demonstrated outstanding ability in a sport and has been recognized for his athletic achievement.

ADVANCEMENT PROGRAM

Continuously advancing the quality and reputation of a Loyola education is a key priority for the school. External philanthropic support is essential to keeping tuition affordable, to attracting and retaining top faculty, and to ensuring our students and faculty have the tools they need to succeed. The Office of Advancement is charged with increasing financial support for the school, fostering and building connections with key external constituents, and publicizing the school's strengths and achievements. Toward that end, Loyola's advancement program encompasses fundraising (annual giving, planned giving, capital campaign, endowment, donor stewardship), external relations (alumni relations, parent relations, media relations, and public relations), special events (including the Interchange Auction, the Alumni Dinner and the Alumni Golf Classic), publications (Loyola Magazine, Annual Report and alumni, parent and school e-newsletters) and website development and content.

Loyola's endowment

Endowment provides an enduring and reliable source of revenue, as only the interest income from the fund is used annually supplement school operations. Loyola's current investment policies stipulate that 3.5 percent of the market value is available each year for programs supported by endowment funds. Loyola's endowment portfolio and

investments are managed prudently under the guidance of the Board of Directors' investment committee. Donors may contribute to any endowment fund, but to establish a named endowment at Loyola requires a minimum gift of \$50,000. As of June 30, 2016, Loyola's endowment was \$55 million.

The school is proud to maintain a strong ethnic, geographic and socio-economic diversity in our student body, all of which is made possible in large part because Loyola is committed to ensuring a strong financial-aid endowment and to underwriting almost a quarter of the cost of tuition for all students. In addition to financial aid, Loyola's endowment supports student co-curriculars, teacher salaries, faculty professional development, technology, physical plant maintenance and other vital needs at the school.

The Loyola Fund

Loyola High School's annual-giving program — the Loyola Fund — provides the essential support needed year-in, year-out to maintain Loyola's competitive tuition, provides financial aid for outstanding students who otherwise could not afford to attend the school, supports professional development for faculty, enhances our curriculum, and keeps our programs, facilities and campus up to date.

For the 2016-17 academic year, the difference between the revenues provided by tuition and the actual cost of educating each student and paying for the school's debt service is approximately \$5,000 per student. The income provided by the Loyola Fund, especially those provided by current parents, is essential to filling that "gap." All parents of Loyola students are asked to make a voluntary pledge — according to their means and considering other obligations — to help keep the cost of a Loyola education as low as possible. The goal for the program is 100% participation from our parents. For more information, please contact Alexy Coughlin, director for advancement, parent giving at (213) 381-5121, extension 1307, or acoughlin@loyolahs.edu

Alumni, past parents, grandparents, friends and other benefactors also are key contributors to the Loyola Fund. In recently completed 2015-16 academic year, Loyola's annual-giving program garnered \$5.2 million in cash gifts for the benefit of the school and our students. An additional \$6.8 million was raised for endowment, capital projects and/or debt relief.

The Loyola Heritage Circle

The Loyola Heritage Circle is Loyola High School's gift-legacy group. The Loyola Heritage Circle recognizes those donors who have included the school in their wills or estate plans, or whose support comes from a planned gift. Bequests and other planned gifts provide generous donors with a tax-advantaged means of supporting the school

while simultaneously securing the future of their loved ones.

The Loyola Heritage Circle enables us to build and maintain new facilities, improve our technological infrastructure, keep a Loyola education within reach of deserving students regardless of socio-economic background, and attract and retain top faculty.

The school's Advancement staff is available to provide detailed information for you and your financial advisor about bequests and other planned-giving opportunities at Loyola High School. We welcome your questions and value your support at all levels. For more information, please contact Bill Slocum, senior director for advancement, at (213) 381-5121, extension 1312, or bslocum@loyolahs.edu.

The Interchange Auction

The annual gala dinner and auction, *Interchange*, is for many a highlight of the social calendar. Each spring, current parents, alumni and friends of Loyola gather for this special fund-raising event, which raised more than \$1,000,000 net in 2016. More than 400 items—ranging from automobiles to antiques, from vacation trips to gourmet dinners—go to the highest bidder. Proceeds support the school's operating budget as well as the financial aid program.

The Campaign for Loyola (Jan 1, 2003 – Dec 31, 2010)

Loyola High School successfully completed the largest fundraising effort in the school's history with the *Campaign for Loyola* — Loyola raised more than \$108 million toward its \$100 million goal to secure the facilities and endowment necessary to realize the school's strategic plan and to ensure Loyola's continued excellence over the next 50 years.

Although the Campaign for Loyola has concluded, the school will always have capital expenditure needs for facilities. These needs are not covered by the operating budget.

Current Capital Projects

Xavier Center, our multipurpose building, and the William H. Hannon Information Commons @ Fritz B. Burns Library are currently on the docket for upgrades. Along with these two facilities, Loyola is also in the process of reviewing our current athletic fields and facilities.

If you would like to learn more about how you can help Loyola, please contact Bill Slocum, senior director for advancement, at extension 1312 (bslocum@loyolahs.edu) or the executive director for advancement, at (213) 381-5121, extension 1303.

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