



Loyola High School

OF LOS ANGELES

PARENTS' AND STUDENTS' HANDBOOK 2021-2022

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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

Protocol for Distance Learning

Please click [here](#) to view Loyola's Academic Protocol for Distance Learning – Edition 3. The guidelines and procedures found within the document are ones in which the faculty and students have been following and will continue to follow through the extent of the digital learning experience. The intent of the document is to have a published resource for the entire community, so stakeholders from all Cub groups can see Loyola's guidelines and expectations for distance learning.

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 other 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:

- demonstrate leadership skills, including integrity, vision, creativity, a moral work ethic, self-discipline, and the ability to gain trust as a leader of others;
- 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;
- demonstrate an ability to lead and influence others in a way that promotes social justice based on Gospel values;
- have worked cooperatively in both academic and co-curricular endeavors to foster personal leadership within a group;
- be aware that he models God's love and acts with faith recognizing that his actions have consequences that go beyond self.

PRESIDENT'S OFFICE

President REV. GREGORY M. GOETHALS, SJ '73

PATTIE RANDAZZO

Administrative Liaison to the Board of Directors

BILL THOMASON

Assistant to the President for Special Projects

MELINDA WIGGINS

Executive Assistant to the President

OFFICE FOR MISSION

Team Members

Dr. Ann Holmquist, Ed.D., Vice President

Mr. Bob Stephan, Director

Rev. Jerry Hudson, SJ, Program Facilitator

Rev. Michael Scully, SJ, Pastoral Minister

Mrs. Cindy Torroba, Administrative Coordinator

Overview

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

We use the word *inspire* in our mission statement with intentionality. To inspire; to fill someone with the urge or ability to do or feel something, especially to do something creative. This is our dream for our students – that they will be filled with love of God, self, others, and creation and therefore be inspired to embrace the gifts and talents they have been given to them to become men of faith, scholarship, service and leadership.

The Office for Mission animates the [mission, vision and core values](#) of Loyola High School. Through ongoing opportunities for its faculty, staff, administration, board of directors, parents and guardians the members of the Office work to ensure that the living tradition of Jesuit education remains vibrant and integrated throughout the operations, structures, programs and practices of the entire institution. Our team is composed of lay women and men, and Jesuit priests whose collaborative ministry aims to serve the ongoing Ignatian formation of our community. We are located in the Ardolf 105 suite.

Our foundation is the Spiritual Exercises of St. Ignatius Loyola and the love of God, often made known to us through the encounters, connections, experiences and relationships that develop over the time your family will be at Loyola; encounters that invite all of us to act in service for the betterment of the human family.

This year all Jesuit ministries are celebrating a special Ignatian Year to commemorate the 500th anniversary of the conversion of St. Ignatius. Along with Jesuit schools throughout the world, we will reflect on what it means "to see all things new in Christ."

Opportunities to pray, learn and act with us are continually evolving and updated on the Office for Mission page on the Loyola website.

Inquiries or Questions? Please contact Office for Mission Director, Mr. Robert Stephan, at rstephan@loyolahs.edu. We are located in the Ardolf 105 suite.

Pray With Us...

The Daily Examen A form of Ignatian prayer done each school day during the seasons of Advent and Lent. You can pray along with us using these [videos](#).

Advent Prayer Book An [annual collection](#) of reflections on the readings and themes of the Advent Season will be published electronically this year.

Days of Reflection Throughout the school year parents and guardians are invited through [Loyola Mothers' Guild](#) and [Fathers' Club](#) to join in an Advent Morning of Reflection, Spring Day of Reflection and other retreat opportunities.

Prayer Requests Your special intentions may be shared [here](#)

Learn with us...

Ignatian Identity Week -- November 15-19, 2021 Daily activities focus on our Ignatian Identity and Jesuit heritage so as to deepen the community's understanding of our mission and ways of proceeding.

Ignatian Conversation Recordings Transformative Wisdom for the 21st Century. A [regular series](#) with members of our

Ignatian Los Angeles community.

Discernment in Action Series Features Loyola faculty and staff [reflections](#) on discernment in their teaching, research and personal lives.

SYNC -- Supporting Your New Cub This mission orientation program for Parents and Guardians takes place over four sessions during the summer prior to a young man beginning his Loyola journey.

Act with us...

Local Service Periodic opportunities to engage with the local community done in collaboration with Loyola's Center for Service & Justice.

CORE (Collaborative Organizing for Racial Justice) -- a Jesuits West Province-wide initiative launched in 2020. Our Office for Equity & Inclusion, Center for Service & Justice, and Office for Mission actively facilitate at Loyola and beyond. More information available at the [Jesuits West CORE website](#).

Loyola Colleagues in Community...

"Take 10" Tuesdays The monthly gatherings are aimed at fostering community, affording colleagues an opportunity to pause in the midst of busy days and demanding schedules, and draw attention to a spiritual or seasonal gift - "to find God in all things."

Second Year Employee--Days of Formation Time set aside in October, January, and June for second year employees to come together so as to deepen their knowledge and experience of Ignatian spirituality and Jesuit education.

Colleagues Retreat (formerly known as the Faculty/Staff Retreat) We are called to form "men for and with others" -- Ad maiorem Dei gloriam -- for the greater glory of God. This annual retreat is an opportunity for all Loyola employees to come together for a day spent in prayer, reflection, faith sharing, spiritual conversation and renewal of spirit as an Ignatian community and Jesuit work.

Mission Leadership Council

The Mission Leadership Council collaborates in efforts to integrate mission-focused activities throughout the school. Chaired by the Vice President for Mission the committee meets once a month and has as its charge:

- coordinating the articulation of Loyola's Catholic identity, Ignatian heritage, and Jesuit mission
- promoting and deepening [Ignatian ways of proceeding](#) [the Universal Apostolic Preferences (UAPs), the Spiritual Exercises and Discernment, a Faith that does Justice, Ignatian Pedagogical Paradigm, etc.];
- planning campus wide programs that highlight Loyola's mission and identity such as Ignatian Identity Week and supporting the mission-centric

work of the Office for Equity & Inclusion, Campus Ministry, and the Center for Service & Justice and Student Life;

- implementing action items from the Provincial's Sponsorship Review and E3 Recommendations;
- serving as an advisory body to the Office for Mission

Mission Leadership Council Members

Chair: Vice President for Mission

Ann Holmquist, Ed.D.

Director of Faculty-Global Initiatives

Daniel Annarelli

Theology Faculty Member / Campus Ministry Assistant

Christian Astran

Director of Faculty-Office for Equity & Inclusion/ English Faculty

Douglas Brown

Communications and Digital Media

Jason Cruz '12

Theology Faculty

Tom Cendejas

Director of Faculty-Technology / Language (Latin) Faculty

Teresa Kawamata

Program Coordinator-Center for Service & Justice

Angela Moran

Head Athletic Trainer; Director of Student Health

Tim Moscicki

Assistant Principal for Faculty Formation

Dan O'Connell, Ed.D.

Associate Director of the Office of Equity & Inclusion / Spanish

Language Faculty / Director of CY Programs

Kaitlin Collins Pardo

Mathematics Faculty

P.J. Pascale '78

Spanish Language Faculty

Ricardo Pedroarias, Ed.D.

Director of the Center for Service & Justice

Jesse Rodriguez, Ed.D.

Director of Ignatian Formation & Adult Spirituality

Robert Stephan

Administrative Coordinator-Mission & Adult Spirituality

Cindy Torroba

Mathematics Faculty

Emily Villa de Rey

Director of Student Activities

Chris Walter '93

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 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.

**Extensions are still being updated and will be finalized on the school website*

ADMINISTRATION

extension /name/title

1300	Rev. Gregory Goethals, S.J., M.Div., Th.M.	President
1216	Mr. Robert Gorr, M.S.	Assistant Principal for Curriculum and Scheduling
1513	Dr. Paul D. Jordan, M.A., M.Ed.	Assistant Principal for Student Life, Director of Counseling and Ministry Departments
1203	Mr. Frank P. Kozakowski, M.A.T.	Principal
1210	Mr. Heath Utley M.Ed.	Dean of Men

FACULTY

extension /name/department

1210	Mr. Dan Annarelli, M.A.	Social Science, Director of Faculty-Global Education
3087	Mr. John Ahearn, B.A.	Theology
3106	Mr. Christian Astran	Theology, Campus Ministry
1204	Mr. Andrey Aristov, M.S., M. Ed	Science
TBD	Mr. Jeremy Arnold Ph.D.	Social Science
3005	Mr. Matthew Baham, B.S.	Mathematics, Assistant Director of Admissions
1514	Ms. Mara Baltazar, B.A.	Counseling
3134	Ms. Morgan Ball, B.A.	Mathematics
1205	Mr. Mike Barnhill, B.A.	English
1524	Mr. Ryan Bouziane, B.A.	Counseling
3009	Mr. Derek Brown, B.A.	Theology, Theology Dept. Chair
3010	Mr. Douglas Brown, M.A.	English
TBD	Mr. Roberto Cabrera, M.A.	Social Science
3108	Mr. Jesse Carbajal, M.A.	Social Science
3109	Mr. Drew Casani, B.A.	PE/Health
3013	Mr. Michael Celenza, M.A.	Fine Arts
3014	Mr. Thomas Cendejas, B.A.	Theology

3099	Mrs. Kaitlin Collins Pardo, M.A.	Spanish			Classroom Instruction, Assessment & Equity, Latin Teacher
3015	Mr. Concepcion Contreras, B.A.	Spanish			
TBD	Mr. Daniel Covarrubias, M.A.	Mathematics	3132	Ms. Kali Kefalas	Social Science
3110	Mrs. Lori Crawford-Dixon, M.A.	French	3117	Mr. Orry Klainman	Social Science
3016	Mr. James Crofut, M.A.	Theology	3120	Mr. Alex Lanza	Mathematics
1501	Mrs. Daryl Crowley, B.A.	Counseling	3137	Mr. Randy Lopez	Theology
TBD	Ms. Mary Dahm, M.A.	English	1725	Mr. Brad Legant, M.A.	Health, Dir. of Substitutions
3084	Ms. Ana De Castro, M.A.	Spanish	1507	Dr. Gina Liberotti, Ed.D.	Counseling
3017	Mrs. Judy Dell'Amico, M.A.	Mathematics, Director of Summer Session	1508	Dr. Evelyn Mabra, Ed.D.	Counseling, Dean of Summer Session
1502	Mr. Michael Denison, M.S.	Counseling	3042	Mr. Amado Machorro, M.A.	Spanish
3018	Dr. Eduardo Diaz, Ph.D.	Social Science	1500	Ms. Fran Marick.	Learning Specialist
3019	Mr. Cedric Ebner, B.S.	Latin, French, Foreign Language Dept. Chair	3043	Mr. Thomas Marsh, M.A.	English
3069	Mr. Eli Ess	Mathematics	3045	Mr. Michael Mason, M.A.	English
1503	Mr. Kelly Farland, M.Ed.	Counseling	3133	Mr Martin Mazloom	English
3116	Mr. Anthony Fernandes	Science	3139	Mr. Sean McClenahan	English
3022	Mr. Jerry Frumento, B.A.	Theology	3090	Ms. Patricia Meyers, M.F.A.	Fine Arts
2916	Mrs. Sarah Gacina, M.A.	English	3049	Mr. Michael Mikita, M.A.	Mandarin
1201	Mr. Thomas Gallagher, M.A.	Counseling	1506	Mr. Kieron Miller	Counseling
3085	Mrs. Jocelyn Grau, M.FA.	Fine Arts	3002	Mrs. Christine Moore, M.Ed.	English
3027	Mr. Edward Hairston, M.A.	Science	3080	Mr. Trevor Mutch, M.A.	Mathematics
1711	Mrs. April Hannah, M.L.I.S.	Academic Information Resources Director	3050	Mr. Kelly Nicholson, M.A.	Mathematics
1522	Ms. Natasha Hamlin, M.S., LMFT	Counseling, Student Wellness Coordinator	3111	Mr. Jeffrey Noblejas, M.A.	Science
3028	Mr. Erik Healy, M.A.	Physical Education	3112	Mr. Patrick O'Callahan, B.A.	Latin
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
1802	Rev. Jerry Hudson, S.J., M.Div.	Mathematics	1209	Dr. Ricardo Pedroarias, Ed.D.	Director of Faculty – Classroom Instruction, Assessment & Equity, Learning Differences Coordinator Spanish Teacher
3032	Mr. Lee Jackson, M.A.	Science	3053	Mr. Mathew Pentecost, B.A.	English
3034	Mr. Scott Johnson, M.A.	Theology	3054	Mr. Christopher Perkins, B.A.	Social Science
3035	Mrs. Teresa Kawamata, M.A.	Director of Faculty –			

3055	Mr. Paul Picard, M.Ed. Science	3074	Mrs. Emily Villa de Rey, M.S. Mathematics
3056	Mr. Michael Porterfield, B.A. Social Science	1515	Mr. Christopher Walter, M.A. Mathematics, Director of Student Activities, Assistant Director of Summer Session
3057	Mr. Thomas Portman, M.Ed. Theology		
3138	Mr. Damaine Powell..... Math, Head Varsity Basketball Coach	1402	Mrs. Bren Wells, B.S. Information Systems Administrator, Mathematics
3135	Mrs. Polina Protsenko..... AP Fine Arts	3094	Mr. Andre Woodert, B.S. PE/Health, Strength and Conditioning
3058	Dr. Fawzia Qazi, Ed.D. Science, Science Dept. Chair	3076	Mr. Walter Wolfe, M.F.A. Fine Arts
3908	Rev. John Quinn, S.J., M.S., M.Div. Fine Arts	TBD	Mr. Chad Yates. Magis Coordinator
1200	Ms. Angela Reno, M.Ed. Admissions Director	3078	Mr. James Zucker, M.A. Social Science
3060	Mr. David Roberts, M.A. Fine Arts, Fine Arts Dept. Chair	STAFF extension /name/title	
2914	Dr. Jesse Rodriguez, Ed.D. Director of Center for Service and Justice	1202	Mrs. Diane Arias Administrative Assistant, Admissions and Summer Session
1518	Mr. Jesse Rueter, M.P.Adm. Counseling	1305	Ms. Brandi Barraza Administrative Assistant, Advancement
3101	Mr. Zachary Sandoval, M.Ed. Mathematics	1720	Mr. Fadi Bayaa..... Systems & Network Administrator
3129	Ms. Emily Sanstrom..... Science	1313	Ms. Maite Saralegui Berry Senior Director of Communications
1703	Mr. Michael Schawver, M.A. Theology	1318	Mr. Michael Boehle Director of Financial Aid and Business Affairs
1702	Mr. Matthew Schaeffer, M.A. Theology, Director of Campus Ministry	3119	Mr. James Borell Equipment Manager
3065	Mr. Jason Schmidt, M.Ed. English, English Department Chair	1715	Ms. Rachel Brown, B.A. Administrative Assistant, Campus Ministry
3130	Mr. James Sherman..... Computer Science	1606	Mr. Joe Cardenas Assistant Athletic Trainer
3066	Mr. Steven Speciale, M.F.A. Fine Arts, Choir Director	1517	Mrs. Cindy Cassutt Administrative Assistant, Athletics
3068	Mr. Jose Sustaita, M.Ed. Spanish	1306	Ms. Karin Chamberlain Director of Events
3048	Mrs. Susan Torales, M.Ed. Mathematics, Mathematics Dept. Chair	1721	Mr. Ken Chan..... Network & Systems Administrator
3031	Mr. Vianney Truong, B.S. Science	1519	Ms. Alejandra Chavez..... Administrative Assistant, Student Activities
3072	Mr. Andrew Uy, B.A. Science	1218	Mr. Dan O'Connell..... Assistant Principal for Faculty Development
3122	Mrs. Kathy Utley Science	1307	Mrs. Alexy Coughlin, B.A. Vice President for Advancement
3103	Mr. George Valverde..... Mathematics	TBD	Mr. Jason Cruz, MA Communications Associate
3073	Dr. John Vella, Ph.D. English	1904	Mr. Rodney Drouillard Maintenance

1803	Mrs. Blanca Falcon	Cub Corner Manager	1314	Mr. Thomas Peck, B.A.	Event Operations Director
1900	Mr. Abel Galarza	Security	1317	Mr. James Rich, B.A.	Chief Financial Officer
1327	Mr. Michael Gilhooly	Principal Gifts Manager	1807	Mrs. Patricia Salvaty	Administrative Assistant, Part Time
1326	Mr. Patrick Girardi	Alumni Relations Manager	1312	Mr. William Slocum, B.A.	Senior Director for Advancement
1309	Ms. Gloria Guerrero	Database Coordinator for Advancement	1520	Mr. Robert Stephan,	Director for Ignatian Formation and Adult Spirituality
1509	Mrs. Carol Hampson	Office Coordinator, Counseling Department	1724	Mr. Terence Stephenson, B.A.	ITS Manager, Apple Engineer
1319	Ms. Kathryn Hansen	Assistant Controller	1304	Mr. Steven Tolbert	Vice President for Finance and Administration
TBD	Mr. Bryan Haley	Junior Advisory Moderator	1726	Ms. Jasmine Torres-Coss	Administrative Assistant for Employee Services
1310	Ms. Katie Harding	Administrative Assistant, Advancement	1205	Mr. Jorge Torres	Assistant to the Dean
1727	Mr. Stewart Hayes, M.A.	Academic Information Resources Technician	1315	Mr. William Thomason, M.A.	Assistant to the President, Special Projects
1903	Mr. Arnel Hermosura	Maintenance	1301	Mrs. Melinda Wiggins.	Executive Assistant to the President, Liason for Board Affairs
1220	Ms. Jenavi Hernandez	Administrative Assistant, Main Office	1320	Ms. Angelica Young	Accounts Payable/Student Accounts Supervisor
1511	Dr. Ann Holmquist, Ed.D.	Vice President for Mission	SCHOOL SERVICES		
1207	Ms. Barbara Jamison	Administrative Assistant to the Principal	service/name/extension		
1713	Mrs. Kerry Katz	Director of Human Resources	Academic information/problems		Mr. Gorr 1204
1728	Mr. Tyler Lancaster, M.A.	Information Resource Clerk	Advancement Office		Mrs. Coughlin 1303
1902	Mr. Michael McDermott, B.A.	Sr. Director of Facilities Managment	Activities		Mr. Walter 1515
3114	Ms. Adrianna Medina-Taylor	Athletic Trainer	Admissions		Ms. Reno 1519
1208	Ms. Rosie Morales	Registrar, Assistant to the Asst. Principal for Curriculum and Scheduling	Alumni		Mr. Girardi 1326
1801	Mrs. Angela Moran	Community Service, Program Coordinator	Appointments with teachers		Ms. Morales 1208
1617	Mr. Timothy Moscicki, B.S., ATC	Athletic Trainer	Appointments with counselors		Mrs. Hampson 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
			Auction (Interchange)		1910
			Board of Directors		Mrs. Wiggins 1301

	Mrs. Randazzo	1302
Bookstore	Mr. Frumento	1804
Business Manager	Mr. Boehle	1318
Campus Events	Mr. Peck	1314
Campus Ministry	Mr. Schaeffer	1702
Career Information	Mrs. Hampson	1509
Center for Service and Justice	Dr. Rodriguez	2914
Change of Address or Phone	Ms. Morales	1208
College Information	Counselors	
Dean's Office	Mr. Utley	1205
Endowment Fund	Mrs. Coughlin	1303
Financial Aid	Mr. Boehle	1318
Fundraising	Mrs. Coughlin	1303
Graduation	Dr. Jordan	1513
Illness and Injuries	Mr. Torres	1205
Insurance (School)	Mr. Boehle	1318
Insurance (Athletics)	Mr. O'Donnell	1516
Library	Mrs. Hannah	1711
Maintenance	Mr. Hermosura	1903
Mothers' Guild	Mrs. Wiggins	1301
Parents' Pledge Program	Mrs. Coughlin	1303
Public Relations	Fr. Goethals	1300
Schedule Class Changes	Mr. Gorr	1204
Scholarships	Mrs. Coughlin	1303
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	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 2021-2022 school year is \$22,350.00. The registration fee is \$540. 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 \$50.00 for families choosing the 10 month plan.

Ten Monthly Payments from July 2021 - April 2022
One Payment due before July 15, 2021

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 2.85% per payment. For example: If your monthly tuition payment is \$500.00 you will be charged an additional \$14.25 for a total charge to your credit card of \$514.25.

B) Online Enrollment Form:

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.

Any questions regarding FACTS, please call Ms. Angelica Young at (213) 381-5121. ext 1320

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) A student's registration for the following semester shall be delayed until payment of delinquent tuition is received.
- b) 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.
- c) 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.
- d) A student with delinquent tuition may not register or attend Summer Session classes until payment is received.
- e) 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.
- f) 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 on our website from November 1 through January 27th and for returning students February 3 through May 19. 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 tutoring, and individual study. Students will have wireless access suitable for Loyola's 1:1 device program, many electrical outlets (sorry, no chargers or cables), five group rooms, and several individual study carrels. Curriculum based resources include both print and online materials. The library houses a 9k volume fiction and non-fiction book collection and a number of print periodicals. Students also have remote 24/7 access to e-books and subscription databases from OverDrive, University Press, JSTOR, EBSCO, ProQuest, ABC-CLIO, Infobase, Britannica, Oxford University Press and HEIN Law Journals. Access to streaming of educational and some feature films is available via Infobase. Databases are accessed via [Burns Library Canvas page](#). The terms of the school's appropriate use and academic integrity policies are strictly enforced. All grade levels are taught college preparatory information literacy and digital citizenship via Burns Library Canvas and librarian research lessons. Each graduate@graduation shall be able to access, synthesize, critically and appropriately process research information.

Mrs. April Hannah, M.L.I.S., is the Director of Academic Info. Resources. As teacher librarian, she collaborates with faculty and delivers research lessons (virtually and in-person) complete with LibGuides®. Additional staff are Mr. Stewart

Hayes as the Info. Resources Lead and Mr. Tyler Lancaster as Info. Resources Assistant and Loyola's Archivist.

Post Pandemic Hours:

Mon - Thurs: 7:30a - 6:00p

Fri & Min Day: 7:30a - 3:00p*

*Holiday vacation: closed after school.

If county guidelines require further pandemic-like restrictions to the school, library hours may change.

At anytime, individual students are welcome to request research help from Mrs. Hannah via email: ahannah@loyolahs.edu

Please check the Burns Library webpage or Canvas for updates.

Policies:

During school hours, teachers with classes will be granted access first and seniors during their Magis period are welcome when space is available.

The environment in the library is relaxed and conducive to the needs of individuals and groups; therefore, we ask all students to especially respect each other, staff, quiet zones, furniture, equipment and the facility. Respect for the facility means: students do not move furniture, talk quietly and **do not eat** in the library commons. Disrespect of any kind will not be tolerated.

BOOKSTORE

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 fundraising 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 and driving privileges in and around campus. Parking & Driving Contracts and vehicle registration forms may be obtained from the Dean's Office.

Loyola's campus is a school zone and we value our relationship with the families who live in our Pico Union neighborhood. 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, St. Thomas School, and on streets adjacent to campus. Violators are subject to fines, disciplinary action, and/or loss of parking and driving 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 (\$10 - \$15) or the vehicle may be towed at the owner's expense. Vehicles parked on campus may be subject to search by the Loyola administration with probable cause.

Ride-sharing apps such as Uber, Lyft, or Zum are neither endorsed nor prohibited by the school. Students should request pick-up and drop-off to the Dewey parking lot with the address 1322 Dewey Ave. Instructions for pick-up and drop-off remain the same for ride-sharing as they do for parents. As always, follow the instructions of security at all times.

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 may include, but is not limited to, behavior from parents in the form of harassing language, discrimination, threats, abusive language, alcohol and/or drug abuse at Loyola functions where alcohol is prohibited, child endangerment, frequent and/or consistent disregard or violation of school policies pertaining to student discipline, attendance, athletics, or transportation.

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 Loyola athletics, school activities, campus ministry retreats, etc. Illness is also an excused absence. When a student has more than two consecutive days absent due to non-COVID related 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 communicating student attendance rests with the parents. Loyola is transparent with parents about policies and procedures related to attendance. The school, in turn, 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 requires that the parent(s) keep their son home and consult a doctor. If a student comes to school sick or falls ill during the school day, his parent(s) will be notified and he will not be able to return to class. A parent will 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. 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 two tardy morning arrivals within the first fifteen minutes of the school day each semester.** If a student exceeds two tardies he will serve one day of JUG for each of his third and fourth tardies. If a student is tardy more than four times in a semester, he will receive two days JUG for each tardy. A seventh tardy will result in a Weekend JUG and a conference with the parents. Discipline for tardiness is always at the discretion of the Dean of Men.
- f) If you know in advance that your son will miss one or more days of class (i.e., a college visit), please call the Attendance Office in advance with details of the absence. Your son must then obtain a "Planned Absence

Form” from the school website under Dean’s Office. He must follow the instructions for both parent and teacher signatures on the form and email the completed form to the Dean’s Office at least one day prior to his absence.

- g) Any other absence is technically not excused (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 co-curricular activity if they have not attended at least one half of the school day on that day. One half of the school day is calculated by dividing the number of instructional class minutes in that school day by two.**

Reporting Attendance

1. **Planned Absence:** If you know in advance that your son will miss one or more days of class, please call the Attendance Office in advance with details of the absence. The student will then obtain a planned absence form from the school website under the Dean’s Office, which he will get signed by his teachers and submit via email to the Dean’s Office at least one day before the absence.
2. **Unplanned Absence:** There are two ways to report a student’s absence from school: (1) a parent must call the attendance office (Ext. 1212) before 8:30 AM that day to report the reason for your son’s absence, or (2) a parent may submit a notification online via the SchoolMessenger feature in Powerschool. Once the Dean’s Office has received the attendance reports for the day, parents will receive a notification by way of email and/or text message to confirm receipt of the absence report. Parents who do not report their son’s absence will receive a phone call from the school that day.
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, or a parent may submit a notification online via the SchoolMessenger feature in Powerschool. Your son may also present a written note to the Dean’s Office at least 15 minutes before the start of the school day. Any communication must state the reason for and the time of the departure and whether he will return that same day. Students who are approved to leave the school grounds for any reason during the school day will receive a text message from the Dean’s Office with the date and time of the departure. Showing that message, students must check out with Security and scan their ID card before leaving campus.
4. **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 *fifth* nonschool or non-COVID-19 related absence in at least four of his seven academic classes.
- b) Written notification will be sent to parents when a student reaches his *eighth* nonschool or non-COVID-19 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 *more than eight* nonschool or non-COVID-19 related absences occur, 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 accept or deliver non emergency items or correspondence to the students.** No faxed papers, homework, permission notes, or attendance notes will be accepted. 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, quarantine 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.

CURA PERSONALIS AND CARE MANAGEMENT

A fundamental characteristic of Jesuit education is the commitment to educating the whole person - mind, body, and spirit. The Ignatian term for this principle is *Cura Personalis*, or “care for one’s individual wellbeing.”

Loyola strives to provide an environment that nurtures a healthy balance for all students. However, there may be extraordinary circumstances in the life of a student that disrupts his physical, mental, emotional, psychological or spiritual development. Instances may include, but are not limited to, serious medical conditions (both physical and psychological), injury, surgery, addiction treatment, and in-patient or out-patient programs. Some students are required to miss a significant amount of school in the care of medical or mental health professionals. The circumstances which may cause a student to miss school or require special accommodations vary widely, and they often involve collaboration with professionals and agencies outside Loyola to provide the expertise and framework for understanding the unique situation of the student. In these cases, a student will need the Loyola administration to intervene in the curriculum, communicate with faculty, and devise a plan that best supports the student in both his personal recovery and his academic progress.

When it becomes known that a student is in need of a **Care Management Team**, Loyola High School will assemble a leadership team consisting of the Dean of Men, Assistant Principal for Academics, the student’s counselor, and the Wellness Coordinator (additional Loyola personnel may also be included when necessary). The Care Management Team works directly with the student, his family, and his teachers to engineer a creative plan for the student to remain current with his coursework and/or to return to Loyola High School at a future date in good academic standing. Loyola, in turn, makes *reasonable* accommodations and adjustments to address the student’s unique circumstances. Every Care Management case involves thoughtful and careful collaboration and communication between student, parent(s), administration, and faculty. In some instances, however, it may not be possible for Loyola’s academic program to serve a student.

Maintenance Medications

Students who during the school day take maintenance medication (both prescription and over-the-counter) for medical 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. No attendance 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 Non attendance at Classes
 1. Childhood diseases such as chicken pox, measles, German measles, and mumps.
 2. Viral hepatitis.
 3. Active pulmonary tuberculosis.
 4. Student has a positive test for COVID-19
- B. Modified Isolation and Non attendance at Classes
 1. Severe influenza, severe infectious mononucleosis, and pneumonia.
 2. Conjunctivitis (Pink eye)
 3. Any communicable disease.
 4. Close contact with an individual with a positive test for COVID-19
- C. Recommended Isolation and Non attendance at Classes
 1. Severe sore throat and influenza.
 2. Any severe infection or illness.
 3. Any signs of illness or body temperature above 100.4F

*Please also refer to the Norm of Conduct-COVID-19 section below

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 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, and 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 Everbridge and/or Powerschool, which make it possible to deliver school-to-parent communications.

To assist us in contacting you, please inform the Registrar, Ms. Morales 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 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: **Loyola High School ALERT** (noreply@Everbridge.com).

Caller ID: The caller ID to your cell phone will be from this number for text messages: **893-61** The caller ID to your phone will be from **Loyola High School**.

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. We encourage you to save these numbers in your phone as "Loyola Alert System."

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 Ignatian 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, personal integrity and accountability;
- 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 that is indispensable for Ignatian education, and for the high moral standards 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 personal growth; 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 guardians 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 on or off campus with a holistic view that analyzes the impact of the behavior on both the student and the school community. 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 using a comb in the office. Hair should not extend below the bottom of the collar on the back, below the ears on the side when not tucked behind the ears 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, excessive dreadlocks, excessive spiking, or any hairstyle that is meant to draw undue attention from others. 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. Students may have neat, well groomed, sensible facial hair. Students who are incapable of growing any consistent or nicely groomed facial hair are expected to shave daily. Facial hair must be kept short (less

than ½ inch). Sideburns may not extend below the ear. Decisions on “appropriately groomed” students will be at the discretion of the Dean of Men.

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, and if rolled they may not extend beyond the top of the ankle. 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. Shorts should have pockets with a non-elastic waist. The following shorts are not allowed: disheveled, torn, or excessively baggy, capri pants, chubbies, swim, beach, board, waist ties, 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. It is never appropriate for a student to be shirtless on campus outside of the boys locker room. 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 sleeve), 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, laptop covers, desktop screensaver or background, school profile picture, etc...) brought to school or to any school function: alcohol, tobacco, or other controlled substance advertisement or promotion, obscene, exploitative, 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 commensurate consequences for being tardy.
3. Students are expected to arrive on campus at least ten minutes before the first bell.

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 two tardy morning arrivals within the first fifteen minutes of the school day each semester. If a student exceeds two tardies he will serve one day of JUG for each of his third and fourth tardy. Every subsequent tardy will be at least two days of JUG. If a student continues to arrive tardy, the Dean of Men will request a conference with the parents to establish an action plan. Discipline for tardiness is always

at the discretion of the Dean of Men.

4. When walking or crossing the street in or around campus, students may only use the sidewalk or designated crossing areas. 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. Failure to produce an ID when asked by Loyola personnel may result in JUG.
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. Shared sports or recreational equipment (IE Footballs, Frisbees, etc.) are currently prohibited due to COVID-19.
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 Security. All lost items will be stored by Security. If a student has lost something of value or needed for class, (IE: Car keys, ID, Cell Phone, Computer, Ipad, Wallet, Textbook, Bookbag, Athletic Equipment) Security will have a procedure in place for students to try and retrieve the item as soon as possible. For all other lost items (IE: clothing, lunchbox, water bottle etc.) students must complete the online Lost and Found form located on the Dean's Office webpage. Once completed, the Dean or Security will notify the student if we have the lost item and if so, arrange pick up. It is critical that students are constantly in possession of and aware of their backpack and belongings. 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. Unclaimed items are discarded or donated after 14 days.
13. No student may host a guest on campus during school hours without prior permission from an administrator.
14. 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 or outside the classroom awaiting instruction from an administrator.
15. 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.
16. 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.
17. 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 or carry a skateboard or other small vehicle on campus, including when school is not in session. Violation will result in confiscation and JUG.
18. Students may not drive, ride, or sit in a utility cart unless permitted by Loyola personnel.
19. Students may not use the elevators unless they have permission from the Dean's Office.
20. No students may have food or other products delivered to campus for them, without permission from the Dean or another administrator. Delivery services like UberEats or Postmates will not be allowed on campus and students who attempt to make a transaction in this regard will have their goods confiscated and receive JUG.

School Dances and School Events

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 the attire section). Students may not wear tank tops or sleeveless T-shirts. Footwear must be secured at the front and the sole.
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. Formal dances have an agreement with more specific procedures.
4. All students (and guests) must present a valid student I.D. at the door.
5. All bags may be inspected at the door.

Electronic Devices

1. During instructional hours all students will be required to keep their cell phones silenced and in a secure closure in their backpacks at all times on campus, unless

expressly instructed by a teacher to use their cell phone for a specific classroom goal or task. During break or lunch students are only allowed to use cell phones for essential communication with Loyola Faculty, Staff or Counselors, the Dean's Office, Loyola Security, parents, carpools, family, fellow students or coaches. There will be pre-assigned locations on campus where this will be permitted. Before or after school when outside school buildings students will be permitted to use their device. At no time during the school day are students permitted to carry cell phones on their person. Any students failing to comply will have their cell phone confiscated and receive JUG. The first offense the student will receive 1 day of JUG and have their phone confiscated for the duration of that school day. The second offense the student will receive 2 days of JUG and have their phone confiscated the remainder of that day and the next school day. The third offense the student will receive 3 days of JUG and will have their phone confiscated for a minimum of 72 hours. If there is a fourth offense the student will have his phone confiscated for a full week and will no longer be permitted to bring a cell phone to campus and will be subject to suspension from school if he does.

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 at any time during regular school hours. Additionally, smart watches are completely prohibited during testing environments and must be removed from the student's person and put away during a test. Any student who is found wearing a smart watch during a test may be suspected of academic dishonesty, whether or not he intended to use the device for academic assistance.
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 Loyola administration.
5. Headphones or earphones may only be used before school, during recess, at lunch, or after school. Headphones or earbuds being used in the buildings without faculty permission 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 Responsible Use Policy for technology on Loyola's campus and its servers. Students who are found in violation of these policies will face consequences.

Student Responsible Use Policy

Overview

Loyola High School provides technology resources to its

students for the purpose of enhancing and supporting student learning. These resources include but are not limited to internet access, wi-fi connectivity and Google Apps for Education. **Access to these resources is a privilege, not a right.** The purpose of the Responsible Use Policy is to ensure available, reliable and secure technology resources at Loyola High School.

Expectations in Distance Learning

Please review the LHS Academic Protocol for Distance Learning, Student Expectations and Norms of Conduct: <https://www.loyolahs.edu/academic-protocol-for-distance-learning/>

Expectations

As a Catholic, college-preparatory school, Loyola High School students are expected to use technology resources in a manner consistent with the expectations of the ["Norms of Student Conduct"](#) in the Parents' & Students' Handbook. Loyola High School reserves the right to take disciplinary action if a student uses technology resources to engage in any activities that meet any of the following criteria:

1. Creates security and/or safety risks for Loyola High School's network, data, users or community such as exposing private information of Loyola students/faculty or exposing network vulnerabilities that would leave Loyola susceptible to outside attacks.
2. Lack legitimate educational content or purpose.
3. Is an activity deemed inappropriate in the eyes of the teacher or Loyola administration.
4. Record and post publicly any images or video of Loyola campus, students, parents, faculty, staff or security without permission.

In addition, students are expected to adhere to the following guidelines when using Loyola High School's technology resources:

1. Respect and protect self and others.
 - a. Never share personal passwords.
 - b. Do not distribute private information about self or others.
2. Respect the role of technology in the classroom
 - a. Always adhere to the individual policies of teachers for technology use in the classroom
 - b. Students are prohibited from engaging in the following online activities in the classroom without explicit permission from their teacher
 - i. Gaming
 - ii. Accessing streaming video and/or audio content (Netflix, Spotify, etc)
 - iii. Digital commerce (buying or selling of goods and/or services)
 - iv. Social media (Twitter, Facebook, Snapchat, etc)
3. Respect and protect the integrity, availability, and security of electronic resources.
 - a. Use Loyola High School's technology resources for educational purposes.
 - b. Report security risks or violations to Loyola High School's Information Technology Services (ITS) department or to a teacher or administrator.
 - c. Respect copyright laws.
4. Uphold Loyola's Academic Integrity policy as outlined

in the Parents' & Students' Handbook. If a student has any questions about whether or not his behavior with technology, or in connection with technology, could be a violation of academic integrity, it is solely his responsibility to ask his teacher or a Loyola administrator.

Network Security

Loyola High School has implemented various security measures and policies to secure its network and filter inappropriate content. Students are responsible for any content (software, plug-ins, etc) that they download or utilize on their devices. In the event that this content may compromise the security and safety of the Loyola High School's network, the student is solely responsible for his part in creating this security risk. Students must take responsibility for their use of Loyola High School's network resources and will be held accountable for any deliberate attempt(s) to circumvent any security and/or filtering measures that have been implemented. This includes but is not limited to:

1. Downloading or attempting to introduce malicious and/or illegal applications into the network, devices or servers (viruses, worms, Trojan horses, email bombs, torrents, illegal streams, pirated software, etc.).
2. Attempting to log into a device or system as a teacher or administrator.
3. Logging into another student's account (Google, Canvas, etc).
4. Revealing account information such as usernames and passwords to others.
5. Enabling security breaches or disruptions of network communications including but not limited to:
 - a. Logging into a device or account that the student is not expressly authorized to access.
 - b. Executing any form of network monitoring.
 - c. Circumventing user authentication or security of any device, network resource or account.
 - d. Downloading software and/or media in violation of copyright laws.
 - e. Knowingly disabling wi-fi and/or bluetooth connectivity on a student's computer.
 - f. Using a personal hotspot, proxy, vpn or other wireless devices that bypass or circumvent Loyola High School's network security measures.

Google G Suite for Education

Loyola High School provides all students with a Loyola branded Google account which provides access to Google's G Suite for Education applications (Gmail, Calendar, Docs, Sheets, Slides). As representatives of Loyola High School, students must always use these accounts in a manner consistent with the Mission and Values of Loyola High School. ***Students should have no expectation of privacy when using these accounts.*** Loyola High School reserves the right to access, review, copy, store or delete any electronic communication or files stored or transmitted to/from these accounts and disclose them to others, including law enforcement as it deems necessary.

The following behaviors are considered inappropriate for

students when using their Loyola branded Google account. Students who engage in any of these behaviors are subject to disciplinary action.

1. Sending unsolicited email messages, including the sending of "junk email" or other advertising material to individuals who did not specifically request such material.
2. Any form of harassment (regardless of intent) via email, messaging or social media.
3. Unauthorized use or forging of email header information.
4. Solicitation of email for any other email address, other than that of the poster's account, with the intent to harass or to collect replies.
5. Creating or forwarding "chain letters", "Ponzi" or "pyramid" schemes of any type.
6. Any speech that is considered inappropriate in the classroom is also inappropriate in all G Suite for Education applications (mail, docs, etc.). This includes but is not limited to profanity, racist, sexist or discriminatory remarks.
7. Disseminating or publicizing any material which jeopardizes the good name of the school, which is detrimental to the common good, or which is harmful or offensive to members of the school community. This includes the posting of inappropriate material on any blog, chat room, social media or website.

Digital Conferencing:

It is the collective responsibility of all members of the Loyola community to ensure that our school environment both on campus and online is one that is respectful of others and honors the safety and inclusiveness of its participants. It is also the responsibility of the student to properly log in to his device and Loyola account(s) to authenticate his identity before entering a virtual meeting room. Failure to properly log in may result in exclusion from the meeting room and/or disciplinary action from the Dean of Men.

A Loyola student may only join a virtual meeting room to which he has been invited or given explicit permission to join by the organizer(s) of the meeting. The following guidelines for online etiquette are consistent with the [Responsible Use Policy](#) at Loyola High School and are essential to upholding the security and integrity of the learning environment when using online resources and virtual meeting rooms. The following list is not exhaustive.

1. Attempting to enter any virtual meeting room that you were not explicitly given permission or were invited to attend at Loyola or another school will be grounds for suspension even if you do not gain access to said meeting.
2. Sharing digital meeting credentials with any individual who has not been invited or given permission to join a meeting will result in immediate suspension, the convening of the

Discipline Board, and may be grounds for dismissal from Loyola High School.

3. Entering any virtual meeting room that you were not explicitly given permission or invited to attend at Loyola or another school will result in immediate suspension, the convening of the Discipline Board, and may be grounds for dismissal from Loyola High School.
4. Making any attempt to steal, hack, or otherwise gain access to a Loyola student or employee account or device that does not belong to you OR making any attempt to impersonate another Loyola student or employee will result in disciplinary action including suspension, and may result in the convening of the Discipline Board and possible dismissal from Loyola High School.
5. Any use of inappropriate imagery, or language in a virtual meeting which utilized an open source link posted publicly will result in disciplinary action including suspension, and may result in the convening of the Discipline Board and possible dismissal from Loyola High School.
6. Using an inappropriate screen name that would be visible to the teacher in the waiting room of a virtual meeting room is grounds for suspension, and may result in the convening of the Discipline Board and possible dismissal from Loyola High School.

Gaming

Gaming does not contribute to the educational goals of any Loyola class and creates a strain on network resources. Gaming has also been proven to be very addicting and can distract from Loyola's student learning and behavior goals. For these reasons, gaming is prohibited in any academic class during the school day.

The ITS department monitors student activity on the Loyola network and has implemented security measures to block access to online games and services. Students who attempt to circumvent these measures are subject to disciplinary action outlined in the handbook and/or at the discretion of the Dean of Men.

1:1 Program

A one-to-one (1:1) program enables every student access to his own computer both on and off campus whenever he needs it. Students use these computers to do research, complete homework, problem-solve, communicate with teachers and to engage collaboratively in team projects. To help ensure the success of a 1:1 program, the following is expected of all students on a daily basis:

- Students must bring their MacBook to school each day fully charged and in good operating condition.
- Students must check their Loyola High School email on a daily basis.
- When using Loyola High School printers, students must adhere to all applicable copyright laws and may only print school-related materials.
- Students must enroll their 1:1 computer in Loyola

High School's Mobile Device Management (MDM) system and not attempt to remove or restrict the local account created by the MDM.

- Loyola High School reserves the right to monitor student online activities while on campus and accessing network resources including the internet in order to keep students on task in the classroom.

General Policies

If a student is unsure about the appropriateness of an electronic activity, he should ask a teacher, administrator or a member of the ITS department for clarification. Classroom teachers may have their own specific policies regarding the use of technology in their classroom. Students should always adhere to those specific policies while in that teacher's classroom.

Students are legally and financially responsible for any actions originating from their accounts. Students should take appropriate measures to maintain the security of their account including the regular changing of their password, the use of complex passwords and 2-factor authentication.

Students found in violation of Loyola High School's Student Responsible Use Policy will be reported to the Dean of Men. Violations will be dealt with in accordance with the provisions outlined in the Parent-Student Handbook. When and where applicable, an offending student will be referred to law enforcement authorities for legal action.

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). Electronics are \$2.00.
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 (\$10.00).
9. Retrieval of confiscated cell phone [Fridays only] (\$2.00).
10. Repairing/opening a school locker due to student's fault/negligence (\$10.00).
11. Use of razor and shaving cream (\$1.00).
12. Use of comb (\$1.00).

Grounds for Detention (JUG)

The Dean of Men and Assistant to the Dean coordinate detention (JUG) each day. JUG 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. During Distance

Learning students will be expected to attend JUG remotely, which will be scheduled by the Assistant to the Dean.

Medical appointments, personal appointments, work, or co-curricular activities are not excusable reasons for missing JUG. In some cases, it may be possible to reschedule JUG with the Dean of Men. Any conflict must be discussed with the Dean of Men prior to the start of JUG.

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

1. Missing assigned JUG.
2. Missing class.
3. Tardiness. Oversleeping, missing the bus, carpool problems or staying home for any questionable reason are unsatisfactory excuses for being late.
4. Profanity anywhere on campus.
5. Violation of cell phone policy.
6. Violation of Responsible Use Policy for electronic devices
7. Language or other forms of speech that potentially degrade or disrespect others, intended or not.
8. Unacceptable attire or personal appearance.
9. Leaving campus for any reason without permission from the Office of the Dean of Men.
10. Being asked to leave class or being sent to the Dean's Office because of a disturbance in the class.
11. Lacking a legitimate reason from a parent excusing an absence or tardy; lying about attendance.
12. Running in buildings, wrestling, throwing objects, misusing facilities in the determination of Loyola personnel.
13. Failure to carry student ID card.
14. Receiving a discipline referral from Loyola faculty or staff for continued misbehavior.
15. Continued arguing or contesting the rationale of Loyola personnel for a decision about behavior.
16. Overdue library materials and fines.
17. Failure to register for courses.
18. Missing Community Service Reflection Group meetings or Senior Project Reflection Group meetings.
19. Any other minor conduct violation for which a student is referred to the Office of the Dean of Men.

While the Dean of Men conducts detention (JUG) at lunch or after school, a teacher may keep a student after school for any reason he/she deems to be in the interests of addressing behavior or classroom management.

WEEKEND/HOLIDAY JUG - For some more 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 six days of JUG in an academic year, 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 that constitutes bigotry or deliberately disrespectful forms of speech.
2. Fighting, bullying, or the threat of physical violence.
3. Throwing, launching, or weaponizing anything on campus that could cause injury or damage.
4. Excessive speed or reckless driving on or near the campus.
5. Cutting class, cutting school, skipping liturgy; continued offenses will lead to a reevaluation of a student's academic standing.
6. Deliberately lying about attendance, including reasons for absence, lateness, or location during the school day.
7. Possession or use of tobacco or vape products (cigarettes, e-cigarettes, vaping devices, or chewing tobacco) on campus or on school transportation; smoking or vaping at any school function.
8. Possession of pornographic materials including any inappropriate materials accessed over the Internet or electronically transmitted. Sharing or displaying pornographic images (including memes or text messages) through electronic devices or on the Loyola network.
9. Use of technological devices to record or distribute photographs, video, audio, messages or conversations of Loyola personnel or students without their consent. Any other violation of privacy consistent with the terms of LHS Responsible Use Policy.
10. A second infraction of academic integrity during the student's entire career at Loyola School.
11. Deliberately inflicting damage to school property (i.e. breaking desk, graffiti).
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. Flagrant breach of policies and guidelines of school bus transportation.
14. Behavior on a Loyola sponsored trip, immersion, retreat, or other travel experience that is consistent with suspendable behavior in the student handbook or in violation of local laws.
15. Use of drone on campus without permission from Loyola administration
16. 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 co-curricular activities during any period of suspension from school. The Dean of Men may suspend a student off campus or on campus depending on the nature of the infraction. Both are deemed unexcused absences.

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. Terms of a student's probation will be clearly written, agreed to, and signed by the student and the student's parent(s). Failure to complete all conditions of the agreement for disciplinary probation may result in a student being asked to withdraw. Violation of probation through the continuation of unacceptable behavior will result in the student 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 drug paraphernalia at school or at any event sponsored by Loyola or another school.
2. Any language that can be interpreted as hate speech or harassment in the determination of the Loyola administration or Loyola Discipline Board.
3. Any behavior online that is written, posted, or shared that violates the Catholic Jesuit values of Loyola High School or that may be characterized as hate speech, harassment, or threatening.
4. Stealing.
5. Destruction of school property, vandalism. Deliberate undermining of school network security.
6. Disrespectful, flagrant, and/or threatening insubordination and disobedience of Loyola personnel.
7. Fighting, bullying, or the threat of violence towards others.
8. Use or possession of firecrackers or explosives..
9. Serious or chronic infractions of the rules by a student, including truancy.
10. Any type of continued or repeated harassment of a verbal, written, and/or a physical nature, regardless of when or where such action takes place. (See section on bullying below)
11. Association with a gang or a member of a gang, on or off campus.
12. 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.

13. Selling or distributing drugs, or conspiracy to sell or distribute drugs, alcohol, prescription medication.
14. Behavior off campus that violates federal or state criminal statutes.
15. Two suspensions in one academic year.
16. Behavioral violation of the terms of disciplinary probation.
17. Accumulating an excessive amount of JUG one academic year; blatant disregard for student norms of conduct, attendance expectations, or school policies.
18. A third infraction of academic integrity during the student's entire career at Loyola High School.
19. Counterfeiting.
20. 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 other cases that may not involve dismissal.

The Discipline Board consists of five members: an Assistant Principal or Director, the Dean of Men, two faculty members elected by the Faculty, and one faculty member selected 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 appointed each academic year.) The Assistant Principal or Director serves as the chair of the Discipline Board. The role of the Discipline Board is to recommend disciplinary consequences when a student's conduct has made him liable to dismissal from the school.

Whenever a student is asked to appear before the Discipline Board, the student involved will be suspended immediately until the Discipline Board hears 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 board members require to discuss the case; he will not be present during the Discipline Board's deliberations. The student's parents, family, friends, and teachers may submit letters 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, 2022

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 websites
- Using someone else's username 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.

California Senate Bill 1454 informs the school's understanding of Hazing, also known as "Matt's Law." The law codifies within California penal code the definition of hazing and prescribes misdemeanor penalties for people or organizations that haze and felony penalties that result in death, great bodily injury, or great psychological injury. To learn more about hazing please go to this useful website: <http://www.stophazing.org>.

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

NORMS OF CONDUCT-FOR THE COVID-19 PANDEMIC

At this time, Loyola High School is not mandating that students show proof of having received the COVID-19 vaccine or that they qualify for a documented legal exemption. However, Loyola High School reserves the right to implement a mandatory vaccination policy in the future should it deem such a mandate to be in the best interests of the health and safety of the students, staff, faculty and all members of the Loyola community.

- Students showing any signs of illness(IE: fever or chills, persistent cough, shortness of breath, muscle or body aches, persistent headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea) are required to stay home from school and report symptoms to the Dean's Office for follow up with the Director of Student Health.
- Students must complete a health screening questionnaire every morning prior to leaving home or prior to the start of first hour classes if in distance learning. The link to the Health Screen can be found in the "quick links" section of the Loyola High School website, <https://www.loyolahs.edu/accessing-campus/>
Honesty and consistency in completing this health screen and keeping sick kids at home are vitally important to keep the entire school community safe.
- An answer of "Yes" to any of the questions in the health screen will require the student to stay home and notify the Dean's Office. If all answers are "No" to the screening questions the student may travel to Loyola. Upon entrance to campus the student will receive infrared temperature screening. A student will not be permitted to enter campus with a temperature reading of 100.4F or higher.
- Any student that shows signs of illness(IE: fever or chills, persistent cough, shortness of breath, muscle or body aches, persistent headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea) during the school day will be directed to report immediately to the infirmary. The Director of Student Health or one of his assistants will assess the student and contact parents to pick up their son immediately if necessary.
- Students will be required to wear a solid color cloth face covering on campus at all times. No designs, wording, logos or branding other than those referring to Loyola High School will be permitted on face coverings. Proper fit is critical to reduce students touching their face covering. Removing the face covering, or pulling it up or down to expose the nose, mouth or chin indoors is strictly prohibited. Students must carry at least one additional face covering in their backpacks at all times. A 2-layer cloth face covering is recommended. Face coverings with valves will not be permitted. A paper-based medical face mask is an acceptable face covering. A face

shield is not an acceptable replacement for a face covering. Students may wear a face shield in addition to a face covering. Any parent that feels their son will not be able to wear a face covering must contact the Dean's Office.

- If a student coughs or sneezes during class, the student must immediately scrub out of the classroom using hand sanitizer. Once outside the classroom the student will replace their face covering with the spare from their backpack and then re-enter the classroom and wipe down their desk. Persistent coughing or sneezing will require the teacher to send the student to the infirmary to be assessed by the Director Student Health or one of his assistants.
- Students are required to "scrub in and out" of each class using hand sanitizer stations at the entrance of every classroom. Students are prohibited from crowding around the hand sanitizer stations.
- Students are required to "scrub in and out" of campus using mobile hand sanitizer stations or their own hand sanitizer. Every effort will be made to increase opportunities for hand washing by students with soap and water.
- Students will be required to carry hand sanitizer and disposable tissues.
- Students are asked to be reasonably spaced during passing periods and attempt to reduce crowding whenever possible
- Students outside classroom buildings are required to maintain a physical distance of 6 feet or more.
- Students will be required to carry a refillable water bottle. Sharing of food and drinks is strictly prohibited.
- Any food items left in the yard on campus will be disposed of. All other lost items will be stored by Security. If a student has lost something of value or needed for class, (IE: Car keys, ID, Cell Phone, Computer, Ipad, Wallet, Textbook, Bookbag, Athletic Equipment) Security will have a procedure in place for students to try and retrieve the item as soon as possible. For all other lost items (IE: clothing, lunchbox, water bottle etc.) students must complete the online Lost and Found form located on the Dean's Office webpage. Once completed the Dean or Security will notify the student if we have the lost item and if so, arrange pick up. It is critical that students are constantly in possession of and aware of their backpack and belongings.
- Sharing of notebooks, textbooks, pencils, pens, calculators, computers, cell phones or clothing is strictly prohibited.
- Spitting on campus is strictly prohibited.
- Students whose parents have a scheduled appointment for them to leave campus early will receive a message from the Dean's Office. Students will show that message at the assigned time to leave to Security and scan their Loyola ID when exiting campus.

*All the above policies may be amended or altered to adapt to guidelines set forth by the State of California or protocols that are required by the Los Angeles County Department of Public Health

CUB PLEDGE:

As a proud member of the Loyola community, I will take the following steps to promote the safety and wellbeing of my fellow Cubs, faculty, staff and family.

I will wear a face covering at all times on campus and in public places as directed by the department of public health;

I will follow one-way directions on campus for movement inside and between school buildings and do my best to maintain 6 foot physical distance between myself and my fellow Cubs.

I will self-monitor for COVID-19 symptoms and honestly complete daily PowerSchool health screening questions;

I will wash my hands frequently and thoroughly for at least 20 seconds or use hand sanitizer especially after eating, coughing, sneezing or wiping my nose;

I will act in the spirit of Men For and With Others, knowing that I am helping to protect the Loyola community and greater Los Angeles from illness.

REQUIREMENTS FOR GRADUATION

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

English

- Eight semesters (one course each semester) are required
- Common courses for Freshmen, Sophomores, and Juniors
- Elective courses for Seniors are available

Fine Arts

- Two semesters in Freshman and/or Sophomore years are required
- Elective courses for Sophomores, Juniors, and Seniors

Foreign Language

- Six consecutive semesters (Level 1, 2, 3) of the same language are required
- Available languages are Latin, French, Mandarin or Spanish
- Level 4 language courses are available for Seniors

Mathematics

- Six semesters in Freshman, Sophomore, and Junior years are required
- Electives courses for Seniors are available and strongly recommended

Physical Education / Health

- One semester of P.E. taken during Freshman year is required
- One semester of Health taken during Freshman year is required
- Physical Education elective courses are available for Juniors and Seniors

Science

- Six semesters beginning Freshman year are required
- Electives courses for seniors are available and strongly recommended

Social Science

- Six semesters beginning Sophomore year are required
- Common courses for Sophomores and Juniors
- Elective courses for Seniors are available

Theology

- Eight semesters (one course each semester) are required
- Required courses for Freshmen, Sophomores and Juniors
- Elective courses for Seniors are required

Community Service

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

The outline below displays the typical course of studies:

FRESHMAN Year

English 1
Algebra 1 or a Performing Art
Geometry
Physics 9
Foreign Language 1
Theology 1
PE (1 semester) / Health (1 semester)

SOPHOMORE Year

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

JUNIOR Year

English 3
Pre-Calculus
U.S. History
Biology
Foreign Language 3
Theology 3
Elective Options:

- All Fine Art Options
- Computer Programming
- Journalism
- Broadcasting
- Junior Advisory
- Weight Training
- Lifetime Fitness
- Aquatic Skills
- PE electives

Community Service Project, CS-11

SENIOR Year

(At least 12-semester courses in required and electives)
(not all listed courses are 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 Lan-

guage 4, Shakespeare, World Literature, Modern American Novel, Short Fiction, 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, Painting, Photography, 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, Statistics, Honors Multivariable Calculus

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

Theology Courses: Bioethics, Catholic Peace Building, Christology, Developing as a Leader, Letters of Paul, Liturgy, Narrative Theology, 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 Averages

Loyola maintains a calculated grade point average for in-house evaluation which is reviewed and analyzed to determine class rank, Honors / AP course acceptances, and honors at graduation. It is important to note that selective colleges use their own metrics when measuring letter grades. While the Loyola GPA is a distinguishing characteristic of class rank internally, college admissions offices recalibrate GPAs based on final letter grades by disaggregating the letter grades from the transcript and pushing them into their own calculation methods. Often, they eliminate +, -, and in some cases do not recognize any "advantage" for AP or Honors courses in their calculus. For example, Loyola does not report a GPA to UC and Cal State schools. Students self report letter grades in the application process. UCs already do not consider + and - delineation. Loyola will send transcripts to all colleges that make a request, but each has their own way of weighing

letter grades.

Loyola calculates 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, Journalism, and Broadcasting.

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 Academics for more information. Both the original "F" and the subsequent passing grade will be used in computing the student's cumulative GPA.

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 retake the same or similar course at another institution to satisfy university requirements. The original "D," but not the subsequent grade earned from an off-campus provider will be used in computing the student's cumulative GPA.

Steps for enrolling in off-campus and/or online courses:

1. Discuss off-campus and/or online options with an academic counselor.
2. All off-campus and/or online courses must be UC approved.
3. If it is a math course, the student can take the course but he still must pass an in-house placement exam to qualify for next-level math.
4. Email the course description to the Assistant Principal for Academics for approval.
5. Once approved by the Assistant Principal of Academics, enroll and take the course.
6. After completing the course, send an official transcript to the Registrar and the Assistant Principal for Academics.
7. *Important note* - The completed off-campus course and letter grade will be included on the student's transcript, but the grade will NOT be calculated as part of their overall Loyola GPA.

*Loyola neither endorses nor pre-approves any college or institution, so all research regarding appropriate off-campus courses rests with the student. Loyola can not guarantee all colleges and universities will award credit for off-campus and/or online courses.

Only final semester grades are recorded on transcripts. All semester grade corrections must be completed within the first ten days of the new semester by the instructor who

awards grades. Deadlines for grade corrections are listed on the school calendar.

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

Weighted GPA for Honors /AP Courses only

A+=	5.0 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 PowerSchool. The dates for these postings are listed in the school calendar. All students and parents will also have access to ongoing “grade book” marks through PowerSchool. These updated grades should be checked regularly to keep abreast of progress.

Loyola operates under the assumption that both parents have equal access to student academic records in PowerSchool. If you have documentation from a court that restricts access to these records by one or both parents, please share them with the principal.

Recognition at Graduation

Loyola High School recognizes outstanding academic achievement at graduation on three levels:

**Due to the Covid-19 disruption to on-campus instruction and rapid transition and adjustment to distance learning,*

the spring semester 2020 GPA will not be considered for recognition at graduation for the classes of 2021, 2022, & 2023. All recognition at graduation honors requirements will be reduced by one semester for the classes of 2021, 2022, & 2023 (see below)

Cum Laude (with praise): awarded to graduates who have maintained a 3.50 weighted GPA in each of their first seven semesters (**six semesters not including spring '20 for the classes of 2021, 2022, & 2023*). Awardees may not have two strikes in terms of Academic Integrity issues. If a student fails to meet the GPA threshold in 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 (**4.0 for the classes of 2021 & 2022*) after their seventh semester (**six semesters not including spring '20*). 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 absolutely no petitions at this level.

Summa Cum Laude (with highest praise): awarded to students with a cumulative weighted GPA over 4.40 (**4.2 for the classes of 2021 & 2022*) after their seventh semester (**six semesters not including spring '20*). 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 absolutely no petitions at this level.

Disabilities

Please report all physical and learning disabilities to a counselor as soon as possible. Medical documentation will be required in all cases. The counselor will meet with the Services for Students with Disabilities director, Wellness Coordinator, and the Assistant Principal for Academics for cases that require special attention.

Academic Probation

Students who earn a semester GPA below 2.00 or 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 the situation is not 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 corrected by the midterm report instead of the following semester report. If his academic performance does not meet minimal standards by 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 be reviewed by the Academic Review Board, which consists of the Assistant Principal for Academics, the Dean of Men, the student's counselor, and the Principal. The final decision to dismiss is made by the Principal.

Disenrollment

Class attendance is an essential part of the educational process at Loyola High School. A student who is absent from class is liable to miss a significant portion of academic discussion and personal interaction with other students. Attendance is mandatory unless proper procedures are followed to excuse the student from class (see attendance protocols). **Note - if a student feels ill or unwell in any capacity he should NOT come to campus. He will have assignments and lessons delivered remotely via Canvas. Thank you for your cooperation in keeping our entire campus community healthy.*

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

Procedures: Disenrollment from a course may be initiated either by the Assistant Principal for Academics or by the course instructor. The total number 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** (Withdrew & 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 or remediated.

Students who are disenrolled from a course during senior year may lose the credit for a course that is a requirement of graduation. A student 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 in-house GPA calculations.

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 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

Advanced Placement Courses

Loyola participates in the Advanced Placement program of college-level instruction in high school by offering Advanced Placement courses. Students who enroll in AP classes at Loyola *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. 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. Some universities do not give credit for AP exam scores. Families should contact universities directly to learn more about their AP requirements.

College credit is not the only benefit of taking AP courses at Loyola. AP courses provide a rigorous college-level challenge and serve to prepare students for an authentic university educational experience. Furthermore, many universities will substitute passing AP scores as qualifying evidence to pass out of introductory (101) level college courses thereby freeing up space in a student's college schedule to meet major requirements sooner, and/or incorporate a minor in their course of studies.

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. Most students selected for honors courses have qualifications far above the 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 recommendations.
4. Standardized test scores, or placement exam scores, for some subjects.
5. Recommendation from a counselor.
6. Each Academic Department Chair or the gaining teacher determines the actual course roster from the candidate pool.
7. The Assistant Principal for Academics schedules students into Honors and AP courses. He or she does NOT accept or override academic departments' decisions regarding student placement. Students should NOT request entrance into an Honors or AP course from the Assistant Principal

for Academics. Requests for entrance should be made to the appropriate academic department.

Admission into Honors and AP Courses

Introduction: Honors and AP courses are designed to challenge students who have shown an aptitude and a strong desire to work hard 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 are more demanding and have higher expectations of their Honors and AP students.

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

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

Who decides: Usually, three teachers are involved in deciding which students are admitted into each Honors or AP course – the student's current teacher in a particular subject area, the gaining teacher, and the Department Chair. When necessary, the counselor will also be consulted. The school's administration defers these important decisions to the academic departments and does not interfere with the process. Appeals to administrators are not considered. Departmental decisions will not be 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, what course expectations are, what minimum requirements are to get in, and what they must do to be considered for admissions. 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. The purpose of pre-registration is for students

to indicate the courses in which they are interested. Pre-registration for Honors and AP 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 requests in order of preference. Indicating course preference is of paramount importance as gaining teachers look most closely at those students who have indicated the highest level of interest in their class(es). Students who fail to complete pre-registration place themselves at a disadvantage and will not gain entrance into Honors or AP courses the following year.

Data Gathering: After pre-registration, departments gather data on students who have indicated an interest in any Honors or AP course. These data may include both objective and subjective factors such as student grades both within and outside particular departments, mid-term grades, cumulative GPAs, placement test scores, writing samples, entrance essays, HSPT and PSAT scores, and teacher recommendations. Since departments have different requirements (published on-line and presented to students during meetings), it is important for students to be aware of what is 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 Honors and AP courses via Canvas. Students may then formally register for courses on-line. 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.

Petitions for Reconsideration: Not all students will be admitted into the Honors and/or AP courses for which they request. If a student wishes to be reconsidered and/or feels that something in his record has been overlooked, he may file an online petition with the academic departments. Petition forms can be completed online 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 decide whether additional students should be admitted. Petitions are kept on file throughout the summer as schedules are updated through mid-September. Students who have filed petitions must be patient as it takes time (sometimes months) to determine who may be added to course rosters. If a student does not file a petition, the department will assume he is no longer interested and will look at other candidates.

Conflicts and Changes: At times, students may not be able to take the Honors and/or AP courses into which they have been accepted. This may be due to schedule conflicts, graduation requirements, or other factors. In these instances, the student will meet with the Assistant Principal for Academics to decide how to best proceed.

Student Class Scheduling

In developing academic schedules, Loyola uses Power-School developed algorithms to ensure that students get enrolled in as many of their requests as possible. Unfortunately, it is not possible to fulfill every student's desires. In determining which student is assigned to a 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 many 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 and that making changes to schedules may be impossible. Additionally, it is important for Loyola to keep class sizes 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. In the event of a student being assigned to a teacher that he or his parents perceive will not match his learning style, it should be considered as a unique opportunity for growth. Being successful in classes with varied teaching styles is a critical skill for college and beyond where the selection of professors and/or supervisors is not possible. The only exception to the "teacher change" rule may be granted when a student has previously taken a course with a particular teacher and has 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 wanted?" 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 is inevitable that conflicts will arise with other singleton courses in the 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 any open departments;
- 4) It is a matter of fairness – Loyola tries to schedule as many students in as many of their requested courses as possible. It is better for many students to get four or five of their requests fulfilled, rather than a few lucky ones who get all requests leaving some classmates with what they would perceive to be undesirable schedules.
- 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)

The T.A. is expected to:

- 1) Have at least a 3.0 overall GPA and a 3.5 GPA in the subject area;
- 2) Attend the class period in the subject area on a daily basis;
- 3) 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 aid 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 GPAs.

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 and UC approved;
2. the class must be UC/CSU transferable;
3. the class must award both units and a letter grade.

Steps for enrolling in off-campus and/or online courses:

1. Discuss off-campus and/or online options with an academic counselor.
2. All off-campus and/or online courses must be UC approved.
3. If it is a math course, the student can take the course but he still must pass an in-house placement exam to qualify for next-level math.
4. Email the course description to the Assistant Principal for Academics for approval.
5. Once approved by the Assistant Principal of Academics, enroll and take the course.
6. After completing the course, send an official transcript to the Registrar and the Assistant Principal for Academics.
7. *Important note* - The completed off-campus course and letter grade will be included on the student's transcript, but the grade will NOT be calculated as part of their overall Loyola GPA.

*Loyola neither endorses nor pre-approves any college or institution so all research regarding appropriate off-campus courses rests with the student. Loyola can not guarantee all colleges and universities will award credit for off-campus and/or online courses.

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. Please see the aforementioned steps for enrolling in off-campus and/or online courses.

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 Academics. The student's transcript will show an "Incomplete" until all missing assignments and the final exam are submitted, 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 the definition of "unexcused" absence) will need to take a make-up exam as soon as possible after the exam date. The family may be subjected 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. Under no circumstance may a final exam that is missed for an unexcused absence be taken earlier than scheduled.

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, *The MLA Handbook, Eighth Edition*. This book is a required text for the 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 similar serif font, e.g. Century Schoolbook or Palatino.
4. All letters must be the 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 *The MLA Handbook, Eighth Edition*.
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.

*Essays and papers will be submitted via Turnitin Plagiarism Prevention Software

Class Schedule

A student may request a course change up to the first week of each semester. The Academic Scheduling Team considers, approves, and denies course change requests. A course change request is made online by completing and submitting a course change request form. Teacher change requests are not considered, and students must be accepted into AP and Honors classes by academic departments in order to be enrolled. Requests for admittance into Honors and AP courses should be made to corresponding academic departments.

Each student is enrolled into 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 periods 1 through 7 and then begin again with 1, independent of the particular day of the week.

The "typical" rotation during a 5-day week:

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 are occasions, due to circumstances beyond Loyola High School's control (e.g. multiple athletic events, special rallies, etc.), when it is necessary without prior notification to parents, for the Administration to adjust dismissal time or the weekly schedule.

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, papers, projects, homework, and oral presentations. While Loyola expects authentic student work, it is important to recognize that various academic pressures work against honest production. Along with the innate drive to succeed, there are pressures, real or perceived, that come from figures of authority, parents, teachers, employers, and coaches. Frequently, students perceive recognition, acclaim, and or reputation as the highest and sole good in succeeding academically. 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, Loyola students have the primary responsibility in this area. The student is responsible for respecting the dedication and hard work of Loyola faculty and of the services of the counseling and tutorial programs. He is responsible for using his time and ability to prepare properly for adequately facing the tasks of writing reports, taking examinations, giving oral presentations, and completing all coursework.

**Distance Learning Addendum* - All academic integrity standards will be upheld to the fullest extent while distance learning. Students are expected to strictly follow instructions for every assignment, and teachers are expected to clearly delineate collaboration criteria and use Turnitin and LockDown Browser learning integrity platforms whenever possible. Students should never take credit for work that is not explicitly authentic unless proper credit is given by *correctly* citing sources.

Academic integrity is achieved when a Loyola student:

1. completes all individually assigned coursework on his own;
2. does not share individually assigned coursework that has been completed;
3. completes original research for papers, projects, and/or oral reports and acknowledges contributions to these works by properly citing the source and the source's individual name;
4. completes all coursework following collaborative guidelines as determined by instructors;
5. completes all coursework without heavy-handed help from adults – parents, tutors, older siblings;
6. completes all coursework without the use of prohibited internet resources including, but not limited to, translation websites, published test banks, Quizlet, online paper writing services, illicit sharing of Google Docs or other shared information via the internet or otherwise, etc;
7. completes examinations without seeking help from or offering help to another student, and without the use of prohibited resources (notes, textbooks, phones, computers, watches, etc.)
8. 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 choosing his own original work than choosing to compromise his integrity;
9. realizes that each choice for copying, cheating, or plagiarism, no matter how small, diminishes his academic and personal integrity, and his status at Loyola High School.
10. understands that he should ask his teacher(s) if he is unsure of whether or not the planned course

of action to complete coursework may breach Loyola's academic integrity policy.

Academic integrity is a choice. All Loyola students are expected to make academic integrity a necessary priority despite the pressures of grades and academic performance. Achieving top grades on the high moral ground is the only way to succeed at Loyola, and in life. Students are encouraged to report instances of academic dishonesty in an effort to "protect the field", and teachers are obligated under contract to report all instances of academic to the Assistant Principal for Academics.

Academic Integrity - Situational Precedents

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. Tests and exams require an especially high level of attention to integrity. Actions that in a non-testing environment would not normally be considered cheating, may be considered 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. A testing environment begins the moment a teacher calls for attention or silence and ends when the last test is returned, or the teacher announces that the test is over, whichever comes last. Listed are several examples of violations of testing procedures that may be deemed infractions of Academic Integrity. It should be noted that this list is not exhaustive.

1. posting or viewing any part of any assignment on a social media site. 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 smartwatch or having access to a cell-phone during a test, quiz, or exam whether or not it's looked at or used. Cell phones must be turned off and left in a closed backpack before any test or

quiz begins. Any cell phone (on or off) in a pocket, on or near a desk, or visible in any manner by a student is considered having access to it.

5. viewing or accessing a website that shows answers or solutions to problems used in any course unless pre-approved by the teacher of that course. It is unreasonable for a teacher to be aware of all sites that include compromising material; therefore, a student must understand that all such sites are strictly prohibited. If a student is not sure whether a particular site is approved, he must ask the teacher ahead of time.
6. accessing, viewing, receiving or distributing resources intended only for teachers – teacher's editions of books, test banks, old tests, old papers or homework assignments, reference materials, etc. – whether they be openly available online, in print, or in hardcopy form. This prohibition includes all copyrighted material and/or intellectual property not meant for student use.
7. photographing, recording or copying any test, assignment, or other course work without a teacher's permission.
8. communicating with any student for any reason (borrowing a pen, asking about time...).
9. having access to a cell phone, smartwatch, or similar device (to check the time, for example). Cell phones must be turned off and left in a closed backpack before any test or quiz begins. Any cell phone (on or off) in a pocket, on or near a desk, or visible in any manner by a student is considered having access to it.
10. using a calculator or other electronic device that has stored information (even if pertinent information is not accessed).
11. communicating with students who have taken the test earlier regarding test content and/or structure
12. beginning to work before or continuing to work after time is called.
13. accessing a book, notes, calculator, phone, etc. after a test is returned, but while others in the room are still working on that test, without the teacher's permission.

Consequences for Violating Academic Integrity Policies

Students who are involved in academic integrity infractions will be referred to the Assistant Principal for Academics.

- 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 Academics will notify the parents about the incident, and about the future course the school will take if their son's pattern of behavior continues. If the offense occurs in the junior or senior year, the student forfeits any chance of graduating Magna or Summa Cum Laude, no matter how minor the incident.

Students may also be denied access to honors or AP courses, leadership opportunities, or other awards and recognitions. The Assistant Principal can rate a first offense at level two if the offense is particularly egregious such as cheating on a final exam, an incident involving a conspiracy of two or more knowledgeable students, or any instance of pre-meditation and/or planning.

- 2) On the second offense, the student will receive a zero on the assignment or exam, receive eight days of JUG, and be suspended for up to two days. A letter will be mailed home placing the student on Disciplinary Probation. If the offense occurs in the junior or senior year, the student may not graduate with any academic recognitions, awards, or honors. University admissions offices that require access to student disciplinary records will learn about students who record level two incident(s).
- 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 Academics.

Addendum - School Protocol for Distance Learning

As a result of the Covid-19 pandemic and resulting closure of campus in the spring semester 2020, Loyola High School designed and published a School Protocol for Distance Learning which clearly describes all processes adopted by Loyola and its employees in the event of school closure and suspension of on-campus instruction. The School Protocol for Distance Learning will be initiated anytime on-campus instruction is either partially or fully disrupted as a result of a pandemic, natural disaster, social disturbance, or any other factor that interrupts traditional on-campus instruction.

Furthermore, the School Protocol for Distance Learning is active during instances in which distance learning is part of the planned academic rotation as scheduled and indicated on the published school calendar.

SCHEDULE 1 - 65 Minutes

Typical mid-week schedule

Hour 1	8:25	-	9:30
Hour 2	9:38	-	10:43
Recess	10:43	-	10:58
Hour 3	11:03	-	12:08
Lunch	12:08	-	12:53
Hour 4	12:58	-	2:03
OH/HR/FT	2:03	-	2:33

SCHEDULE 2 - 60 Minutes

Cura Period Schedule

Hour 1	8:25	-	9:25
Hour 2	9:33	-	10:33
Recess	10:33	-	10:48
Hour 3	10:53	-	11:53
Cura Period	12:01	-	12:41
Lunch	12:41	-	1:21
Hour 4	1:26	-	2:26

MINISTRY PROGRAMS

The Assistant Principal for Student Life, **Dr. Paul Jordan**, is in charge of all nonacademic aspects of the school program. He is the chief coordinator and director of all Student Ministry Programs and is assisted by **Mr. Matt Schaeffer**, Director of Campus Ministry, **Dr. Jesse Rodriguez**, Director of Service and Justice, and **Mr. Doug Brown**, Director of Equity and Inclusion.

A Culture of Prayer, Companionship, and Generosity

The Student Ministry Programs aim to accompany all members of the Loyola student body 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.

CAMPUS MINISTRY

A ministry of presence... Campus Ministry exists to serve the spiritual needs of the student population of Loyola High School.

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

Mr. Matthew Schaeffer, Director of Campus Ministry

Ms. Rachel Brown, Administrative Assistant

Mr. Christian Astran, Program Coordinator

Deacon Derek Brown, Program Coordinator

Mr. Dennis Marzan, S.J, Program Coordinator

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 Mass in the Autumn and a Mother/Son Mass in the Spring. All students 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.

Freshman Retreat

The Freshman Class comes together on a weekend in the Fall Semester for the Freshman Retreat. Guided by their Senior Big Brothers, the Campus

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 2 retreat days. The first takes place in the Fall Semester in conjunction with their Theology II classes. Students engage in a community action project with St. Thomas the Apostle School, and later participate in prayer and reflection. Later, Sophomores have 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 year 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 Junior and Senior 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.

CLC

Christian Life Communities are small (6-8 members) faith-sharing groups that meet regularly. Groups are led by adult and student guides and given resources and direction by the Campus Ministry and Adult Spirituality offices. Groups typically form at the beginning of each academic year.

Liturgy Class

The Liturgy 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.

Center for Service and Justice

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

On behalf of the Center for Service and Justice at Loyola High School of Los Angeles, welcome. With the events of 2020 seared into our memory as we have experienced the difficulty of quarantine, it is evident that a new level of consciousness has awakened in our world. As Americans have wrestled with what has been called a triple pandemic: COVID-19, the Movement for Black Lives and Racial Equity, as well as the severe economics ramifications for over 40 million unemployed Americans, the Loyola Community has been called to live our Mission intentionally in the most prophetic way.

Pope Francis reminds of this calling when he challenges Jesuit educators to form “mature people who are simple, competent and honest, who know how to love with fidelity, who can live life as a response to God’s Call, and their future profession as a service to society.” As an integral component of the Loyola High School educational experience, the service and justice program invites (and challenges) you to experience “what it means to labor with and for others in building a more just world.”

During each of your four years at Loyola, you will “engage in an articulated sequence of service and reflection opportunities that lead you to experience a sense of solidarity with the poor and marginalized” (Our Way of Proceeding, Standards and Benchmarks for Jesuit Schools in the 21st Century). There are so many ways to become involved in our service program. Details outlining the expectations for each grade-level are outlined in the handbook and on the student information

system--Canvas. On your student dashboard, you will find a Canvas Course Card titled “Community Service 9, 10, 11, or 12.” This is what we use to provide information concerning service and justice expectations as well as various optional opportunities that you can participate in. There is so much to do. Let’s get started.

Dr. Rodriguez, *Director*

Ms. Angela Moran, *Community Service Program Coordinator and HSPT-8 Planner*

Rev. Jerry Hudson, S.J., *Community Service Reflector*

Ms. Pat Salvaty, *Administrative Assistant*

Mission

To form dynamic, transformative, young men through service experiences that help foster compassion and a spirit of generosity to view the world with open hearts and minds --- challenging them to become “Men for and with Others”

Introduction:

The service and justice program is central to the goals of a Jesuit Education. Therefore, students are called on a mission to put Two Feet of Love in Action! This foundational tool describes two distinct, but complementary, ways we can put the Gospel in action in response to God’s love: social justice (addressing systemic, root causes of problems that affect many people) and charitable works (short-term, emergency assistance for individuals). For this reason, we believe that service must involve direct encounter with those programs and / or people that are in need. In some way, service must be addressing a root cause of problems that affect the most vulnerable.

The goals of our program are twofold:

- To provide opportunities for “metanoia”—a radical transformation of the hearts and minds of our young men; and
- To provide an articulated sequence of service and reflection opportunities that lead them to experience a sense of solidarity with the poor and marginalized so that such opportunities for transformation can take place

With this, each grade-level has a different pathway or theme for their service and justice experience—one that coincides with our CY Programming. In addition to the themed experiences for members of a particular class, there are additional opportunities for students (both contactless and in-person). In essence, we begin with that which is developmentally fitting for each grade level with the hopes of challenging each young man to place himself outside of his zone of comfort and towards a “radical transformation of the heart and mind.”

Please click on the [link](#) for a more detailed account of the service expectations along with a list of our immersion programs and important dates. The manual with all

information concerning our program will also be provided for students on their Canvas Student Information Systems.

[1] *Our Way of Proceeding: Standards & Benchmarks for Jesuit Schools in the 21st Century*

Office of Equity and Inclusion

Culture matters, Context Matters and Cultural Context Matters.

OVERVIEW

The Office of Equity and Inclusion (OEI) is designed to cultivate an institutional culture of awareness and understanding of and for the other. Grounded in the Care for the Whole Person (Cura Personalis - Standard 12.1), the Office of Equity and Inclusion will work to foster an environment that cherishes the identity of each member of the Loyola High School community, in the broadest sense, including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability.

The OEI will advocate, facilitate, and assess the work of established programs, departments, and offices to affirm that the campus lives out its commitment to diversity and inclusion. Through collaborative relationships throughout the community, the OEI will help ensure that Loyola is a stimulating, welcoming, and engaging place for all faculty, staff, students, and visitors.

VISION

The OEI envisions Loyola High School students, families, staff, faculty and administration taking advantage of the rich diverse fabric of the school by embracing and grappling with issues of diversity, inclusion and social justice.

MISSION

Create collaborative opportunities to ensure that Loyola is a stimulating, welcoming and engaging place for all faculty, staff, students, families, and visitors. Specifically focusing on identity development, intersectionality, intergroup relations, and social justice in order to achieve a unifying consciousness for the common good.

2021-2022 KEY INITIATIVES

As the Director of Equity and Inclusion, it is my hope that we can create a community that has the courage to investigate what we do not know, the compassion to interact with all members of our community in a respectful manner and to come to understand that we are all connected by our common humanity. Members of our community will see our differences as learning opportunities, confront our biases with awareness and education and to stand up for what is right and just even when it is unpopular to do so.

Words Matter Youth Summit

This dedicated space is designed to gather students throughout the Los Angeles Archdiocese to listen to one another's lived experiences and conversations around the power of expanding the single story.

Stories can serve as a powerful means to identify forms of exclusion as they recount the sentiment of individuals who are attempting to succeed in spite of discrimination. "Counterstories," according to Villalpando (2003), are more than a methodological tool used to investigate the lived experiences of a marginalized group; they are a way "to ground the real-life experience of marginalized people within educational theory, policy, and praxis" (p. 625). Here, transformation begins to take shape. It can occur as an individual is in the process of engagement or in the act of accompaniment/solidarity.

The goal for our time together will be to: identify, define, and discuss the single narratives of our various institutions and examine the ways they foster equity, access, justice and inclusion. Many of the exercises during this event will allow our participants to reflect on their personal experiences, explore the best ways to share their stories within their communities, invite others to engage and share with the ultimate goal to build an atmosphere where each identity is cherished and nurtured within the community.

Pico Union Project

Widening the Circle of our Pico-Union Neighborhood

As a Catholic, Jesuit secondary school in the heart of the Pico-Union District of Los Angeles, we believe that we are much more than an institution or center for learning—we reside in a neighborhood with a local address and occupants that call this place home. By posing the simple question, "Who is my neighbor?" we are invited to explore our neighborhood, share stories, break bread, and work in the community with a passion for education.

According to the life of Ignatius, while at Manresa, he had "an experience at the river Cardoner that opened his eyes" [2] so that "all things seemed new to him" [3] because he now saw them with new eyes. Sometimes a walk around our neighborhood helps us notice things we never really knew were there. Reality can become even more transparent for each of us perhaps even enabling us to see God working in the depths of everything and inviting us to help others. This new view of his reality is what led Ignatius to "seek and find God in all things." A community walk can be a starting point for each of us to see a new and different reality of our Loyola community outside of its gates.

Community Walks have emerged across the educational landscape as a means of "creating bonds of understanding" as a way for educators to learn about students in their communities by posing simple questions of exploration:

- What are the most important places and landmarks in their neighborhoods?
- What is the community recognized / known for?

- Have the demographics of the community changed?
- Who is the face of the community?

A walk might include a meal at a local eatery or a visit to a house of worship or community center.

Purpose

The purpose of this Community Walk will be to see firsthand what the reality of our community is like outside of school as a means to find ways to better engage in the community. In collaboration with Community Service, the Office of Equity and Inclusion has planned the walk-in collaboration with some students, parents / guardians, community members-organizers. Teachers and staff members visit will be introduced to important landmarks and cultural centers, meet with community leaders and engage in discussions.

Faculty/Staff Community Luncheons

As a Christian community, ours is a story of compassion, love, faith, and justice. Much of what Christ did in his ministry revolved around story-telling. The Gospels are filled with “parables” or little teaching stories that were designed to guide the listener towards a deeper sense of empathy, understanding and awareness.

Over the course of the school year our adult community we will engage in four lunchtime gatherings. The purpose of these luncheons is to engage in a “story-exchange” as a mechanism to promote radical empathy on a mass scale. This story exchange has the power to affect the fundamental nature of each and every person, and it is this collective and “empathic flowering” that encourages the type of fearless hope that drives individual and social consciousness, which then emboldens social justice and allows us to live out our Ignatian call to be “Agents of Change.”

Cultural Consciousness Training

This professional development program, we invite our faculty and staff to enter a full day of dialogue and exercises with the goal to create an Ignatian Practice within our community that broadens cultural understanding of the other. Secondly, we hope to increase our capacity to initiate sustainable collaboration regardless of our personal positionality.

The Learning Outcomes for the Day include:

- Identify Behaviors that Support a Diverse Community
- Develop a Clear Definition of Current Diversity Terms and their Impact
- Create an Action Plan for Resolving Critical Culture Conflicts

Anti-Bias/Anti-Bullying Training

Create an opportunity for our student body to participate in training that will challenge prejudice, bigotry and antisocial behavior. We will partner with the Anti-Defamation League to provide this crucial curriculum.

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 Office Coordinator, Mrs. Carol Hampson, will be glad to give you assistance in contacting any of the counselors. The Director of the Counseling Department is Dr. Paul Jordan.

The guidance counseling staff is as follows:

Ms. Baltazar
Mr. Bouziane
Mrs. Crowley
Mr. Denison
Mr. Farland
Mr. Gallagher
Ms. Hamlin (Student Wellness)
Mrs. Carol Hampson (Office Coordinator)
Dr. Jordan
Ms. Liberotti
Dr. Mabra
Mr. Miller
Mr. Reuter

testing

Loyola High School students take the following tests:

1. Loyola High School Placement Test for acceptance to Loyola;
2. The PSAT in Freshman year; 10/13/21
3. The PSAT in Sophomore year; 10/13/21
4. PSAT (which also serves as the National Merit Scholarship Qualifying Test) in October of Junior year; 10/13/21
5. Kuder Occupational Interest Survey (KOIS), used in conjunction with Career Week in the Junior year; January 2022
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.

Mrs. Carol Hampson is responsible for coordinating college visitations, 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

STUDENT ACTIVITIES

clubs and student organizations

The Assistant Principal for Student Life, **Dr. 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 available online for the Activities Fair at the beginning 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. Doug Brown**, **Mr. Hairston**, and **Mr. Yates**

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**.

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.

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 plans and prepares popular Japanese recipes. **Mrs. Teresa Kawamata** is the moderator of the club.

el camino

The El Camino is the student yearbook. It is published by

the students and distributed in May of each year. **Mr. David Roberts** is the moderator.

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. **Dr. Jesse Rodriguez and Dr. Gina Liberotti are the moderators.**

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**.

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. James Carbajal** is the moderator.

junior classical league

All Latin students are encouraged to join the 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 annual 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 Moderator is **Mr. Tom Portman**

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. Sarah Gacina**.

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. **Mr. George Valverde** is the moderator.

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. Trevor Mutch** 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,

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** is the moderator.

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. Alex Lanza** 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. James Zucker and Mr. Zach Sandoval** are the coaches.

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.

students for life

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 Ebner** is the moderator of the club.

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. Christian Astran** 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 Ms. Grau (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. Grau. Windowpanes has been in production for over 40 years. **Ms. Jocelyn Grau and Mr. Doug Brown** 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: Dylan Pinckert (off campus)
Freshman Coach: Matthew Schaeffer (on campus)

FOOTBALL

Varsity Head Coach: Drew Casani (on campus)
JV Head Coach: Anthony Holly (off campus)
Freshman Head Coach: Lamont Freeman (off campus)

BASKETBALL

Varsity Head Coach: Damaine Powell (on campus)

JV Head Coach: Alex Ettinger (off campus)

Freshman Head Coach: unknown

SOCCER

Varsity Head Coach: Chris Walter (on campus)

JV Head Coach: Dan McCarthy (off campus)

Freshman Head Coach: Jorge Torres (on campus)

BASEBALL

Varsity Head Coach: Sean Buller (on campus)

JV Head Coach: Michael Ladwig (off campus)

Freshman Head Coach: unknown

SWIMMING

Varsity Head Coach: Kevin Mann (off campus)

Frosh/Soph Head Coach: James Banks (off campus)

Diving Coach: Carly Souza (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

Freshman Head Coach: unknown

GOLF

Varsity Head Coach: Robb Gorr (on campus)

JV Head Coach: Lee Jackson (on campus)

TRACK

Varsity, JV and Frosh/Soph Teams

Head Coach: Edward Hairston (on campus)

LACROSSE

Varsity Head Coach: Jimmy Borell (on campus)

JV Head Coach: unknown

Frosh/Soph Coach: unknown

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 a 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, ensuring 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, 2022, 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, 2022, 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. Kirk Mayer, 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 ARRUPE, 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 JSEAAWARD 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 LOYOLAAWARD 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.

Advancement Department of Loyola High School of Los Angeles

Loyola High School of Los Angeles' advancement program encompasses:

- Fundraising
 - annual giving
 - planned giving
 - capital
 - endowment
 - special events
- Alumni Relations
 - reunions & events
 - mentoring
- Communications
 - public relations
 - advertising
 - publications

- Supports Parent Groups
 - Mothers' Guild
 - Fathers' Club
 - Majorem Society
 - St Ignatius Guild

Loyola's ability to provide an extraordinary Catholic education stems directly from the ongoing and generous financial support of alumni, parents, past parents, friends, foundations and corporations that invest in the mission of creating 'Men for and with Others.' The Board of Directors is committed to keeping the school within reach of deserving and qualified young men who will benefit for the rest of their lives from the transformative power of a Loyola education. Therefore, through the power of philanthropy, the school supplements the full cost of education in order to remain accessible to Loyola families. In addition, Loyola is committed to ensuring a strong financial aid program, annually providing support to 30 percent of the student body. Through financial aid and the tuition supplement, Loyola is able to maintain its commitment to being a diverse representative of Southern California with students from over 190 zip codes. Loyola hopes that 100 percent of the families will partner in their student's education by making a yearly contribution to the Annual Fund and by participating in events.

Loyola's Endowment

Endowment provides an enduring and reliable source of revenue. Only the interest income from the fund is used annually to supplement financial aid, school operations, student co-curriculars, faculty professional development and other vital needs at the school. Loyola's endowment portfolio and investments are managed prudently under the guidance of the Board of Directors. Donors may contribute to any endowment fund and are able to create a named endowment fund with a minimum gift of \$50,000.

The Loyola Heritage Circle

The Loyola Heritage Circle is Loyola High School's gift legacy group. The Loyola Heritage Circle recognizes those thoughtful donors who have included the school in their wills or estate plans as well as those whose support comes from a planned gift. All donors are recognized in the entry of Ruppert Hall.

Current Capital Projects

Loyola is committed to continuing to grow and build the campus for the future. If you are interested in learning more about naming opportunities and current capital projects, please contact Vice President for Advancement Alexy Coughlin at acoughlin@loyolahs.edu.

Who to contact for more information

If you would like to learn more about how you can help support Loyola's vision and mission, please contact Alexy Coughlin..

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Mr. CJ Ramirez '82--President, Alumni Association

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Mr. Jim Rich, Chief Financial Officer (Retiring 2021)
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