Loyola High School

OF LOS ANGELES

PARENT / STUDENT HANDBOOK 2026-2027

The Administration of Loyola High School reviews this document annually and makes revisions as needed throughout the year. Notification of amendments will be published on the Loyola website or updated in the handbook.

Revised October 2026

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Dear Students and Families,

For nearly 500 years, the Society of Jesus has promoted the intellectual, spiritual, emotional, and moral formation of young men and women around the world as one of the most powerful ways to bend the arc of history toward a reality that more fully reflects the loving will of God. Loyola has faithfully advanced this apostolic mission of the Catholic Church for nearly a century by helping thousands of young men develop into competent, compassionate, and conscience-driven leaders within the community of Los Angeles and beyond.

The driving force behind Loyola's success is undoubtedly the passionate, innovative, and loving staff who wake up every morning ready to live and labor out of a genuine sense of vocation. We are honored by your decision to join us in this important endeavor. With this in mind, we are committed to providing our students with a wide range of experiences and opportunities that will help shape them into men who stand with and for others.

The highest aspirations of our mission can only be met when parents, students, and staff work together in a spirit of partnership, trust, and mutual respect. This handbook that you are asked to thoughtfully and deliberately review is based on decades of lived experience. We believe it serves as a critical foundation for successful cooperation between everyone involved with the school. To that end, please carefully read through this handbook. Registration and attendance at Loyola requires both a parent/guardian and the student independently log into PowerSchool and sign the **Parents' and Students' Handbook Agreement**.

While this handbook is deliberately thorough, it is impossible to be inclusive of all the situations that arise during a school year. The administration's judgment will be final in the interpretation of these policies and procedures, as well as in addressing any issues that might fall outside the scope of what has been written here. Should any questions or concerns surface during your review of the handbook or at any time over the course of the year, please do not hesitate to proactively reach out to us for assistance. As I hope is reflected in these pages, the well-being and success of every student constitute our highest priorities.

May God bless all of us with the strength, courage, and grace to be increasingly open to growth, intellectually distinguished, religious, loving, committed to justice and developing as a leader.

Sincerely,

Dr. Paul D. Jordan, Principal

PARENT / STUDENT HANDBOOK
TABLE OF CONTENTS

Administration, Faculty and Staff Directory

PARENT / STUDENT HANDBOOK **3**
TABLE OF CONTENTS **3**
Administration, Faculty and Staff Directory 3
HISTORY **8**
VISION **8**
MISSION **8**
GRAD AT GRAD VALUES **8**
ACCEPTANCE OF PARENT-STUDENT HANDBOOK **10**
STUDENT PLEDGE **10**
PARENT/GUARDIAN PARTNERSHIP **10**
STUDENT LIFE GUIDELINES **11**
From The Dean's Office 11
Attendance 11
Absences: Excused and Unexcused 11
Tardiness and JUG 12
In-Between Period Tardy 12
Cumulative Tardies (Per Semester) 12
Co-Curricular Eligibility 12
Reporting Attendance 12
Academic Standing & Credit Loss Thresholds 13
Extended Absences for Medical Reasons 14
NORMS OF STUDENT CONDUCT **14**
Appearance 14
Grooming 14
Attire 15
Student Decorum & Campus Rules 16
Campus Access 16
Campus Environment and Expectations 17
Electronic Devices 17
Cell Phones and Smartwatches 18
Other Electronic Policies 18
Student Technology Acceptable-Use Policy 18
Technology General Expectations 18
Classroom & Network Security Guidelines 19
Prohibited Classroom Activities 19
Prohibited Network Violations 19
Google Workspace for Education™ 19

Digital Conferencing Etiquette ... 20
Expectations in Distance Learning ... 20
1:1 MacBook Program ... 20
Accountability & Enforcement ... 20
Grounds for Detention (JUG) ... 20
JUG SCHEDULE: ... 21
Weekend / Holiday JUG ... 22
Grounds for Suspension ... 22
Grounds for Disciplinary Probation ... 23
Grounds for Dismissal ... 23
Discipline Board ... 24
Bullying and Insensitive Speech ... 24
Harassment, Bullying, and Hazing Policy ... 25
Prohibited Behaviors ... 25
Shared Responsibilities ... 25
ACADEMIC INFORMATION, PATHWAYS AND POLICIES ... 26
Requirements for Graduation ... 26
Graduation ... 28
Academics ... 28
Grade Point Averages ... 29
Grade Reports ... 30
Midterm Grades and Parent-Teacher Conferences ... 30
Class Rank ... 30
Recognition at Graduation ... 31
Disabilities Requiring Accommodations for Classes and Tests ... 31
Academic Probation ... 31
Academic Dismissal ... 31
Attendance ... 31
Absences and Coursework ... 32
Conditions for Disenrollment ... 32
Reporting Discipline to Post-Secondary Institutions ... 32
Honors Level Courses ... 33
Advanced Placement Courses ... 33
Minimum Honors and Advanced Placement Course Requirements ... 33
Admission into Honors and AP Courses ... 34
Student Class Scheduling ... 35
Course Change Requests ... 37
Course Withdrawal after the Course Change Deadline ... 37
Teachers' Aides (T.A.'s) ... 37
Summer School Classes at Loyola ... 37
Courses Taken for Graduation Credit from Off-Campus Providers ... 37
Courses Taken for Enrichment from Off-Campus Providers ... 38

Medical or Emergency Related Absences During Final Exams 38
Non-School Related Absences During Final Exams 38
Papers and Research (MLA Format) 38
Ray Dass SARA™ and MERIT Test Preparation Programs 39
Acceptable use - Laptop Computers 39
Academic Integrity and the Pursuit of Knowledge 40
*Synchronous and Asynchronous School Days 40
Intentional and Unintentional Plagiarism 41
Acceptable Use Policy for Generative Language Technology (ie ChatGPT) 42
Other GPT/AI Information 42
Google Docs 43
Copy and Paste Function 43
Academic Integrity - Situational Precedents 43
Consequences for Violating Academic Integrity Policies 44
Tier 1: First Offense 44
Tier 2: Second Offense 44
Tier 3: Third Offense 45
Addendum: Consequences for Prohibited Technology 45
ON-CAMPUS STUDENT LIFE OFFICES / SERVICES 45
CAMPUS MINISTRY 45
Opportunities for students to participate: 46
Retreat Program 46
CENTER FOR SERVICE AND JUSTICE 46
Grade-Level Service & Justice Requirements: 46
Immersion Programs: 47
Leadership & Formation: 47
OFFICE OF EQUITY AND INCLUSION (OEI) 47
Core Responsibilities 47
Strategic Approach 47
Restorative Justice & Restoration Procedure 48
The OEI Student-Driven Promise 48
The Cub Year (CY) Program 48
Cura Days: Fostering Cura Personalis 48
ATHLETICS 48
Channel of Authority 49
Selection Process 49
Transportation 49
Eligibility for Athletics 49
Catholic Athletic Association Guidelines 49
Spectator Code Of Conduct Policy 50
School Jackets 50
STUDENT ACTIVITIES 50

Clubs and Student Organizations 50
Social Media Accounts 51
Overnight Trips 51
School Dances/Events 51
Dance Attire (Non-Formal Events) 51
COUNSELING 51
Testing Schedule 51
College and Career Counseling 52
Junior Year Programming 52
Senior-Specific Support 52
THE LEARNING CENTER 52
STUDENT WELLNESS COORDINATOR 52
Drug and Alcohol Abuse Counseling 53
Child Abuse Policy 53
Cura Personalis and CMT (Care Management Team) 53
LIBRARY 53
Library Hours: 54
Student Conduct in the Library: 54
BOOKSTORE 54
CUB CORNER 54
ENROLLMENT, TUITION AND FINANCIAL AID POLICIES 55
Enrollment Policies 55
Tuition 55
Auxiliary Fees 56
Non-Payment of Tuition and Fees 56
Payment Methods 56
Failed / Returned Payments 56
Early Graduation 57
Withdrawal and Refunds 57
Leave of Absence 57
Financial Aid 58
GENERAL INFORMATION 58
Student Health, Medications and Communicable Diseases 58
Annual Student Health Requirements 58
Prescription and Maintenance Medications 58
Communicable Disease Isolation Protocols 59
Authorization to Consent to Treatment of a Minor 59
Student Accident Insurance 59
Important Fiduciary Notice: 59
Claim Procedures 59
Emergency Disaster Plan and Communication 60
Crisis Communication Protocols 60

Motor Vehicles and Parking 60
Registration & Liability 60
Driving & Parking Regulations 60
Drop-Off, Pick-Up & Rideshares 61
Transportation 61
Loyola Buses 61
Public Transportation 61
Student ID Cards 61
Cub Cash (Prepaid Account) 61
Visitor Information 61
Work Permits 61
Loyola Parent Organizations 62
Current & Alumni Parent Groups 62
Contact Information 62
INSTITUTIONAL GOVERNANCE & ADVANCEMENT 62
Office for Mission 62
Advancement Department 63
Contact Information 63
2026-27 Board of Directors, Consultants, Liaisons, and Directors Emeriti 63
INSTITUTIONAL DISCLOSURES, ACCREDITATION & AFFILIATIONS 63
Policy of Non-Discrimination 63
Accreditation 63
Affiliations 64
Communication 64
E-mail addresses 64

HISTORY

The Congregation of the Mission, known as the Vincentians, founded Loyola High School of Los Angeles in 1865 as St. Vincent's College. A high school and a college by today's terms, it would provide a pivotal turning point in the civic development of Los Angeles. The school was instrumental in helping to change an American West frontier town into a post-Civil War flourishing American city. By educating the Southern California constituency of first-generation immigrants that were traditionally kept out of civic life, the school became a vehicle of upward mobility that over the years would help produce a leadership class including not only educators and lawyers for Los Angeles but federal judges, city mayors and state governors on the national scene. Pressured by the Archdiocese to become a university, the Vincentians decided to change paths. Consequently, in 1911, members of the Society of Jesus (Jesuits) took over the reins of St. Vincent's, moving the school to Venice Boulevard in 1917. The school was separated into a high school, college and law school in 1926 with the college and law school moving off the high school campus.

Celebrating its 161st anniversary as the oldest continually operated educational institution in Southern California, Loyola is an academically rigorous Jesuit college preparatory, located just west of downtown Los Angeles and counts with more than 18,000 alumni. Ninety-nine percent of Loyola graduates go on to college or university. Loyola's student body of more than 1,250 young men represents a remarkable geographic diversity, drawing on more than 200 zip codes from throughout and beyond Los Angeles County. The school is also ethnically diverse -- 55 percent of the student body is of Latino, Asian-Pacific or African-American descent. To enable students to achieve the goal of being "Men for and with Others," Loyola requires students to engage in relationships of accompaniment with communities in need through direct service throughout their four years at Loyola. Over the past two decades, Loyola students have engaged in more than 1.8 million hours of community service, primarily for and with underserved schools, neighborhoods and agencies.

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.

GRAD AT GRAD VALUES

Open to Growth - A graduate of Loyola High School of Los Angeles has accepted responsibility for intellectual, spiritual, emotional, physical, social and personal growth. He has developed an appreciation for the diversity of his surrounding community as well as the world at large.

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.

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.

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.

Committed to Justice - A graduate of Loyola is aware of the many needs of local and global communities. He 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 "Men for and With Others."

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.

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

Faith – To give students of all faiths a profound, life-changing experience that focuses on God's unconditional love and a deeper understanding of themselves as persons of faith.

Jesuit / Ignatian Spirituality – To root students in the Catholic faith and the Spiritual Exercises of St. Ignatius. To focus on loving service to one's God and neighbor. To discover and share one's gifts and talents with the world.

Formation of the Whole Person – To thoughtfully and intentionally integrate the fullness of human experience through spiritual, intellectual, emotional, social and physical development.

A World Affirming Perspective – To provide a spiritual dimension which sees creation as good. To promote a dialogue between faith and culture, which fosters the capacity for critical and original thinking. To appreciate the gifts of life.

Diversity – To create and sustain a vibrant, inclusive community reflecting the expansive demographics and rich mixture of Southern California's population.

Scholarship – To build a culture of lifelong learning and inquiry through a rigorous and innovative college preparatory curriculum.

Service – To be informed by a faith that does justice. To challenge our students to be "Men for and With Others." To be in companionship with –and learning from – the disenfranchised, the marginalized and the most in need. To serve as Jesus did.

Leadership – To develop young men who are compassionate, intellectually distinguished and morally courageous. To create students who become impactful "agents of change" for the world.

ACCEPTANCE OF PARENT-STUDENT HANDBOOK

As a condition of enrollment at Loyola High School, all students, and their parent(s)/guardian(s), must indicate that they have read, understood and explicitly accepted the provisions set forth in the current handbook by independently logging into PowerSchool, selecting the **"FORMS"** tab, and signing the **Parents' and Students' Handbook Agreement** by **August 31, 2026**. Failure to do so by the deadline will result in the student receiving JUG.

STUDENT PLEDGE

As a Loyola High School student, I pledge to make an obvious and sincere attempt to improve myself intellectually, spiritually and socially through the qualities of a Loyola Graduate at Graduation. Beginning Freshman year and continuing through graduation, I will strive to grow in these six areas: Open to Growth, Intellectually Distinguished, Religious, Loving, and Committed to Justice and Developing as a Leader. Using these characteristics, I will endeavor to become an instrument of positive change by living up to the standards set forth by Loyola. I do this for my own dignity and the well-being of others.

PARENT/GUARDIAN PARTNERSHIP

The Jesuit model of education requires a partnership among parent(s)/guardian(s), the student, and the school. It is essential that, when deciding to enroll their son at Loyola, parents(s)/guardian(s) familiarize themselves with the framework of this partnership: the mission and values of the school and the policies in this Handbook.

This partnership is key to creating the optimal experience for students; the closer the relationship between the school and parents/guardians, the easier it is for the student to navigate through these formative years. Open dialogue is critical to this partnership, and the school welcomes conversations and/or meetings so that parents/guardians may share concerns, questions, and ideas.

Parents and guardians can expect that all school personnel will work diligently to implement the policies and procedures outlined in this handbook which are intended to create an environment where each and every student can flourish. Parents and guardians are encouraged to contact the school directly if they experience a breach in this partnership or if there is an instance when the school fails to live up to the commitments articulated in this handbook. The first point of contact should be with the teacher, staff member, or administrator responsible. If this isn't possible or if this communication doesn't achieve resolution, a member of the school's administrative team should be contacted.

Normally, differences between families and the school are resolved in a spirit of Christian charity and mutual respect via open and direct communication between the parent(s)/guardian(s) and the appropriate school personnel. However, just as each family has the right to withdraw a student, the school administration reserves the right to take disciplinary action, including requiring withdrawal of a student, if the administration determines that this partnership has been irretrievably or egregiously broken. Examples include, but are not limited to, the following:

- Threatening, hostile, or aggressive treatment of - or communication with - faculty, coaches, administrators, support staff, other students, or other parent(s)/guardian(s);
- Frequent, consistent, or egregious disregard or violation of school policies or procedures;
- Efforts, via social media or otherwise, to publicly disparage, discredit, impugn or undermine school policy or personnel or any public behavior that brings disrepute or division to the Loyola community;
- Participation in any efforts intended to activate or organize against the school.

These behavioral guidelines/expectations of parent(s)/guardian(s) include, but are not limited to social media and other forms of public communication, all school-sponsored events (e.g., athletics, performances, school sponsored parent events, etc.) as well as interaction with school staff, other Loyola students and parents, and individuals who are part of the Loyola Community at any other time.

Loyola High School reserves the right to determine, at its sole discretion, when violations of this policy have occurred. Such violations may result in a warning, disciplinary action short of dismissal, a suspension of a student and/or parent/guardian's privilege to attend or to participate in school activities, or dismissal of a student, depending on the severity of the offense.

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

STUDENT LIFE GUIDELINES

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 responsibility for the common good of the school.

As members of this community, students should actively cultivate a supportive and enriching campus life. This involves fostering a culture of encouragement, empathy, and congeniality while affirming the safety, security, and health of everyone on campus. By respecting diversity and promoting an inclusive environment, students help create a thoughtful atmosphere that encourages study, prayer, and reflection. Furthermore, they are called to uphold the values of honesty, personal integrity, and accountability and respect for their campus. By forming healthy partnerships, utilizing teamwork to accomplish common goals, and deeply committing themselves to the service of others, students fully embody the shared mission of our school community.

Attendance

Regular class attendance is vital to our educational mission and the communal growth of students. Grounded in *Cura Personalis*, we prioritize the holistic development and health of every individual. Students and parents must partner with the school through honest, transparent communication regarding all absences and tardiness.

Absences: Excused and Unexcused

- **School Related Absences**: 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, debate tournaments, retreats, AP exams etc.).
- **Excused Absences**: Include illness, family emergencies, funerals. Follow the procedures below to contact the Dean's Office in this event.

- **Unexcused Absences:** Family vacations and non-Loyola athletic events, and off campus college visits are unexcused academically. Teachers are under no obligation to allow makeup work or exams for unexcused absences.

Tardiness and JUG

Students must arrive on campus at least 10 minutes before the first bell. Anyone not in class prior to morning prayer must report to the Main Office. Standard delays (traffic, oversleeping, carpool confusion) will not excuse a tardy, even with a parent call.

***Missing an entire academic period results in two days of JUG per period missed.*

In-Between Period Tardy

8 minute passing periods are built in between class meetings and 5 minute warning bells at the end of break and lunch. Therefore, any student that is late to any class the 2nd, 3rd, 4th or 5th period of the day will be automatically assigned JUG.

Semester-based consequences for cumulative tardiness are structured as follows:

Cumulative Tardies (Per Semester)	**Disciplinary Action**
1st – 3rd Tardy	No JUG
4th Tardy and Subsequent	1 Day of JUG per occurrence
10th Tardy	1 day in-school suspension
2 consecutive semesters of 10 tardies	Grounds for dismissal

Note: Disciplinary action for tardiness remains at the operational discretion of the Dean of Men and Assistant Dean.

Co-Curricular Eligibility

To participate in or attend after-school co-curricular activities—including athletic practices, contests, and clubs—Students must arrive at school by morning break (prior to the start of 3rd hour).

- **Morning Activities:** Students participating in before-school activities must remain on campus until at least morning break.
- **Early Dismissals:** If an activity requires early dismissal, students must attend at least half of their scheduled academic periods that day prior to the early dismissal.
- **Appointments:** Routine medical or dental cleanings do not exempt a student from these structural requirements.
- **Penalty:** Failure to meet these check-in requirements bars the student from participating in the next scheduled meeting of that activity.

Reporting Attendance

- **Unplanned Absence:** A parent or guardian must call the Attendance Office (Ext. 1212) before 8:30 AM

or submit a notification via PowerSchool. Unreported absences trigger an automated email or phone call. Failure to resolve an unexplained absence by the following day may result in JUG.

- **Planned Absence:** If parents or guardians know in advance that students will miss one or more days of class (e.g., a college visit), they must notify the Attendance Office in advance. Students must download a *"Planned Absence Form"* from the school website, obtain parent and teacher signatures, and email the completed form to the Dean's Office at least one day prior to the absence.
- **Late Arrival / Early Departure:** Parents or guardians must notify Ext. 1212 or PowerSchool before 8:30am, stating the departure time, reason, and return status. Approved students must pick up an official off-campus gate slip from the Dean's Office to present to Security. Students leaving early or arriving late for medical or dental appointments must bring a verification note from the provider to the Dean's Office within 48 hours for late arrivals, or before school the following morning for early departures, to avoid JUG.
- **Parents/Guardians Out of Town:** If parents/guardians will be away, a note must be submitted to the Dean's Office at least **three days prior** to departure. It must specify the temporary guardian's name, relationship, address, comprehensive contact numbers (home, work, cell), and effective dates.

Academic Standing & Credit Loss Thresholds

Non-school-related absences accumulate per semester and trigger mandatory administrative interventions to ensure student accountability. *(School related absences include Loyola extracurricular activities, AP exams, Campus Ministry retreats, counselor appointments)*

Absences (per Subject/Semester)	**Administrative Action & Academic Consequences**
6 Absences	**Written Warning:** The school sends a warning to parents/guardians and the Student's Counselor.
8 Absences	**Official Notification:** Issued to parents/guardians, the Dean, Assistant Dean, Counselor, and Assistant Principal for Curriculum and Innovation. **Required Action:** A parent/guardian must sign and return the email notification to the Dean's Office. Failure to return the document results in JUG. **Conference:** The school or family may request a parent-counselor conference.
10 Absences	**Mandatory Conference:** Parents and the Student must meet with the Care Management Team (CMT) to determine the best path of support prior to Grade Reduction in one or more academic classes. *Students that are on a temporary medical leave administered by the Director of Student Health, or a mental health leave administered by the Director of Counseling are not required to meet with the CMT.*
13+ Absences	**Grade Reduction**: Any Student reaching 13 or more non-school-related absences in any class per semester receives an automatic one-letter grade drop in their final semester grade for that course.

Extended Absences for Medical Reasons

For prolonged absences due to hospitalization, concussions, prolonged injury, or personal medical reasons, parents or guardians must contact the Dean's Office and the Director of Student Health, Tim Moscicki (tmoscicki@loyolahs.edu) immediately. The Care Management Team handles these situations case-by-case to coordinate academic support and wellness tracking.

For chronic medical conditions requiring ongoing treatment during school hours, formal documentation of the condition and a justification for treatment scheduling must be filed with the Dean's Office and Mr. Moscicki. Any absence due to illness that lasts three or more consecutive days requires a doctor's note to be submitted to the Dean's Office upon return.

NORMS OF STUDENT CONDUCT

The Loyola High School administration, faculty and staff value each student individually. The norms of student conduct aim to establish and maintain a sense of proper order within the school community, essential for fostering Ignatian education and upholding the high moral standards synonymous with 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 school reserves the right without prior notice to search the backpack, person, locker and/or vehicle of the student to uphold norms and school safety. 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/guardians in the implementation of these goals. The following minimal guidelines need to be observed during school hours and at school functions where a student is representing Loyola on or off campus. Violation may result in disciplinary action.

Grooming

1. Hair should be clean, combed and trimmed in a reasonably neat style. Hair must be groomed and not cover any portion of the eyes at the front, or the whole of the ears on the side. Hair bands, rubber bands, or clips are permitted to make sure that hair does not obstruct any portion of the eyes or the whole of the ears. Hair must remain its natural color; bleaching, tinting, dying or artificial lightening is not permitted. The following hairstyles are not permitted: mohawks, lettering or lines, excessive spiking, or any hairstyle that is meant to draw undue attention from others. No ornamentation may be worn in the hair. Professionally groomed braids, twists, locks, or rows are permitted. 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 permitted to be visible on campus at any time. They also may not be visible on school transportation or at any Loyola cocurricular events on or off campus. Any visible tattoos will result in immediate JUG. Chronic failure to cover tattoos may result in more serious disciplinary action.

5. Fingernails must be clean and trimmed. Excessive ornamentation or coloring of fingernails is not permitted. A solid color that is not distracting to the learning environment is permitted on fingernails.

6. 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, paint stained, cut off and/or ragged clothing is never acceptable attire. All clothing should always fit properly.

1. **PANTS** must fit properly, be one solid color, have belt loops, a zippered fly and no elastic waistband or drawstring. 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, permanent stains, excessively baggy, military-style fatigues, hospital scrubs, capri pants, sweatpants, jogging pants, denim or jeans of any color or any pants with cargo pockets. Pants must be worn at the waist level. Underwear should not be visible at any time.

2. **SHORTS** must have belt loops, a zippered fly, pockets and a non-elastic waist. Shorts should fit properly. Shorts may not extend below the bottom of the knee, or drop more than 4 inches above the knee. The following shorts are not allowed: disheveled, torn, or excessively baggy, chubbies, swim, beach, board, cargo, gym, cutoffs, or those constructed of denim (jeans) fabric. Shorts must be worn at waist level. Underwear should not be visible at any time.

3. **SHIRTS:** Monday through Thursday students are required to wear Loyola logo polo or button-down shirts. The polo shirts must be produced by official Loyola organizations and may only be navy, gray or white (Cub Corner, Clubs and Activities, Athletic Department). In addition, any solid navy, solid gray or white polo shirt with logos less than a square inch are permitted. Solid blue, gray or white short or long sleeve button down shirts are also permitted, these must be buttoned and may not be flannel. Fridays are designated as Loyola T-shirt days unless other attire is mandated. Acceptable T-shirts reflect Loyola activities only. Solid colored, plain T-shirts or tank tops are not permitted on Loyola T-shirt days. 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, and are permitted to wear college sweatshirts and t-shirts beginning in February.*

4. **SWEATSHIRTS:** Only Loyola logo sweatshirts may be worn on campus. Zippered Loyola logo jackets are also permitted. The sweatshirts or jackets must be produced by official Loyola organizations (Cub Corner, BSN Student Store, Clubs and Activities, Athletic Department). Zippered outer jackets (ie: rain jackets) are only permitted during inclement weather. Sweatshirts, jackets, or vests may not be worn to school liturgies or assemblies. The hood of any sweatshirt must be removed prior to entering any building. Flannels are not allowed.

5. Any type of conventional footwear with laces and in good condition may be worn, with the exception of heavy-soled boots. Slippers or slide-on 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, or topsiders). 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, cell phone homescreen 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, political propaganda, 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. Head coverings may be worn to school but are not permitted in any building or classroom the entirety of the academic day. No head coverings are to be worn on special attire days. Hats must not be in violation of point # 7.

Student Decorum & Campus Rules

Campus Access

- **Closed Campus:** Loyola is a closed campus. Students must remain on campus for the entirety of the school day.
- **Arrival:** Students must arrive on campus at least 10 minutes before the first bell. Drivers must account for traffic and inclement weather to ensure punctuality. *(See Tardiness under Attendance)*
- **After-Hours Access:** Students may not remain on campus after 10:00 p.m. without explicit permission. Unauthorized presence constitutes trespassing and will result in disciplinary action.
- **Guests:** Students may not host outside guests on campus during school hours without prior permission from an Administrator or Director.
- **Delivery to students:** To safeguard the integrity of instructional time and foster personal responsibility, the Main Office and Student Center will not accept or deliver non-emergency items (e.g., homework, forgotten

keys, lunches, athletic gear, projects, money, or flowers). Please use the Attendance Office for emergency and transportation contacts only.

- **Mobile Device Restriction:** Parents or guardians must not text or call students' personal mobile devices during class hours. Violations cause immediate phone confiscation and JUG. Parents or guardians should instruct students to check their email on their laptops at designated times for family updates.

Campus Environment and Expectations

- **Campus Cleanliness:** Students must maintain a clean campus environment. If a litter problem persists, the administration may detain the student body after school, enforce formal Dress Attire, or restrict access to dining areas.
- **Dining Etiquette:** Students may eat only in designated outdoor areas. Eating inside school buildings is prohibited without explicit faculty permission.
- **Public displays of affection**: unacceptable on campus or at school-sponsored events.
- **Pedestrian Safety:** Students must use sidewalks and designated crosswalks when walking around campus and must follow all directions from Security staff.
- **Adult Supervision:** Students are prohibited in unsupervised areas—including classrooms, the gym, pool deck, field house, or weight room—and must wait for an adult to enter.
- **Unattended Classrooms:** If an instructor is not present five minutes after the class bell, one student must report to the Dean's Office or Assistant Principal for Curriculum and Innovation. All other students must wait quietly in or directly outside the classroom.
- **Assemblies and Liturgies:** Students must exhibit respectful, reverent behavior appropriate for all mandatory events, particularly during religious and liturgical services.
- **Student Identification:** Students must carry their Student I.D. cards at all times and present them upon request to any school authority. Failure to produce an I.D. will result in JUG.
- **Locker Responsibility:** Students are solely responsible for the security, contents, and condition of their assigned lockers. Locker combinations must not be shared. The Assistant Dean of Men must approve all locker changes. Lockers are school property, jointly accessible to officials, and subject to search. Exterior decorations are prohibited; interior displays must not cause damage or contain offensive material.
- **Lost and Found:** Turn in or retrieve lost items at the Dewey Security Desk. Valuables (keys, electronics, wallets, textbooks) are prioritized for immediate recovery. For standard items (clothing, water bottles), students may check with Security at a convenient time. Do not interrupt Security staff during morning drop-off or afternoon pick-up. Unclaimed items are donated or discarded after 14 days. The school is not responsible for unattended items or large sums of cash brought to campus.
- **Vehicles and Mobility:** Bicycles, skateboards, and scooters must be stored properly upon arrival. Riding any small vehicle (including e-bikes) is strictly prohibited on campus or in parking lots at all times. Violations result in item confiscation and JUG. Students may not ride in or drive utility carts without permission from Loyola personnel.
- **Elevators:** Students may only use campus elevators with explicit permission from the Dean's Office or the Director of Student Health.
- **Food Deliveries:** Outside delivery services (e.g., UberEats®, Postmates®) are strictly prohibited. Unauthorized food deliveries will be confiscated, and the student will receive JUG.

Electronic Devices

To foster an intentional environment of scholarship and community, electronic devices must not distract from active learning and personal interaction.

Cell Phones and Smartwatches

- **Restrictions:** Students may not use cell phones or smartwatches during the school day. Devices must remain turned off and secured inside backpacks. Carrying these devices on one's person or in pockets is strictly prohibited.
- **Urgent Communication:** Students who need to make an essential call or text to family, faculty, or security during the day must visit the Main Office for assistance.
- **Violations and Confiscation:**
    - *First Offense:* Device confiscated for the day and one day of JUG.
    - *Second Offense:* Device confiscated for the day, two days of JUG, and the student must surrender the phone to the Main Office for four consecutive school days.
    - *Third Offense:* The student must turn in the device to the Main Office every morning for the remainder of the semester.
- **Academic Integrity:** Cell phones and smartwatches are completely prohibited in testing environments. Finding a device on a student's person during an assessment constitutes a suspected Academic Integrity infraction and will be reported to the Assistant Principal for Curriculum and Innovation, regardless of intent.

Other Electronic Policies

- **Headphones and Earbuds:** Visible headphones or earbuds are prohibited in school buildings without explicit faculty or staff permission. Violations result in JUG and item confiscation for the remainder of the school week.
- **Prohibited Items:** Laser pointers, laser pens, and gaming consoles (e.g., PlayStation) are completely banned from campus.
- **Administrative Oversight:** All information on devices capable of data transmission on campus is subject to review by the administration. Students must strictly adhere to Loyola's Responsible Use Policy.

Student Technology Acceptable-Use Policy

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.

Loyola High School provides technology resources—including internet access, campus Wi-Fi, and Google Workspace for Education—to enhance student learning and foster intellectual growth. Guided by our Jesuit values, we view these digital tools as instruments to help form students into leaders. Access to Loyola's network resources is a privilege, not a right, requiring responsible stewardship, integrity, and respect for our community.

Technology General Expectations

Students must use technology ethically and in accordance with the Norms of Student Conduct. Loyola reserves the right to take disciplinary action for any digital behavior—on or off campus, including personal social media use—that disrupts the educational environment or compromises the safety of the community.

Students must adhere to the following core guidelines:

- **Respect and Protect Privacy:** Never share personal passwords or distribute private information regarding themselves or others.
- **Honor Academic Integrity:** Uphold Loyola's Academic Integrity policy in all digital work. Students are responsible for consulting their teachers if they are unsure whether a technological tool or behavior violates this policy.
- **Secure Explicit Permission:** Do not record or publicly post images or videos of the Loyola campus, students, faculty, staff, parents, or security personnel without prior authorization.
- **Reject Discriminatory Content:** Do not create, access, or distribute material lacking legitimate educational value, including profanity, or racist, sexist, homophobic, or discriminatory remarks.

Classroom & Network Security Guidelines

To protect the integrity of Loyola's network, students are fully responsible for the content downloaded on their devices and all activities originating from their accounts.

Prohibited Classroom Activities

Unless granted explicit permission by a teacher, students may not engage in the following during class:

- Gaming or digital commerce (buying/selling goods or services).
- Streaming entertainment video or audio (e.g., Netflix®, Spotify®).
- Accessing social media platforms (e.g., TikTok®, X®, Facebook®, Snapchat®, Instagram®).

Prohibited Network Violations

Students must never attempt to circumvent network security. Strict disciplinary action will be taken for:

- Using personal hotspots, VPNs, proxies, or alternative wireless devices to bypass Loyola's network filters.
- Bypassing user authentication, executing network monitoring, or deliberately disabling Wi-Fi/Bluetooth connectivity on school devices.
- Introducing malicious software, viruses, torrents, or pirated material into the network, devices, or servers.
- Logging into another individual's account or attempting to access systems as a teacher or administrator.

Google Workspace for Education™

Loyola issues all students a school-branded Google account for academic collaboration. Students must use these accounts in a manner consistent with the mission and values of the school.
Notice: Students have no expectation of privacy when using school-issued accounts. Loyola reserves the right to monitor, access, review, copy, store, or delete any files or electronic communications transmitted through these accounts, and will disclose them to law enforcement if necessary.

Inappropriate behaviors that will result in disciplinary action include, but are not limited to:

- Harassment, cyberbullying, or sending unsolicited junk email/spam.
- Forging email headers or soliciting mail to harass others.
- Creating or forwarding chain letters, pyramid schemes, or fraudulent content.
- Publishing content that damages the reputation of the school or harms members of the community.

Digital Conferencing Etiquette

Maintaining a safe, inclusive, and respectful virtual classroom is a collective responsibility. Students must authenticate their identities by properly logging into their school-issued Loyola accounts before entering any digital meeting room.

Violations of digital conferencing policies compromise the learning environment and carry severe consequences:

- **Unauthorized Entry:** Entering or attempting to enter a virtual meeting room without an invitation or explicit permission—at Loyola or any other school—is grounds for immediate suspension.
- **Credential Sharing:** Sharing digital meeting links or credentials with uninvited individuals will result in immediate suspension, a review by the Discipline Board, and potential dismissal from Loyola High School.
- **Account Impersonation:** Attempting to access another student's account or impersonating a Loyola student or employee will result in suspension and potential dismissal.
- **Inappropriate Conduct:** Displaying inappropriate language, imagery, or screen names during a virtual session will result in immediate disciplinary action up to dismissal.

Expectations in Distance Learning

All academic integrity standards will be upheld to their fullest extent while distance learning. Students are expected to 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.

1:1 MacBook Program

The 1:1 MacBook program ensures equitable access to digital learning tools both on and off campus. To maintain academic readiness, students must fulfill these daily responsibilities:

- Bring their assigned MacBook to school every day, fully charged and in good operating condition.
- Check their school-issued Loyola email daily for official updates and communications.
- Keep their device enrolled in Loyola's Mobile Device Management (MDM) system and never attempt to remove or restrict local MDM administration accounts.
- Use campus printers exclusively for school-related materials while strictly adhering to copyright laws.

Accountability & Enforcement

Students are legally and financially responsible for all activities originating from their accounts. To safeguard their information, students must utilize secure, complex passwords and maintain active two-factor authentication.
Any violations of this Responsible Use Policy will be reported directly to the Dean of Men and handled according to the provisions in the Parent-Student Handbook. When applicable, infractions that violate local, state, or federal laws will be referred to law enforcement for legal action.

Grounds for Detention (JUG)

The Assistant Dean of Men coordinates detention (JUG) each day. JUG will last for forty-five (45) minutes and may take the form of written or physical work. JUG will start five minutes after school ends. Students must stay the whole forty-five minutes to receive credit for completing their obligation. JUG is hosted by the Dean's Office with the following schedule:

JUG SCHEDULE:

AM JUG: Clougherty Chapel in Ruppert Hall
Monday & Tuesday at 7:30am
Wednesday at 8:30am *IN L300*
Thursday and Friday at 7:30am

PM JUG: After School in L112 (across Main Office, 1st floor Loyola Hall)
Mon, Tues, Wed, Thurs

When a student is notified verbally or via email that they have received JUG they have 3 opportunities starting the day they were assigned JUG to attend one of the above sessions to clear their JUG. Failure to do so will result in being assigned another JUG in addition to the JUG they still must serve. Subsequent failure to serve outstanding JUGs can result in in-school suspension.

Personal appointments, work, or co-curricular activities(practices) are not excusable reasons for missing JUG. Loyola sponsored events like a retreat are one of the only examples that span 3 days and may complicate completion of JUG. It is the responsibility of the student to communicate this obligation when they are assigned JUG. In some cases, it may be possible to reschedule JUG with the Dean's Office. Any conflict must be discussed with the Dean Office 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. In-Between Period Tardy
5. Profanity anywhere on campus
6. Violation of cell phone policy
7. Violation of Responsible Use Policy for electronic devices
8. Language or other forms of speech that potentially degrade or disrespect others, intended or not.
9. Unacceptable attire or personal appearance
10. Leaving campus for any reason without permission from the Office of the Dean of Men
11. Being asked to leave class or being sent to the Dean's Office because of a disturbance in the class
    a. (Any student that uses language that is disrespectful toward a classmate or faculty/staff member such that the student is sent out of class to the Dean's Office, that student is subject to 2 days of JUG)
12. Lacking a legitimate reason from a parent excusing an absence or tardy; lying about attendance
13. Running in buildings, wrestling, throwing objects, misusing facilities in the determination of Loyola personnel
14. Failure to carry student ID card
15. Receiving a discipline referral from Loyola faculty or staff for continued misbehavior
16. Continued arguing or contesting the rationale of Loyola personnel for a decision about behavior
17. Overdue library materials and fines
18. Failure to register for courses
19. Possession of false ID (2 JUG)
20. Missing Community Service Reflection Group meetings or Senior Project Reflection Group meetings
21. Any other minor conduct violation for which a student is referred to the Office of the Dean of Men

While the Dean's Office conducts detention (JUG) before and 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 that is usually completed in 2-3 hours. 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's Office. Weekend/holiday JUG will be assigned for any suspension, probation 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. Suspension could occur in-school or at home. 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 on or off campus 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, chewing tobacco or nicotine pouches) 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 any electronic devices or on the Loyola network or to other Loyola students, faculty or staff
9. Use of technological devices to record or distribute photographs, video, audio, messages or conversations of Loyola personnel or students without their consent. Only trusted Loyola adults can give students permission to take photos or videos of any member of the Loyola community. 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 semester including chronic dress code infractions and tardies. 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. Gambling: electronic or in person gambling
17. Any other actions deemed serious, at the discretion of the Dean of Men

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)/guardian(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 or any vape device at school or at any event sponsored by Loyola or another school.
    a. Any language that can be interpreted as hate speech or harassment in the determination of the Loyola administration or Loyola Discipline Board.
2. Any behavior online or via Social Media 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, bullying, blackmailing, threatening or physical violence.
3. Stealing.
4. Destruction of school property, vandalism. Deliberate undermining of school network security.
5. Disrespectful, flagrant, and/or threatening insubordination and disobedience of Loyola personnel.
6. Fighting, bullying, or the threat of violence towards others.
7. Use or possession of firecrackers or explosives.
8. Serious or chronic infractions of the rules by a student, including truancy.
9. 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)
10. Association with a gang or a member of a gang, on or off campus.
11. 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.
12. Selling or distributing drugs, or conspiracy to sell or distribute drugs, alcohol, prescription medication.
13. Behavior off campus that violates federal or state criminal statutes.
14. Two suspensions in one academic year.
15. Behavioral violation of the terms of disciplinary probation.
16. Accumulating an excessive amount of JUG one academic year; blatant disregard for student norms of conduct, attendance expectations, or school policies.
17. A third infraction of academic integrity during the student's entire career at Loyola High School.
18. A third suspension during the student's entire career at Loyola High School.
19. Counterfeiting.
20. Disenrollment from a class during Senior year.
21. Students creating or participating in Social Media accounts or group chats using or referencing the name/likeness of Loyola High School without express permission from Loyola Administration, Faculty or Staff. Those accounts must be created and managed by the adult member(s) of Loyola Administration, Faculty, Staff, Coach, or Moderator.
22. The Administration reserves the right to question any student in matters of discipline or violation of school rules by the student or any other student without prior notice to student(s) or parent(s). A student's failure

to be completely responsive or truthful in response will, in itself, be cause for disciplinary action. To that end, students who deceive or lie to faculty or administration – especially during a disciplinary investigation – are liable for immediate dismissal.

23. Conduct of any kind at any time or in any place that brings discredit upon the school or is in serious conflict with the values for which Loyola High School stands or is in violation of criminal or civil law or the reasonable rights of others is grounds for dismissal.

Parents/guardians and older siblings are both legally and morally responsible anytime they allow alcohol and/or drug use by underage minors. Parents/guardians 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, and four faculty members. 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/guardians, 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 Discipline Board 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 ensures a safe, welcoming environment on our campus and at all school-sponsored activities. We do not tolerate bullying or insensitive speech in any form, whether it occurs on campus, at school events, or via digital communication and social media.

- Bullying: Repeated, conscious, and willful acts that cause physical or emotional harm. Bullying represents a hostile attempt to assert power or control over another person.

- Insensitive Speech: Written or spoken words, images, or gestures that offend, demean, or discriminate against others. This includes, but is not limited to, racist, sexist, homophobic, or discriminatory remarks. Insensitive speech disrupts our communal safety, even if a student claims lack of intent or ignorance regarding its harmful effects.

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

Harassment, Bullying, and Hazing Policy

In accordance with the Archdiocese of Los Angeles Administrative Handbook, Loyola provides a secure learning environment that respects Christian values and remains entirely free from harassment, bullying, or hazing. This policy applies strictly to all students. Loyola treats all allegations seriously and investigates them in a prompt, confidential, and thorough manner.

Substantiated violations—or filing false, frivolous charges—will result in severe disciplinary action, up to and including dismissal from Loyola.

Prohibited Behaviors

- **Harassment:** Subjecting an individual to a hostile, intimidating, or offensive school environment. This includes:
    - *Verbal Harassment:* Derogatory comments, jokes, or threatening words.
    - *Physical Harassment:* Unwanted touching, contact, assault, or deliberately blocking a student's normal movement.
    - *Visual Harassment:* Demeaning posters, cartoons, drawings, written words, or gestures.
    - *Sexual Harassment:* Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
- **Bullying:** Habitual physical or psychological intimidation that creates an ongoing pattern of abuse. This encompasses direct attacks (teasing, hitting, shoving, stealing) and indirect actions (spreading rumors, intentional social isolation).
- **Cyberbullying:** Using internet platforms, mobile devices, or digital technology to target others. Examples include sending inappropriate messages, posting demeaning media, or impersonating someone else to spread lies.
- **Hazing:** Any initiation or pre-initiation activity into a student organization or the student body that causes—or is likely to cause—bodily danger, physical harm, or personal degradation. Under California's "Matt's Law" (Senate Bill 1454), hazing carries strict criminal penalties, ranging from misdemeanors to felonies for actions resulting in serious injury or death (see www.stophazing.org).

Shared Responsibilities

Community Role	Core Responsibilities
The School	• Establish preventative campus practices and provide regular faculty and staff training. • Ensure all students, parents, and volunteers remain fully aware of this policy. • Vigilantly monitor the campus to eliminate conditions that lead to a hostile environment.

Students	• Conduct themselves in a manner that builds a positive, respectful school culture. • Avoid all activities associated with discrimination, harassment, bullying, or hazing. • When safe and possible, directly inform others that their behavior is offensive and unwelcome. • Report all incidents immediately to a teacher or administrator, and complete formal documentation as requested.

ACADEMIC INFORMATION, PATHWAYS AND POLICIES

Requirements for Graduation

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

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

Fine & Performing Arts
- Two semesters in Sophomore year are required
- Elective courses are available for Freshmen, Juniors, and Seniors

Modern & Classical Languages
- Six consecutive semesters of the same language are required (Level 1, 2, 3)
- Available languages are Latin, French, Mandarin or Spanish
- Level 4 language courses are available in Latin, French, Mandarin, and Spanish

Mathematics
- Six semesters are required (Freshman, Sophomore, and Junior year are required)
- Electives courses are available for Seniors and strongly recommended

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

Science
- Six semesters are required
- Two semesters of Biology or AP Biology are required
- Elective courses for Seniors are available and strongly recommended

Social Science
- Six semesters are required
- Two semesters in Sophomore, Junior, and Senior years are required
- Elective courses are available for Seniors

Theology
- Eight semesters are required (one in every semester)

- Required common courses for Freshmen, Sophomores, and Juniors
- Elective courses are required for Seniors

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)
- 2-week Senior Project during Senior year with a capstone project are required

The outline below displays the typical course of studies:

FRESHMAN Year

English 1
Algebra 1 (or Performing Art, Intro to Computer Programming, Intro to Visual Arts, Intro to Makerspace)
Geometry
Physics 9
Foreign Language 1
Theology 1
PE (1 semester) / Enrichment Course (1 semester)

SOPHOMORE Year

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

JUNIOR Year

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

- All Fine & Performing Art Options
- Computer Programming
- Journalism
- Broadcasting
- Junior Advisory
- Strength & Conditioning
- Lifetime Fitness
- Aquatic Skills
- PE electives
- Design Thinking for Innovation

Community Service Project, CS-11

SENIOR Year
(At least 12-semester courses of required and electives) (not all listed courses are offered each semester)

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

English Courses: AP English Literature 4, AP English Language 4, Shakespeare, World Literature, Modern American Novel, Short Fiction, Poetry

Fine & Performing Art Courses: AP 2D Art, AP 3D Art, AP Drawing, AP Music Theory, Acting Workshop, Band, Ceramics, Cinematic Arts, Design, Digital Photography, Drawing, Music Appreciation, Painting, Photography, or 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, Strength & Conditioning

Mathematics Courses: AP Calculus AB, AP Calculus BC, AP Computer Science A, AP Computer Science Principles, AP Statistics, Calculus, Computer Programming, Statistics, Honors Multivariable Calculus

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

Theology Courses: Bioethics, Catholic Peace Building, Christology, Developing as a Leader, Ignatian Spirituality, Letters of Paul, Liturgy, Narrative Theology, Philosophy of Religion, 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

Graduation

Graduation exercises will be held on Saturday, June 5, 2027, at 9:00am. On the previous evening, Friday, June 4, the Baccalaureate Mass will be celebrated at 7:00pm with a reception to follow.

The graduation practice on Thursday, June 3, 2027, is mandatory for each Senior who wishes to participate in the graduation exercises. There are no exceptions.

Exams: No student will be allowed to take final exams in any semester if tuition payments, in accordance with the selected payment plan, are not paid in full or are current.

Commencement and Institutional Awards - Institutional Awards are announced at the Graduation Ceremonies. Recipients are recommended by members of the Faculty and the Senior Class and are selected by the awards committee.

Academics

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 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 do not consider + and - delineation. Loyola will send transcripts to all colleges that make a request, but each school has their own way of weighing letter grades.

Loyola calculates grade point average on a 4.0 scale (4.0 = A = a superior ability to demonstrate content knowledge coupled with a superior effort to participate and complete coursework). Students are required to maintain above a 2.0 (C) grade point average to remain in good standing at Loyola. Physical Education, Lifetime Fitness, Strength & Conditioning, Aquatic Skills, and Teacher Aides are not included in the grade point average. Other non-graded courses include Senior Magis, Junior Advisory, Personal Finance, Journalism, Broadcasting, Computer Programming-11 (for Juniors), Design Thinking for Innovation, and Cubs Year 1-4.

A student who receives an "F" in any course is required to retake the same course with a passing grade as a condition of continuing his studies at Loyola. Students who receive an "F" grade should collaborate with a counselor and the Assistant Principal for Curriculum and Innovation or more information. Both the original "F" and the subsequent passing grade (if retaken at Loyola) will be used in computing the student's cumulative GPA.

A student who receives a "D" in any course is not required to remediate the grade in order to graduate; however, certain universities will not accept a "D" as a condition of entrance. In this case, students should consider retaking the same (or similar) course from an off-campus provider 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 an off-campus and/or online course:

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 a next-level math.
4. Email the course description to the Assistant Principal for Curriculum and Innovation for approval.
5. Once approved by the Assistant Principal for Curriculum and Innovation, enroll and take the course.
6. After completion of the course, have the provider send an official transcript to the Registrar and the Assistant Principal for Curriculum and Innovation.
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 or guarantees off-campus courses for college admissions decisions or acceptances, so all research regarding appropriate off-campus courses as it relates to college admissions rests with the student. Loyola cannot 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 honors and AP courses, while an unweighted GPA does not.

Weighted GPA for Honors / AP courses			GPA for college prep courses		
A	=	5.0 pts.	A	=	4.0 pts.
A-	=	4.7 pts.	A-	=	3.7 pts.
B+	=	4.3 pts.	B+	=	3.3 pts.
B	=	4.0 pts.	B	=	3.0 pts.
B-	=	3.7 pts.	B-	=	2.7 pts.
C+	=	3.3 pts.	C+	=	2.3 pts.
C	=	3.0 pts.	C	=	2.0 pts.
C-	=	2.7 pts.	C-	=	1.7 pts.
D+	=	2.3 pts.	D+	=	1.3 pts.
D	=	2.0 pts.	D	=	1.0 pts
F	=	1.0 pts.	F	=	0.0 pts

Grade Reports

Formal grades are up-to-date and posted online two times each semester – at mid-semester and again at the final marking periods – on PowerSchool®. The dates for these postings are listed on the school calendar. Students and parents have access to ongoing grade book marks through the PowerSchool® portal. The grade book 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.

Midterm Grades and Parent-Teacher Conferences

While final semester marks are the only grades permanently recorded on official Loyola transcripts, mid-semester postings on PowerSchool® serve as a vital reflective milestone for families to keep abreast of ongoing academic progress. Rather than hosting traditional, school-wide Parent-Teacher conference nights, our institution utilizes a targeted, high-impact outreach model designed to meet students where they are. Following the posting of midterm grades, the school will directly contact the parents and guardians of any student currently earning a grade of C- or lower to collaboratively foster a plan for improvement. Parents are highly encouraged to review grade books regularly via the PowerSchool® portal and to reach out directly to instructors to arrange a meeting at a mutually convenient time during the semester.

Class Rank

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

Recognition at Graduation

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

Cum Laude (with praise): awarded to graduates who have maintained a 3.50 weighted GPA in each of their first seven semesters. Awardees may not have two or more incidents of Academic Integrity. If a student fails to meet the GPA threshold for one semester out of the seven, he may file a petition to be reconsidered.

Magna Cum Laude (with great praise): awarded to students with a cumulative weighted GPA over 4.20 after their seventh semester. Awardees may not have two or more incidents 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 for Magna Cum Laude.

Summa Cum Laude (with highest praise): awarded to students with a cumulative weighted GPA over 4.40 after their seventh semester. Awardees may not have two or more incidents 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 for Summa Cum Laude.

Disabilities Requiring Accommodations for Classes and Tests

Please report all physical and learning disabilities which require accommodations to Mrs. Fran Marick, Head of the Learning Center at fmarick@loyolahs.edu and your counselor as soon as possible. Medical or psychological documentation will be required in all cases. The Learning Center will provide your teachers with a list of approved accommodations for the classroom and for tests.

Your counselor will meet with your Learning Specialist, the Wellness Coordinator, and the Assistant Principal for Curriculum and Innovation 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 in either the fall or spring semesters 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 benchmark 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 Curriculum and Innovation, the Assistant Principal for Faculty Development, the Dean of Men, the student's counselor, and the Principal. The final decision to dismiss is made by the Principal.

Attendance

Class attendance is an essential part of the educational process at Loyola High School. A student who is frequently absent from class will miss a significant amount of academic discussions and personal interactions of which are paramount in Jesuit education. Attendance is mandatory unless proper procedures are followed to excuse the student from class (see attendance protocols). A student who has ten or more non-school-related absences in a semester may not receive credit for the course.

Absences and Coursework

Students who miss class due to an excused absence will be allowed to submit coursework upon their return with no penalty. Students who miss class due to an unexcused absence (including non-school related sports activities, college visits, family trips, etc.) may not be awarded extra time on assignments determined by teacher discretion. It is incredibly important that the student communicates clearly with his instructors in such cases.

Conditions for Disenrollment

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

Disenrollment from a course may be initiated by either the Assistant Principal for Curriculum and Innovation 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 the grade of either **W/F** (Withdrew or 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 credit for a required course. 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.

Reporting Discipline to Post-Secondary Institutions

Loyola does not report discipline records to post-secondary academic institutions.

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
None

SOPHOMORE
AP Art (2D, 3D, Drawing)
AP Music Theory
AP Seminar
AP World History
Honors English 2
Honors Algebra 2
Honors Chemistry

JUNIOR
AP Biology
AP Chemistry
AP English Language 3
AP Environmental Science
AP Music Theory
AP Art (2D, 3D, Drawing)
AP Spanish Language 3
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 Business with Personal Finance
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 C (Mechanics)
AP Psychology
AP Spanish Language 4
AP Spanish Literature
AP Statistics
AP Art (2D, 3D, Drawing)
AP U.S. Government
Honors Astronomy
Honors Mandarin

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 school might accept a score of 3 as passing in 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 and/or research university policies to learn more about each school's 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 level college courses thereby freeing space in a student's college schedule to meet major requirements sooner, and/or incorporate a double major or minor in their course of studies.

Minimum Honors and Advanced Placement 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 Chairperson in collaboration with the receiving teacher determines the honors/AP course roster from the candidate pool.
7. The Assistant Principal for Curriculum and Innovation does NOT accept or override academic departments' decisions regarding student placement. Students/parents should NOT request entrance into an honors or AP course from the Assistant Principal for Curriculum and Innovation

Admission into Honors and AP Courses

Introduction: Loyola High School offers a wide range of college level courses including 30+ Advanced Placement (AP) and 14 honors courses in six different academic departments. These courses are designed to challenge students who have shown aptitude and a strong desire to work harder and accomplish more in particular subjects. Students should expect a workload at least double that of college prep courses and should understand that they will be held to a much higher standard of performance. Teachers are more demanding and have higher expectations of honors and AP students.

Every Loyola student is eligible to compete for a spot in honors and AP courses. Loyola attempts to offer as many sections as necessary to accommodate qualified candidates. 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" students. 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 courses have opportunities to move into honors and AP courses each year if their performance and attitude merit an advance.

The process for admission into these courses is highly structured and deliberate. Students and parents should regularly view the school's online calendar as well as daily announcements to remain abreast of meetings, deadlines, and notices.

Who decides: Usually, three teachers are involved in deciding which students are admitted into each honors and AP course – the student's current teacher in a particular subject area, the receiving teacher, and the department chairperson. When necessary, the counselor may also be consulted. The school's administration does not interfere with, nor intercede, in this process and is not involved with approving or denying candidates.

Informational Meetings: The process for admission begins in February and March when students meet with their counselors and teachers from academic departments. During these meetings, students learn what courses are available, what the course expectations are, what the minimum requirements are to get in, and what they must do to be considered for admission. Additionally, certain courses hold their own informational meetings to provide more specific and detailed instructions. These meetings are usually held during lunch or recess and are advertised in the weekly announcements.

Pre-registration: Students pre-register in early March via PowerSchool®. The main purpose of pre-registration is to survey students to discover which courses they are interested in enrolling. 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. Students will be asked to rank their requests in order of preference during pre-registration. This last step is of paramount importance because receiving teachers look closely at students who have indicated the highest level of interest in their course(s).

Students who fail to complete pre-registration place themselves at an extreme disadvantage, and may not get into any honors or AP courses the following year.

Data Gathering: After pre-registration, academic departments gather data on all students who have indicated an interest. 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 / PSAT scores, and teacher recommendations. Since departments have different requirements, it's important for students to be aware of what's required. This period of data-gathering usually lasts four to six weeks.

Acceptance and Registration: In April, the school sends student acceptances for honors and AP courses via Canvas®. Students then formally register for courses on-line through PowerSchool®. ***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 honors and/or AP courses.

Waiting & Not Accepted Lists: Not all students will be admitted into the honors and AP courses for which they request. If not initially accepted, students will be notified via Canvas® if they have been placed on a *Waiting List*, or if they are *Not Accepted*. Being placed on the *Waiting List* signifies that a student may still be admitted into the course if a seat becomes available. If a seat opens, students queued from the *Waiting List* will be contacted to confirm their desire to still be admitted into the course. Students on the *Waiting List* must be patient as it takes time (sometimes months) to determine who may be added to the course rosters. Although it is rare for a seat to open after school begins, *Waiting Lists* will remain active until early September when academic schedules are locked for the fall semester.

Students who are vetted through the pre-registration process and deemed not qualified to take a requested honors or AP course will be placed on the *Not Accepted* list and will not be considered for enrollment.

Extra Context Form: Students who are waitlisted or not accepted into a desired course may complete and submit an Extra Context Form. The ECF allows students to give additional evidence and information that speak to why they are a good fit for acceptance.

Conflicts and Changes: At times, students may not be able to take the restricted course(s) into which they have been accepted. This may be due to scheduling conflicts, graduation requirements, or other unforeseen factors. In these instances, the student meets with the Assistant Principal for Curriculum and Innovation to decide how to best proceed. Students "locked out" of a class through no fault of their own are automatically reconsidered for an equivalent course if available.

Student Class Scheduling

Each student is enrolled into seven classes. Four or five classes meet each day. Ordinarily, classes follow sequentially from periods 1 through 7 and then begin again with period 1, independent of a particular day of the week.

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

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

During the school year, there are occasions, due to Loyola's mission to engage the whole student (e.g. multiple athletic

events, special rallies, liturgy, etc.), when it is necessary for the administration to adjust dismissal times and/or the weekly schedule.

Loyola uses PowerSchool® created algorithms to ensure that students get enrolled into their required courses and as many of their requested courses as possible. Unfortunately, it is not possible to fulfill every student's course 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 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 chance as to who receives 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.

Many courses meet capacity quickly. It is important for Loyola to keep class sizes below established maximums to ensure that student-teacher ratios are not impacted by class sections 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 considered or 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 taken a course with a particular teacher the previous year and has been assigned to the same teacher 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) The requested course(s) 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 of the seven periods (singleton courses) and it is inevitable that conflicts 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 department;
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 factor comes into play, the last step is for the automated algorithm to randomly select one student over another.

Course Change Requests

A student may request a course change up to the first week of each semester. The Academic Scheduling Team considers, approves, and/or denies course change requests. A course change request is made online by completing and submitting a Course Change Request Form found on the Loyola Website under Academics. 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.

Course Withdrawal after the Course Change Deadline

Course changes are not permitted after the course change deadline. If a student is removed from a class for any reason after the deadline it will be permanently recorded on the student's transcript as a "W" (withdrawn).

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

Summer School Classes at Loyola

Loyola High School does not offer for-credit courses during summer session. All summer session courses are taken for enrichment only and do not appear on a Loyola transcript, nor are they used in computing GPAs.

Courses Taken for Graduation Credit from Off-Campus Providers

In certain rare instances, a student may wish to take a for-credit course from an off-campus provider such as a local junior college or another high school. Any such courses must be approved by the Assistant Principal for Curriculum and Innovation 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 be 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 online courses:

1. Discuss off-campus and online options with an academic counselor.
2. All off-campus and online courses must be UC-approved.
3. If it is a math course, the student can take the course but still must pass an in-house placement exam to qualify for next-level math.

4. Email the course description to the Assistant Principal for Curriculum and Innovation for approval.
5. Once approved by the Assistant Principal for Curriculum and Innovation, enroll and take the course.
6. After completing the course, send an official transcript to the Registrar and the Assistant Principal for Curriculum and Innovation.
7. *Important note* - The completed off-campus course and letter grade will be included on the student's transcript, but the grade is NOT calculated as part of the overall Loyola GPA.

Loyola neither endorses or guarantees off-campus courses for college admissions decisions or acceptances, so all research regarding appropriate off-campus courses as it relates to college admissions rests with the student. Loyola can not guarantee all colleges and universities will award credit for off-campus and/or online courses.

**Mathematics* - Students wishing to advance a level of Loyola math via an off-campus summer school course must have received an A grade in the fall semester of their current math course, and an A grade at the spring midterm and/or at the end of the semester in order to be approved. The off-campus course must be UC approved and approved by the Assistant Principal for Curriculum and Innovation before enrolling (see steps for enrolling in off-campus and/or online courses). After completion of the summer course, a Loyola math placement exam must be taken and passed to ensure preparedness.

Courses Taken for Enrichment from Off-Campus Providers

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 an impact on the student's GPA or progress toward graduation. For these courses to appear on the Loyola transcript, a student must seek pre-approval from theAssistant Principal for Curriculum and Innovation BEFORE the class is taken. Please see the aforementioned steps for enrolling in off-campus and/or online courses.

Medical or Emergency Related Absences During Final Exams

Any student who misses a regularly scheduled final exam due to a medical or family emergency will need to take a make-up exam in the Testing Center (Library) as soon as possible after the exam date. Families must coordinate make-up final exams with the specific teacher(s) and the Testing Coordinator. In cases of illness or medical emergency, a doctor's note will be required. The student's transcript will show an "Incomplete" until all missing assignments and the final exam are submitted, graded, and recorded.

Non-School Related Absences During Final Exams

Any student who misses a regularly scheduled final exam for an unexcused reason (family trips, club sports, etc.) may be denied an opportunity to make-up the exam(s) determined by teacher discretion. If the instructor allows for a make-up then it must be completed as soon as possible and the family may be subjected to a late fee of up to $500 to cover the costs of proctors, facilities, and teachers. Families must coordinate make-up final exams with the specific teacher(s) and the Testing Coordinator. 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 (MLA Format)

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™

Ray Dass SARA™ and MERIT Test Preparation Programs

As part of Loyola High School's commitment to academic excellence and college readiness, 5% of each student's overall grade in both English and Math during Freshmen and Sophomore years will be based on consistent engagement with the Ray Dass SARA™ test prep program. This initiative is designed to help students build essential skills and prepare for success on standardized testing, specifically the PSAT. Teachers will conduct monthly progress checks to ensure that students are maintaining steady progress through the program. Active participation and continued advancement in the SARA program are required to receive full credit for this portion of the grade. Loyola has partnered with Ray Dass to provide the SARA program to all Loyola students free of charge.

The Ray Dass Merit Program™ is a targeted, high-impact test-prep initiative built on the SARA platform, offering over 1,200 tutorial videos, thousands of practice questions, live online instruction, and personalized coaching for Loyola's top academic achievers as identified by test results attained on a practice PSAT taken during Sophomore year. The goal is to significantly boost PSAT, SAT, and ACT performance, specifically to elevate students into the national Merit cohort and earn scholarship money while also building academic mastery. The Merit program is offered to a select group of students in May of their Junior year at an extra cost to the families. Ray Dass and his team communicate and organize the entirety of the Merit program, therefore Loyola does not handle Merit logistics, money exchange, etc.

Acceptable use - Laptop Computers

Classroom Rules

- The Baseline Rule: You may only use the laptop when and how instructed. Laptops and backpacks are to be closed from when you enter the classroom until instructed to take it out.

- Singular Focus: Tab-switching, gaming, streaming, texting, phone mirroring, or accessing unauthorized websites during a lesson are distractions from being productive and attentive.
- Audio Boundaries: Headphones and earbuds are strictly prohibited unless they are part of an explicitly authorized learning accommodation. Headphones and earbuds must be in your backpack from when you enter the classroom until instructed to take it out. Earbuds or headphones in school buildings will be confiscated and JUG issued.

Consequences for Non-Compliance: Living out Loyola's Graduate at Graduation ideals means accepting responsibility for personal, intellectual, and ethical growth. Practicing digital Stewardship means choosing the good, even when it requires restraint. When these guidelines are broken, the following consequences will be enforced to help restore focus:

- First Infraction: Should the laptop acceptable use policy be broken, your laptop will be confiscated for the remainder of the period and a note logged in PowerSchool®. You will hand write any remaining classwork. This ensures your active scholarship continues without digital interference.
- Persistent Infractions: Continued tech misuse demonstrates a deeper struggle with digital stewardship. The laptop will be confiscated and the Dean and the parents will be notified.

Academic Integrity and the Pursuit of Knowledge

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 and counterproductive to developing men of ethical decency. 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 push against the honest production of quality coursework. Along with the innate drive to succeed, there are pressures, real or perceived, that come from figures of authority including 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 can be 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. Students are responsible for respecting the dedication and hard work of Loyola faculty, and of the services of the counseling and tutorial programs. They are responsible for using their time and ability to prepare properly for adequately facing the work of writing reports, taking examinations, giving oral presentations, and completing coursework.

****Synchronous and Asynchronous School Days***

All academic integrity standards will be upheld to their fullest extent while distance learning. Students are expected to 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* in accordance with MLA format (*see Papers and Research*).

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 previously completed;

3. completes original research for papers, projects, and/or oral reports acknowledging contributions to these works by properly citing the source and the source (author) name (see intentional and unintentional plagiarism);
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, ChatGPT, translation websites, published test banks, Quizlet, online paper writing services, illicit sharing of Google Docs or other shared information via the internet or otherwise;
7. completes all digital coursework by using Google Docs and not erasing or modifying the editing history of the document;
8. completes all coursework without using the copy & paste function for digital assignments;
9. completes examinations without seeking answers from, or offering answers to, another student, and/or without the use of prohibited resources (notes, textbooks, phones, computers, watches);
10. completes all Canvas LockDown Browser® (LDB) quizzes/assignments following the instructions of a teacher/proctor and notifies the teacher/proctor immediately if he is prematurely kicked out of LDB while completing a quiz/assignment.
11. recognizes that his performance on an examination and/or other coursework 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;
12. 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;
13. 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 policies.

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 performance 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 dishonesty to the Assistant Principal for Curriculum and Innovation.

Intentional and Unintentional Plagiarism

Intentional plagiarism (cheating). This category covers intentional deceit by a student submitting unoriginal work as original.

- Copy/paste responses from another student, the internet, or other source
- Contract cheating: paying an essay mill or tutor to write responses
- AI generated responses submitted as student's original work

Unintentional plagiarism (misuse of sources, "I didn't know"). Unintentional plagiarism might be argued as accidental and without intent to deceive, but it is not acceptable and the plagiarism is not excused. A student lacking understanding of the concept and process of source attribution (citation and documentation) risks earning an academic infraction and a zero on a work submission that reveals a lack of understanding. This type of plagiarism is often seen in paragraphs that contain unquoted information received from outside sources, unattributed paraphrasing of ideas obtained from outside sources, and omission of required citations/punctuation acknowledging the information was obtained from outside sources. Loyola High School is aligned with the MLA system of citation and documentation.

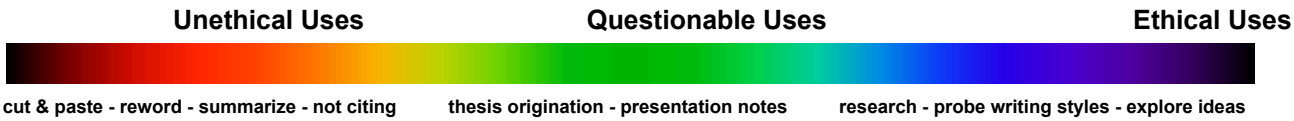
"Plagiarism and Academic Dishonesty." MLA Style Center, 2023.style.mla.org/plagiarism-and-academic-dishonesty/.
"Plagiarize Definition & Meaning." Merriam-Webster, 2023, www.merriam-webster.com/dictionary/plagiarize.

Acceptable Use Policy for Generative Language Technology (ie ChatGPT)

Effective communication with responsible use of technology is a fundamental cornerstone for Loyola's modern educational experience. The following acceptable use policy ensures a safe, fair, and productive writing environment for all Loyola students.

When used responsibly, generative pre-trained transformer (ChatGPT) language, or any other type of generative artificial intelligence (AI), can be beneficial for scholarly pursuits. However, Loyola students and faculty must understand and recognize a GPT/AI spectrum of continuity as it relates to the pursuit of skills and knowledge in a classroom setting. The spectrum presents a continuum of GPT/AI use where at one end is an ethical instrument for reference and research, and at the other is an unethical instrument for devious deception of authorship. Any coursework completed with the assistance of GPT/AI will find itself somewhere on the GPT/AI continuity spectrum and where it lands is determined by the author's creditworthiness.

GPT/AI Spectrum of Continuity



*In short, any coursework that is completed using the assistance of GPT/AI (generative language technology) must be ***"acknowledged as a contributor"*** with a clear description of which GPT/AI program was used, and in what capacity the program assisted the author in producing the product.

*All digital essay drafts are **required to be typed using Google Docs** where a record of additions and edits are recorded in the document history. Students should not manipulate or edit the document history in any way. The use of the **copy & paste function is strictly prohibited** without the explicit permission of a teacher.

Other GPT/AI Information

The acceptable use policy aims to promote respectful and responsible academic behavior while also incentivizing the pursuit of knowledge as it relates to best practices in developing skills for writing. The guidelines and expectations provided are made with the understanding that GPT/AI can benefit the learning environment, but may also lead to unscrupulous actions.

GPT/AI sources are expected to be used solely for educational purposes, seeking information, assisting with writing, generating ideas, and prompting meaningful conversations. Students are expected to use the technology responsibly, adhering to the principles of Loyola's Academic Integrity Policy as defined in this student handbook.

It is unacceptable to use GPT/AI to cheat on tests, assignments, essays, papers, or engage in any other form of academic deception. The internet and its related sources should be used to enhance learning and understanding, but none of these sources should take the place of independent thinking or personal effort. Students must not attempt to disrupt, compromise, or deceive the collaborative and/or authorship directions given by an instructor as it relates to coursework. Any violation of coursework directions will result in an academic infraction, and the accompanying consequences, as defined by Loyola's Academic Integrity Policy.

Any teacher, student, or staff member that encounters inappropriate use of GPT/AI should report the violation to the suitable teacher and/or the Assistant Principal for Curriculum and Innovation. Efficient and responsible reporting of inappropriate use helps to maintain a fair and supportive educational environment.

Turnitin AI Writing Detection™ - https://www.turnitin.com/solutions/ai-writing

Google Docs

A special function of Google Docs is automatic timestamping of all additions and edits to a document. As a matter of standard practice, students are required to type digital drafts of essays, research papers, and digital writing assignments using Google Docs. The editing archive of the document will protect students from any wrongful accusation of using copy & paste functions to produce coursework.

Copy and Paste Function

The copy & paste function for any use is strictly prohibited without the explicit permission of a teacher.

Academic Integrity - Situational Precedents

The following are a few examples of activities that are never acceptable unless specifically permitted by a teacher. All such incidents are considered serious breaches of academic integrity and will 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. A testing environment begins the moment a teacher calls for attention or tests are distributed and ends when the last test is submitted, 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. This following list is not exhaustive.

1. Posting or viewing any part of any assignment on the internet or social media. 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 coursework;
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 phone, 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;
4. having *access to* a cellphone or wearing a smartwatch during a test, quiz, or exam whether or not it is 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. using a premeditated and/or modified digital aid for the purpose of cheating is a dismissible offense.
6. Viewing or accessing a website that shows answers or solutions to problems 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;
7. accessing, viewing, receiving or distributing resources intended only for teachers (i.e. teacher's editions of books, test banks, old tests, old papers, old 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;

8. photographing, recording or copying any test, assignment, or other course work without a teacher's permission;
9. communicating with another student during an independent assessment or assignment as directed by the instructor (asking to borrow a pen, asking about time, etc. is prohibited).
10. Using a calculator or other electronic device that has stored information (even if pertinent information is not accessed);
11. communicating with students regarding assessment content and/or structure who have taken the assessment earlier;
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;
14. working on a shared document without teacher consent;
15. using translation websites and/or translation resources without teacher consent;
16. not citing sources properly with the intent to deceive the teacher. Not citing sources properly is a type of plagiarism in and of itself (see *unintentional plagiarism*);
17. finishing an in-class assessment with a perfect (or nearly perfect) score in an unreasonably short amount of time;
18. self-plagiarism - submitting an assignment/paper that was previously submitted for another course. This is a case of academic dishonesty. It is misrepresenting the effort and work put into an assignment and misleading readers;
19. copying, re-wording, or using copy & paste functions from generative language writing programs (ChatGPT);
20. submitting generative language writing (ChatGPT) or any other Artificial Intelligence generated work using the structure, format, and/or general writing that is not authentic to the author;
21. not acknowledging the assistance of generative language technology (ChatGPT) or other artificial intelligence programs in coursework.
22. Possession or use of unauthorized materials—including, but not limited to, notes, digital resources, or physical aids related to the assessment—is strictly prohibited. 'Possession' includes having such materials accessible on one's person, such as in pockets or clothing, regardless of whether they are actively used during the examination.

Consequences for Violating Academic Integrity Policies

In accordance with our commitment to Jesuit excellence and ethical decency, all academic integrity infractions are referred to the **Assistant Principal for Curriculum and Innovation**. The following disciplinary tiers apply:

Tier 1: First Offense

- Academic & Disciplinary Penalty: The student receives a zero on the assignment or exam.
- Sanctions: The student must serve three days of JUG and complete a writing assignment as directed by the Dean.
- Notification: The Assistant Principal for Curriculum and Innovation will notify parents, guardians, and the student's academic counselor.
- Additional Restrictions: Students may be denied access to Honors/AP courses, leadership positions, or other school awards.
- Record Keeping: The incident is kept on file until graduation and discarded if no further infractions occur.
- Escalation: The Assistant Principal for Curriculum and Innovation reserves the right to escalate a first offense to Tier 2 or 3 for egregious acts, such as cheating on a final exam, conspiracy, or pre-meditated planning.

Tier 2: Second Offense

- Academic & Disciplinary Penalty: The student receives a zero on the assignment or exam.

- Sanctions: The student must serve eight days of JUG and a suspension of up to two days.
- Probationary Status: A formal letter is sent home placing the student on Disciplinary Probation.
- Additional Restrictions: Students may be denied access to Honors/AP courses, leadership positions.
- Honors Impact: The student is disqualified from receiving any academic recognitions, awards, or honors at graduation.

Tier 3: Third Offense

- Academic Penalty: The student receives a zero on the assignment or exam.
- Administrative Action: The student will face the Academic Review Board to determine eligibility for continued enrollment or potential dismissal from Loyola High School.

Addendum: Consequences for Prohibited Technology

To maintain the integrity of our academic environment and support the mission, Loyola High School strictly enforces the following policies regarding personal technology.

- General Possession: Cell phones and wearable technology (e.g., smartwatches, AI glasses) may not be worn or kept *on a student's person* while school is in session. Any smart device, including cell phones, AI glasses (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.*
- Level 1 Infraction: Any student found with prohibited technology *on their person* will receive an academic infraction, an automatic zero on the current assignment, and three days of JUG.
- Level 2 Infraction (Active Use): Actively using a cell phone or wearable device during any assessment triggers an immediate second-level infraction. Consequences include a zero on the assessment, eight days of JUG, and a suspension of up to two days. Additionally, the student permanently forfeits eligibility for all graduation recognitions, awards, and honors.
- Severe Infraction (Modified Tech): Any student found using technology that has been modified specifically to facilitate academic dishonesty will be referred to the Academic Review Board for potential dismissal from Loyola High School.

ON-CAMPUS STUDENT LIFE OFFICES / SERVICES

CAMPUS MINISTRY

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.

Opportunities for students to participate:

- Morning Prayer
- School Liturgies
- Reconciliation Services
- Liturgy Class

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 *(Mandatory)*
- Transfer Student Retreat
- Sophomore Retreat *(Mandatory)*
- Junior Retreats
- Senior Retreats

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.

CENTER FOR SERVICE AND JUSTICE

Loyola High School inspires Students to become men of faith, scholarship, service, and leadership. Central to this Jesuit mission, the Center for Service and Justice challenges students to view the world with open hearts and minds, fostering the kinship, compassion, and generosity required to become true "Men for and With Others".

By utilizing the framework of the "Two Feet of Love in Action," our program balances short-term charitable works (direct assistance) with long-term social justice (addressing systemic causes). Through these direct, face-to-face encounters with local and global vulnerabilities, we guide students toward metanoia—a profound transformation of heart and mind—and direct them toward meaningful solidarity with poor and marginalized communities.

Grade-Level Service & Justice Requirements:

To accompany students as they grow into Men of Service, Loyola mandates a developmentally sequenced service requirement for each academic year.

- **9th Grade:** *Foundation:* Students must complete **5 hours of service** through the weekly on-campus composting program.
- **10th Grade:** *Conscience* (CY2): Students must complete **25 hours of service**, which must include:
    - Four on-campus Enrichment/HSPT-8 tutoring sessions
    - One approved community service events
- **11th Grade:** *Competence* (CY3): Students must complete **40 hours of service**. This requirement can be fulfilled through:

    - Service at an approved partnering Service & Justice site OR
    - An immersion experience (in the fall semester or the spring semester).
        - Note: Detailed immersion details and site directories are posted on the Students' Community Service Canvas® page.
- **12th Grade**: *Compassion & Radical Kinship* (CY4): **Senior Service and Justice Project** - capstone of the Loyola experience.
    - 72 hours of direct service completed during the dedicated project period
    - Full participation in all CY4 pre- and post-project formational sessions
    - Completion of a final capstone reflection paper

Immersion Programs:

The Center for Service and Justice (CSJ) offers grade-specific immersion programs, including domestic immersions for Sophomores and Juniors (LA, Seattle, Santa Cruz) and international border immersions for upperclassmen (Arizona, Dominican Republic, Kenya and Mexico).

Leadership & Formation:

Students can also apply to our Arrupe Letterman Society, a CSJ leadership and formation program to deepen their impact. For full details and additional initiatives, please check your Community Service Canvas® course, or contact the CSJ Team.

OFFICE OF EQUITY AND INCLUSION (OEI)

Rooted in inclusive excellence and guided by Ignatian values, the Office of Equity and Inclusion (OEI) serves as an educational resource for the entire Loyola community. We invite students, families, faculty, and administration to engage deeply with identity development, intersectionality, and social justice to build a unifying consciousness for the common good.

Core Responsibilities

- Provide direct care to students grounded in Gospel values, Jesuit charisms, and our school mission.
- Advise and support administrators, faculty, and staff on student-centric equity, discipline, and inclusion initiatives.
- Foster an inclusive campus environment that aligns with the strategic direction of Loyola High School.
- Cultivate Student leaders equipped for proactive "upstander" formation throughout the school.
- Partner with the Dean of Men and the Counseling Department to facilitate direct healing, spiritual restoration, and reconciliation after harm occurs.

Strategic Approach

Our data-driven methods are firmly rooted in *cura personalis*, active listening, and an absolute commitment to anti-racist and anti-bias practices. We maintain transparent communication across all relational support structures—connecting families with the Dean of Men and counseling staff, while supporting educators through faculty development leads. Ultimately, we empower Student voices through the framework of Catholic Social Teaching and Graduate at Graduation values.

Restorative Justice & Restoration Procedure

Recognizing that positive habits take 21 days to form, the OEI utilizes a structured, 30.5-hour restorative process modeled on the Ignatian Pedagogical Paradigm (IPP). For students who cause serious injury to individuals or the school community, this procedure re-engages them through three core phases:

1. Students complete handbook-focused reflections, target infraction modules, and draft initial letters of apology during designated school periods (30 minutes daily for 21 days).
2. Students analyze historical context and participate in peer mediation sessions with the OEI Senate, followed by formal written reflections.
3. Students complete two 10-hour blocks of external service or internal volunteer work coordinated with the Center for Service & Justice, concluding with a formal review of their letters of apology.

The OEI Student-Driven Promise

We confront uncomfortable realities to celebrate the unique dignity of every individual in our community. The OEI remains wholly committed to cultivating an environment where inclusivity is promoted and upheld by the community itself. This commitment explicitly extends to our local neighborhood, ensuring the Pico-Union community is intentionally included in our institutional considerations, conduct discussions, and campus events.

The Cub Year (CY) Program

The **Cub Year (CY) Program** is a comprehensive four-year scaffold that animates the mission of Loyola High School: "to inspire students to become men of faith, scholarship, service, and leadership." By operationalizing the "Four Cs of Human Excellence"—Commitment, Conscience, Competence, and Compassion—the program creates a relational journey involving the entire faculty and student body. This institutional effort unfolds through a specific developmental lens each year, guiding students from their initial relationship with the school to their ultimate engagement with the global community.

Cura Days: Fostering Cura Personalis

At the core of Loyola's formation is ***cura personalis***—care for the whole person. This tenet animates every aspect of the student experience, committing to the mental, physical, spiritual, and academic development of each Cub.

The spirit of the CY Program is brought to life during **Cura Days**. On these days, the program hosts monthly, grade-level **Cura classes** where students engage in meaningful mission work tailored to their year's specific theme. Following these sessions, students transition to **Cura lunch activities**. Hosted by various campus culture groups, these gatherings foster belonging through kinship, ensuring that the mission is not just taught, but lived.

ATHLETICS

Loyola fields **thirteen varsity sports** whose seasons span the entire school year:

Fall Sports: Cross Country, Football, Water Polo.
Winter Sports: Basketball, Soccer, Wrestling.
Spring Sports: Baseball, Golf, Lacrosse, Swim & Dive, Tennis, Track & Field, Volleyball.

Channel of Authority

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

Selection Process

The selection of an athletic team will take place over at least three days or five 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 contests by bus or van (except for golf and varsity volleyball). On most occasions, students will transport themselves to weekend contests.

Eligibility for Athletics

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 club 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), 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

<u>Player Responsibilities</u>

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.

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 the 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.

School Jackets

A Loyola School Jacket 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 Director for Student Activities.

The Loyola High School Jacket is made by Albion Knitting Mills - 2152 Sacramento Street, Los Angeles, 90021, (213) 624-7740. A representative from Albion visits campus at various times throughout the year for fittings and to accept orders.

STUDENT ACTIVITIES

Clubs and Student Organizations

Co-curricular activities are a vital part of student life at Loyola. All students are encouraged to actively participate in one or more clubs or activities. Loyola's co-curricular programs do not happen "in addition to" the academic and spiritual formation of students. Co-curricular activities are as essential to a student's formation as every other element of his Loyola experience. The activities are designed to promote the physical and social development of the student, to provide opportunities for leadership, to provide avenues to serve the school and community, and to develop interests and talents that are normally untapped in classroom activity.

The entire Club Booklet can be found HERE including applications for new clubs. New club applications need to be submitted in the first or second week of each semester.

Social Media Accounts

Prior to establishing a social media account for an individual club, initially the club president shall obtain approval from the club moderator who will present the request to the Director of Student Activities. All posts to the club account must be reviewed by club moderators.

Overnight Trips

Conduct—All school student conduct regulations are in effect on overnight trips and will be strictly enforced.

School Dances/Events

Loyola High School extends the standards of behavior, grooming, and decorum outlined in this handbook to all school-sponsored social events. As *Men for Others*, students must represent the school community with dignity and respect at all times.

- Students and guests must present a valid student ID card at the door for entry.
- School personnel may inspect all bags at the entrance.
- Doors close one hour after the event begins. Once students leave an event, they will not be readmitted.
- Attendance is strictly restricted to current Loyola students and young women from invited high schools. Formal dances (e.g., Homecoming, Prom) require adherence to event-specific guest agreements.
- For the Christmas Dance and Prom, students must remain at the event until the designated dismissal time.

Dance Attire (Non-Formal Events)

While formal dances require specific dress attire, casual and semi-formal school dances allow for relaxed clothing choices that maintain communal standards of neatness and sensibility.

- Jeans in good condition and non-Loyola T-shirts (free of inappropriate imagery or advertisements conflicting with Christian values). Footwear must be securely fastened at both the front and back.
- Prohibited: Tank tops, sleeveless T-shirts, and any clothing featuring explicit, suggestive, or substance-related imprints.

Any infractions will be reported to and handled by the Dean's Office.

COUNSELING

Caring for each student as an individual is the core mission of the Counseling Department. Our counselors serve student needs across academic, career, college, and personal domains. Each student is assigned a counselor who tracks their progress from Freshman through Senior year. Generally, students are scheduled to meet with their counselors once each semester; however, students may schedule an appointment at any time. Parents are also highly encouraged to contact their student's counselor should the need arise. The counselor's name is listed on the student's schedule and within PowerSchool®.

Testing Schedule

- **Freshman:** Fall PSAT 8/9
- **Sophomore:** Fall PSAT 10

- **Junior:** Fall PSAT/NMSQT & Occupational Interest Survey
- **Junior/Senior:** SAT / ACT testing (including an In-School SAT in Fall 2026)

College and Career Counseling

With 99% of graduates attending college (and 96% heading to premier four-year universities and service academies), Loyola begins formal planning in the Junior year through the **Cub Year 3 (CY3)** program.

Junior Year Programming

- Students complete a career interest inventory, attend campus Career Day, and meet 1-on-1 with counselors to discuss options.
- Families utilize digital platforms like **Scoir** and **College Kickstart**.
- Dedicated sessions (Cura Days) for self-reflection and college personal statement writing.

Senior-Specific Support

Seniors receive exclusive access to targeted resources through the fall, including:

- **Workshops/Info Nights:** Summer Essay Workshops, FAFSA/Financial Aid Night, and University Night.
- **Fairs & Tours:** Regional and national college fairs (JET, RACC, HBCU) and regional college tours (San Diego Colleges Tour; LMU Cubs on Campus)
- **Application Labs:** Hands-on counselor assistance for the Common App, UC, and Cal State systems during Magis periods, alongside visits from over 100 college representatives.

THE LEARNING CENTER

The Learning Center exists to support all students who have met our high standards for admission, possess the intellectual curiosity to succeed within our academic rigor, and want to challenge themselves academically.

For students needing specific accommodations to fully realize their intellectual potential, or for those simply needing additional support in a particular subject, we offer both student and faculty-led tutoring options. A student looking to request tutoring or utilize Learning Center resources should contact their counselor.

Update coming Fall 2026: *the library will be remodeled to accommodate the new Learning Center and Loyola's Student Wellness Center.*

STUDENT WELLNESS COORDINATOR

Student Wellness Coordinator, Dr. Natasha Carpenter, works closely with the counselors to provide an extra layer of support for students who are struggling with mental health and emotional issues. She provides one on one meetings with students, consultations for faculty and administrators, faculty training, guest lectures in class, care coordination with outside mental healthcare providers, and coordinates guest visits with outside programs.

Update coming Fall 2026: *the library will be remodeled to accommodate the new Learning Center and Loyola's Student Wellness Center.*

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 their life. In an effort to reach all of its students, Loyola offers classroom presentations, small group discussions, and private consultations.

Child Abuse Policy

Child abuse is a reality of our society. Child abuse includes physical injury which is inflicted upon a child by other than accidental means, sexual exploitation or assault, and child neglect. Out of concern for abused children and their families, California State Law requires that known or reasonably suspected incidents of child abuse must be reported immediately, or as soon as practically possible, by telephone to a child protective agency by a teacher, a counselor, or the principal. After the initial report by telephone, a written report must be sent to the Los Angeles County Department of Children's Services within 36 hours of receiving information concerning the incident.

Cura Personalis and CMT (Care Management Team)

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 Curriculum and Innovation, Director of Student Health, the Director of Campus Ministry, 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.

Please visit the counseling page of the Loyola website for a complete description of the Counseling Program – https://www.loyolahs.edu/academics/counseling/ or for more information: Counseling Department Programming

LIBRARY

The **William H. Hannon Information Commons @ Fritz B. Burns Library** supports Loyola's curriculum, 21st-century learning students and faculty. The library commons provides updated technology, tutoring and individual study space.. Wireless access and electrical outlets are available at individual study carrels. Sorry, we don't lend chargers or cables.

Update coming Fall 2026: *the library will be remodeled to accommodate the new Learning Center test room and additional tutoring rooms as well as a new name, ACE. Also, Loyola's Wellness Center will be added to our floor.*

Curriculum based resources include both print and online materials. The library houses a collection of 3k volumes fiction and non-fiction books. Students also have remote 24/7 access to online periodicals, e-books and via subscription databases from JSTOR®, EBSCO®, ProQuest®, ABC-CLIO®, Infobase™, Oxford University Press and HEIN Law Journals™. Access to streaming of educational and feature films is available from SWANK. Databases are accessed via Burns Library Canvas® page. All Loyola policies (cell phone, appropriate use and academic integrity) 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. Research lessons are based upon national school library research standards from AASL (American Association of School Librarians.

As the Director of Information Resources, Mrs. April Hannah (M.L.I.S.) manages library staff, collaborates with faculty and creates research lessons and LibGuides©. Library staff are Mr. Stewart Hayes as the Information Resources Lead and Mr. Tyler Lancaster as Loyola's Archivist.

Library Hours:
Mon -Tues- Thurs: 7:30 - 6:00
Schedule 2 Wed: 9:15 - 6:00
Fri & Min Day: 7:30 - 4:00* / *Holiday vacation: closed after school.

Individual students are welcome to request research help from **Mrs. Hannah @ ahannah@loyolahs.edu**
Students: Please check Canvas® for updates.

Student Conduct in the Library:

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. Because we have partnered with Edtech(Shelfit) On-line Book Store, there is no physical bookstore on campus. Students purchase their books through the official on-line bookstore at lhs.shelfit.com, which 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. Store hours will be listed in the Principal's Weekly Newsletter as well as Weekly Student Announcements.

ENROLLMENT, TUITION AND FINANCIAL AID POLICIES

Enrollment Policies

All families, whether returning to Loyola or new to Loyola, are required to sign an enrollment agreement and set up a student billing account via Blackbaud®, Loyola's third-party enrollment and student billing partner, each year. An enrollment agreement needs to be signed for each student, and all responsible parents must sign the enrollment agreement, regardless of who is paying tuition.

Families requesting to withdraw from Loyola High School must email the Principal to officially request to withdraw. The Principal will notify the relevant departments of the student withdrawal.

The enrollment term for each academic year is July 1 - June 30.

Tuition

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 70% of each year's operating expenses are covered by tuition. The remaining 30% comes from fundraising and investments.

As a long-standing reflection of Loyola's commitment to Jesuit education for all, the tuition amount charged to families represents approximately 80% of the total cost to educate each student. Loyola looks to its alumni, friends, and parents for assistance with its fundraising efforts. Over the years, the generous response and cooperation of Loyola families towards the Parent Pledge Program has been of great assistance with operational expenses.

Tuition for the 2026-2027 school year is $31,882. A $560 tuition deposit is required upon enrollment. The following mandatory annual fees for each student are charged in July:

- Tuition Insurance: $250
- Mothers' Guild: $25
- Fathers' Club: $15
- Graduation (Seniors): $185
- Sophomore Day of Recollection (Sophomores): $35
- Freshman Retreat (Freshmen): $65
- Freshman Orientation (Freshmen): $25

Using Blackbaud Tuition Management (BBTM), Loyola's third-party student billing company, we provide three tuition payment plan options:

- One payment due July 5, 2026
- Semi-annual payments due July 5, 2026 and on Dec 5, 2026

- Ten monthly payments due July 5, 2026 - April 5, 2027

For questions regarding tuition, please call the Business Office at (213) 381-5121, ext. 1311.

Auxiliary Fees

Most auxiliary student fees are billed via Blackbaud Tuition Management, including fees for athletics, campus ministry programs, service immersions, and other school activities. Other payment processing tools such as Cub Cash and Formstack are also used.

Fees posted to your BBTM account will be automatically charged to the payment method on file on your next scheduled tuition payment date. If a fee is added after your tuition plan has ended, it will be charged on the 5th of the following month.

Parents are required to keep payment information current. BBTM charges a $30 fee for failed payments, which Loyola cannot waive.

Non-Payment of Tuition and Fees

The penalties for non-payment or late payment of tuition and fees are as follows:

- A student's re-enrollment and/or course registration for the following semester may be delayed until payment is received.
- A student may be held from class until payment is received
- A student may be restricted from participation in co-curricular activities (athletics, clubs, dances, immersions, etc.) until payment is received.
- A student's registration for Summer Session may be delayed until payment is received.
- A student may be held from Summer Session classes until payment is received.
- **A student may be withheld from final exams and receive an Incomplete grade on their report card/transcript until payment is received.**
- **A student will not receive their diploma until full payment is received.**

Payment Methods

Loyola accepts credit/debit card and bank transfers for payments of tuition & fees. Loyola does not accept cash payments for tuition & fees. Check payments are limited to:

- Families enrolled in the annual or semi-annual payment plan
- Payments from third parties, such as 529 Education Savings Plans

Failed / Returned Payments

If a payment is returned due to insufficient funds or another bank-related issue, BBTM will automatically retry the payment approximately 10 days later. BBTM may make up to three collection attempts and will assess a $30 fee for each failed payment attempt.

All checks written to Loyola High School that are returned by the Bank, for any reason, are subject to a $30 fee for each time an attempt is made to reprocess the check.

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.

Withdrawal and Refunds

Loyola sets its annual budget, including salaries, facility improvements, and more based on student enrollment. However, we understand that circumstances may arise in which a family considers a withdrawal from Loyola. The Refund Schedule below for the 2026-2027 school year is intended to set expectations for parents considering transferring/withdrawing their son from Loyola.

Refund Percentage	**Start Date**	**End Date**
100%	3/6/2026	6/30/2026
50%	7/1/2026	8/16/2026
25%	8/17/2026	12/28/2026
0%	12/29/2026	and after

Note: The registration deposit is non-refundable.

Loyola High School requires each student to enroll in tuition insurance, and the per student premium cost is automatically included in the family payment plans along with other mandatory fees (Mothers' Guild, Fathers' Club, Freshman retreat, graduation, etc.). Loyola's tuition insurance provides a percentage payout to Loyola in the case of a covered loss. If the insurance claim payout exceeds the remaining tuition due, the overage is paid out to the family. The details of the policy can be accessed by contacting the Business Office.

Leave of Absence

In rare and extraordinary circumstances, a student may require an extended separation from Loyola High School beyond the scope of a typical excused absence. In keeping with Loyola's commitment to Cura Personalis — care for the whole person — the school may grant a formal Leave of Absence when serious medical, psychological, or family circumstances significantly impact a student's ability to participate fully in the academic program. A Leave of Absence is granted at the sole discretion of the Administration and must be requested in writing by a parent or guardian. Supporting documentation from appropriate medical or licensed professionals may be required.

A Leave of Absence is distinct from a voluntary withdrawal. When a Leave of Absence is formally approved, the student is not considered actively enrolled for the duration of the leave and may not attend classes, participate in athletics, extracurricular activities, or be present on campus without prior administrative authorization. The school will determine the effective dates of the leave and any conditions required for return, which may include medical clearance or participation in a reentry meeting with members of the Administration or Care Management Team.

If a Leave of Absence is approved, tuition will be adjusted so that the family is not charged for the period of approved leave. Tuition will be prorated based on the student's active enrollment period. Any prepaid tuition covering the leave period will be credited or refunded as determined by the Business Office. The Tuition Refund provisions applicable to voluntary withdrawal do not apply to an approved Leave of Absence. If a Leave of Absence request is denied and the student withdraws, the policies governing voluntary withdrawal and tuition refunds will apply.

Failure to return by the agreed-upon date, or failure to satisfy conditions for return, may result in the student being administratively withdrawn from Loyola High School. Loyola reserves the right to determine whether continuation in the academic program is appropriate and in the best interest of both the student and the school community.

Financial Aid

At Loyola, every effort is made to extend the financial assistance necessary to allow all qualified students the opportunity to attend Loyola High School. Financial aid is available on the **basis of demonstrated need**. All financial aid is provided on an annually renewable basis.

Students receiving aid must maintain an acceptable academic rating and good conduct.

Each year applications for financial aid for new students and returning students are available on our website from November 1 through January 25. https://online.factsmgt.com/signin/3FV15

The Financial Aid Committee will announce its decision to parents in March for both incoming students and returning students.

GENERAL INFORMATION

Student Health, Medications and Communicable Diseases

Loyola High School prioritizes the safety, health, and well-being of all students. This section outlines critical health requirements, medication policies, and emergency protocols designed to maintain a secure and nurturing environment for our school community.

Annual Student Health Requirements

To ensure a safe environment for all, families must renew and update all student health requirements before the first day of school or the first athletic practice in August.

- These requirements apply to **all students**, regardless of athletic participation.
- There are no exceptions to the August deadline. Please schedule medical appointments after May 1, 2026.
- Access detailed instructions, mandatory forms, and scheduling links on the Loyola Student Health Website
    - Contact Director of Student Health, Tim Moscicki, AT, at tmoscicki@loyolahs.edu for assistance.
- For further information on Student Health Guidelines, please see Student Health Services Guidelines.

Prescription and Maintenance Medications

Students are strictly prohibited from carrying prescription medications on campus or in school bags. If a medication must be administered during school hours or overnight retreats, parents or guardians must fulfill the following:

1. Submit a completed Loyola Prescription Medication Form (also available on the Student Health website under Student Health).
    a. Students requiring an epi-pen, the Prescription Medication form needs to be filled out and turned in to the Director of Student Health.
    b. If you/your son have a chronic condition that requires daily monitoring, please contact the Director of Student Health at tmoscicki@loyolahs.edu.
2. Deliver the medication in its original prescribed container, clearly labeled with the student's name, medication type, and dosage details.
3. Check the medication in directly with the Dean or Director of Student Health.

4. Provide only the exact amount of medication required for a single school day.
5. If you / your son suffers from any allergies, you need to check in that medication through the Director of Student Health offices.

Communicable Disease Isolation Protocols

To preserve community health, the Administration enforces the following isolation and non-attendance protocols based on CDC and LA County Department of Public Health guidelines:

Isolation Level	Covered Illnesses / Symptoms	Mandatory Action & Campus Return
Strict Isolation / non attendance of classes	Chickenpox, measles, German measles, mumps, viral hepatitis, active pulmonary tuberculosis.	Stay home until fully recuperated. Students must present a physician-signed Medical Release to return to campus or classes.
Modified Isolation / non attendance of classes	Severe influenza, severe infectious mononucleosis, pneumonia, conjunctivitis (pink eye), or any other emergent communicable disease.	Stay home until fully recuperated. Students must present a physician-signed Medical Release to return to campus or classes.
Recommended Isolation / non attendance of classes	Severe sore throat, mild influenza, general severe infection/illness, or a body temperature above 100.4°F.	**Students** are strongly encouraged to remain home until fully recuperated.

Authorization to Consent to Treatment of a Minor

By agreeing to the terms of this handbook, parents/guardians grant Loyola High School the advance authority to consent to any necessary X-ray, medical examination, anesthetic, surgical diagnosis, or treatment rendered under the supervision of a licensed physician at an accredited hospital.
Note: This proactive authorization ensures school officials can act immediately in an emergency before specific medical care is indicated. This authorization remains effective until **August 1, 2027**.

Student Accident Insurance

Loyola urges families to maintain primary medical insurance. As a secondary safeguard, Loyola provides a secondary accident insurance policy for all students.

- **On-Campus Coverage:** Covers accidental injuries occurring on school premises during regular school hours and days while under the direct supervision of school-appointed adults.
- **Off-Campus Coverage:** Covers accidental injuries occurring during school-sponsored, directly supervised activities, such as athletic contests, field trips, class trips, and retreats.

Important Fiduciary Notice:

Families must follow the protocols of their primary insurer. This secondary policy does not guarantee total expense coverage, and Loyola High School is not responsible for medical expenses incurred from student injuries. Direct any questions to Mr. Tim Moscicki, AT.

Claim Procedures

To process an insurance claim after an injury, families must complete the following steps within **30 days**:

1. **Report the Injury:** Notify Mr. Moscicki of the accident within 24 hours.
2. **File with Primary Insurer:** Submit all claims to your primary insurance provider first. You must follow your primary insurer's Explanation of Benefits (EOB); failure to do so invalidates Loyola's secondary policy.
3. **Initiate Loyola Claim:** Once your primary insurance pays, contact Mr. Moscicki's office to fill out the school's portion of the Loyola insurance claim form.
4. **Submit Documentation:** Complete the parent/guardian portion of the claim form and mail it directly to the insurance company along with the primary EOB and any outstanding invoices. *Claims submitted after 30 days may be denied.*

Emergency Disaster Plan and Communication

To facilitate the swift and safe dismissal of students during a crisis, parents/guardians must update their emergency contact and release preferences in PowerSchool at the start of each academic year. We ask families to discuss these emergency choices together so expectations are clear.

- **Please contact Mr. Sean Aldana at saldana@loyolahs.edu or Ext. 1220 immediately to report changes to your address, phone numbers, or email address.**

Crisis Communication Protocols

In the event of an emergency, unplanned safety threat, school cancellation, late start, or early dismissal, Loyola will notify families, faculty, and staff using our automated emergency communication system via PowerSchool®. Classes will not resume until the Administration determines that campus transit and attendance are reasonably safe.

- **Email Notification:** Messages will display the sender identity: **Loyola High School ALERT (school messenger in PowerSchool®)**.
- **Text & Phone Alert:** Incoming cell phone alerts will display the Caller ID: **Loyola High School**.
- **Information:** When possible, monitor the homepage of the official Loyola website for real-time status updates.

Motor Vehicles and Parking

Registration & Liability

- Parking is free, but Loyola assumes no liability for vehicle damage or stolen property.
- Student drivers must display a free parking permit. To get one, submit a vehicle registration form and signed Parking Contract, found on the Dean's Office "Forms" page of the school website.

Driving & Parking Regulations

- Maximum **5 mph** on campus, Berendo St., and 15th St. Drive with extreme caution and courtesy, especially near St. Thomas School.
- Students are strictly prohibited from parking on Venice Blvd., nearby streets, or local alleys during school hours. Violators risk city towing and disciplinary action.
- Vehicles parked illegally may be towed at the owner's expense. Vehicles on or near campus are subject to search by administration upon probable cause.
- Driving violations may result in fines, weekend JUG, or total loss of campus driving privileges.

Drop-Off, Pick-Up & Rideshares

Note: Security staff directions must be followed at all times.

- To reduce congestion, parents should not enter the Dewey or 15th Street lots until **10 minutes after school dismissal**.
- Rideshares (Uber/Lyft): Use the Dewey lot entrance located at **1322 Dewey Ave** for all pick-ups and drop-offs.

Transportation

Loyola Buses

Loyola's bus service continues for the 2026–2027 school year, now consolidated under **American GTS** for a more streamlined experience.

- **Real-Time Tracking:** The **Cariina app** offers live route updates and rider tracking.
- **Policies:** Loyola reserves the right to modify routes. Only Loyola-contracted buses are permitted to transport students, including at the Venice Blvd parking areas. For more information, click here.

Public Transportation

Los Angeles County offers robust transit options. Visit www.metro.net to plan your route and complete your **Metro TAP card** registration.

Student ID Cards

Students must carry their ID card at all times on campus and at school functions. It is required for entry to games, dances, and library access. ID cards must be submitted upon the request of an authorized person.

**Students may request a replacement card in the Student Center. There is a reprinting fee for lost/stolen cards.*

Cub Cash (Prepaid Account)

The Loyola student ID Card also acts as "**Cub Cash"**, a convenient, cashless spending account accepted at the Cub Corner, Z-Licious Snack Bar, Student Activities, Library, and Main Office.

- There are no fees to load or use Cub Cash, and no overdraft or interest charges.
- Spending is limited to your deposits and restricted exclusively to on-campus use.
- Funds roll over each semester and are fully refunded upon graduation. If the card is lost or stolen, the account can be suspended immediately to safeguard the balance.

Visitor Information

All visitors must check in with security upon entering campus. Security will alert employees that their guest has arrived.

Work Permits

When a student secures a job, he needs to fill his personal part, fill Loyola address (etc), parents/guardians need to sign, and the employer has a part to fill out also. When that is done, he can email the application to Ms. Harding in

the main office at kharding@loyolahs.edu. She will process and get signatures required. Once signed, she will email the work permit to the student.

Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age HERE for a pdf version of the Certificate.

Loyola Parent Organizations

Loyola High School partners with parents and guardians to sustain our vibrant campus community through four core organizations that engage families during their son's time on campus and keep them connected long after graduation. These groups advance the school's mission across three vital pillars: **community building** through social gatherings like the Blue and White Parent Party and Taco Tailgate; **fundraising** for school operations via major benefits like Interchange and the LFC Open; and **program support**, mobilizing volunteers to staff landmark events such as Open House and Family Days of Accompaniment.

Current & Alumni Parent Groups

All current families are automatically enrolled in our primary parent organizations. The **Loyola Mothers' Guild (LMG)** brings current mothers together for spiritual, social, and service endeavors—such as the Women's Day of Reflection and the Spring Luncheon—to foster enduring friendships while supporting our students. Meanwhile, the **Loyola Fathers' Club (LFC)** actively integrates current fathers into school life, combining fellowship with service through signature events like the Father/Son Mass and the annual golf tournament. Once their sons graduate, families transition into our alumni networks. The **St. Ignatius Guild (SIG)** unites alumni mothers to raise critical funds for faculty sabbaticals and professional development, while the **Majorem Society** provides "Dads of Grads" an annual dinner and ongoing opportunities to maintain their lifelong bond with the school.

Contact Information

For questions regarding the Parent Associations, please contact: Moira Arjani - Parent Volunteer Engagement - x1322 or marjani@loyolahs.edu. You may also email lmgpresident@loyolahs.edu or fathersclub@loyolahs.edu.

INSTITUTIONAL GOVERNANCE & ADVANCEMENT

Office for Mission

The Office for Mission animates the mission, vision and core values of Loyola High School. Our core identity as a Catholic Jesuit college preparatory school, inspires students to become men of faith, scholarship, service, and leadership. Grounded in the *Spiritual Exercises of St. Ignatius Loyola*, our collaborative team of lay professionals and Jesuit priests works to serve the ongoing Ignatian formation of our community. We provide continuous opportunities for faculty, staff, administration, the board of directors, and parents and guardians, ensuring that the living tradition of Jesuit education remains vibrant and integrated throughout the operations, structures, programs, and practices of the entire institution.

We invite parents and students to visit us in the Hannon-Ardolf building (Suite 105) as we work together to care for the whole person (*cura personalis*) and act in service for the betterment of the human family.

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

Advancement Department

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 Loyola High School Advancement Department drives the philanthropic, community, and promotional initiatives that sustain our mission. This effort encompasses **fundraising** (annual, planned, capital, and endowment gifts); **alumni relations** (reunions, engagement, and mentoring); **communications** (public relations, advertising, social media, the website, and publications) ; and the coordination of our **supporting parent groups** (Mothers' Guild, Fathers' Club, Majorem Society, and St. Ignatius Guild). Through this comprehensive program, Loyola connects with alumni, parents, past parents, friends, foundations, and corporations who invest in creating "Men for and with Others".

Loyola hopes that 100 percent of the families will partner in their students' education by making a yearly contribution to the Annual Fund and by participating in events.

Contact Information

To discover how you can help support Loyola's vision and mission, or to learn more about active capital projects, please contact Alexis Alfieri, Executive Assistant for Advancement, at ext. 1305 or aalfieri@loyolahs.edu.

2026-27 Board of Directors, Consultants, Liaisons, and Directors Emeriti

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.

INSTITUTIONAL DISCLOSURES, ACCREDITATION & AFFILIATIONS

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.

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).

While this handbook covers as much as possible, it cannot anticipate every situation. The administration reserves the right to address unlisted issues using its best judgment, as well as interpret, update, or change these policies as needed. Any updates made during the school year will be communicated promptly to parents and guardians.